

SIGNIFICANCE OF MULTILINGUALISM FOR CHILDREN WITH DIVERSE NEEDS & BENEFITS IN INCLUSIVE EDUCATION: A QUALITATIVE STUDY

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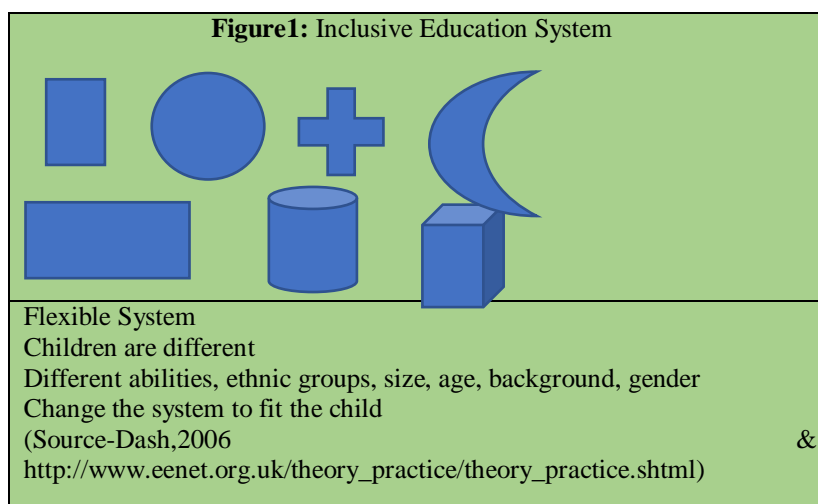
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Abstract: The investigator tried to explore the concept of multilingualism in inclusion for children with diverse needs and benefits of multilingual education for children with diverse needs in inclusive classroom. The findings of the study are: Though the implementation of multilingual approach seems to have some practical difficulties, the successful implementation of this system results in many amazing benefits to the children with diverse needs. The benefits of multilingualism to children with diverse needs are: The learner with diverse needs who goes to acquire more than one language, gains a very good proficiency in his own minority language because it is mandatory for the learner with diverse needs with diverse needs to attain good command over his native tongue. This in-depth command over the mother tongue or the first language makes the learner with diverse needs more confident and more powerful in expression. A learner with diverse needs who has proficiency in two or more languages will have a multiple perspective on the world issues and will be more flexible in decision making and problem-solving.

Index Terms – Multilingualism, Children with Diverse Needs, Inclusive Education, Benefits

I. INTRODUCTION

Inclusive education refers to the placement and education of children with diverse needs (divyang children) in regular education classrooms with children of the same age who do not have disabilities. The underlying premise of inclusion is that all children can learn and belong to the mainstream of school and community life. Inclusion is a basic value that extends to all children (Dash, 2018). “There have always been children with diverse needs, but there has not always been educational programmes to meet their needs.” It is, therefore, pertinent to give some thoughts to the historical perspectives of educational programmes for children with diverse needs. Remedial education, compensatory education, special education, special classes, the whole school approach, integration-these and much more have had their brief heyday in the field and have, in due course, disappeared into history just as the term ‘integration’ is now being overtaken by the term ‘inclusion.’ Given this unstable past, one would imagine that some sort of historical perspective would be an integral part of our study. In reality, however, we are not very good at remembering our past, much less at connecting it with our present (Dash, 2006). Inclusive education, which has emerged as a reform in the education of children with special needs, gained momentum since 1994 World Conference on Special Needs Education in Salamanca, Spain. It is significant that some countries have made significant advances towards prompting inclusive education in their legislation. At the same time inclusion has been the subject of heated debate in professional journals, training programme for teachers’ educators and among special education leaders. In education ‘inclusion’ refers to the placement and education of children with disabilities in regular classrooms with children of the same age group who do not have disabilities. The underlying premise of inclusion is that all children can learn and belong to the mainstream of the school and community life. Inclusion is the basic value that extends to all children. Inclusion gives a message: Everyone belongs to the school; everyone is welcome to the school (Dash, 2018). The history of educational programmes for children with diverse needs presents both an optimistic and a pessimistic picture. The optimistic picture indicates that the practice and policy in diverse needs education have improved over time; that the attitude of society towards the less fortunate children has changed over the centuries, though much slowly; and that in past things were done less well than they are now, or, indeed, entirely the wrong things were done. The pessimistic picture indicates how some groups of influential people, through small in number, conspired to subvert any progress towards more liberal practices; how the interests of these less fortunate children were damaged by those who claimed to serve them; and how the conservative forces worked to maintain the status quo. Thus, the pessimistic view has little to offer beyond a sorry tale of thwarted initiatives and shattered ideals. It is, therefore, pertinent to study how change has taken place—from superstitions to segregation, and latter to integration, and what the direction of change is taking place at present (Dash & Dash, 2003). Prime Minister of Government of India (The Economics Times, 2015) suggested the term ‘divyang’ for children with disabilities instead of ‘viklang’ on 26.12.2015. In line with the Prime Minister’s call to call the disabled as ‘divyang’ instead of ‘viklang’, the Department of Empowerment of Persons with Disabilities, Government of India (2016) has renamed to incorporate the word ‘divyang’ in its Hindi as well as English nomenclature for persons with disability (The Economics Times, 2016). The inclusive system is as presented in the following figure no1.



