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Effect of School Environment in Developing Language Creativity among Adolescents amidst Linguistic Diversity

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Abstract: Man is the best creation of God. Since the ancient times, there are countless changes and developments in each sphere of life. Education is the most relevant field in which significant changes and modifications have been occurred and still occurring. Students are the best receivers who carry over the effects of these changes and new trends. During the life of a student, the period of adolescence is the most crucial and remarkable one. The type of influences, the school environment and other variables, related to education puts on them, constructs their personality. In this competitive world, where so many languages are spoken and exchanged by the people of the world, it is highly and urgently needed to develop language creativity among adolescents so that they may not feel isolated and neglected whenever they have to face such situation. In such conditions, the responsibility of school is really challenging. The factors like environment of school, attitude of teachers, interaction with students, teaching methodology, rapport with students, dedication of students as well as teachers towards learning new techniques and moreover, efforts of teachers in developing language creativity amidst linguistic diversity all these put remarkable effect. In this paper, the effect of school environment in developing language creativity among adolescents amidst linguistic diversity is discussed.

Keywords: School Environment, Language Creativity, Adolescents, Linguistic Diversity

1. INTRODUCTION

We, human beings are the most wonderful and magical creation of Almighty on this earth. Human beings have the immense mental strength to accomplish impossible tasks too. Right from conception, one can adapt numerous things from the womb. We have the exact example of Abhimanyu from the epic "Ramayana" with us. He learned to break chakravayuh, right from the womb of his mother. We have reasoning powers, analytical powers, and judgmental skills with us by God's grace.

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The Almighty God, the creator of the universe, is the supreme mind who possesses the finest creative abilities. He has created all of us and all that is revealed in nature. We are elevated to be called his creation. Every one of us is a unique creation but does not possess the same creative ability as his peers. “The God may have created according to his reputation and interest and had given the freedom to creativity so that he can change the lacking changes in him." Language creativity is developed during childhood, adolescence, and youth which proved to be useful. “Linguistic creativity is the process of making the relationship between the different things which had no relation before it."

Under these circumstances, the lasting contribution of education in the cognitive sphere would be to develop in children the capacities of flexible thinking, reasoning storage of useful information and experiences, and control over language.

Language is a system that is comprised of two sub-systems receptive and productive. The receptive sub-system pre-supposes two linguistic skills, i.e., listening and reading, and the productive sub-system pre-supposes two other skills, i.e., speaking and writing expressive language in the output of the productive system. In this modern era, there is an explosion of knowledge and expertise. Each one has an inherent skill and talent with him/her. Moreover, schools have been modified according to technological and psychological advancements and developments. Schools, nowadays have different functions to fulfill. They have huge and limitless responsibilities to perform. Various variables are being influenced. In this present paper, the effect of the school environment in developing language creativity among adolescents amidst linguistic diversity is being discussed.

Technology has brought about significant changes in the field of education. Innovations of the digital revolution- CDs, DVDs, streaming videos, wireless communication have had an impact on the way languages are learned informal contexts. Researchers are exploring ways in which technology can be used to make language education more effective and motivating for students. Language learning in the digital environment might compensate for the limitations of the classroom by extending both instructional and learning activities beyond the formal setting.

We are currently witnessing the emergence of a new paradigm in educational technology research based on changing assumptions about the nature of learning, leading to a new set of practices in educational settings. By the end of the 1980s, many researchers in second language acquisition had moved away from the idea that the input that learners receive through communicative activities alone would promote language acquisition.

Now, one by one, we will discuss the included variables. First, let us talk about 'Language creativity'.

Language creativity, or the artful use of language, is central to children's emotional, cognitive and social development and education, as well as to communication in general. Linguists and psychologists have shown that children naturally play and experiment with language sounds, structures, and meanings and it has been argued that this kind of spontaneous often playful, creativity in language, contains the seeds of more prestigious poetic, literary and dramatic cultural forms (Cook 2000; Tannen 2007).

