UNIT-1 INTRODUCTION TO ELT

Q.1 Briefly explain the Status of English language in the Indian Context?

English in India is more than just a language; it is a tool of communication, education, administration, and global connectivity. While it was introduced by the British for colonial governance, it has since evolved into an integral part of India's multilingual identity. Today, English coexists with regional languages, serving as a bridge language across diverse linguistic communities and playing a key role in professional and academic advancement.

1) Historical Background-

English was introduced during British rule and institutionalized through Macaulay's Minute (1835), which promoted English education.

- By the time of independence in 1947, English had become deeply embedded in administration, law, and higher education.

- The Constitution of India (1950) originally aimed to phase out English in favor of Hindi, but due to resistance from non-Hindi-speaking states, English was retained as an associate official language indefinitely (Official Languages Act, 1963).

2) English in Governance and Law-

English is used extensively in the Indian Parliament, Supreme Court, and High Courts. - Government documents, policy papers, and bureaucratic communication often rely on English.- While regional languages dominate at the state level, inter-state communication and central government affairs continue in English.

3) English in Education

a) Medium of Instruction-

English is the primary medium of instruction in higher education, particularly in fields like engineering, medicine, law, and business.

- Elite institutions such as IITs, IIMs, AIIMS, and central universities use English exclusively.

- The demand for English-medium schools is increasing, even in rural areas, as English is seen as a path to upward mobility.

b) Competitive Exams and Research-

Major competitive exams, including UPSC, CAT, CLAT, GRE, and GMAT, require English proficiency.

- Academic research in India is largely published in English, as most international journals and conferences operate in English

4) Economic and Social Impact

a) Employment and Career Growth-

English is crucial for jobs in IT, business, banking, corporate sectors, and multinational companies.

- The outsourcing (BPO) industry in India thrives due to the large pool of English-speaking professionals.

- Fluency in English is often a marker of social status, leading to a divide between English speakers and non-English speakers.

b) Digital and Technological Influence-

The internet, software industry, and digital media are predominantly English based.

- Social media, e-commerce, and online education platforms increasingly integrate English.

- While regional languages are growing online, English remains dominant in global digital communication

5) English in Media, Literature, and Popular Culture

a) Print and Broadcast Media-

English newspapers like The Times of India, The Hindu, and The Indian Express have a significant readership.

- English news channels such as NDTV 24x7, CNN-IBN, and international platforms like BBC India cater to urban audiences.

b) Literature and Entertainment-

Indian authors like Salman Rushdie, Arundhati Roy, R.K. Narayan, and Chetan Bhagat have gained global recognition by writing in English.

- The rise of Hinglish (a mix of Hindi and English) in Bollywood, social media, and daily

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conversations reflects English's integration into Indian culture.

6) Linguistic Challenges and Debates

a) Socio-Linguistic Divide-

Urban vs. Rural Divide: English proficiency is often limited to urban and elite communities, creating economic and educational disparities.

- Elite vs. Non-Elite Divide: Those fluent in English have better career prospects, while non-English speakers face barriers in employment and education.

b) Impact on Regional Languages-

Critics argue that the dominance of English threatens native languages, as many prefer English-medium education over mother-tongue instruction.

- The National Education Policy (NEP) 2020 encourages bilingual education, promoting regional languages while maintaining English as a secondary language.

7) The Future of English in India-

English is expected to remain a key language for global communication, business, and technology.

- Regional languages will continue to thrive, but bilingual or multilingual proficiency (English + mother tongue) will become the norm.

- Policy efforts must focus on equal access to English education while ensuring regional language preservation.

Conclusion

English in India is a language of opportunity and aspiration, deeply embedded in governance, education, and the economy. However, its widespread use also raises concerns about linguistic inequality and the erosion of regional languages. The challenge lies in maintaining a balance, ensuring that English empowers people while preserving India's rich linguistic heritage.

Q.2 ***Explain the Recommendations of NPE 1986 and POA 1992 on language Education in India?***

Language education has been a key focus of India's education policies to ensure linguistic diversity, national integration, and access to global knowledge. The National Policy on Education (NPE) 1986 and its Programme of Action (POA) 1992 laid down crucial guidelines for promoting multilingualism while maintaining regional language development and access to English.

