

Education in Mother Tongue- A Children's Right

Dr. Muhammad Tariq Khan

Abstract—Education fully develops human potentials, especially the cognitive power and in any program taking the cognitive abilities of the human being into consideration language is a necessary instrument of thought. Language has a central position in all the situations involving human learning. But a significant proportion of children in many developing countries, enter school not speaking the language of the classroom. Whereas to effectively teach around 221 million children worldwide speaking a different language at home from the one used as medium of instruction in schools, there is a need to teach them first in their home language while gradually introducing the national or official language or foreign language. Education when imparted in foreign language or any language which is not spoken at the home of pupils or in their surrounding atmosphere causes difficulties in learning and understanding, leading to their failure in courses or drop out from the schools, which is a big loss to a country, nation and even to humanity at large. All the international forums like UNESCO, the World Bank, World Declaration on 'Education for All' (EFA), the UNO General Assembly's Convention on the Child's Rights etc has stressed to educate children at least at primary level using mother tongue as medium of instruction. Because researches have shown that mother tongue-based schooling significantly improves learning. This paper is dedicated to study the benefits of teaching in mother tongue in the light of research studies.

Keywords— Education, Mother Tongue, Children's Right.

"Mother-tongue instruction should be the best way for children to learn as it bridges the gap between home language and language of instruction. Every language is sufficient enough to give high cognitive skills to its users and there are no major or minor languages. Therefore, mother-tongue instruction should be extended as long as possible. A Lingua Franca or a language of wider communication cannot be a substitute for the mother tongue, and it should be avoided until the child fully acquired their mother tongue" (UNESCO, 1953)

I. INTRODUCTION

OBANYA (2003) revealed that language has a central position in all the situations involving human learning. Education fully develops human potentials, especially the cognitive power and in any program taking the cognitive abilities of the human being into consideration language is a necessary instrument of thought. The essential parts of the education process are seeking, using and giving information,

and usually are carried out through language. Language is also the main tool of interaction in social settings, which is also a part of education. Human beings develop social and working relationships and communicate information by speaking and writing, though language and other things as well, such as the symbols and graphs of sciences. In fact in some modern-day definitions this form of language is taken into literacy consideration; and some writers have used terms like 'literationacy' and 'graphacy' in domains to be covered by reading and literacy programs. For communication there is a wide range of paralinguistic possibilities such as 'body language', 'sign language', 'frowns', 'smiles', etc. However it is verbal language that has enabled mankind to: create, think, record events, project itself into the future and seek to reinforce the capacity of individual for performing these functions. It is the major object and subject of language in education. About mother tongue Orekan (2011) asserted that one learns and continues to perform the functions of "thinking, counting and dreaming" only in one's primary language (mother tongue). Language is very closely related to the mind because one thinks and conceptualizes, by means of language and without language normally no one can think. It emphasizes the psychological importance of language to humans particularly the mother tongue, the language, which the child first learns. Mother tongue also makes the orientation in the cultural environment. This study is dedicated to highlight the importance and benefits of mother tongue in process of education and right of children to be educated in mother tongue.

II. WHAT IS MOTHER TONGUE?

Pattanayak (2003) stated that many people today, interpret mother tongue as the language of mother. Another meaning of mother tongue is the government and the school designated language. André Martinet the French linguist once said that mother tongue is "the language through which one comes to know the world". Mother tongue and the motherland are abstract notions so mother tongue is the language to which the emotional attachment is strongest, the language ensuring all the cultural riches whose destruction results in the destruction of innovativeness and creativity. All the children, irrespective of sex, class and caste, have to move towards the school language from the home language. The mother tongue is the expression of identity of an individual as well as of individual's primary group identity. Among the members of primary group knowledge and experience are shared through

Dr. Muhammad Tariq Khan, Department of Management Sciences/ Head, Department of Psychology University of Haripur, Pakistan. Email id: tariq_phd_@yahoo.com

mother tongue.