II. REVIEW OF RELATED STUDIES

Galis (1994) conducted a study on attitudes and beliefs of special and regular educators in the State of Georgia. The study investigated school reform issues that revolve around the concept of inclusive education. It was found that most responders strongly agreed that it is important to make modifications for students who need adaptations to benefit from a particular instructional environment. Afzali(1995) reviewed the literature on the inclusion of deaf students in the regular classroom and perceptions of regular educators and deaf educators relating to inclusive education. Many educators believe that all students benefit when students with special needs are taught in the regular classroom. Davis (1994) conducted a study on how administrators and teachers feel about the full inclusion of students with moderate to severe disabilities. The philosophy of educating students with moderate to severe disabilities in neighbourhood schools and even in the regular classrooms has increasingly become recognized nationally as the best educational practice. Being able to attend neighbourhood/home schools allows these students to participate meaningfully in school situations with normal peers, just as they hopefully would in their neighbourhoods. The term for this practice or service delivery model is called full inclusion. Herman (1995) examined the perceptions of elementary schools' principals regarding desirability and feasibility of adapting regular elementary classrooms and programmes for the inclusion of children with moderate and severe disabilities. Responding elementary principals in this study identified 95% of the presented adaptations as significantly more desirable than feasible with demographic factors having little or no effect. Moderate to high scores on the feasibility scale, however, indicated that principals do not view implementation of the adaptations as impractical. Conclusions of the study emphasize that the differing views of desirability and feasibility may be attributed to either a perceived lack of available resources or administrative or both. Inclusive education is a new innovation. Any significant innovations in education will encounter several barriers. The present study examined the views of teachers and headmasters on what is critical to ensure the success of full inclusion of students with moderate to severe disabilities in home/neighbourhood schools and also to determine the problems, barriers, and challenges of inclusive education for students with special needs. A lot of research studies have been conducted in the field of inclusive education. But very few studies have been conducted in the field of multilingualism and inclusive education.

III. OBJECTIVES OF THE STUDY

1. To explore the concept of multilingualism in inclusion for children with diverse needs
2. To study the role of multilingualism in inclusive education
3. To study the significance of multilingualism in the context of inclusive education
4. To study the benefits of multilingual education for children with diverse needs
5. To study the procedure of implementation of multilingualism in inclusive education
6. To study the role of policy makers in inclusive education in the context of multilingualism
7. To study the role of headmasters in inclusive education in the context of multilingualism
8. To study the role of government inclusive education in the context of multilingualism
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IV. RESEARCH QUESTIONS

1. What is the concept of multilingualism in inclusion for children with diverse needs?
2. What is the role of multilingualism in inclusive education?
3. What is the significance of multilingualism in the context of inclusive education?
4. What are the benefits of multilingual education for children with diverse needs?
5. What is the procedure of implementation of multilingualism in inclusive education?
6. What is the role of policy makers in inclusive education in the context of multilingualism?
7. What is the role of headmasters in inclusive education in the context of multilingualism?
8. What is the role of government inclusive education in the context of multilingualism?

V. RESEARCH METHODOLOGY

For the present study, the investigator decided to adopt the exploratory method. The investigators used primary and secondary sources of data. The population of the study consists of all children with diverse needs of State of Odisha particular children with diverse needs of Cuttack, Puri, Khurdha, and Angul districts.