1) National Policy on Education (NPE) 1986:

Language Education Recommendations NPE 1986 recognized India's linguistic diversity and the need for a balanced language policy that promotes national unity without compromising regional identities.

a) Strengthening the Three-Language Formula-

Mother Tongue or Regional Language - As the primary medium of instruction, especially in the early years.

-Hindi - To be taught in non-Hindi-speaking states, with flexibility in implementation.

- English - As an essential language for higher education, science, technology, and global communication.

b) Mother Tongue as the Medium of Instruction-

Primary education should be in the child's mother tongue or regional language to enhance learning outcomes.

- Governments were encouraged to develop high-quality textbooks and teaching materials in all regional languages.

c) Promotion of Hindi and Other Indian Languages-

Special efforts were to be made for the development of Hindi as a link language.

-Non-Hindi-speaking states were encouraged to teach Hindi in a non-compulsory manner.- Sanskrit was to be promoted as an essential part of India's cultural heritage.

d) Role of English in Education-

English was acknowledged as a language of knowledge, global communication, and higher education.

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- The policy recommended improving English teaching standards to ensure students could access global advancements in science and technology.

e) Protection and Promotion of Regional and Tribal Languages-

The policy emphasized developing and preserving regional languages, especially endangered tribal languages.

- Encouraged the preparation of dictionaries, translations, and linguistic research to support these languages.

2) Programme of Action (POA) 1992: Implementation Strategies

The POA 1992 was formulated to translate the recommendations of NPE 1986 into actionable steps, particularly in language education.

a) Reinforcement of the Three-Language Formula-

States were advised to implement the Three-Language Formula more effectively.

- Teacher training programs were recommended to enhance language teaching skills.

b) Development of Regional Language Infrastructure-

Creation of educational materials, glossaries, and translation centers to support regional language education.

Strengthening regional language publishing houses to ensure the availability of quality textbooks.

c) Encouragement of Hindi and Sanskrit Learning-

Encouraged the development of Hindi as a national link language but without making it compulsory.

- Special incentives were provided for Sanskrit education in schools and universities.

d) Strengthening English Language Education

– Recognized English as a key global language and essential for scientific, technological, and economic advancement.

- Recommended teacher training and better language labs to improve English teaching quality.

e) Support for Tribal and Minority Languages

-Special programs were initiated to preserve and promote tribal languages.

- Bilingual programs were recommended where necessary to aid language transition.

f) Use of Technology in Language Education

- Emphasized the use of radio, television, and computer-based learning tools.

- Recommended the digitization of language resources for better access.

3) Impact and Challenges of NPE 1986 and POA 1992 in Language Education

Positive Impact-

Strengthened multilingual education, promoting both regional and national unity.

- Improved access to English education, helping India integrate with the global economy.

- Ensured equitable language development, preventing the dominance of any single language.

4) Challenges and Criticism

-Incomplete implementation: The Three-Language Formula was not uniformly implemented across states.

- Regional language neglect: Despite policy recommendations, English-medium education gained dominance.

- Hindi vs. non-Hindi debate: The push for Hindi as a link language was resisted by non-Hindi-speaking states.

Conclusion:

The NPE 1986 and POA 1992 provided a balanced approach to language education in India, ensuring multilingual competence, national unity, and access to global opportunities. However, the implementation challenges indicate that further reforms are needed to create an inclusive and effective language policy. The National Education Policy (NEP) 2020 builds on these foundations, emphasizing multilingual

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education, mother tongue learning, and technology-driven language teaching for the future.

Q.3. Describe the Meaning and Scope of ELT?

Meaning of ELT:

English Language Teaching (ELT) refers to the process of teaching English to learners whose first language is not English. It includes various theories, methodologies, and practical approaches aimed at improving proficiency in listening, speaking, reading, and writing skills. ELT is used worldwide in schools, universities, workplaces, and private language institutes, playing a vital role in globalization, education, and professional communication.

ELT is broadly categorized into:

1. English as a Second Language (ESL) - Teaching English in a country where English is widely spoken (e.g., USA, UK, Canada).

2. English as a Foreign Language (EFL) - Teaching English in countries where English is not the primary language (e.g., China, Japan, India).

3. English for Specific Purposes (ESP) - Teaching English for specialized fields such as business, law, medicine, and engineering.

