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Chapter -V

Summery, Finding and

Suggestions

Chapter - V

Summary, Findings and Suggestions

5.1 Introduction

This chapter presents the summary of the study, key findings, and educational implications based on the analysis of data collected from early-stage students, their teachers, and parents. It ties together all components of the research while offering actionable suggestions and highlighting future directions for study. The aim was to explore how multilingualism influences learning, emotions, and social participation among young learners in the framework of NCF-SE 2023.

5.2 Justification of the Study

In multilingual societies like India, students often enter schools with a rich repertoire of home languages. However, the formal education system predominantly operates in one or two languages. This mismatch can either be a barrier or a bridge depending on how it is approached. The study was justified by the need to examine how multilingualism can be turned into a resource for inclusive learning in early education, aligning with NCF-SE 2023's inclusive and child-centric framework.

5.3 Statement of the Problem?

This study shows the A Study on the Role of Multilingualism on the Language Development of Preparatory Stage Students in the Context of NCF-SE 2023

5.4 Research Objectives

- To examine the effects of multilingualism on early literacy and cognitive development.
- To identify the challenges faced by educators and students in multilingual classrooms.

5.6 Sample

The study was conducted with a sample of 100 students from Grades VI to V, along with 20 teachers and 20 parents, selected from diverse linguistic backgrounds across multilingual schools.

5.7 Research Tool

Selection of the tool is one of the major tasks of the researcher. The investigator used the following self-developed assessment tools for collecting data. The primary tool used was a structured questionnaire titled **“Role of Multilingualism on the Language Development”**, consisting of 15 close-ended (Yes/No) questions. The questions are directly aligned with the research objectives and cover:

- Language usage at home and school
- Comprehension and participation in class
- Language preferences and emotional responses
- Learning strategies and peer interaction

5.8 Research Methodology

The present study had been conducted by using survey method. To achieve the objectives of this research qualitative data was selected. The data was collected for the study was Demonstration Multipurpose Higher Secondary School and Banyan Tree High School of Bhopal. The sample for the present study consisted of 120 students of grade VI and V. The method was purposive random sampling. The tools used for the research included a self – designed worksheet to assess the role of multilingualism on the language development.

5.9 Findings of the Study

Objective 1: To examine the effects of multilingualism on early literacy and cognitive development

- High multilingual exposure: 85% of students speak more than one language at home, reflecting a naturally multilingual environment.
- Cognitive support through home language: 72% of students use their home language to understand school lessons better.
- Language mixing as a tool for communication: 65% mix languages informally, which reflects cognitive flexibility and code-switching.
- Positive attitudes toward multilingualism: 88% enjoy speaking multiple languages and 90% wish to learn more languages in the future.

- Language diversity enhances learning: 81% believe that knowing more languages helps them learn better.

Objective 2: To identify the challenges faced by educators and students in multilingual classrooms.

- Intergenerational linguistic diversity: 69% of students reported their parents or grandparents speak a different language.
- Inconsistent teacher support: Only 61% agreed that teachers help them learn using their own language.
- Peer support is strong: 66% of students help classmates who speak different languages.
- Emotional connection with home language: 92% feel happy when someone speaks to them in their home language.

5.10 Educational Implications

5.10.1 For Teachers

- Teachers should be encouraged and trained to use translanguaging strategies in the classroom.
- Instructional materials should be provided in multiple languages to support comprehension.
- Teachers can create safe spaces where all languages are respected and valued.

5.10.2 For Students

- Allowing the use of home languages in class boosts student confidence and improves learning outcomes.
- Encouraging peer interaction in familiar languages can ease classroom anxiety.
- Activities like storytelling and roleplay in different languages build both skills and self-esteem.

5.10.3 For Parents

- Parents should be made aware of the benefits of maintaining the home language while supporting school learning.
- Regular dialogue between school and home can help bridge language gaps.
- Parent involvement in language-related activities can reinforce multilingual development.

5.11 Suggestions for Further Study

- Future research can include a longitudinal study to track the impact of multilingualism over several years.
- Comparative studies between rural and urban multilingual classrooms could offer broader insights.
- Research on teacher training programs specific to multilingual education would be valuable.
- Including neurodevelopmental or cognitive assessments can deepen understanding of how multilingualism affects brain development in early learners.

5.12 Conclusion

This study highlights that multilingualism, when nurtured properly, is a powerful asset for academic and emotional development. Children's natural ability to switch between languages offers an untapped strength that can enhance learning and inclusion. However, systemic challenges such as language mismatches, limited teacher training, and lack of multilingual resources need to be addressed. Aligning classroom practices with the child-centric, inclusive vision of NCF-SE 2023 can transform early education into a space where every language is a tool for success.

This study clearly brings to light the powerful role that multilingualism can play in a child's early education when it is supported thoughtfully and intentionally. Far from being a barrier, the ability to speak and understand multiple languages is a natural strength that many children possess—especially in a linguistically diverse country like India. When schools recognize and nurture this ability, it can lead to richer learning experiences, stronger academic growth, and greater emotional well-being.

Children often move easily between languages in their daily lives—whether at home, in the community, or with peers. This flexibility in language use isn't something to correct or discourage; rather, it's a valuable cognitive skill that can enhance understanding, self-expression, and inclusion in the classroom. Multilingual classrooms, when well-managed, can empower students to feel seen and heard, boost their confidence, and improve their connection to learning.