

NISHTHA FLN

National Initiative for School Heads' and
Teachers' Holistic Advancement
(Foundational Literacy and Numeracy)

Course: 07

Multilingual Education in Primary Grades



Preface

Ensuring strong foundations in literacy and numeracy is vital for every child in school and throughout life. These foundation skills are the most reliable predictor of longer-term educational outcomes and personal and economic wellbeing. Thus, Targets 4.1 and 4.2 of Sustainable development goals state: “By 2030, ensure that all girls and boys must have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education and also complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

The National Policy on Education (NEP, 2020) highlights that a large proportion of students currently in elementary school - estimated to be over 50 million in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction. NEP further recommends that attaining foundational literacy and numeracy (FLN) for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3).

As per the recommendation of NEP, a National Mission on Foundational Literacy and Numeracy has been set up by the Ministry of Education, known as the National Mission on Foundational Literacy and Numeracy (NIPUN Bharat) for ensuring that every child in the country necessarily attains foundational literacy and numeracy by 2026-27. A comprehensive guideline has been issued for the implementation of the NIPUN Bharat mission by the Ministry of Education. The National Mission lays down priorities and actionable agendas for States/UTs to achieve the goal of proficiency in foundational literacy and numeracy for every child by the end of Grade 3.

Teachers are at the center of all the teaching -learning process therefore it becomes imperative that they are trained in creating learner centred, educationally stimulating, classroom environment using story based, toy based, art and sports based pedagogies which provides more experiential learning to children and makes teaching learning more participative. They also need to use research based pedagogies for teaching numeracy and literacy across curriculum and address multilingual classroom environment. Teachers also need to shift to competency based teaching learning and assessment methods. The Principals / Headmasters as leaders must also be trained to support the teachers. The NISHTHA (Foundational Literacy and Numeracy) focuses on all these important aspects through 12 Courses.

Introduction to FLN Mission - This course provides an introduction to the FLN Mission, NIPUN Bharat and the role of different stake holders.

Shifting towards Competency Based Education (CBE) - This course highlights the need for shifting towards CBE. It discusses the three developmental goals of FLN, the competencies of the three developmental goals and codification of learning outcomes as given in the NIPUN Bharat guidelines.

How Children Learn: Understanding Learner? - This course describes ways children learn, their learning needs, and the strategies to address them as children vary in cognitive abilities and styles that make them think and behave differently, analyse differently and make decisions accordingly.

Involvement of Parents and Communities for FLN - Community engagement is critical for achieving the FLN mission goals. This course describes how the partnerships of schools with parents, families and community can support learning by children. It suggests how to create and nurture these partnerships.

Understanding Vidya Pravesh and Balvatika - This course is describes the transaction process of '*Vidya Pravesh*' (school preparation course for initial three months Grade-I) and '*Balvatika*' programme (one year programme before Grade-I) which are meant to prepare children with cognitive and linguistic competencies that are pre-requisite for learning to read, write and develop number sense through a play-based approach.

Language and Literacy - The course apprise teachers about how children learn to read and write and develop their language skills in social and academic contexts and how the classroom assessment should be done.

Multilingual Education in Primary Grades - This course elaborates on the importance of including children's home languages in early years of learning, and what are some strategies that can be useful to facilitate that. We hope that this course helps you develop a positive attitude towards the use of children's home languages in teaching learning processes.

Learning Assessment - This course aims to help teachers to develop and enhance their knowledge in 'Assessment for Learning' and improve foundational literacy and numeracy skills of children through different methods of assessment.

Foundational Numeracy - This course helps teachers develop an understanding of the content knowledge, pedagogical processes and assessment in the area of foundational numeracy and mathematical thinking to form a strong foundations of numeracy among children.

School Leadership for Foundational Literacy and Numeracy - This course has been conceptualized for primary school heads and teachers with the prime objective of developing them as school leaders and teacher leaders who can lead their school for achieving foundational literacy and numeracy targets for children in the age-group of 3-9 years.

Integration of ICT in Teaching, Learning and Assessment - The course enables a teacher to understand the purpose of using technology, parameters to be considered for effective integration, and also to explore various possibilities of technology integration.

Toy Based Pedagogy for Foundational Stage - This course provides an overview of Toy Based Pedagogy across the Foundational Stage. This course focuses on helping the learner to explore their immediate environment and the world of toys, and games and practice the use of toys and games in classroom processes.

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COURSE 07

Multilingual Education in Primary Grades

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COURSE OVERVIEW

Description of the Course

This course elaborates on the importance of including children's home languages in early years of learning, and what are some strategies that can be useful to facilitate that. We hope that this course helps you develop a positive attitude towards the use of children's home languages in teaching learning processes.

Keywords

NISHTHAFLN, NATIONAL EDUCATION POLICY 2020, MOTHER TONGUE, HOME LANGUAGE, FIRST LANGUAGE, SECOND LANGUAGE, SCHOOL LANGUAGE, MEDIUM OF INSTRUCTION, FAMILIAR LANGUAGE, UNFAMILIAR LANGUAGE, MULTILINGUAL EDUCATION

Objectives

On completion of this course, the learners will be able to:

- Describe the nature of multilingualism in the Indian society
- Analyze the language context of children's education
- Realize the importance of using languages familiar to children in the teaching learning process
- Explain the Multilingual Education (MLE) perspective and its importance
- Describe some strategies for including children's languages in classroom learning
- Explain effective strategies for teaching a second language (L2)

Course Outline

- Linguistic fabric of our country
- Learning disadvantage due to the difference between home language and school language
- Importance of using languages familiar to children in teaching learning processes
- Provisions for the use of children's mother tongues
- Multilingual Education - Meaning and Importance
- Multilingual Education in Bal Vatikas
- Strategies for implementing Multilingual Education



Module 1

National Education Policy and Introduction to Multilingual Education



Module 1: National Education Policy and Introduction to Multilingual Education

1.1

National Education Policy and Multilingual Education: Introduction

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31344259546373324813113

Transcript

Dear Learners!

Namaskar to all my fellow teachers. I welcome you to the course of NISHTHA course on 'Multilingual Education in Primary Grades'.

Friends, our new National Education Policy 2020 lays special emphasis on achievement of foundational literacy and numeracy. To realise this vision, the Ministry of Education has recently launched the NIPUN Bharat mission. As part of this mission, we need to ensure that every child in the country acquires strong foundational literacy and numeracy skills by the end of grade 3. There are multiple challenges in the way of achieving this objective. One of the most important is that of the language used in teaching-learning process in primary grades. In this course, we will discuss this challenge in detail.

In India, around 35% of children in primary grades are studying in a language that is unfamiliar to them. When these children enter school in grade 1, they have a limited or no understanding of the school language which is used as the medium of instruction. It is difficult to imagine how these children who are taught in an unfamiliar language can achieve the objective of NIPUN Bharat mission, i.e., to read fluently with deep comprehension and write independently in the school language by end of grade 3.

You may have noted that both NEP 2020 and NIPUN Bharat consider the use of children's languages in the classroom to be of crucial importance in achieving the goals of foundational

literacy and numeracy. NEP 2020 clearly lays out that every possible effort should be made to bridge the gap that currently exists between children's languages and school language in primary schooling. Similarly, the NIPUN Bharat mission maintains that use of children's mother-tongue for classroom instruction is a prerequisite for achieving the goal of foundation literacy and numeracy. Through this course, let us try to understand why it is essential to use children's languages in our primary grade classrooms.

'Language' is the most important medium of learning in school education. In other words, language forms the foundation of all learning that takes place in the classroom. When children speak or listen to others, when they read a story or a poem and engage in processes such as logical thinking, reasoning, drawing inferences from a text, they do so through the medium of language. However, all this is only possible when children have well developed language skills and a strong command over language. In the early years of schooling, children bring with them knowledge of the language they have grown up listening to and speaking at home. By not including their familiar languages in the classroom teaching-learning process, we are depriving these children of their fundamental right to learn. Many research studies pointed out that using children's home or familiar languages in the classroom leads to their active participation in teaching and learning process, improvement in their understanding of concepts in other subjects, as well as improvement in their levels of self-confidence, which is so important for learning. Additionally, a strong foundation in their home language also helps children in developing mastery over other languages.

To ensure that children learn effectively in the classroom, the best possible strategy is to use their home language as a medium of instruction in the initial years of schooling, while gradually introducing new languages into the curriculum. However, we know that the wide acceptance and adoption of this strategy will take time. Moreover, using this approach may also not be feasible in many situations in the country. That said, there are many other ways of incorporating children's languages in the formal teaching and learning process, such as strategic and planned use of children's languages in the oral domain. Simultaneously, it is also important to include appropriate strategies for teaching of unfamiliar languages in the teaching and learning process. In this module, we will discuss these strategies and build our understanding on effective implementation of multilingual education in the classroom.

At a very broad level, multilingual education means the simultaneous use of children's familiar language and other languages in the teaching and learning process. It is an approach that relies on using children's languages to build an initial understanding of ideas and concepts, while gradually helping them build mastery over other languages too.

An important point to be noted here is that including children's languages in the teaching and learning process does not mean to neglect the state language or English. On the contrary, languages complement each other. The true essence of multilingual education lies in the skillful integration of children's languages, the state language and English. The multilingual education perspective also informs us that if children are to be taught other languages effectively, it is done best by building on the foundation of their first language.

We will explore these ideas at length in this module to build a strong understanding of multilingual education. I hope that upon completion of the module, you will be able to engage critically with the principle of multilingual education and introduce some of the strategies discussed in the module in the classrooms.