4. English for Academic Purposes (EAP) - Teaching English required for studying in English-speaking educational institutions.

Scope of ELT:

The scope of ELT is vast and extends across different domains, including education, research, business, media, and technology. It plays a crucial role in personal, professional, and social development.

ELT in Education

- Primary & Secondary Schools - English is taught as a subject or as the medium of instruction in many countries.

- Higher Education - Universities offer degrees in English language and literature, linguistics, and professional English courses.

- EAP (English for Academic Purposes) - Helps students develop language skills necessary for academic success in English-speaking institutions.

ELT in Professional & Business Communication

- Business English - Helps professionals develop skills in corporate communication, presentations, and negotiations.

- ESP (English for Specific Purposes) - Tailored to different fields like medicine, law, engineering, and tourism.

- Workplace English Training - Many multinational companies train employees in business and technical English for global communication.

ELT Methods and Approaches

- Traditional Approaches:

- Grammar-Translation Method - Focuses on grammar rules and translation.

- Direct Method - Emphasizes speaking and listening without translation.

-Modern Approaches:

- Communicative Language Teaching (CLT) - Focuses on real-life communication and interaction.

- Task-Based Learning (TBL) - Engages learners in real-world tasks.

- Blended Learning - Combines traditional teaching with digital learning tools.

ELT and Technology Integration

- E-Learning Platforms - Online courses, language learning apps (Duolingo, Babbel).

- AI and Chatbots - Interactive tools like ChatGPT for language practice.

- Virtual Classrooms - Online teaching using Zoom, Google Meet, and Microsoft Teams.

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- Computer-Assisted Language Learning (CALL)
- Software and AI tools for personalized learning.

5. ELT in Linguistic Research

- Second Language Acquisition (SLA) - Studies how people learn English as a second language.

- Sociolinguistics & Psycholinguistics - Examines the social and psychological factors affecting language learning.

- Corpus Linguistics

–Uses databases of real

-Life text to study language patterns and usage.

6. ELT in Language Testing and Assessment

International English Proficiency Tests:

- IELTS (International English Language Testing System).

- TOEFL (Test of English as a Foreign Language).

- PTE (Pearson Test of English).

- Cambridge English Exams (CAE, FCE, PET).

- Assessment Frameworks: -

- CEFR (Common European Framework of Reference for Languages).

- CLB (Canadian Language Benchmarks).

7. ELT for Social and Cultural Integration

- English for Migration - Helps immigrants integrate into English-speaking societies.

- Intercultural Communication - Enhances cross-cultural understanding and global collaboration.

- English in Media and Entertainment - Plays a role in journalism, film, social media, and literature.

Conclusion:

ELT is an ever-evolving field that adapts to new teaching methods, technological advancements, and global communication needs. It provides learners with essential language skills for education, employment, travel, and cultural exchange. With the rise of digital learning and artificial intelligence, ELT continues to grow, making English more accessible to learners worldwide.

Q.4.Briefly analyse about Language Policies in India?

Language Policies in India: A Comprehensive Overview

India is a multilingual country with over 1,600 dialects and 22 scheduled languages recognized by the Constitution. The country's language policies aim to balance national unity with linguistic diversity, ensuring the promotion of Hindi, regional languages, and English for governance, education, and communication.

1) Constitutional Provisions on Language (Articles 343-351)

a) Official Language of the Union (Article 343)

- Hindi in Devanagari script was designated as the official language of India.

- English was to be used for official purposes for 15 years (until 1965), but its use was extended indefinitely through later amendments.

b) Regional and Minority Languages

- Eighth Schedule of the Constitution: Initially recognized 14 languages, expanded to 22 languages today.

- Article 345: States are free to choose their official language(s) for administration.

- Article 347: A language spoken by a large population in a state can be officially recognized.

- Article 350A & 350B: Protect linguistic minorities by ensuring primary education in their mother tongue and appointing a Special Officer for Linguistic Minorities.

c) Promotion of Hindi (Article 351)

The Constitution encourages the spread of Hindi while drawing vocabulary from Sanskrit and ensuring no imposition on non-Hindi-speaking states.

2) Three-Language Formula (1968, Revised in 1986 & 1992)

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Introduced to promote multilingualism and national unity, the policy recommends:

- **First Language:** Mother tongue or regional language (compulsory).