Pattanayak (2003) in a study about India opined that mother tongue is the integral component of any culture and the basic ingredient of multicultural or intercultural education. But even in educated circles understanding of the clear concept is yet very little. In India the word *matrubhasha* for mother tongue is relatively new which is a literal translation of the English words 'mother tongue' since eighteenth century whereas even in English language the term is also not very old. When Europe was first taking shape, the language of the priests and scholars was called *lingua vulgaris*, for differentiating it from Latin. At the Romans' time the first language of a person was called *patrius sermo*, or the language of the male head of the household.

Ross (2004) extracting idea from several reports and researches (SIL- Summer Institute of Linguistics 2004; Terralingua 2004; Beardmore, 1986;) defined 'Mother Tongue' –in several ways: i.e.

The language learnt from the family; the language used at home;

The first language a child speaks; the language used in the community;

The language most competent in; and the 'preferred' language. It forms a person's identity, their defining quality.

Orekan (2011) quoted definition as:

Mother tongue is "the language one thinks, dreams and counts in".

Bloch (n.d.) quoted a definition of mother tongue as:

"A mother tongue is the language the child can speak fluently before going to school. It is the language in which the child can operate confidently in all domains relevant to the child's life. It may or may not be the language spoken by both parents. In this sense the bilingual child has two mother tongues".

III. IMPORTANCE OF MOTHER TONGUE

Daniel (2003) asserted that language and identity are linked – as the term 'mother tongue' implies. A healthy identity balances different aspects of our personalities. A community expresses part of its identity in its languages of instruction and a healthy society makes choices that promote harmonious communities and confident individuals. Fortunately these goals are usually congruent.

Hassanzadeh et al. (2011) revealed (referring and making an addition on Butzkamm, 2003) that first language (mother tongue), which is home language is particularly important for the development of a positive self-concept and well-being of a child. Children having the chance of maintaining their first language can extend their cognitive development, while learning other languages as a second language. In the second language their level of competence is related to the level of competence they have achieved in their first language. Children having sound knowledge of their first language can transfer skills from one language to another. The mother tongue opens the door, including its own grammar, to all grammars, in which it awakens the potential for universal

grammar that lies within all of us. It is the valuable asset people bring to the task of language learning. Because of this, the mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language. Successful learners capitalize on the vast amount of linguistic skills and world knowledge they have accumulated via the mother tongue. For the beginner, becoming aware of meanings automatically involves connecting them with the mother tongue – until the first language has established an ever-more complex network for itself. The relationship between languages should be clearly established and not ignored or suppressed. The non-use of the mother tongue, however, seriously constrains what can be said and read. Mother Tongue will save learners from a feeling of frustration, which will eventually lead them to avoid all topics of personal interest. The measured and well-calculated contribution of the mother tongue can allow pupils to tackle more difficult texts sooner, Hassanzadeh et al. (2011) extended the claim of Butzkamm (2003) that — "You can banish the mother tongue from the classroom, but you cannot banish it from the pupils' heads".

Mother tongue also provides helps in learning and understanding the second language. According to Mackenzie & Walker (n.d.) it is convincingly evident from research that a second language is learned best when a first language is learned well. Pflapsen (2011) also arrived on the same conclusion that mastering a first language and core learning concepts promotes general cognitive development that is needed to more easily and rapidly learn a second language. Because language and reading are closely related, learning to read in one's first language facilitates reading in a second, since many key skills related to reading are transferable from one language to another.

According to Fakeye (2011) several studies (Amao 2010; Gladstone 1969; UNESCO 1953; Patton & Gay 1993) have shown a close relationship between the child's mother tongue and his culture. Amao emphasized the significance of the language as the carrier and embodiment of the features of cultural environment. While Gladstone claimed that language and culture are interwoven, hence, according to UNESCO (1953), the culture and the personality of the individual are reflected in his language. It is therefore claimed that the use of the Mother tongue for instruction will foster the cultural values of the child. Language, having developed in the context of a certain culture of necessity, reflects that in particular culture, language, not only differentiates and integrates human interaction, but also, guides to behavior and motives to conform.