I will conclude my message with the words of Shri Dron Sahu, a primary teacher in Chhattisgarh, who writes about children and says -

My Education

My Examination

My Assessment

My Evaluation

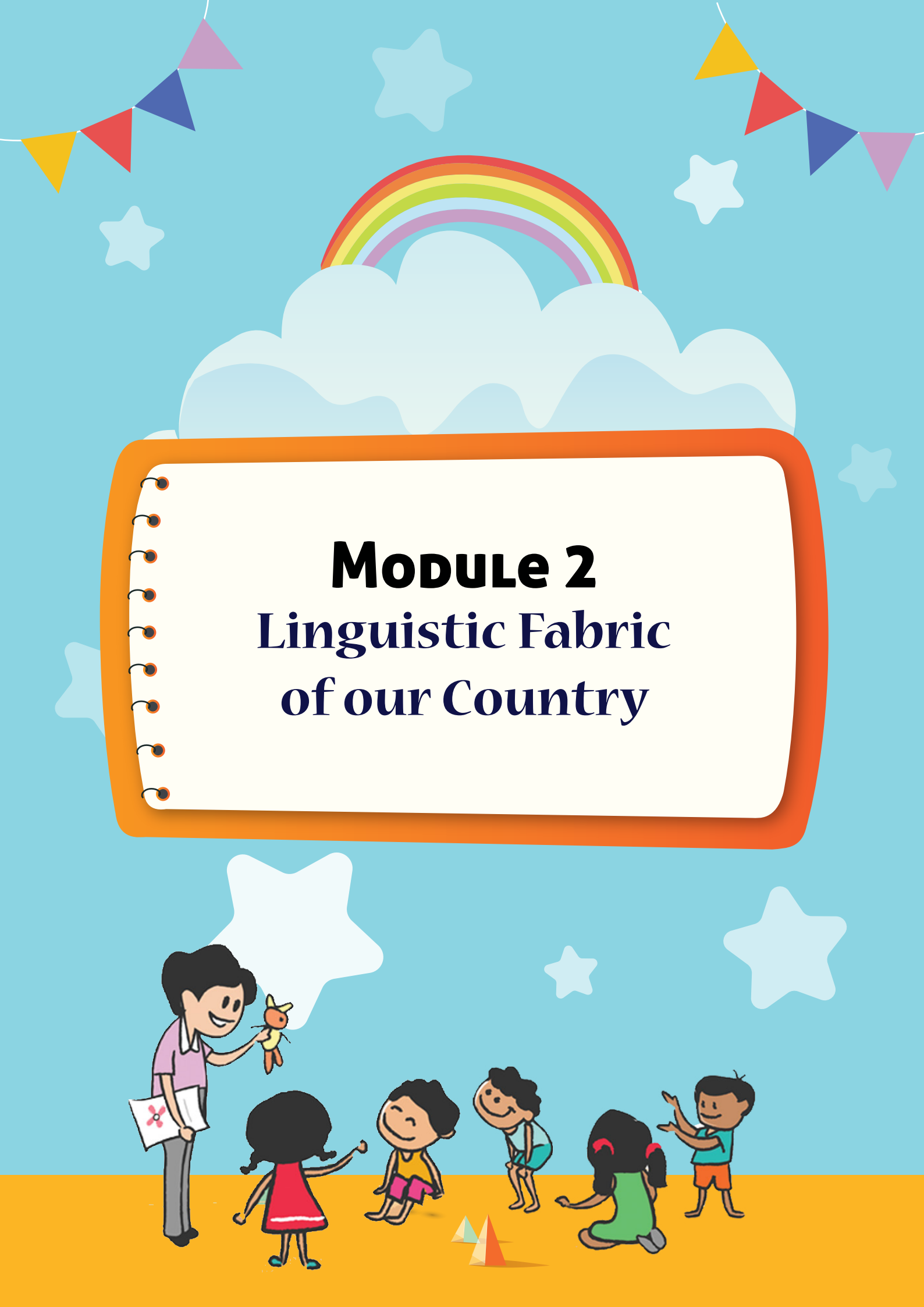
I am being taught

I have to learn

If I am at the centre of it all

Why is my language not?

Thank you!



MODULE 2
Linguistic Fabric
of our Country

Module 2: Linguistic Fabric of our Country

2.1 Multilingualism in our Country

India is a multilingual country where thousands of languages are spoken. The findings of various studies conducted over the period of point towards a wide variability in the exact number of languages spoken in India.

| Number of Languages | Source |
|---------------------|--|
| 1652 Mother tongues | Census of India, 1961 |
| 1369 Mother tongues | Census of India, 2011 |
| 462 Languages | Ethnologue (Simons and Fennig, 2018) |
| 780 Languages | People's Linguistic Survey of India (PLSI), 2010 |

According to the Census of India (2011), more than 25% of the Indian population speaks two languages, while about 7% of the population speaks three languages. In fact, most of us manage to speak in two or more languages, as per our needs.

I am a Warli painter. I am from the Warli adivasi community of Palghar district in Maharashtra. I speak in Warli with my family members. My younger brother and I watch a lot of Hindi films, and also talk to each other in Hindi. In our community, we either speak in Warli or Wadavali. I speak to shopkeepers in the marketplace in Marathi. When I go to Mumbai for work, I speak to my customers in a mix of Hindi and English. Quite often, in the big art galleries, customers from European countries like France and Germany visit as well. I can understand a few words in French and German.

The term '**multilingualism**' represents the use of two or more languages by a person or a community. Multilingualism can also be understood as the ability to speak, understand, read, or write in two or more languages. Multilingualism is an integral part of Indian society and culture.

One must note that multilingualism in the Indian context is not limited to the ability of Indians to speak more than one language. Indian multilingualism is unique and layered. In India, one can often find wide variety of the same language. One can also see people using a mixture of these different varieties in their speech. Let us have a deeper look at multilingualism in India.

Languages of Adivasi Communities

Adivasi communities settled in remote locations of India often use their own languages. For example, Saura adivasis from Odisha and Andhra Pradesh speak the Saura language.

Composite Nature of Languages

One can see that Indian languages are composite in nature; a language has influences of other languages it comes in contact with, thus, making it difficult to neatly label the languages apart.

For example, Saraipali and Basna blocks in Mahasamund district of Chhattisgarh, border Bargarh district of Odisha, where Sambalpuri language is spoken. Therefore, the Chhattisgarhi spoken in Saraipali and Basna features several Sambalpuri words.

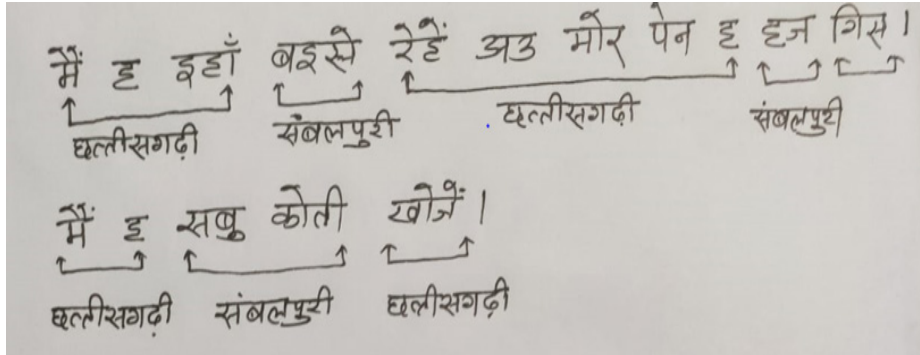


Fig. 1: Composite/mixed form of Chhattisgarhi and Sambalpuri languages

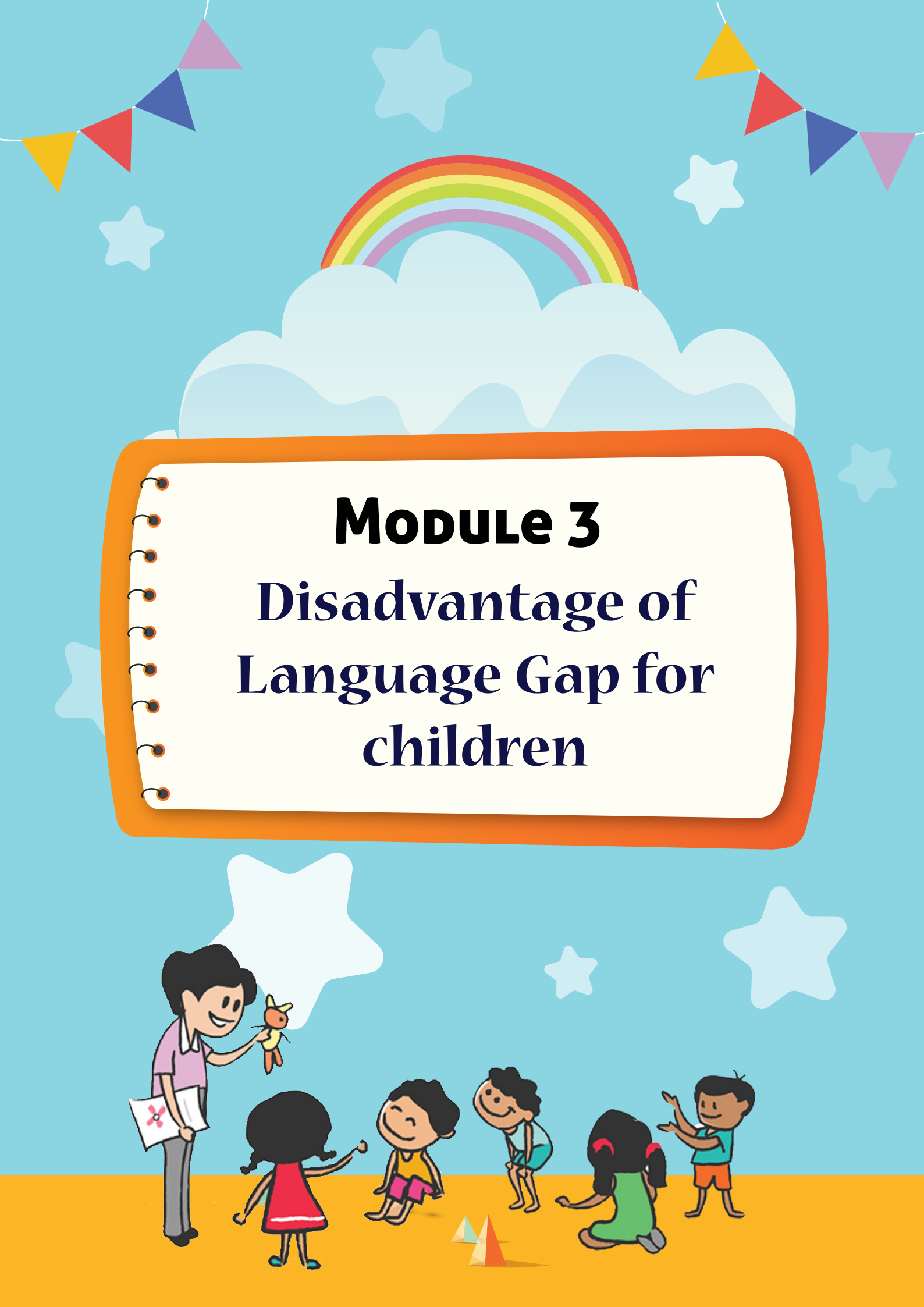
The 'Wagdi' language spoken in Dungarpur district of Rajasthan also has influences of languages spoken in neighbouring areas, such as Marwari, Gujarati and Hindi.