5.1 Variables of the Study

The study sought mainly to study multilingualism in inclusive education for children with diverse needs.

5.2 Techniques of Data Analysis

The data collected from primary and secondary sources of data were put to qualitative analysis of thick descriptions.

5.3 Profile of the Study Area

The study was conducted in Puri district (Central Division), Bhubaneswar, Khurdha district (Central Division), Cuttack district (Central Division) and Angul district (Northern Division).

VI. RESULTS and DISCUSSION

The results of the present study have been presented as follows:

6.1 Analysis of Objective 1: - The Concept of Multilingualism in Inclusion: - In today's world, providing quality education for all implies taking into account the many varied cultural and linguistic contexts that exist in contemporary societies. Language and, in particular, language education and the choice of language of instruction, are key issues that are at the heart of the debate on quality (UNESCO, 2017). Educational policy-makers are confronted with the challenge of having to ensure language education standards for the whole population of a country, while at the same time protecting the rights of those who belong to specific linguistic and ethnic populations. UNESCO encourages countries to adopt mother tongue-based bilingual or multilingual approaches in education where relevant - an important factor for inclusion and quality in education. For UNESCO, 'multilingual education' refers to the use of at least three languages in education: the mother tongue, a regional or national language, and an international language. Research shows that mother tongue-based bilingual or multilingual education has a positive impact on learning and learning outcomes (UNESCO, 2017). The 2014 Education for All Global Monitoring Report found that in Cameroon, children taught in their local language, Kom, showed a marked advantage in achievement in reading and comprehension compared with children only taught in English. Research has also shown that mother tongue-based multilingual education has a positive impact on the acquisition of a second language. UNESCO acknowledges the vital interaction between linguistic and cultural diversity. It is also guided by the principle of equality of all cultures and languages. "Multilingualism is a source of strength and opportunity for children with diverse needs. It embodies our cultural diversity and encourages the exchange of views among children with diverse needs and children without diverse needs, the renewal of ideas and the broadening of the capacity of children with diverse needs to imagine", says Irina Bokova, UNESCO Director-General (UNESCO, 2017). Multilingualism is essential to drive these objectives forward – it is vital for success across the 2030 Agenda, regarding growth, employment and health, as well as sustainable consumption and production, and climate change, the UNESCO said in a statement, this is especially important for girls and women, as well as children with diverse needs, minorities, indigenous peoples, and rural populations, UNESCO claimed. The Atlas of the World's Languages in Danger lists 197 languages in India that are on their way to becoming endangered. Around 25 Naga languages appear on the list under the category 'vulnerable' including Ao, Angami, Lotha, Konyak, Kiamungan, Phom, Pochury, Rengma, Sangtam, Tangkhul, Yimchungru and so on. Kachari is listed as "definitely endangered." According to the UNESCO, languages are the most powerful instruments of preserving and developing our tangible and intangible heritage. To "appropriate language education" is fundamental to enable learner with diverse needs to benefit from quality education, learn throughout life, and have access to information. Out of 7000 languages spoken today, 50% will disappear before the next century in the coming future. So, multilingualism in inclusive education can only preserve languages of children with diverse needs and children without diverse needs throughout the world. UNESCO, since 1996, has been publishing an Atlas of the World's Languages in Danger intended to raise awareness about language endangerment and the need to safeguard the world's linguistic diversity. The last edition in 2010 listed about 2,500 languages (among which 230 languages are extinct since 1950), approaching the generally-accepted estimate of some 3,000 endangered languages worldwide (The Morung Express, 2016). Thus, multilingual education refers to the use of at least three languages in education: the mother tongue, a regional or national language and an international language in inclusive schools.