Keysar et al (2012) are of the opinion that, there are good reasons to believe that the use of a foreign language would reduce people's ability to rely on more systematic processes, because it is harder to use a foreign language, which increases cognitive load and leads to greater reliance on intuitive and affective processes. It has also been endorsed by Küper (2003) who wrote about African languages that scientific concepts are neither developed nor explained in African languages,

which are mostly not used for science and formal schooling. These concepts in foreign languages and then only by a very small minority of the population are superficially and badly learned, consequently do not penetrate in people's daily life.

Sathiaseelan (2013) stated that people think in their mother tongue, acquire through mother tongue and express in the mother tongue.

IV. IMPORTANCE OF MOTHER TONGUE IN EDUCATION AS MEDIUM OF INSTRUCTIONS

Küper (2003) expressed that at societal level languages have important role in cultural changes and introduction of new knowledge, which becomes quite obvious in industrialized societies, where, in order to guarantee wider diffusion of research findings and new concepts often a more popular language level is used. In the societies where the everyday language and the language of instruction and mass media differ the situation is very complicated.

Pattanayak (2003) highlighted that language acquaints the children with the environment into which they have been born. Language accumulated knowledge skills and myths are transmitted through mother tongue from one generation to another. Because of receiving social acceptance the standardized version of the spoken language is used as the medium of communication, education and administration.

Gacheche (2010) revealed referring the '2010 Education for All' (EFA) report on reaching the marginalized sombrelly notes that, "children who are members of an linguistic or ethnic minority or an indigenous group, enter school with poorer prospects of success and emerge within fewer years of education with lower levels of achievement". The report advises that to effectively teach around 221 million children worldwide speaking a different language at home, from the one used as medium of instruction in schools, there is a need to teach them first in their home language (L1) while gradually introducing the national or official language (L2).

According to Ball (2010), through out the world, young children learn at home languages (mother tongues) and arrive at early learning programs such as preschool and primary school with this precious resource of their mother tongues different from the dominant languages used in their broader social world.

Agbedo et al (2012) expressed that Mother tongue education is a schooling system, encouraging in the school teaching learning process in First Language (L1) of children. The indispensability and primacy of mother tongue in early childhood education inspired a number of conventions, declarations, resolutions, national and international legislations, aiming at promotion of education in mother tongue as one practical step to protect and uphold the linguistic rights of children.

Phiri (2013) expressed that, children in remote rural areas, who speak one language at home and have no contact with the school language outside of the classroom, often have the biggest problems in gaining any understanding of the language taught at school. This is a significant factor contributing to poor quality education and continuing low

literacy. Whereas when children are highly proficient in the medium of instruction then they learn best. Phiri (2013) quoted experiment of a reading literacy test done in 32 countries, where students having home language that of a school had an easier transition into reading instead of those who had to learn a new language while learning to read. In reading literacy tests no group of native language speaking scored lower levels, which were presented in the official language.

Burton (2013) stated that around the world there is a growing trend of supporting instruction in mother tongue in the child's early years of education. Educational programs utilizing this approach are rising in number in Southeast Asia.

Sathiaseelan (2013) asserted that the children think and dream in the mother tongue so training in mother tongue use- is the first instrument of human culture and the first essential of schooling. Hence it is of great importance for children to have a firm foundation in their mother tongue. Children learn the most in their own mother tongue, which is the easiest way of learning. Years of school in the life of children are the most important because during this period aptitude and attitude of children are developed. Therefore, during that time the emotional as well as physical needs of the children need effective care. During this period their mother tongue becomes the ideal medium of instruction for them, because it is as natural to them as the milk of mother, and in their own native tongue they can better explore their own natural environment. Besides this, if children's foundations for the future development are laid in their own mother tongue, the children even in the later years can build up on them in another language. On pedagogical grounds it is also generally accepted that in Education as the medium of instruction the mother tongue is best suited. For the children it is the natural language of thought and highly suited for concept formation.