Different varieties of the same language

One can also find numerous varieties of the same language. For example, the Gondi language has distinctive varieties that are spoken across Chhattisgarh, Madhya Pradesh and Andhra Pradesh. In the case of Chhattisgarhi, the central parts of Chhattisgarh alone offer 5 different varieties.

Link or Contact Language

Various linguistic communities co-exist in different parts of India. For these different groups to be able to communicate with one another, they use a contact or link language. This link language could be a mixture of the different languages spoken by these groups, or it could be a different language altogether. For example, in the tea gardens of Assam, the workers from *adivasi* communities speak languages such as *Mundari*, *Kudukh* or *Santhali*; however, they use Sadari as the link language to communicate with one another.



MODULE 3
**Disadvantage of
Language Gap for
children**

Module 3: Disadvantage of Language Gap

3.1 Activity 1: Share Your Reflection

According to the World Bank, 37% of children in the world are forced to read and write in a language which they neither speak nor understand. What kind of challenges these children must be facing? Share your reflection.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course7activity1>



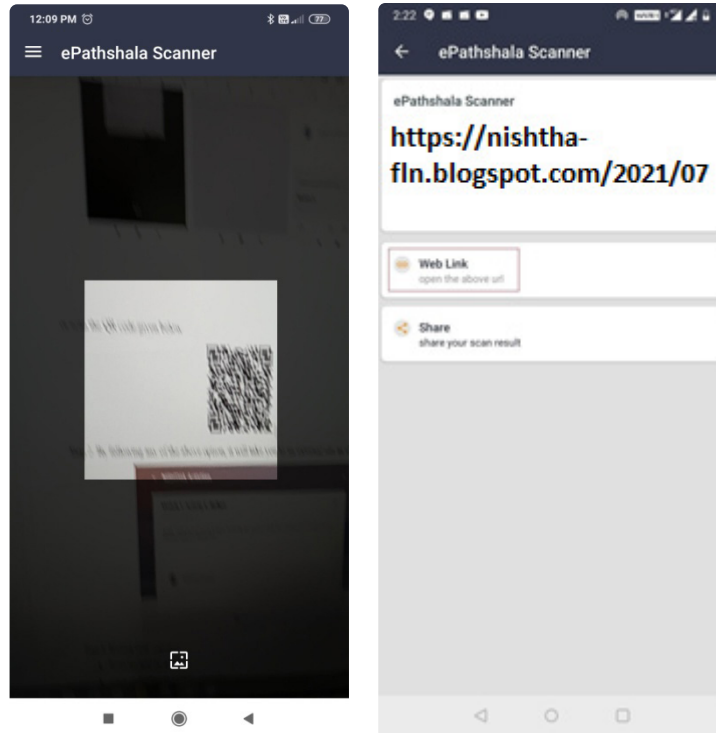
Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

<https://nishtha-fln.blogspot.com/2022/02/course-7-activity-1-share-your.html>

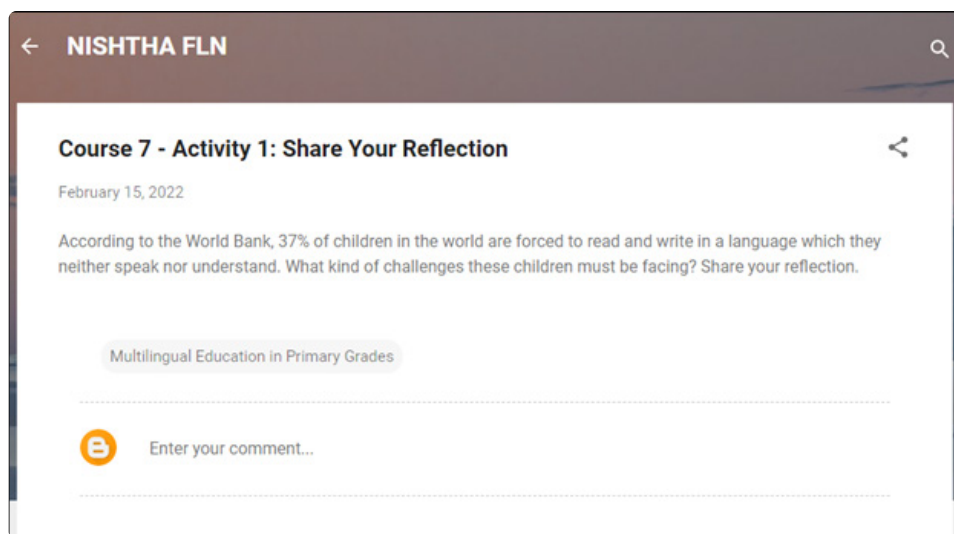


Option 3: Install mobile app '**ePathshala Scanner**' from play store. Using the app, **scan the QR code** given below.



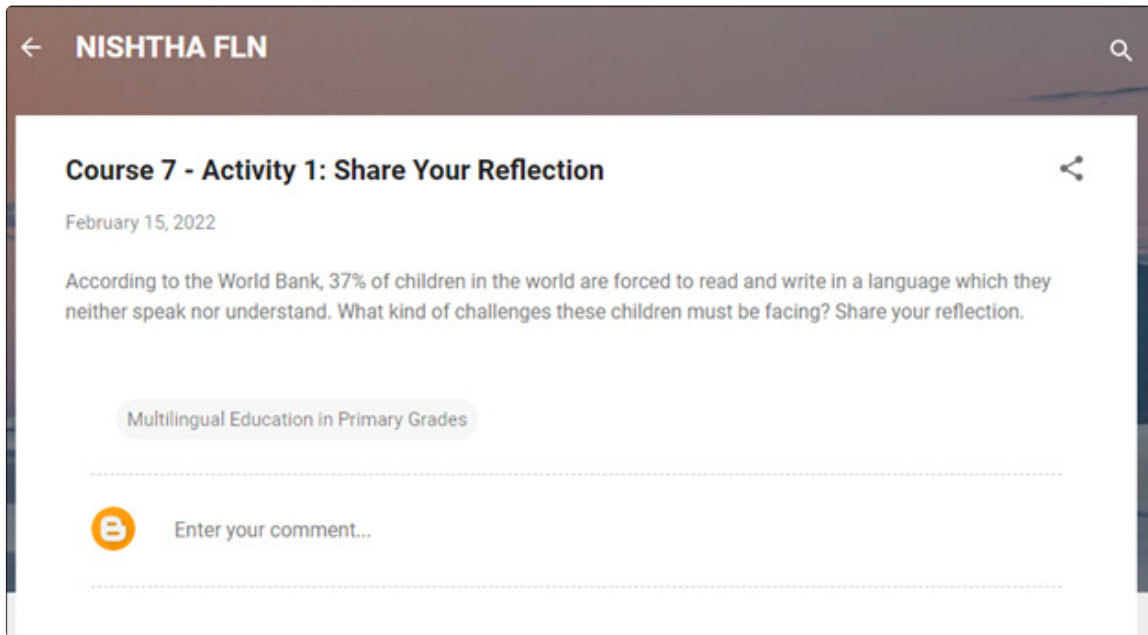


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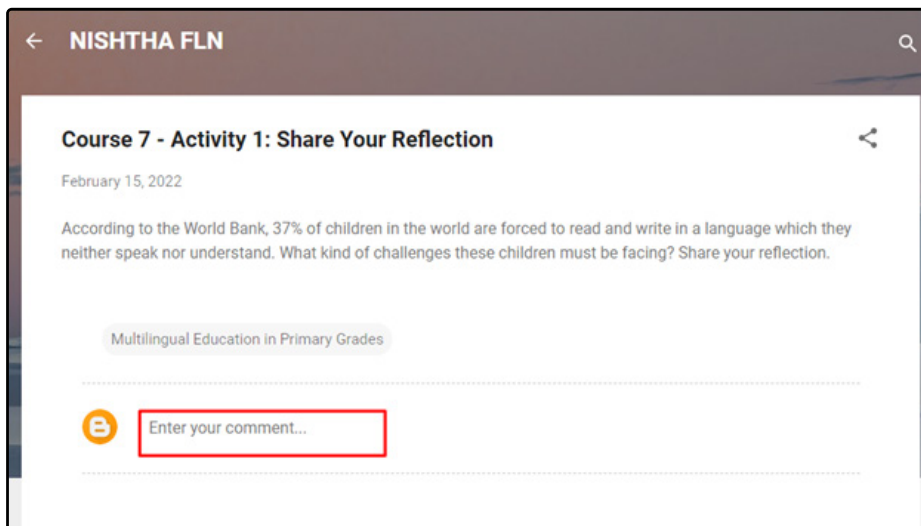


Step 3: Post your response

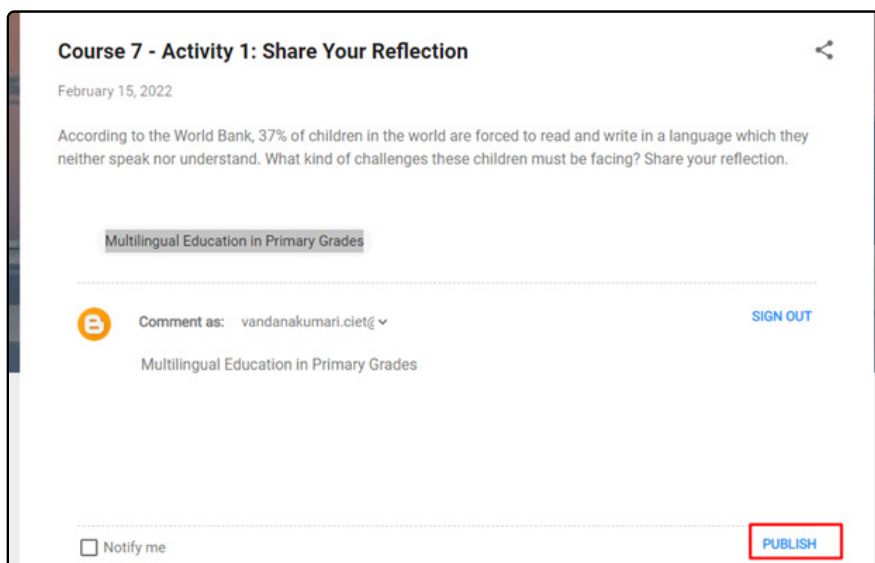
- * Read the given activity
- * Click on **Enter your comment**