6.2: Analysis of Objective 2: - Role of Multilingualism in Inclusive Education: -For the children of with diverse needs, language learning and assessment to enter school or carry on education are paramount at present. Because of increasing mobility, multilingual classrooms are becoming more commonplace in many countries (Directorate-General for Education and Culture, European Commission, 2015). Multilingual education indicates the use of at least learning and the use of three languages, one of which should be a mother tongue. Languages are the most powerful instruments of preserving and developing our tangible and intangible heritage. All moves to promote the dissemination of mother tongues will serve not only to encourage linguistic diversity and multilingual education but also to develop fuller awareness of linguistic and cultural traditions throughout the world and to inspire solidarity based on understanding, tolerance, and dialogue (UNESCO,2017). Language is one of the factors of quality education, at the same time language plays the key role in communication & understanding in the classroom. If the classroom instruction is done in a language in which the students have command, the output of education will be marvellous. Hence the question arises – in which language the student should be taught – in the dominant language of the region or in the minority language (mother tongue)? More than half the population of the world is bilingual, and the major population of India is bilingual. Indian education system entertains 3-language system like a first language, second language & third language. The first language is the mother tongue, the second language is the dominant language and the third language is an opted language (any

foreign language / Sanskrit). Education can be the easiest and a pleasurable one in India because of this bi-lingual and multilingual context, but the sole focus to impart education in the dominant language English has changed the whole scenario and the expected output. For a child of elementary level, English is an alien language. There he/she starts the struggle to learn about himself, his culture, heredity, traditions, and history along with the rest of the knowledge subjects in English. Without providing a natural environment to acquire command over this language or to learn in this language, our educational institutions & parents torture & experiment the children with diverse needs for 14 years and send them out as knowledge stuffed human beings with strong memorizing skill but hardly any skill for natural expressions or critical / creative thinking neither in their mother tongue nor in the dominant language. In such a situation how can a disabled one cope up with the present education scenario? (Antony,2016). A minor change in the outlook & approach can bring out the amazing result. To implement multilingualism, let the children with diverse needs of elementary be taught in bilingual context. The subjects closer to one's culture, traditions, beliefs etc. like humanities and social studies must be taught in mother tongue because, the children with diverse needs will find it easier, enjoyable, understandable and closer to life. Technical & scientific subjects like Maths & Science can be taught to children with diverse needs in the dominant language which in turn will help them for their higher education, job search or career formation. The teaching of Humanities & Social Studies in minority language enrich the children with diverse needs' confidence enabling them to create a strong cultural identity and social relationship – the basic qualities required to be a responsible & committed individual. Learning such subjects in the mother tongue encourages the children with diverse needs to explore, discover and create more about themselves, their community, country and its needs with a critical awareness. It lays the strong foundation for being a good human being. Learning technical and scientific subjects in English makes the children with diverse needs competent enough to meet the global requirements in the higher education. Implementing bilingual programs may be a challenge, but it is a challenge worth pursuing (Antony, 2016). because: -

- ✚ It makes the foundation for learning strong
- ✚ It encourages a better access to education without gender difference
- ✚ it enhances the command / proficiency in mother tongue as well as in the dominant language

6.3: Analysis of Objective 3: - Significance of Multilingualism in Inclusive Education: - The Govt. of India has taken really praiseworthy steps for the educational welfare of the disabled ones. There are many policies, job reservations, budget reservations and many other welfare schemes for the disabled; but they fail to avail these benefits since they do not satisfy the qualification requirements. In reality, the disabled ones do not get proper support / acknowledgement / encouragement from parents or the educational institutions. Their inability to cope up with the linguistic hurdles, cut throat competitions and the attitude of the normal ones push them out from the main stream in the beginning itself. With the heavy burden of negligence, humiliations and inferiority complex, they struggle to complete their primary education and then become drop outs. Some leave even before completion of the elementary education. The very few who complete successfully are not properly accepted by the community. Their introvert nature, defective communication skills, lack of confidence, withdrawn nature, slowness and disruptive nature are a few major factors that push them out from the main stream (Antony, 2016). Here comes the significance of multilingualism. Education is a must for children with diverse needs to enjoy their benefits as a citizen. Inclusive education enables the education system to reach out to all learner with diverse needs with diverse needs s keeping them all in the main stream. Multilingualism diminishes the discrimination to a great extent, and the community atmosphere of inclusion enhances the confidence and the self-esteem of the child with diverse needs as an individual. The individual identity, self-confidence and the team support together enable the disabled and the marginalized ones overcome the hurdles of discrimination and to grow into successful individuals with strong identity. The children of minority language group, disabled children, and girls & women of out-of school group will be the major benefactors of multilingualism and inclusion. Once when these discriminated ones are in the school, the utopian concept of school education will come to a reality – i.e. the concept of education should reach out to the whole making them enjoy the identity of a citizen (Antony, 2016).