V. EDUCATION IN MOTHER TONGUE A CHILDREN RIGHT

Daniel (2003) argued that it is more and more a right to speak one's own language. International 'Mother Language Day' proclaimed in 1999 by UNESCO and marked on 21 February each year, is one example. Alongside bilingual or multilingual education, encouraging education in the mother tongue is one of the principles set out by UNESCO. On top of this, languages are now regarded as an integral part of a people's identity, as shown in the UNESCO Universal Declaration on Cultural Diversity, which recognizes the importance of languages in promoting cultural diversity.

According to Ball (2010) UNESCO since 1953 is supporting right of children to learn their mother tongue, and is advocating the maintenance of cultural and linguistic diversity through language-in-education policies. A research and program review reports discusses of mother tongue-based bilingual or multilingual education for children in early childhood and is intended to: informing policy-makers about existing research and practices in mother-tongue instruction in early childhood and early primary school years; and raising

awareness about the value of maintaining the cultures and the languages of the world by promoting and re-sourcing mother tongue-based education for children.

Magga et al (n.d.) quoted that article 29 of the Convention on the Rights of the Child (CRC) stated that the child's education should be directed to "The development of the child's talents, personality, and physical and mental abilities to their fullest potential" and "The child's preparation for responsible life in a free society, in the spirit of peace, understanding, tolerance, equality of sexes, and friendship among all peoples, national ethnic, and religious groups and persons of indigenous origin". According to Article 29, of ILO Convention No. 169, "The imparting of general skills and knowledge that will help children belonging to the peoples concerned to participate fully and on an equal footing in the national community and in their own community shall be the aim of education for these peoples". It is an implication that there is no respect for right to education of indigenous children unless they become bicultural and bilingual through schooling. From a language(s) a good educational program leads to the following goals, identity, labor market and life chances point of view:

1. High levels of multilingualism;
2. Strong, positive multilingual and multicultural identity and positive attitudes towards self and others;
3. A fair chance of achieving academically at school; and
4. A fair chance of awareness and competence building as prerequisites for working for a more equitable world, for oneself and one's own group as well as others, locally and globally.

Indigenous children's education has to fulfill further demands as well made on any good education. First, mainly concentrate on the language of instruction.

How indigenous children are being educated, and with what results in various parts of the world is given here with examples. Educational models used in the education of indigenous and minority children mainly using dominant languages as languages of instruction also have negative consequences for the achievement of the four goals and the right to education. Education has a range of harmful consequences, violating various aspects of right to education. Education in state schools, without binding educational linguistic human rights, especially mother tongue-medium (MTM) right with dominant language teaching as a second language, taught by competent bilingual teachers, most minorities and indigenous peoples have to accept subtractive education through the medium of instruction of a dominant or majority language.

Agbedo et al (2012) expressed that the indispensability and primacy of mother tongue in early childhood education inspired a number of conventions, declarations, resolutions, national and international legislations, aiming at promotion of education in mother tongue as one practical step to protect and uphold the linguistic rights of children. These include Dakar Framework for Action (2000), World Declaration on Education For All (1990), the Convention on the Child's

Rights adopted in Resolution 44/25 by the United Nations General Assembly on 20 November 1989, the Declaration of Human Linguistic Rights of Children" initiated by Tove Skutnabb-Kangas in 2009 a socio-linguist from Finland as part of an ongoing "linguistic human rights" campaign directed at the United Nations and UNESCO.