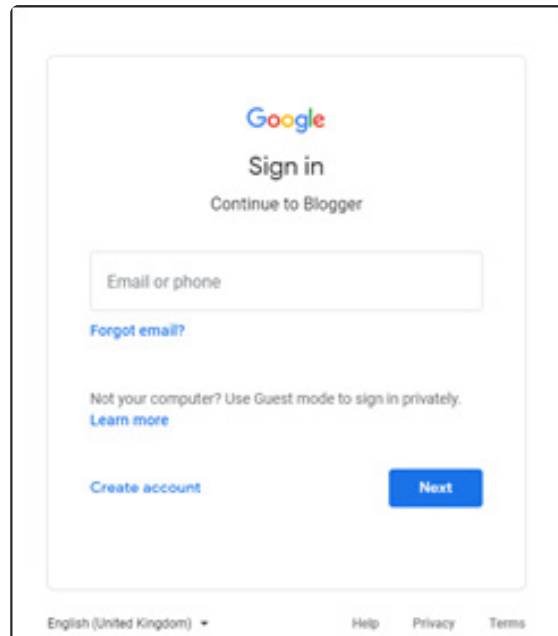
* Type your response in the comment box.



* Click **PUBLISH**



- * If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- * After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- * Click on **PUBLISH**. The comment will be posted.



3.2 Unfamiliar Language and Children's Dilemma

As teachers, it is important for us to understand that children in our classrooms come from a variety of linguistic backgrounds, however, they are often deprived of the opportunity to learn in school through a language they are most familiar with. Despite the vast array of languages used in India, only 36 of these languages are available as formal medium of instruction in schools.

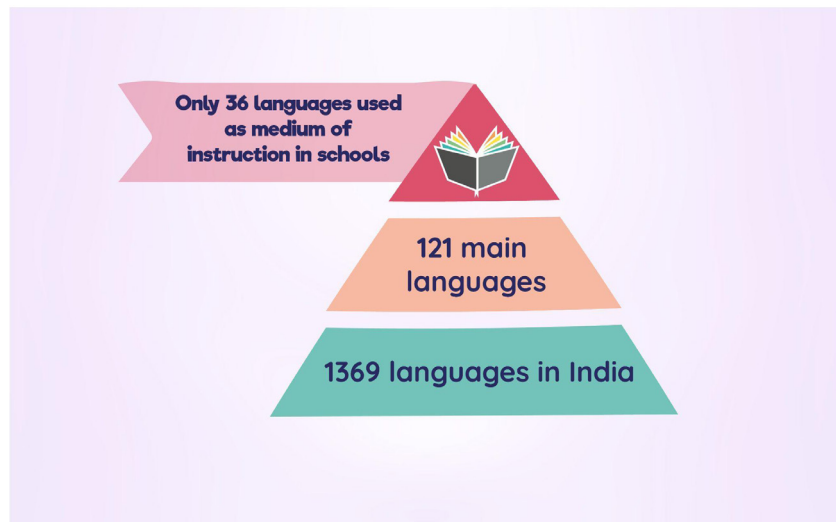


Fig. 2: 36 languages used in the country as medium of instruction (UDISE+ 2019-2020)

Many children do not find their own language represented in their schools and need to learn almost entirely through an unfamiliar language. **For example, languages such as Rajasthani, Chhattisgarhi, Bhojpuri, Magahi, Haryanvi are spoken by crores of people in our country. However, these languages are not used as medium of instruction in our schools.**

A study estimates that around 25% of children in primary schools face severe learning disadvantages due to the gap between their home languages and the school language.

Children who face learning disadvantage due to unfamiliar languages in schools can be broadly classified into 5 types:

1. Children from the Scheduled Tribes, especially those who live in remote areas & tribal dominated areas and speak exclusively in their mother tongues at home.
2. Children who live in a state where the standard regional language is different from their mother tongue or children who live around inter-state borders where they are learning in a language that is not their mother tongue.
3. Children who speak in a language that is considered a 'dialect' of the standard language used in the school. For example, languages such as Chhattisgarhi, Wagdi, Bundeli, Marwari, Bhojpuri are considered to be dialects of Hindi.

4. Children whose languages are developed in terms of literature and other written materials, but still these languages are not used as a medium of instruction in schools. There is a big group of such languages including Kashmiri, Dogri, Konkani etc.
5. Children who are forced to learn through English as a medium of instruction but have limited exposure to English outside of schools. Many children in our country come under this category.

Consequently, in the primary years of their schooling, these children end up learning in a language that they do not speak or understand. This prevents them from meaningfully engaging with teaching learning processes in school, which can, in turn, lead to feelings of helplessness and develop low self-esteem in children. As a result, their identity and self-confidence are also gravely injured leading to negative impact on their academic performance.

Therefore, as teachers, it is important for us to understand how much difference exists between our student's home and school language, so that teaching learning processes can be moulded to cater to all children. Let us do an activity for this.

3.3

Activity 2: Linguistic Situation of My Classroom - Share Your Thoughts

How is the language spoken by the children in your class in their day-to-day lives different from the language that is used in the textbooks? Please explain with the help of an example in about 100 words. Share your Thoughts.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

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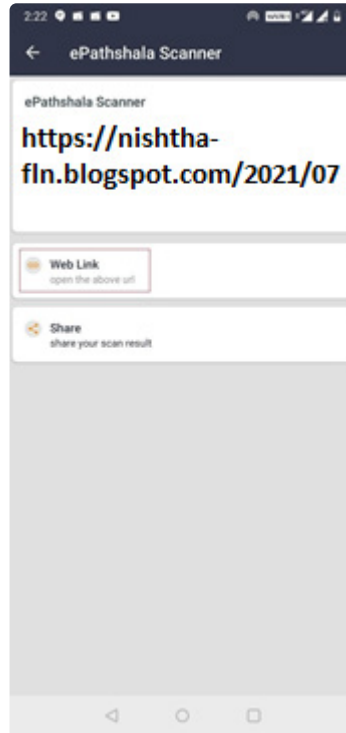
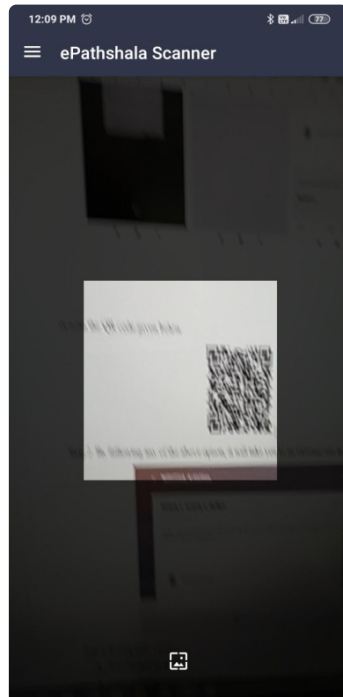


Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

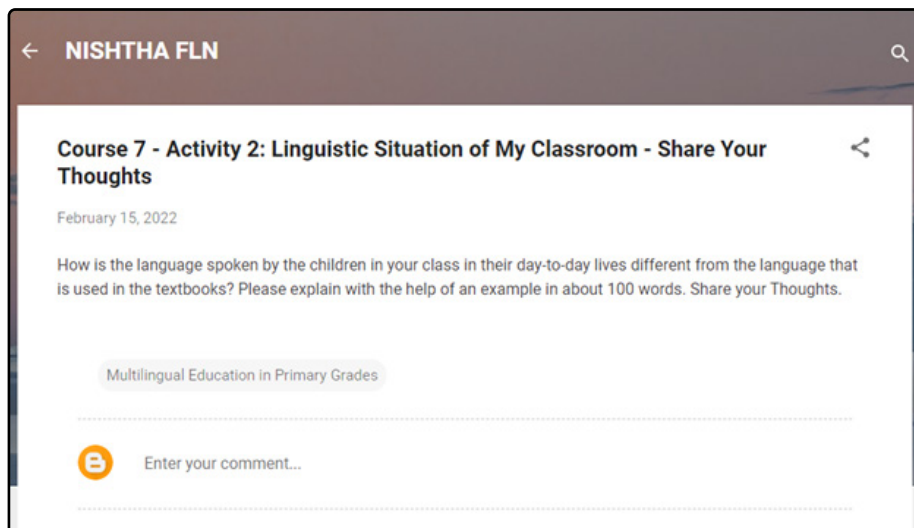
<https://nishtha-fln.blogspot.com/2022/02/course-7-activity-2-linguistic.html>



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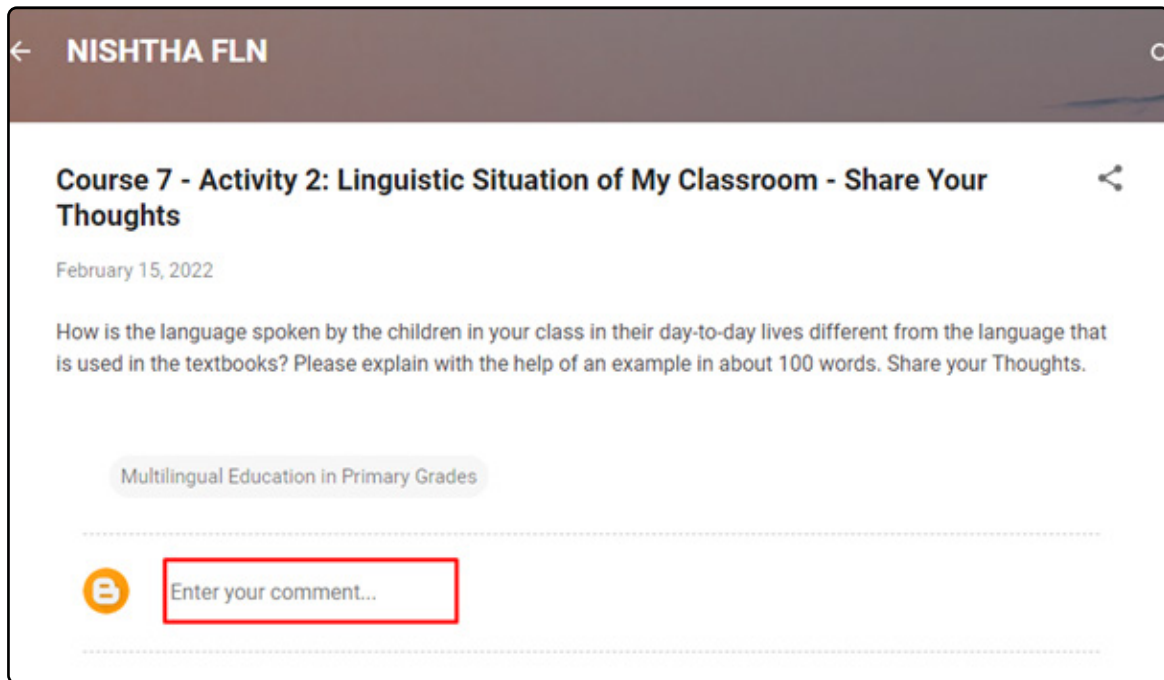