- Second Language: Hindi for non-Hindi-speaking states; regional language for Hindi-speaking states.

- **Third Language:** English or another modern Indian language not studied as the second language.

Challenges:

- Many states (especially Tamil Nadu) opposed the imposition of Hindi and adopted a two-language formula (regional language + English).

- The implementation varies across states, leading to policy inconsistencies.

3) Language and National Education Policies

a) National Policy on Education (NPE) 1968, 1986 & POA 1992

- Emphasized the Three-Language Formula to promote linguistic harmony.

- Encouraged Sanskrit and other classical languages as optional subjects.

- Strengthened regional languages by making them the medium of instruction at the primary level.

b) National Education Policy (NEP) 2020

- Mother-Tongue-Based Multilingual Education: Encourages primary education in home language/mother tongue/local language until Grade 5 (preferably till Grade 8).

- Flexibility in Language Learning: No language is imposed, allowing students to learn any three languages.

- Emphasis on Sanskrit and Classical Languages: Encourages study in Sanskrit, Tamil, Telugu, Kannada, and other classical languages.

- Bilingual Education: Introduces English gradually while strengthening Indian languages.

4) Official Languages Act, 1963 & Language Use in Governance

- Ensures continued use of English along with Hindi for central government communication.

- Allows state governments to adopt their own official language(s) for administration.

- Parliamentary and judicial proceedings can be conducted in English or Hindi.

5) Protection of Minority and Tribal Languages

- Articles 29 & 30: Safeguard linguistic minority rights by allowing them to establish and administer educational institutions in their language.

- Government initiatives promote endangered languages through research, documentation, and school curricula.

6) Challenges and Criticism of India's Language Policy

- Hindi vs. Non-Hindi Debate: Non-Hindi-speaking states often resist the promotion of Hindi.

- Decline of Regional Languages: English dominates education and employment, causing regional languages to decline in urban areas.

- Implementation Issues: The Three-Language Formula is not uniformly followed across states.

- Endangered Languages: Many tribal and minor languages face extinction due to lack of formal education and preservation efforts.

Conclusion:

India's language policies aim to promote linguistic pluralism, national unity, and educational inclusivity. While the policies support multilingualism, challenges like language imposition debates, regional disparities, and the dominance of English continue to shape India's linguistic landscape. Balancing language diversity with practicality remains a key challenge for policymakers.

Q.5. Briefly explain about Teaching English in a Bilingual Context?

Teaching English in a Bilingual Context: A Detailed Analysis

Bilingual English teaching refers to the use of two languages-English and the learner's native

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language-in education. This approach helps students transition to English proficiency while retaining their ability to communicate in their first language. Bilingual education is widely practiced in multilingual countries like India, Canada, and the USA, where English is taught alongside regional or indigenous languages.

Methods of Bilingual English Teaching

a) Transitional Bilingual Education
- Begins with instruction in the native language and gradually increases English usage.

- Common in early education to build confidence before full English immersion.

b) Dual-Language Immersion
- Students are taught in both languages equally.

- Aims for full bilingualism and biliteracy in both English and the native language.

c) Content and Language Integrated Learning (CLIL)
- Subjects like science, history, or math are taught in English, helping students learn language naturally.

- Encourages real-world language application rather than just memorization.

d) Code-Switching Method
- Teachers switch between English and the native language when explaining difficult concepts.

- Helps in bridging the gap between known and unknown vocabulary.

Advantages of Teaching English Bilingually

a) Better Comprehension and Learning
- Students grasp concepts faster and more effectively when explained in a familiar language.

- Reduces learning barriers for non-native English speakers.

b) Encourages Multilingual Proficiency
- Students become fluent in both English and their native language, giving them an academic and professional advantage.

- Supports cognitive flexibility, making it easier to learn additional languages.

c) Promotes Cultural Identity and Inclusivity
- Helps students maintain a strong connection to their heritage while learning English.

- Encourages linguistic diversity in multilingual communities.

d) Reduces Language Anxiety
- Many students feel intimidated by an English-only environment.

- Bilingual instruction helps ease the transition and boosts confidence in using English.

e) Improves Career Opportunities
- Bilingual individuals are in high demand in global businesses, translation, tourism, and international relations.