6.4 Analysis of Objective 4: - Benefits of Multilingual Education: - Though the implementation of multilingual approach seems to have some practical difficulties, the successful implementation of this system results in many amazing benefits to the children with diverse needs. The benefits of multilingualism to children with diverse needs (Antony, 2016) are:

Table No 1: Benefits of Multilingual Education for Children with Diverse Needs in Inclusive Education

The learner with diverse needs who goes to acquire more than one language gains a very good proficiency in his own minority language because it is mandatory for the learner with diverse needs with diverse needs to attain good command over his native tongue. This in-depth command over the mother tongue or the first language makes the learner with diverse needs more confident and more powerful in expression.

A learner with diverse needs who has proficiency in two or more languages will have multiple perspectives on the world issues and will be more flexible in decision making and problem-solving. A multilingual learner with diverse needs will be an effective communicator and a good listener. Such learner with diverse needs s will have a better inclination towards language learning and will be more skillful in analyzing the cultural issues with multiple perspectives.

The next advantage is the possession of a huge vocabulary and the assimilation of the multiple cultures.

The multilingual learner with diverse needs s will have a strong ability for critical thinking and they will be able to appreciate people from other countries and their cultures.

Children with diverse needs will be a quick learner with diverse needs and with good reading habit because of the language comfort.

As an individual, a multilingual learner with diverse needs will be more confident, knowledgeable and will be with good

communication skills.

Children with diverse needs will be individuals with self-esteem and creativity.

Children with diverse needs will find or make themselves successful wherever they go (Antony, 2016).

Appropriate language education enables learner with diverse needs to benefit from quality education.

It helps the learner with diverse needs to learn throughout life.

It helps the learner with diverse needs to access to vast stores of information.

Learner with diverse needs participate as global citizens

A learner with diverse needs can act as change agents at both local and global level.

Multilingual education highlights the importance of preservation of languages around the globe.

Multilingual education highlights the importance of documentation of languages around the globe.

Thus, if a language is lost, that means the centuries of knowledge and traditions (which have shaped human beings) will be lost.

Thus, if a language is lost, that means the values inherent in that language (which have shaped human beings) will be lost. The values and morals which are inherent in every language cannot be through translated always.

Thus, if a language is lost, that means the cultural heritage (which have shaped human beings) will be lost.

To preserve language and cultural diversity, every language should be recognized what it deserves.

To enhance and protect every language, multilingual education serves the purpose.

Languages are part of our shared cultural heritage and belong to everyone.

There is a necessity to protect the interests of every language speakers.

There is a necessity to build a solid foundation of every language around the world.

A learner with diverse needs should have equal opportunity to learn these languages to excel in life and to know diverse cultural heritage around the world. This is possible only through multilingual education.

6.5 Analysis of Objective 5: Procedure of Implementation of Multilingualism in Inclusive Education: - Multilingualism is a beautiful concept to achieve the sublime objective of education, but the beauty of this idea will just vanish once when the practical aspect of its implementation is looked into. A thorough study of various aspects is essential to think of multilingual education. A suitable environment with the complete support of parents, students and the school is mandatory with a clear objective of multilingual education. Well planned and effective training for the teachers to cope up with the multicultural environment, availability of relevant training & teaching materials, good proficiency over the languages to be handled, suitable resources, community support, exposure to technology and its application to multilingual education, well prepared effective curriculum, school facilities and the financial support and the guidance by the Government and other educational organizations are essential for the effective and successful implementation of Multilingual education. Regular inspection, supervision with a healthy attitude, timely up-gradation and renewal of the curriculum etc. are mandatory for the healthy functioning of the multilingual education (Antony, 2016).

6.6 Analysis of Objective 6: Role of Policy Makers in Inclusive Education: -

The role of policymakers for inclusive education in the context of multilingualism as derived from various theories are:

Table No 2: Role of Policy Makers in Inclusive Education in the Context of Multilingualism

To establish a curriculum for language learning for disabled children and a curriculum in primary and secondary education for second language learning of the language of instruction

To establish unbiased assessment tools for testing and monitoring competences and cognitive skills of children with diverse needs

To enable the dispersal of children with diverse needs without the language of instruction to reduce segregation and pressure on a small number of schools having large proportions of children with diverse needs

To provide schools with core funding to cover extra costs of reception and immersion of children with diverse needs without the language of instruction, a minimum of formal mother tongue support, and in-service training that supports all teachers to teach children with diverse needs whose competence in the language of instruction is lower than native children;

To provide project funding assistance for out of school activities providing additional education and support to children with diverse needs

To establish language simplification in assessment tests;

To establish flexible policies towards foreign language learning which include the most frequently spoken mother tongues and their recognition in school qualifications and examinations of foreign language competences;

To establish an initial teacher training curriculum to prepare teachers to work in multilingual inclusive classrooms and provide qualified mother tongue teachers (Directorate-General for Education and Culture, European Commission, 2015).