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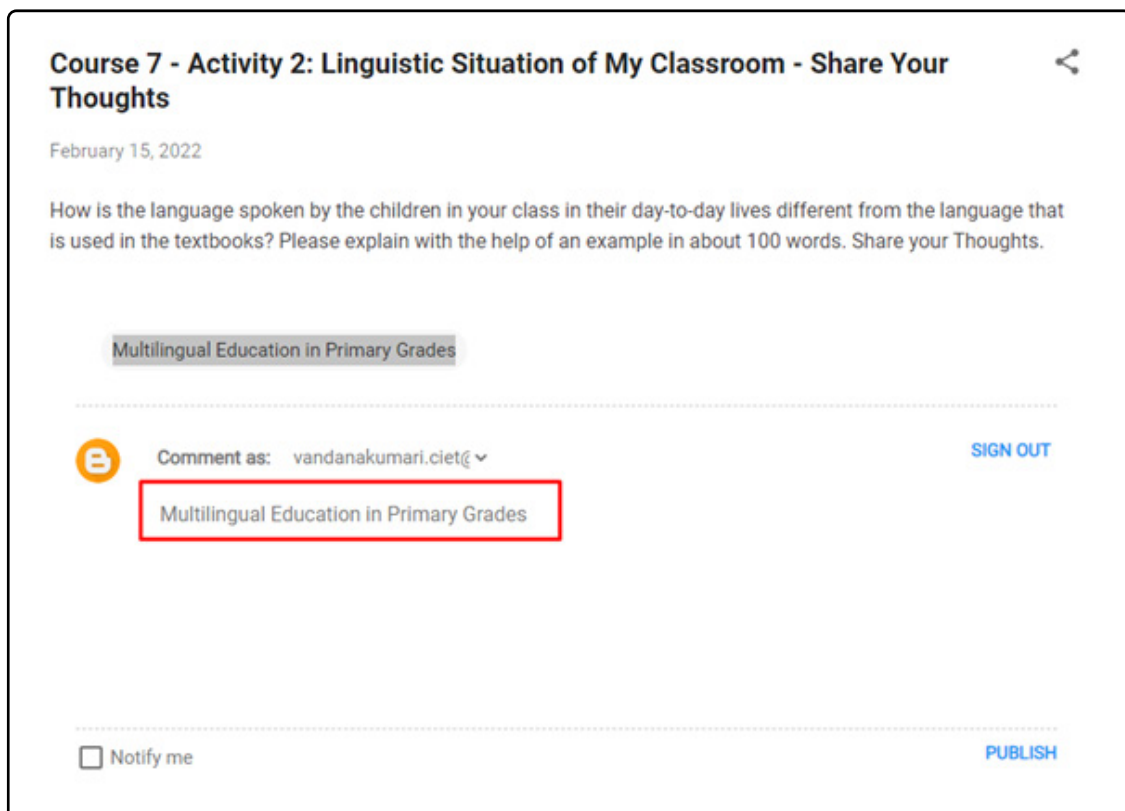
Step 3: Post your response

- * Read the given activity
- * Click on **Enter your comment**



The screenshot shows the NISHTHA FLN interface. At the top, there is a back arrow and the text "NISHTHA FLN". Below this, the title "Course 7 - Activity 2: Linguistic Situation of My Classroom - Share Your Thoughts" is displayed, along with a share icon. The date "February 15, 2022" is shown. The main text of the activity asks: "How is the language spoken by the children in your class in their day-to-day lives different from the language that is used in the textbooks? Please explain with the help of an example in about 100 words. Share your Thoughts." Below the text is a tag "Multilingual Education in Primary Grades". At the bottom, there is a comment box with a red border containing the text "Enter your comment..." and a "PUBLISH" button.

- * Type your response in the comment box.



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* Click **PUBLISH**

Course 7 - Activity 2: Linguistic Situation of My Classroom - Share Your Thoughts ↗

February 15, 2022

How is the language spoken by the children in your class in their day-to-day lives different from the language that is used in the textbooks? Please explain with the help of an example in about 100 words. Share your Thoughts.


Multilingual Education in Primary Grades

 Comment as: vandanakumari.ciet@ SIGN OUT

Multilingual Education in Primary Grades

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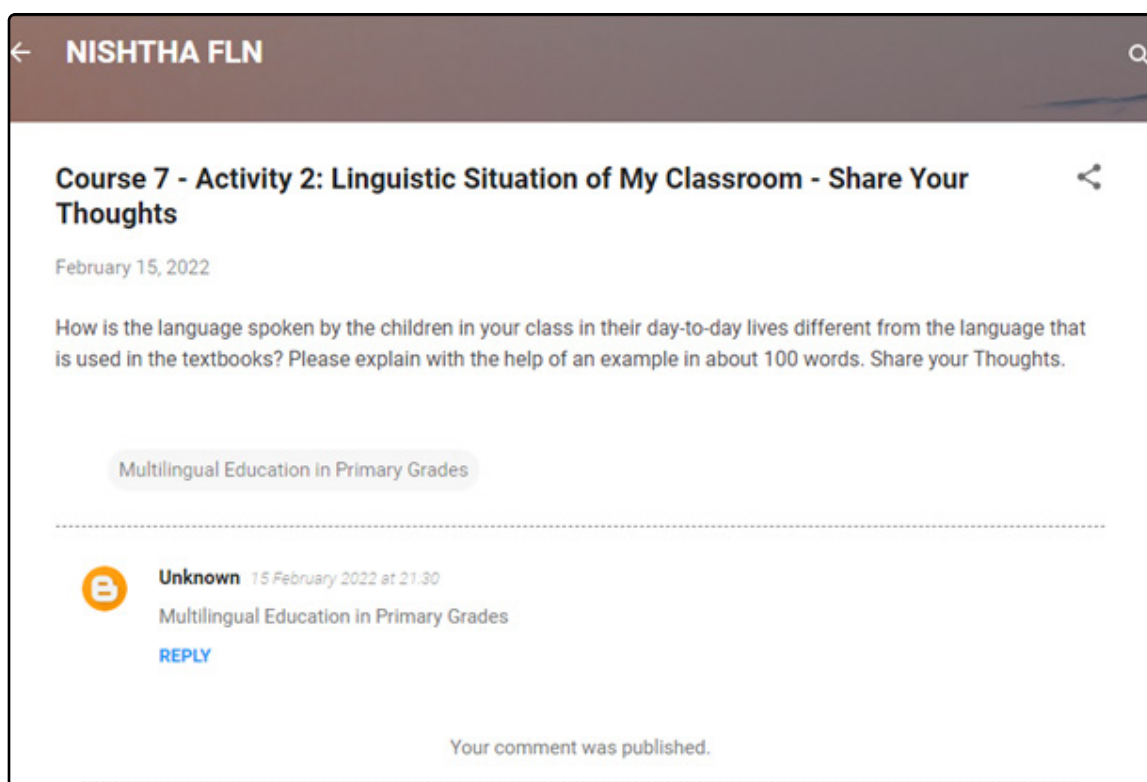
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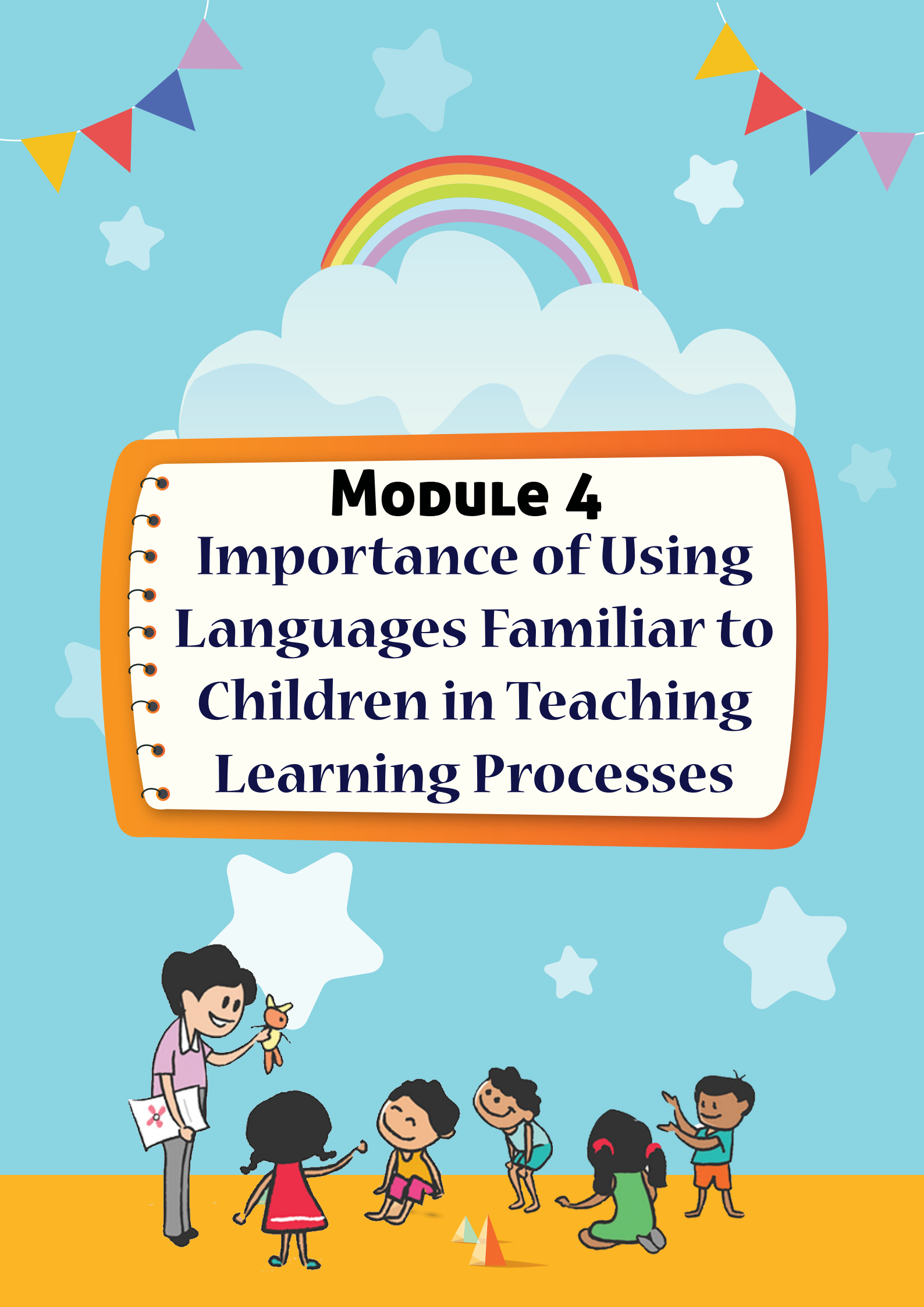
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MODULE 4
Importance of Using
Languages Familiar to
Children in Teaching
Learning Processes