According to Vulli (2014) the right to education in a language that the children understand is not only a basic human right but also a necessary ingredient of equality in education". According to observation of researchers it is a positive suppression of human talent to control and dictate the language of access to knowledge. There is a popular perspective advocating mother tongue use as media of instruction in early education and to encourage linguistic diversity in schools, by arguing that mother tongues besides being speech varieties are also languages providing emotional and social identity to individuals, expressing their essence of cultures, and giving them a sense of rooted-ness. Schooling in the children's mother tongue reflects respect for them and their cultural appreciation, hence mother tongue exclusion from the schools is looked as 'harmful to children's self esteem', as children thereby are "reduced to minorities in their own homes". It is imposing limits on freedom curbing creativity and innovativeness, depriving society and individual of free choices, and restricting participation or potential participation in multiple spheres of human interaction.

VI. DIFFICULTIES OF EDUCATING IN MOTHER TONGUE

According to Gacheche (2010) researches have shown that mother tongue-based schooling significantly improves learning. The use of a familiar language to teach children literacy is more effective than a submersion system as learners "can employ psycholinguistic guessing strategies" to learn how to read and write. This means that since children can already speak the language, they can learn to associate sounds with the symbols they see, thus facilitating understanding. When literacy skills, such as reading, are taught in a foreign language, the children first have to gain familiarity with the sound before they can master the symbol. Such cognitive development takes time, which is a luxury submersion. This forces learners and teachers to resort to rote teaching and learning, where the children merely memorize what the teacher says without necessarily understanding the meaning.

According to Coleman and Capstick (2012) who conducted a research about Pakistan, has estimated that even in high exposure contexts (such as North America), it takes children about two years to acquire social English but seven years to acquire 'educational English'. In the low exposure contexts in which the majority of children in Pakistan find themselves, the process will take much longer. With this in mind, it seems that attempts to teach science and mathematics through English to children who are not literate in their first language are doomed to failure.

According to Remilyn (2013) the role that language plays for success of children in early education is indicated by the

declaration of the Millennium Development Goals (MDGs), of United Nations, findings from published research studies of UNESCO, the World Bank, (The Southeast Asian Ministers of Education Organization) SEAMEO, etc. Remilyn (2013) concluded that when in early education national languages or majority languages are used as the medium of instruction; many children stop schooling, either due being fail in their courses, or subjects or losing academic interest altogether.

VII. BENEFITS OF EDUCATION IN MOTHER TONGUE

Kadel (2010) asserted that instruction in mother tongue is highly important at the beginning of education, for development of a strong educational foundation, as well as to strengthen the learners' cognitive development. There is a big gap between the school and the home of the student unless the mother tongue is used in education.

Studies of Ball (2010) showed that children learn best in their mother tongue as a foundation for and bilingual and multilingual education. Children's ability to learn a second or additional language does not suffer when their mother tongue is the primary language of instruction throughout primary school. Research has confirmed that six to eight years of education in a language are necessary to develop the level of literacy and verbal proficiency required for academic achievement in secondary school. Fluency and literacy in the mother tongue lay a cognitive and linguistic foundation for learning additional languages. When children receive formal instruction in their first language throughout primary school and then gradually transition to academic learning in the second language, they learn the second language quickly. If they continue to have opportunities to develop their first language skills in secondary school, they emerge as fully bilingual (or multilingual) learners. If, however, children are forced to switch abruptly or transition too soon from learning in their mother tongue to schooling in a second language, their first language acquisition may be attenuated or even lost. Even more importantly, their self-confidence as learners and their interest in what they are learning may decline, leading to lack of motivation, school failure, and early school leaving.

Fakeye (2011) asserted that a number of other writers have advocated the use of the mother tongue as a medium of instruction and as a pre-requisite for effective learning of a second or foreign language. In the Report on African languages and English in Education, it is said that:

It is quicker and more efficient for the illiterate, first to acquire literacy in the mother tongue and then to proceed to English... literacy in the mother tongue should normally be a condition of being taught English.