6.7 Analysis of Objective 7: Role of Headmasters in Inclusive Education

The role of headmasters for inclusive education in the context of multilingualism as derived from various theories are:

Table No 3: Role of Headmasters in Inclusive Education in the Context of Multilingualism

To establish outreach to engage disabled children's parents in inclusive school and in their children's education;

To recruit bilingual staff in inclusive school, outreach, and reception as well as mentors and teaching assistants;

To establish procedures to enable a rapid transition from reception classes to immersion in mainstream classes with support which

reflects disabled children's age and the language competencies they need to participate in support

- To provide additional teaching and allocate support from teaching assistants and specialist teachers for children with diverse needs
- To support out of school activities for children with diverse needs with trained mentors/volunteers;
- To provide materials and resources for mainstream class teachers to adopt pedagogies and for multilingual learning;
- To promote multilingual teaching approaches in inclusive classrooms and multilingual approaches to accommodate formal multilingual learning;
- To promote positive attitudes about the potential of children with diverse needs;
- To establish the whole school approaches to learning cultural awareness through the curriculum including multilingual language learning
- To support non-formal and informal learning of languages where it is not possible to provide formal learning;
- To train staff in reception centers/schools to use good assessment methods which cover languages as well as other subject competences;
- To ensure initial teacher training includes intercultural training, experience in multilingual classrooms and approaches to teaching children with diverse needs whose competence in the language of instruction is lower than native children;
- To build the capacity and resources of classroom teachers through in-service training and support from specialist centers, specialist teachers in second language acquisition, and networking opportunities (Directorate-General for Education and Culture, European Commission, 2015).

6.8 Analysis of Objective 8: Role of Government Inclusive Education

The role of government for inclusive education in the context of multilingualism as derived from various theories are:

Table No 4: Role of Government in Inclusive Education in the Context of Multilingualism

- To disseminate the evidence brought together in this report of what works to enable children with diverse needs without the language of instruction to reach their potential and provide the benefits of increasing multilingual education;
- To disseminate the good practices which exist in many parts of the country to address these challenges successfully;
- To support research which could fill gaps in the evidence base around assessment approaches during and after reception and the extent to which children with diverse needs should be educated in preparatory classes before immersion and the amount/duration of support required for immersion;
- To promote evaluative research which will provide a better evidence base in this area of education policy and practice.
- To use government funding instruments to support cooperation between States in order to develop any of the recommendations above (Directorate-General for Education and Culture, European Commission, 2015).

VII. MAIN FINDINGS

7.1: Multilingualism in inclusive education can only preserve languages of children with diverse needs and children without diverse needs throughout the world. Thus, multilingual education refers to the use of at least three languages in education: the mother tongue, a regional or national language and an international language in inclusive schools. For the children of with diverse needs, language learning and assessment to enter school or carry on education is paramount at present. Because of increasing mobility, multilingual classrooms are becoming more commonplace in many countries. Without providing a natural environment to acquire command over this language or to learn in this language, our educational institutions & parents torture & experiment the children with diverse needs for 14 years and send them out as knowledge stuffed human beings with strong memorizing skill but hardly any skill for natural expressions or critical / creative thinking neither in their mother tongue nor in the dominant language. A minor change in the outlook & approach can bring out the amazing result. To implement multilingualism, let the children with diverse needs of elementary be taught in bilingual context. The subjects closer to one's culture, traditions, beliefs etc. like humanities and social studies must be taught in mother tongue because, the children with diverse needs will find it easier, enjoyable, understandable and closer to life. Technical & scientific subjects like Maths & Science can be taught to children with diverse needs in the dominant language which in turn will help them for their higher education, job search or career formation. The teaching of Humanities & Social Studies in minority language enrich the children with diverse needs' confidence enabling them to create a strong cultural identity and social relationship – the basic qualities required to be a responsible & committed individual. Learning such subjects in the mother tongue encourages the children with diverse needs to explore, discover and create more about themselves, their community, country and its needs with a critical awareness. It lays the strong foundation for being a good human being. Learning technical and scientific subjects in English makes the children with diverse needs competent enough to meet the global requirements in the higher education.