Module 4: Importance of Using Languages Familiar to Children in Teaching Learning Processes

4.1 Using Children's Languages in the Classroom: Why and How?

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31344259576156160012482

Transcript

Friends, let us now move to the next section of the course and understand why it is necessary to incorporate children's languages into the classroom teaching and learning process. Before we begin the discussion, I would like you to watch a video.

This video shows classroom teaching and learning process adopted by two teachers. You will be able to notice some fundamental differences between these two classrooms.

The video will make you think about the reason for these differences. What could the reasons be? Does the inclusion or exclusion of children's languages play any role in this? Let us watch the video carefully to find answers to these questions.

Welcome to the video on 'Using Children's Languages in the Classroom – Why and How?'

Let's visit Mr. Jeevanlal's class.

He is a very hardworking teacher. He teaches in a school in Odisha in a district that borders Chhattisgarh.

In this school, some children speak Chhattisgarhi, and some speak Sambalpuri.

He uses a variety of teaching learning materials in his classroom.

But he is facing a challenge in his class--despite his best efforts, children do not participate much in his classroom. Children's performance in exams is also not very good.

Mr. Jeevanlal believes that children should not use the home languages at all in the classroom. By doing this, children will not be able to learn the school language and will be left behind. His teaching process revolves around this belief.

Come Let's see how he conducts his class.

Teacher: Children, today we will talk about this picture. I will ask you some questions about this picture; whoever knows the answer should raise their hands and I will pick a student to answer. Everyone should answer in Hindi. Okay? Okay Children, what do you see in this picture?

Children raise hands.

Teacher: Tell me, chuleshwari.

Chuleshwari: सर, ये एक ठन रूख ए। (In Chhattisgarhi) (Sir, this is a tree.)

Teacher: What is ठन (than) and 'रूख' (rukhi)? Someone else tell me.

Student: सर, इटा त गच आया (Sambalpuri) Sir, this is a tree.

Teacher: You are wrong too!. Look at the picture carefully. 'ये एक पेड़ है' (Hindi for: This is a tree.) I had said this earlier as well! You should only tell your answer in Hindi. Okay children, let's try again.

Which fruit do you see on this tree?

Ratna, can you tell me?

Ratna: सर, आम त आया (Mixed use of Sambalpuri and Hindi) Sir, it is a mango.

Teacher: Same thing again! Kamlesh, you speak.

Kamlesh: पाचला लेती त आय सरा (Sambalpuri) Sir, it is a ripe mango only!

Teacher: Oho! Keep quiet, everyone.

Teacher: We can see mango fruits on this tree. Even after warning so many times, I don't understand why all of you keep using mixed languages.. Let it be! Now tell me describe the benefits of a mango tree?

After hearing the questions, no child raised their hand or made any eye contact with Mr. Jeevanlal. All the children may have understood the previous questions by guessing the meaning of some words, but this question in standard textbook Hindi was very difficult for them to understand. Later, Mr. Jeevanlal asked the question again by simplifying it a bit.

Teacher: Tell me, what are the benefits of a mango tree?

All the children got scared hearing the question because they knew that their answers would definitely be wrong! This was because the children were unable to express their knowledge in an unfamiliar language 'Hindi'..

One child to another: मुई त जानु छें, लेकिन कहेबार के डर लागुछे। (Sambalpuri)

I know this, but I'm afraid to speak in Sambalpuri.

One girl to another: मुई त जानु छै गा (Sambalpuri) I know this. (the answer).

Mr. Jeevanlal thought that the children did not know the answer to this question, so they were silent. So, he himself spoke in Hindi and explained all the benefits and parts of the mango tree in detail. Feeling disappointed, he left the class. This is how the discussion on the mango tree conducted.

Now, let's meet Ms. Mahima! She has been teaching Class 1 in Rasela Government Primary School, Chura Block, Gariaband, since 2009. This village of Chhattisgarh is close to the Odisha border. The influence of language, customs, food, lifestyle, etc. of Odisha can be easily seen here. In Ms. Mahima's class, some children speak Sambalpuri and others speak in Chhattisgarhi. Let us have a look at Ms. Mahima's class for one day. Ms. Mahima is reading lesson 17, 'Monkey and Squirrel' from Class 1 Hindi textbook to the children.

Teacher: Children, today we will read this story. what do you see in this picture? Can you name them?

Child 1: चिरमूसा (Sambalpuri) Squirrel

Mixed language is used in the classroom.

Children are free to speak in their home language(s).

Child 2: बेंदरा अऊ गच (Mixed use of Sambalpuri and Chhattisgarhi)

Monkey and the tree

Child 3: रुख म बेन्द्ररा सुते है (Chhattisgarhi)

The monkey is sleeping on the tree

Teacher: okay, so what is the chirramoosa (squirrel) doing? अच्छा तो चिरमूसा क्या कर रहा है? (Mixed use of Sambalpuri and Hindi)

Child: चिरमूसा माकर की पूंछी को धर के ऐसे खींच रही है। (Mixed use of Sambalpuri and Hindi)

The squirrel is pulling the monkey's tail tightly.

Teacher: अच्छा तो ऐसा करने पर माकर क्या करेगा? (Mixed use of Sambalpuri and Hindi)

So, what will the monkey do if this happens?

Child: ओला फटकारही की झन करा (Chhattisgarhi)

He will scold it to not do this!

उस पर माकर गुस्सा करेगा। (Mixed use of Sambalpuri and Hindi)

Use of mixed language in the classroom helps children in higher order thinking and to express themselves.

Child: The monkey will get angry at it!

माकर ताके हुरबा (Sambalpuri)

The monkey will shout at it.

Feelings of love, belongingness and a sense of ease between the teacher and the children.

Teacher: के काजे गुस्सा करबा माकर ताके? (Mixed use of Sambalpuri and Hindi)

Why would the monkey be angry at it?

Child: क्योंकि उसका लेंज को घीचके से उसको दुख रहा है तो माकर उसको गुस्सा करेगा। (Mixed use of Sambalpuri and Hindi)

When his tail is pulled, it will hurt him. So, the monkey will be angry with it.

Child: नहीं, ओ कुछ नहीं करेगा वो सुते रहेगा तो चिरमूसा चुपचाप गच में चग जाएगा। (Mixed use of Sambalpuri and Hindi)

No, the monkey will do nothing! The monkey will keep sleeping and the squirrel will quietly climb up the tree.

Teacher: माकर कि लेंज यानी बेंदरा की पूँछ कितनी लम्बी रही होगी की जमीन तक लटक रही थी? (Mixed language use: How long was the monkey' tail that it was reaching the ground?)

Children: तार जतका लंबा...

सूता जितना लंबा...

डोर जतका लंबा...

आसमान जितना लंबा...

बाँस जितना लंबा...

बरगच जितना लंबा...

Children use Sambalpuri, Chhattisgarhi and Hindi in a mixed manner to guess how long the tail is. As long as a wire... rope... sky...bamboo...banyan tree...

Teacher: Oh, is that so. Let's read the story and find out what happened.

Enthusiastically, all the children came and sat beside Ms. Mahima to hear what happened next in the story.

Teacher: (In Hindi) Okay, now listen carefully. I will read the story out loud to you. The name of this story is 'Monkey and the Squirrel'.

Then placing her finger on each picture of the text she began to read.

Teacher: (In Hindi) "This is a monkey" and "This is a squirrel". Like Govardhan said earlier, the monkey is sleeping on the tree. (gacch yani ki ped) (tree: first in children's language and then explained in Hindi). Look, the monkey is lying comfortably on the tree (entirely in Hindi). Can you imitate how the monkey is sleeping?

Some children put both their hands behind their heads and slept on the floor, just like the monkey in the picture. Some children lay down imitating the monkey.

Now, you have seen classrooms of both Jeevanlal and Mahima. You must have understood that there were some basic differences between both the classes. The main reason for these differences was that there was no place space for children's languages in Jeevanlal ji's classroom. On the contrary, there was ample space for children to speak in their own languages in Mahima ji's classroom. Come, let us once again review in detail the key differences between both the classes.

Mr. Jeevanlal's class:

- No participation of children
- Scared and nervous children
- No opportunities for comprehension, higher order thinking, imagination, and prediction in the classroom
- An atmosphere of fear and hesitation in the classroom
- No confidence in children to share their thoughts and feelings
- Teacher-centered classroom

Ms. Mahima's class:

- Active participation of children
- Confident children
- Plenty of opportunities for comprehension, higher order thinking, imagination, and prediction in the classroom
- A loving, secure, and enthusiastic learning environment in the classroom
- Children are encouraged to share their thoughts and feelings
- Child-centered classroom

Through this video, we understood how important it is to make space for children's languages in the classroom!