Pflepsen (2011) revealed referring some studies the benefits of Mother Tongue Based (MTB) education that those children understanding the instruction language are more likely to enter the school at proper age, appropriate times and attend school regularly, less likely to drop out as compared to those who receive instruction in a foreign language. Experiments proved that a lack of education in a

first language was a reason for children dropping out, while children having access to instruction in their mother tongue were more likely to be enrolled and attending school. Classrooms using first languages of children as instruction language were more than three times less likely to drop out and five times less likely to repeat the year. Therefore if children can understand and learn productively in the language in the classroom then, chances of keeping them in school, are significantly improved. Pflepsen (2011) reported (referring Ball, 2010) that a recent review of research reports on language and literacy concludes that becoming literate and fluent in one's first language is important for overall language and cognitive development, as well as academic achievement.

Hassanzadeh et al. (2011) quoted the words of Butzkamm, (2003) that —You can banish the mother tongue from the classroom, but you cannot banish it from the heads of pupils. The relationship between languages should be clearly established and not suppressed or ignored. The non-use of the mother tongue, however, seriously constrains what can be said and read. Mother tongue will save learners from a feeling of frustration, which will eventually lead them to avoid all topics of personal interest. The measured and well-calculated contribution of the mother tongue can allow pupils to tackle more difficult texts sooner. Hassanzadeh et al. (2011) also expressed that first or home language is particularly important for the child's development of a positive self-concept and well-being. Children who have the chance to maintain their first language can extend their cognitive development, while learning other languages as a second language. Their level of competence in the second language has relationship to the level of competence they have achieved in their first language. Children with a sound knowledge of their first language will be able to transfer skills from one language to another. The mother tongue opens the door, including its own grammar, to all grammars, in which it awakens the potential for universal grammar that lies within all of us. It is the valuable asset people bring to the task of language learning. For this reason, the mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language.

Phiri (2013) advised with reference to some studies that the mother tongue should be used as a medium of instruction; it is the most appropriate means for effective teaching because it has the learner's experiences. It is a language that he knows well and can use to form sentences and expresses himself.

Sathiaseelan (2013) asserted that the only language best suited to achieve originality in thought and expression is with which one lives and grows. According to experts of United Nations the best medium for teaching children is their mother tongue. Therefore stress on education in mother tongue is not for educational achievements and growth only, but for national development and reconstruction as well which is evident from the UNESCO's report of 1997 on mother tongue education considering Mother tongue as the

best first entry into education, as the key to success in education, the best instrument of maintaining the individual groups' culture, and the participation in national development and reconstruction. In the fight against ignorance and, illiteracy, poverty and discrimination, mother tongue is also a powerful instrument. To make education available in the most natural way for all the best way, rather the only way is mother tongue. Mother tongue learning and learning through the mother tongue are the learning process to mean, which is learning a multi-state semiotic and multifunctional system, which means to develop an ability of playing a variety of roles in the socio – cultural complex. Mother tongue is not only one occasion for the knowledge inculcation but a part of the intimation of children into the life of man. Sathiaseelan (2013) highlighted that by paying sufficient attention to the foundation of intellectual and emotional life, all the virtues necessary for a good citizen, clear expression, clear thinking, sincerity thoughts, and action and feeling fullness of creative and emotional life can be cultivated and developed only by mother tongue. Children's learning in their mother tongue is easy, but learning in a foreign language takes more time, which naturally hampers their personality. Teaching in the schools in language other than children's language, is violation of good pedagogy principles and guilt of cultural imposition. Education of this type results in drop out of native children from the school and psychological trauma, causing the failure of children to learn to read and write. Hence it is important to teach the mother tongue and teach through the mother tongue because the people's growth depends on it. When medium of instruction is a tool and a vehicle of growth in skills, knowledge, interests, abilities, and attitudes – albeit a tool of learning, the suitability of medium of instruction is to be decided on the consideration of its effectiveness as a learning tool rather than on the basis of political, cultural, or economic consideration. It is a significant fact that learning through the students' mother tongue has maximum effectiveness therefore the necessity mother tongue for instruction is being realized today so, most of the physiologists, linguists, educationists, and sociologists are inspired and convinced by the universally accepted principle "the mother tongue of a child is the most appropriate medium for a child to learn effectively". Scientific researches also stress the mother tongues' significance as the medium of instruction.