- Helps students compete in a multilingual job market.

f) Enhances Cognitive Abilities
- Bilingual students develop better memory, problem-solving, and critical thinking skills.

- Research shows bilingual learners perform better in academics and standardized tests.

Disadvantages of Teaching English Bilingually

a) Language Confusion and Interference
- Students may mix vocabulary, grammar, and pronunciation from both languages.

- Can lead to code-mixing and improper usage in formal settings.

b) Slower English Acquisition
- Students may rely on their native language, delaying their English fluency.

- English-immersion programs may lead to faster language learning.

c) Lack of Trained Bilingual Teachers
- Many schools lack qualified teachers fluent in both languages.

- Poor teaching methods can lead to ineffective learning.

d) Unequal Language Exposure
- Some students get more exposure to their native language, making them less comfortable in English.

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- Requires a well-balanced curriculum to ensure equal proficiency.

e) Resistance to Bilingual Education

- Some educational systems promote English-only policies, believing it leads to better language mastery.

- Bilingual programs may not receive adequate funding or government support.

Challenges in Implementing Bilingual English Education

a) **Curriculum Design:** Developing quality textbooks and learning materials in two languages is difficult.
b) **Government Policies:** Some countries favor English immersion and limit bilingual programs.
c) **Parental Preferences:** Some parents prefer full English instruction for better career prospects.
d) **Standardized Testing Issues:** Many exams are in English, making it hard for bilingual students to perform equally well.

Conclusion:

Teaching English in a bilingual context supports linguistic diversity, cultural preservation, and cognitive growth. However, it requires proper implementation, qualified educators, and strong policies to ensure success. While bilingual education benefits students, careful planning is needed to avoid language interference and delays in English fluency. By striking the right balance between native language support and English immersion, bilingual education can be powerful.

Q.6 .State the aims and objectives of teaching English in India?

Aims of Teaching English:

1) The four-fold aim of teaching English is-to enable the pupils acquire the four basic language skills-LSRW, i.e. listening. speaking, Reading and Writing.
2) To enable the pupils to acquire the necessary linguistic competence required in various life situations.
3) To develop pupils' positive attitude towards learning English.

Objectives of teaching English:

- To enable the pupil understand English spoken at the normal conversational speed.
- To enable the pupil, speak English correctly.
- To enable the pupil read aloud English Pieces correctly.
- To enable the pupil write English correctly.
- To enable the pupil, acquire the knowledge of the elements of English language.
- To enable the pupil, acquire the knowledge of subject matter.
- To enable the pupil, appreciate pieces of good English.
- To develop interest towards English language.

Q.7. Discuss the Nature of ELT? (English Language Teaching).

The word 'language' has been derived from the Latin word, "lingua" which means tongue. Tongue is the French term which means a special form of speech. Man alone is endowed with the power of speech. Man is able to generate various elements of the Language.

Nature of English Language:

a) Uniqueness:

Every Language is unique. That is, it is different from other languages in so many ways. No two languages are alike. They differ in sounds, spelling and syntax, for example let us compare English with our own mother tongue Telugu.

For example, the word order in English is subject + Verb + Object. But in our mother tongue, Telugu the word order is subject + Object + Verb. For example, when the sentence in English like

Subject + Verb + Object

Rama Killed Ravana when rendered in Telugu becomes

Subject + Object + Verb

Rama Ravanuni Champenu

b) Flexibility:

Flexibility refers to the case with which English language adjusts itself to change. The case with

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which the vernacular is mixed with the English language is amazing.

c) Heterogeneity:
Heterogeneity means consisting of many kinds of words ancient, medieval and modem in the language at the same time on account of the receptivity of the English language we find a lot of heterogeneity in the English language today. Words of different periods in the history of English language still exist, and they are widely used.

d) Receptivity:
Another unique nature of the English language which keeps it much higher than other languages is its receptivity. It has accepted and is still ready to accept words from almost all the languages of the World without any reservations otherwise the English vocabulary would not have been so rich as it is today.

e) Fluidity:
Fluidity refers to the ability to get changed easily and smoothly. English language, in no period had been static. It has been in the process of continuous change. Change is the soul of English. A language that doesn's change becomes a dead language incourse of time. Changes will occur in a language in accordance with the needs of the times. We find that Chaucerian English is different from Shakespearian English.