4.2 Importance of Using Mother Tongue in Foundational Classes

"Language is not everything in education, but without language, everything is nothing in education" (Wolff, 2006).

"When children learn a language, they are not simply engaging in one type of learning among many; rather, they are learning the foundations of learning itself" (Halliday, 1993).

You saw clearly in the video that inclusion of children's languages in education has several advantages.

In fact, language is not just a medium of communication, but it is also a tool for thinking, learning, and understanding. Language is at the heart of education and all the teaching learning processes. Children build an understanding of various concepts by speaking and listening to others, reading, asking questions, arguing logically, analyzing, working in groups or by even engaging in imaginative conversations.

If children do not speak or understand the school language, it becomes impossible to meaningfully connect them to these learning processes. **It is of key importance to include the languages that children understand well in educational processes.**

1. Including children's mother tongues helps them to **actively participate** in classroom processes; learning in class becomes more **child centric**.
2. With the help of familiar or home languages, it becomes easy for children to **think, understand, imagine, express, or engage in higher order thinking**.
3. It is easy to **connect with children's prior knowledge** in their home language. NCF 2005 also emphasizes the pedagogic importance of building knowledge from what is already known to children.
4. Use of children's mother tongue in the classroom helps in building their **self-esteem** and **self-confidence**, and also helps in forming a **bond of trust with the teacher**. These **positive feelings** help children to engage with the learning process more easily. Several research studies have shown that a classroom environment that nurtures children's self-esteem and emotional safety, and facilitates trust and love among each other, is very helpful in ensuring better learning outcomes.



“Denying children’s language in class is akin to denying the children themselves”- Prof. Jim Cummins (University of Toronto, Canada)

5. Learning through one's mother tongue can also help in better performance in other subjects such as mathematics and science. Several national as well as international studies support this position-

- * **Studies conducted in India:** *Adivasi* children learning through their mother tongue (L1) perform better in language and mathematics than their peers who study through a language different from their mother tongue (L2). (Saikia & Mohanty, 2004)
- * **A large-scale study in Ethiopia:** A study conducted in Ethiopia found that children who had studied in their mother tongue performed better in grade 8 in subjects such as mathematics, biology, chemistry, and physics as compared to their peers who studied through an unfamiliar language (Heugh et al, 2007).
- * **A 10 year-long research study conducted in the USA:** The key finding of this study was that a prime determinant of children’s academic success is the number of early years of education conducted in children’s home language (mother tongue) (Thomas and Collier, 1997).

6. Contrary to the general opinion, a **solid foundation of children’s first language or mother tongue helps them in learning other languages better.**

4.3 Activity 3: Check Your Understanding

Do the activity by scanning the QR code



or

Click on the link

https://diksha.gov.in/play/content/do_3134298554115604481815

4.4 How Does Children’s Language Help them Learn Another Language?

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31344259584340787213114

Can children's home languages help them in learning other languages?

Most of us believe that if children's languages are used extensively in the classroom, it might interfere with learning of the state language or English, or that children will not get adequate time to learn other languages. These are all misconceptions. In fact, scientific research tells us that a strong foundation in their familiar language helps children build mastery over other languages.

To present this research-based reality, I would like to show you a video. Through this video, you will be able to understand how learning a familiar language well helps children in the process of learning other languages too.

Let us watch this video together.

Welcome to this eLearning video on understanding how children's languages help them learn other languages.

Teacher 1: Hey, did you see this news?

News: Children Punished for Speaking in Mother Tongue in the Classroom

Teacher 1: I did not like hearing about this news at all. It is hurtful.

Teacher 2: Yes, you are right. This method is absolutely wrong. But I think it is also necessary to do this. Otherwise, how will these children learn English? I also do not allow the children to talk in Wagdi at all. But I do not punish them like that. I just tell them to talk in Hindi only. There is no need to speak in Wagdi at school. If they keep speaking in their own language all the time, then when will they learn Hindi or English? It is important to teach them Hindi and English too.

Teacher 1: Hmm, I get your point. It is absolutely right that children need to know both Hindi and English, but it's also important to pay attention to a misconception here. We feel that if we start teaching children in another language all the time and ban the use of mother tongue, children will learn other languages better. But it is actually the opposite! Children are neither able to master their own language nor are they able to learn another language well.

Teacher 2: You mean to say that it is not right to think like this. Why? How is mother tongue related to the learning of other languages? If our minds spend all the energy and time in using the mother tongue, then there is no mindspace left for learning new languages. Isn't that right?

Teacher 1: This is the biggest misconception. This is a huge misconception that different languages exist in different compartments in our brain, like different balloons for each language; and if the balloon of mother tongue gets bigger, there will be no space for other languages. Meaning if we spend more time teaching children to learn in home languages, then there will be no time to learn Hindi or English and the children will suffer.

It is completely wrong to assume that other languages get less space to develop if more space in the brain is occupied by the child's home language. Similarly, it does not mean that the other languages will not develop if we provide more time in the classroom to use the home language. Actually, there are many such skills related to any language, that function similarly in different languages. If these skills are properly developed in the mother tongue, then these can easily be transferred to a new language.

Teacher 2: Oh! I didn't know about this. Can you please tell me which are these skills that are common in different languages, and can transfer from home language to other languages?

Teacher 1: Absolutely! Let's watch this video on LLF's YouTube channel. It will help us understand this concept better.

In this video, we will understand how children's home language helps them in learning other languages!

The Common Underlying Language Proficiency was introduced by Prof. Jim Cummins. On the surface, all languages look very different from each other. These differences can be seen in vocabulary, sentence structure, grammar, and speech patterns. This difference is also visible to us in the home language of children and the school language. But we know that language is not just a means of speaking and listening. It is also an important means of thinking, understanding, and learning. You will be surprised to know that there are many such skills or abilities related to thinking which are similar in different languages. Such shared skills and abilities are known as 'Common Underlying Language Proficiencies'. Let us talk about the skills that transfer from one language to another and understand them in some more detail.

1. Conceptual knowledge
2. Skills related to reading and writing
3. Higher order thinking skills

- 1. Conceptual knowledge:** If children have learned a concept in their own language, they do not have to re-learn the concept in Hindi or English again. They just need to know what it is called in the new language. For example, if children already know about banyan tree in their own language, then they will not need to know about the form, color and characteristics of banyan tree in Hindi or English. Rather they will only need to be told what banyan tree is called in both the languages and all their other knowledge about Banyan tree would transfer directly from one language to another. All we need to do is tell them the name of that object/concept. Then, children can transfer all the knowledge they have acquired about it in their own language to another language.
- 2. Skills related to reading and writing:** There are also many such skills related to reading and writing that have to be learnt only once, not repeatedly in different languages. A lot of research suggests that these skills are best learned in a familiar or strong language for the children. When they learn these skills in the mother tongue, it becomes much easier to learn them in another language. These skills are:

2.1 Phonological awareness

2.2 Understanding the relationship between sounds and letters

2.3 Understanding the use of punctuation marks

2.4 Reading from left to right

2.5 Engagement with different genres of texts

2.6 Making guesses with the help of the context

- 2.1 Phonological awareness refers to the awareness of the fact that a sentence consists of many words and each word is made up of different sounds. If children can blend and segment the sounds of words in their own language, it becomes very easy for them to do this in Hindi or English as well. आज मय ह खेले बर जाहूँ आ ज म य ह खे ले ब र जा हूँ
- 2.2 Understanding the relationship between sounds and letters: It means to understand that every sound has a symbol or a letter associated with it. For example, we show /p/ sound with 'P' letter in English. How is the sound /p/ represented in your language?
- 2.3 Understanding the use of punctuation marks: It means to understand that every language has sentences that end with a full stop or some other sign (example- रानी बाज़ार गई, Rani went to the market.). In English, how do you understand that a sentence is over?
- 2.4 Reading from left to right: It means to develop the understanding that any text is read or written from left to right. To understand that while reading and writing, our fingers and eyes move from left to right. Do you know any language that is read and written in a different direction?
- 2.5 Engagement with different genres of texts: It means to have an awareness that in any language, there are different forms of writing, such as: essays, creative writing, posters, newspaper articles, etc. Taking into account their writing style, understanding the meaning of the text is a skill that is easily transferred from one language to another.
- 2.6 Making guesses with the help of the context: This skill involves predicting or guessing what will happen in the story by looking at the cover page or name of the story. The meaning of the text can also be guessed from surrounding pictures or surrounding sentences. You make this guess in the same way in different languages as well.
3. Higher order thinking skills: Amongst all the common underlying linguistic proficiencies, this is the most important skill. This is a skill that is related to making meaning of a lesson and other linked thinking processes. Once you acquire these skills in your mother tongue, you can easily transfer them to other languages. In a new language,

you will merely need to learn the words of that language. You will not need to learn the thinking skills in that language from scratch. Let us understand these higher order thinking skills in more detail.

3.1 To be able to convey the main idea of a story or text that has been read or heard.

3.2 To be able to summarize a text.

3.3 Finding similarities and differences between characters, objects, and events.

3.4 To be able to argue on a subject and to explain oneself with reason.

If these skills are learned well in the child's strong language, they serve as a strong foundation for learning in another language. This is because the words of another language may be different, but the way of thinking and understanding about a concept remains the same in that language also, and that does not have to be learned from the scratch again.

Teacher 2: Wow, I had never thought that the mother tongue actually provides a strong foundation and does not become a barrier in learning a new language. After watching this video, I have understood that children's home language is like that bridge without using which, they cannot learn any new language.

Teacher 1: Well said! By the way, are you going to change any rules in your class now?

Teacher 2: Yes, of course! The rule of not using Wagdi in the classroom is scrapped now. I will remove the rules that do not allow children to use their home languages in the classroom, for academic discussions as well as conversations. When I am teaching a new concept or when there are any higher order thinking skills involved in a discussion, I will use Wagdi and let the children also do the same. For example, when I ask children to summarize the lesson or express their opinions. And after that I will introduce the children to English or Hindi. From now on, I will teach the children any new language with the help of their home language. But yes, I will continue the work of teaching Hindi or English separately too. Their vocabulary also has to be increased. If possible, please show a video on this too and thank you very much for showing me this video!

Teacher 1: I'll definitely show it the next time! Now, let's return to our classrooms.