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The notion of linguistic creativity is propounded by Chomsky in 1966. It is the ability of an ideal speaker in a homogeneous speech community to combine a finite stock of elements based on a finite known stock of computational patterns.

Language creativity means multidimensional attribute that is differently distributed among the people and includes mainly the factors of fluency, flexibility, originality, and elaboration. Language means a body of words and systems for their use; common people of the same community or nation and creativity means having the power of creating or producing.

It is primarily the activity of making new meaning by a speaker (in the broadest sense of the user of language in all forms and all mediums), and the re-creation and re-interpretation of meanings by a receiver.

Language creativity enables the learner to play with the words in such a joyful and creative manner that even the simplest words may do wonders. Whether in written form or spoken form, language creativity may win the hearts of millions.

First, let us talk about the term "language creativity". Speech is natural to humans. We are born with an innate capacity to learn any language and more than one language. Children are born with the ability to perceive the phonology of any language. Before six months of age, they start to recognize the vowels and consonants of their mother tongue or the language (s) they are exposed to. By nine months, they start to babble in languages, they are exposed to. By their first birthday, they start to say words or sentences. Although they are grammatically incorrect, they, however, speak like a native speaker.

Language as a meaning-making device is needed for students to validate their knowledge and make the cognitive processes inter-subjectively accessible to an assessing teacher. Language plays a vital role in accessing and communicating subject content and it is thus of paramount importance that all students are granted opportunities to use and learn how to use the language needed for learning.

We live in a multilingual world. Approximately seven thousand spoken languages and innumerable spoken dialects and sign languages are in use around the world, some with millions of speakers and others with only a few. No matter how "big" or "small", each language is capable of expressing infinitely generative concepts and ideas. Linguistic diversity is an inherently enabling condition to its speakers and humankind- a resource to be protected and promoted-as each language is the repository of immense knowledge built over centuries of development and use.

So, we have talked a lot about language creativity. In simple words, creativity in language means using the right words at the right place at the right time in a smart manner.
In this section, the term "linguistic diversity" is being discussed.

There are thousands of languages in the world, and some estimates go as high as six thousand. On a planet with seven billion people, this would mean that over a million and a half people speak each language. However, this is not exactly the case. Many languages are spoken

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only by a few hundred to a few thousand people. Most of these small tribal groups are in the wilder areas of the world. The more isolated a group of people is from their neighbors, the more likely they are to speak a distinct language. By the same token, if a group is not isolated, they tend to share languages or linguistic traits with their neighbors. This tendency of linguistic traits to be shared among groups that live near one another leads to the development of language families. Much like a biological family, a language family consists of languages with common constituent elements. These elements represent the historical roots of these families. Some language families are huge and consist of dozens of languages.

Linguistic diversity is sometimes a specific measure of the density of language, or concentration of unique languages together. This diversity covers varied types of traits including language family, grammar, and vocabulary. The linguistic diversity of a place, like a country or a locale, can be rendered as a numerical measurement, called the linguistic diversity index.

Linguistic diversity is enshrined in Article 22 of the Charter of Fundamental Rights of the European Union. The respect for the rights of persons belonging to minorities is a fundamental element of the Charter. It prohibits discrimination against people belonging to a minority group and demands respect for cultural, religious, and linguistic diversity across the Union.

Historically our challenge with language as it relates to diversity is that it has been used as a tool of oppression for the express purpose of establishing and perpetuating systems of dominance and hierarchies between and among groups. As a result, language has in many instances throughout our society's history, served to advance the status of certain groups while relegating other groups to a status of inferiority.

Language provides a means for communication among and between individuals and groups. Language serves as a vehicle for expressing thoughts and feelings. When it comes to diversity, language can be a bridge for building relationships or a tool for creating and maintaining divisions across differences.