Q.8. What is the scope of ELT? (Or) Discuss the scope of ELT?

Scope of Language: Learning English comes to our help in drafting technically correct letters, reports or minutes of a meeting. Many companies encourage their employees to sharpen their language skills as part of on-the-job training. There has been considerable thought on cross-cultural training to fulfil business needs. English is one such connecting link. It still runs a head in its race to acquire global supremacy.

We are often taught English in schools and institutes, over the web, via interactive television and the like. Often, learners of English language are made to memorise grammatical rules and nuances. This approach is nothing but rote learning, as a consequence of which a learner might score high grades but is likely to get tight-lipped in uncanny situations. There is a growing need to emerge with more creative methodologies that would empower a learner. Exemplifying grammatical usage with audio- visual aids, conducting interactive games and activities can go a long way towards comfortable understanding and inclination to learn a language.

Q.9 English as a global language? Discuss.

English as one of the world's leading languages of scientific research and international scholarship, is making available a wealth of latest information in science and technology.

- The modern knowledge we have so far acquired and still need to acquire is interwoven with the English language.
- English is the language of opportunities. It takes one outside one's own state, country or community to places where more opportunities for education, vocation and business are available.
- English is the language of court and law. In our District courts, High Courts and Supreme court, the court directions will be presented in English.
- It is the convenient medium for interstate relation and communication.
- In the field of Sports and Politics English is acting as a unifying force.
- English is the gateway for higher education and for jobs to many Indians' today for it has become an international commodity.
- English is described as a language of modernization and not westernisation.
- The present-day students of our country realised that all modern information in any discipline like Science, Computers, Technology, Agriculture, Economics, Political Science, Space Technology, Law etc. is readily available in English and if they had good knowledge of English.

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Q.10.Language and Education Policy in India -Discuss.

English at School stage: The Kunzru Committee felt that secondary and higher education should not aim at preparing students for university education alone but to prepare them for various occupations and life in general.

The Secondary Education Commission observed that English brought us political awakening and national unity. The commission recommended that "Our youth" should acquire knowledge from all sources and contribute their share to expansion and development in the attainment of this objective the study of English is bound to play an important part".

The official language Act of 1963 and Amendment Bill of 1967 insisted upon compulsory replacement of English by regional language or mother tongue at the school stage. This has given rise to three language formula where there was a shift in the emphasis.

English at higher or University stage:

The University Education Commission felt that void will be created if we abandoned English. Considering its multiple utility to us, the commission believed English must continue to be studied at Higher Education. It is a language which is rich in literature humanistic, scientific and technical. If we give up English under Sentimental urges.

The Kothari Commission recommended that the medium of instruction at school and higher education should be the same and the regional language should be adopted at the higher stage. The University Grants Commission felt that change over to Indian Languages should be slow the committee said that the changeover should be completed within 10 years. It desired that the university should produce books and literature in regional languages particularly in scientific and technical fields. Regarding all India. Institutes, the Commission said that they should continue to use English as the medium of Instruction.

In the year 1986, the National policy of Education recommended the strengthening of Hindi as a link language and English as a language of science and Technology. The Acharya Ramamurthy Committee also emphasised the hours of study and levels of attainment in Hindi and English irrespective of the duration of the study.

Q.11 What is multilingualism? Write its advantages and disadvantages.

Multilingualism is traditionally used as an umbrella term that includes bilingualism. Firstly, we can conclude that bilingualism refers to two languages and multilingualism to many. In fact, the dictionary includes an entry that leads the reader to "Compare bilingual, monolingual" and the word compare implies that the terms bilingual and multilingual are not used as synonyms.

Advantages of multilingualism:

a. More options to communicate more opportunities to get to know another culture,
b. Multilingualism opens you up as a person.
c. Children get more flexible because of trilingual education.
d. It gives you the opportunity to get in touch with others.
e) It is good for the brain because you are able to read two books.

Disadvantages of multilingualism:

a) It is not bad but it requires a lot of effort.
b) It is not realistic our pupils do not learn well either of the languages.
c) It is difficult to achieve the highest level in all languages.
d) Not all methods are aimed at multilingual education.
e) To learn a language requires taking time off another language.

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