

Education in an ethno-linguistic community (In the context of Shina Language)

Source: Learning a language has been defined as growth in participation in an ethno-linguistic community.

Milieu of mother tongue literacy

UNESCO has a strong commitment to the inherent value of cultural diversity and the need to maintain it. Education is both a tool for and a reflection of cultural diversity. In addition, research has shown that learners learn best in their mother tongue as a prelude to and complement of bilingual education approaches.

In the context of the complement of bilingual education approaches, UNESCO published the expert report on *The Use of Vernacular Languages* in 1953. This report is the most frequently cited UNESCO document on language issues in education. This report cites some significant challenges that have place over the past fifty years:

- Profound political transformations leading to new language policies especially in post colonial and newly independent countries.
- Many hundreds of languages have disappeared throughout the world and many more remain endangered.
- Migratory movements on a mass scale have brought new and varied languages to other countries and continents.
- The internet has dramatically affected the way in which language and languages are used for communication and indeed for learning.
- The rapidly accelerating globalization increasingly challenges the continued existence of many small, local identities frequently based on language.

Here is a good way to do this:

- Situations in which we use the language
- Topics which we need to discuss in the language
- Special areas of vocabulary that may come to mind. You may go out and look around the community for ideas for vocabulary and examples of daily life situations.
- Sentence patterns to cover.

Conclusion

- To use lots of physical objects in connection with TPR activities.
- Manipulating objects in compliance with the LRP's instructions falls within the broad category of TPR activities.
- Combining TPR with role play
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Reference

The Use of Vernacular Languages in 1953.

Education in a Multilingual World. UNESCO Education Position Paper, 2003.