Effective multilingualism policies and initiatives can strengthen the opportunities for students as well as for citizens. Language skills may also increase an individual's employability, facilitate access to services and rights and contribute to solidarity through enhanced intercultural dialogue and social cohesion

India is a nation of vast linguistic diversity. The constitution of India now recognizes 23 languages, spoken in different parts of the country. These consist of English plus 22 Indian languages: Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Punjabi, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Meitei, Marathi, Nepali, Oriya, Sanskrit, Santhali, Sindhi, Tamil, Telugu, and Urdu language. While Hindi is the official language of the central government in India, English is a provisional official language of that state. The constitution of India recognizes 23 official languages, spoken in different parts of the country, of which two official and classical languages: Sanskrit and Tamil.

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School is the second home of a child. After home, he/she spends most of the time there. Every trait of a child is influenced by the school environment. Teachers' behavior, methods of teaching, the language of instruction, style of reinforcement, expertise in the subject, and rapport with the students all affect the academic performance and achievement of the child. Students and their parents, today, are more concerned about their higher academic achievements. Academic achievement is determined by many variables and the most important among them is the school environment. Another significant variable that is being discussed in the present paper is language creativity.

India is one of the most linguistically diverse countries ranking 4th in terms of the number of languages spoken, according to the Ethnologue language Catalogue of the world. The LDI of India, considering the restrictive 121 language classification of Census 2011, is 0.78. if we include mother tongues, diversity rises to 0.9. the latter is closer to the diversity index of 0.93 calculated by UNESCO using Ethnologue's catalog of 425 languages (UNESCO 2009), which includes more languages_ for instance, many of the 197 endangered languages spoken by less than 10,000 people.

In the coming section, the role of the school environment is going to be explained in developing language creativity amidst diverse linguistic diversity among adolescents.

School, as we have discussed above, is the second home of a child. He learns various things and trains his senses there. In the world of plurilingualism, the task and responsibility of teachers have become more tough and laborious. It is generally accepted that the teacher, as the person responsible for the transmission of knowledge and know-how to pupils within the institutional framework of the school, must ensure that the pupils feel comfortable at school, creating a climate of trust in which exchanges are facilitated. It is therefore a question of recognizing the pupil's own linguistic and cultural knowledge, to understand his identity.

All teachers should allow the classroom to move from a monolingual to a plurilingual space, using multilingual signs to decorate the walls, including bilingual books in the library, etc.

Schools cannot teach all languages to all pupils, even in primary schools, but there are pedagogical approaches that allow the different languages present in a classroom to be taken into account. These models are known as the Awakening to languages (Candelier, 2003a) or Education and Openness to Languages at School (Perregaux, 1998; Perregaux et al., 2003) and can be considered as a complementary learning model.

As teachers, we should take into account the linguistic and cultural heterogeneity of the pupils, the variety of languages spoken, and the multiplicity of their cultural affiliation. In an educational environment often marked by the practices anchored in a monolingual system, this is a great challenge for the teachers. In many parts of the world, multilingual classrooms are the norm. in most countries in South Asia, in West, East, and Southern Africa, in parts of East Asia, and increasingly in Europe, teachers work with groups of students who speak many different languages at home. While the medium of instruction for schools may officially be

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designated as the national language (or in some cases other languages such as English or French), in reality, multiple languages are used to mediate teaching and learning.

Therefore, in developing language creativity among adolescents amidst linguistic diversity, two fronts are significant: Language needs to be understood as intrinsically diverse_ as languages. The entitlement of individuals and cultural groups to express themselves in their distinctive language must be supported as a fundamental human right and must be nurtured as vital to the sustainability of the natural and cultural world.

Creativity needs to be understood as intrinsically bound up with our capacity for linguistically diverse thought, expression, and action. Languages are far more than communicative tools; they are creative.

2. CONCLUSION

Therefore, in the present scenario, the responsibility of schools and teachers is bigger as compared to ancient times. No doubt, the responsibility of ancient teachers was also full of pains but to prepare the children, especially adolescents for the future life and to meet the demands of present society, one has to be creative either of any trait of his personality whether personally and academically.

Communication skills and language creativity can become important aspects to prepare adolescents to be unique among the mob, especially amidst linguistic creativity. Schools are playing and still have to do countless efforts in the concerned area.

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