VIII. INJUSTICE WITH MOTHER TONGUES

Ross (2004) stated that neglecting the indigenous language and its concomitant culture by the dominant formal schooling system, results in a lack of linguistic competence in the mother tongue and any subsequent positive identification with the culture. Institutional and cultural linguicism and discrimination exists where people in powerless positions are unable to negotiate the validity of their mother tongue. The challenge for educators and policy-makers is to shape the evolution of national identity in such a way that the rights of all citizens are respected, and the economic cultural, and

linguistic, resources of the nation are maximized.

Bender et al (2005) disclosed that the world's fifty percent out-of-school children live in communities where the schooling language is rarely, if ever, used at home, a situation that underscores the biggest challenge to achieving Education for All (EFA). This is a non-productive practice that leads to low levels of learning and high levels of dropout and repetition. In these circumstances an increase in resources, although necessary, would not be sufficient to produce universal completion of a good-quality primary school program. Bender et al (2005) further stated that first language instruction results in (i) increased access and equity, (ii) improved learning outcomes, (iii) reduced repetition and dropout rates, (iv) socio cultural benefits and (v) lower overall costs.

Mackenzie & Walker (n.d.) stated that a significant proportion of children in many developing countries, enter school not speaking the language of the classroom. Many education systems use global languages or national language instead of mother-tongue teaching or education is often carried out in an international language, such as English or the old colonial languages. This is based on the belief that certain internationally 'important' languages give children a competitive advantage in later life. In other countries, education is taught in the dominant language of a main linguistic group, sometimes at the expense of more marginalized ethnic or linguistic groups. In far too many countries, the educational basics – textbooks, learning materials and the teacher's language of instruction - are primarily or entirely available only in non-mother-tongue languages. Sometimes, in multilingual countries with many local languages, teachers themselves do not speak the local language which children learn at home, and speak the dominant language. In other cases, the teachers themselves may not be fully proficient in the language of instruction. Mackenzie & Walker (n.d.) are of the view that a curriculum, rooted in the child's known language, culture and environment, with appropriate and locally-developed reading and curriculum materials, is crucial for early learning success.

Coleman and Capstick (2012) expressed in a report referring Pakistan that it was widely believed that there are major injustices in the education system in Pakistan. 'There is a "cultural capital" divide in Pakistan between home and school. Those whose cultural capital matches that of school flourish.'

IX. CONCLUSION

It can be concluded from the study of above quoted literature that:

1- Mother tongue is the first language a child speaks; the language used at home; the language learnt from the family; the language most competent in; the language used in the community or the 'preferred' language. It forms a person's identity, their defining quality.

2- Speaking one's own language is more and more a right. International Mother Language Day proclaimed in 1999 by

UNESCO and marked on 21 February each year, is one example. Encouraging education in the mother tongue, alongside bilingual or multilingual education, is one of the principles set out by UNESCO.

3 - It is also right of child to be taught in his/her mother tongue at least at primary level because It is a language that he/she knows well and can use to form sentences and expresses himself/ herself.

4- Mother tongue is the most appropriate means for effective teaching because it has the learner's experiences. Those children understanding the instruction language are more likely to enter the school at proper age, appropriate times and attend school regularly, less likely to drop out as compared to those who receive instruction in a foreign language. Experiments proved that a lack of education in a first language was a reason for children dropping out, while children having access to instruction in their mother tongue were more likely to be enrolled and attending school. Classrooms using first languages of children as instruction language were more than three times less likely to drop out and five times less likely to repeat the year. Thus mother tongue as the best first entry into education, is the key to success in education, the best instrument of maintaining the individual groups' culture, and the participation in national development and reconstruction. So it is advised that the mother tongue should be used as a medium of instruction, for educational achievements and growth as well as for national development and reconstruction.

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