7.2: Inclusive education enables the education system to reach out to all learners keeping them all in the mainstream. Multilingualism diminishes the discrimination to a great extent, and the community atmosphere of inclusion enhances the confidence and the self-esteem of the child with diverse needs as an individual. The individual identity, self-confidence, and the team support together enable the disabled and the marginalized ones overcome the hurdles of discrimination and to grow into successful individuals with a strong identity. The children of minority language group, disabled children, and girls & women of out-of-school group will be the major benefactors of multilingualism and inclusion. The children of minority language group, disabled children, and girls & women of out-of-school group will be the major benefactors of multilingualism and inclusion. Once

when these discriminated ones are in the school, the utopian concept of school education will come to a reality – i.e. the concept of education should reach out to the whole making them enjoy the identity of a citizen.

7.3 : Though the implementation of multilingual approach seems to have some practical difficulties, the successful implementation of this system results in many amazing benefits to the children with diverse needs. The benefits of multilingualism to children with diverse needs are: The learner with diverse needs who goes to acquire more than one language, gains a very good proficiency in his own minority language because it is mandatory for the learner with diverse needs with diverse needs to attain good command over his native tongue. This in-depth command over the mother tongue or the first language makes the learner with diverse needs more confident and more powerful in expression. A learner with diverse needs who has proficiency in two or more languages will have a multiple perspectives on the world issues and will be more flexible in decision making and problem-solving. A multilingual learner with diverse needs will be an effective communicator and a good listener. Such learner with diverse needs will have a better inclination towards language learning and will be more skillful in analyzing the cultural issues with a multiple perspective. The next advantage is the possession of a huge vocabulary and the assimilation of the multiple cultures. The multilingual learner with diverse needs will have a strong ability for critical thinking and they will be able to appreciate people from other countries and their cultures. Children with diverse needs will be a quick learner with diverse needs and with good reading habit because of the language comfort. As an individual, a multilingual learner with diverse needs will be more confident, knowledgeable and will be with good communication skills. Children with diverse needs will be individuals with self-esteem and creativity. Children with diverse needs will find or make themselves successful wherever they go. Appropriate language education enables learner with diverse needs to benefit from quality education. It helps learner with diverse needs to learn throughout life. It helps learner with diverse needs to access to vast stores of information. Learner with diverse needs participate as global citizens. Learner with diverse needs can act as changing agents at both local and global level. Multilingual education highlights the importance of preservation of languages around the globe. Multilingual education highlights the importance of documentation of languages around the globe. Thus, if a language is lost, that means the centuries of knowledge and traditions (which have shaped human beings) will be lost. Thus, if a language is lost, that means the values inherent in that language (which have shaped human beings) will be lost. The values and morals which are inherent in every language cannot be through translated always. Thus, if a language is lost, that means the cultural heritage (which have shaped human beings) will be lost. To preserve language and cultural diversity, every language should be recognized what it deserves. To enhance and protect every language, multilingual education serves the purpose. Languages are part of our shared cultural heritage and belong to everyone. There is a necessity to protect the interests of every language speakers. There is a necessity to build solid foundation of every language around the world. Learner with diverse needs should have equal opportunity to learn these languages to excel in life and to know diverse cultural heritage around the world. This is possible only through multilingual education.

VIII. CONCLUSION

Though the implementation of multilingual approach seems to have some practical difficulties, the successful implementation of this system results in many amazing benefits to the children with diverse needs. The benefits of multilingualism to children with diverse needs are: The learner with diverse needs who goes to acquire more than one language, gains a very good proficiency in his own minority language because it is mandatory for the learner with diverse needs with diverse needs to attain good command over his native tongue. This in-depth command over the mother tongue or the first language makes the learner with diverse needs more confident and more powerful in expression. A learner with diverse needs who has proficiency in two or more languages will have a multiple perspective on the world issues and will be more flexible in decision making and problem-solving.

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