4.5 Activity 4: Children's Responses- Do Yourself

Take a story written in a language that is unfamiliar to children and narrate it to children in grade 1 or 2. After narration, discuss the story with children in the same unfamiliar language. Ask them some questions requiring higher order thinking. Note down children's responses.

The next day, use a story from children's own cultural context and narrate it in their own language. Discuss various aspects of the story with children in their mother tongue; ask them higher order thinking questions. Note down children's responses again.

Think about the responses given by children on these two days. Were their responses similar or different? Why? Write your thoughts down.



MODULE 5

Provisions for the Use of Children's Mother Tongues



Module 5: Provisions for the Use of Children's Mother Tongues

5.1 Policies, Laws and the Constitution of our Country

* Article 350A of Constitution of India "facilities for instruction in mother-tongue at primary stage"

It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

* Section 29(2)(f) of the Right to Education (RTE) Act, 2009 says that the medium of instruction shall, as far as practicable, be in a child's mother tongue.



Fig. 3: *Right to Education*

* According to the NEP 2020:

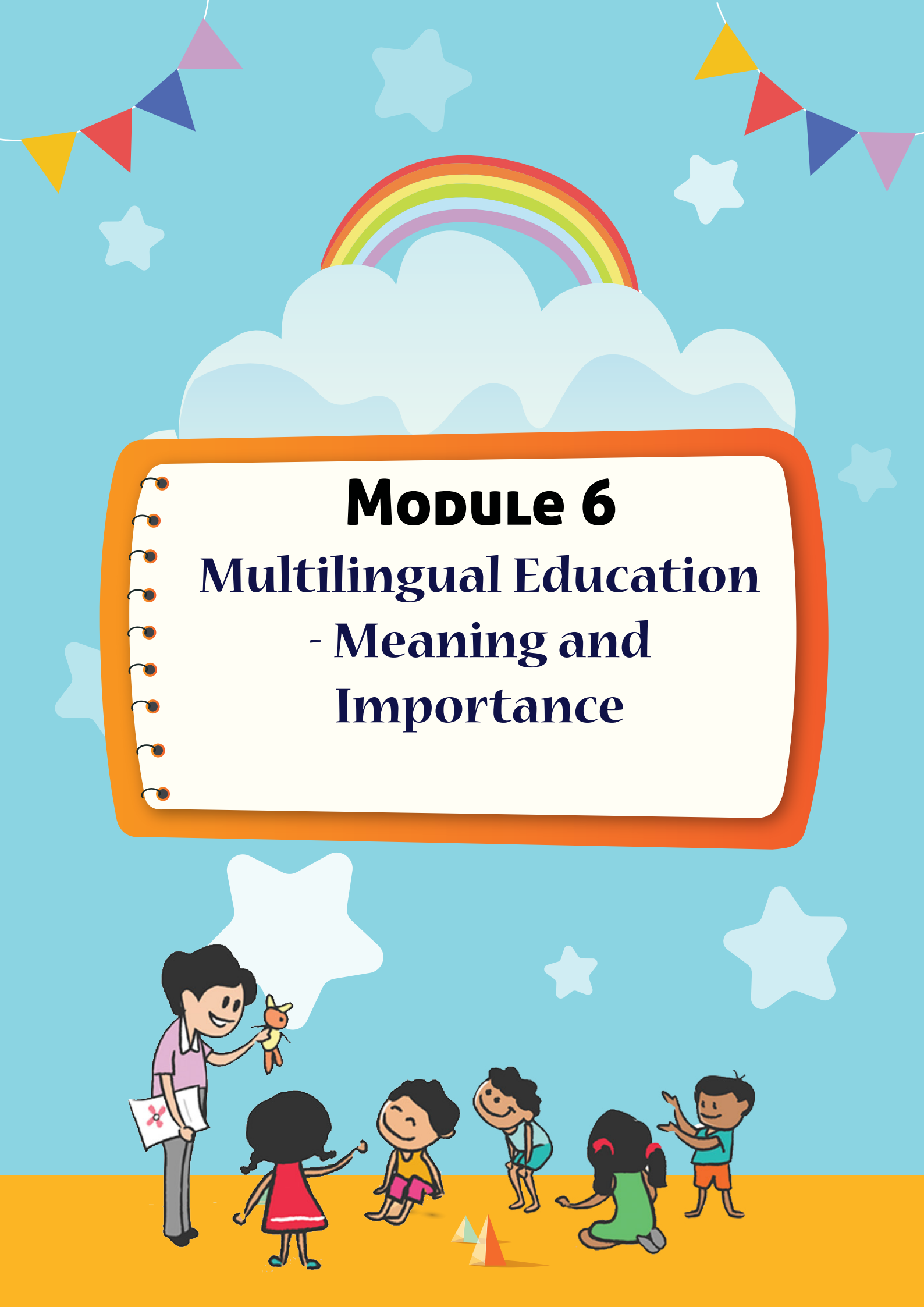
- Young children learn the best through the medium of their mother tongue.
- As far as possible, children should be taught in their own mother tongues at least till grade 5.
- As far as possible, quality textbooks and educational material must be developed in regional languages.

- Multilingual Education should be implemented in classrooms, ensuring careful and systematic use of children’s home language as well as the school language.
- Children’s early literacy work must be done in their own languages.

5.2

Activity 5: My Thoughts on Teaching in Mother Tongue - Try Yourself

The new National Education Policy 2020 has several provisions on education in mother tongue. After reading them, write down any three ideas in the document that you fully agree with. Write your reasons. Share your responses with your colleague, and discuss.



Module 6
Multilingual Education
- Meaning and
Importance

Module 6: Multilingual Education - Meaning and Importance

6.1 What is Multilingual Education?

It is a myth that multilingual education means not learning the languages (other than one's own mother tongue) which can help one to secure livelihood opportunities and develop one's skills and talents.

On the contrary, multilingual education is all about using one's mother tongue as a solid foundation for learning other languages in a gradual and systematic manner.

Multilingual Education = Children's mother tongue + Second language + Third language

National Education Policy 2020 discusses multilingual education at length. Let us understand this further. Multilingual Education means the use of more than one language in the teaching-learning process. In multilingual education, no language is considered to be superior or inferior. Instead, multiple languages (including children's home language and the school language) are used simultaneously in a carefully considered manner. Children's familiar/home language is used to teach unfamiliar and new languages.

In many parts of India, children become multilingual at a very early age. Usually, these children have a solid grasp over one (or more than one) language, as they try to speak and understand another language. At this stage, it is necessary that (all) languages spoken by (all) the children in the classroom are considered as precious learning resources, and not pitted against one another. Instead of putting undue pressure on children to speak "purely" in the school language, they should be encouraged to use all their linguistic resources in a mixed manner so that they can express themselves fully. At the same time, teachers should also not emphasize the use of one language alone but adopt a multilingual approach in their teaching.

In this way, children will be able to develop values and skills such as self-confidence, higher order thinking, creativity, expression, analytical ability, and sensitivity.

To encourage communication and learning within classrooms, mixed and flexible use of children's languages and the school language is an effective strategy.

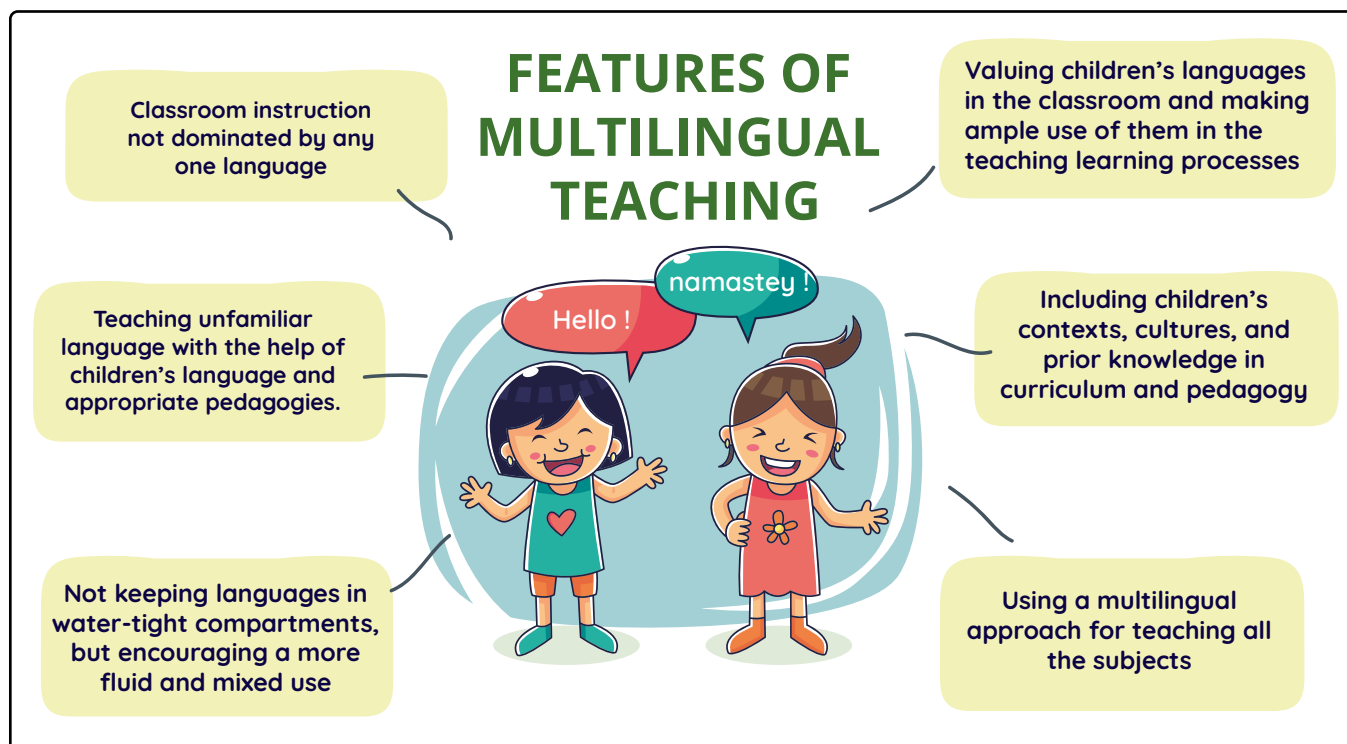
6.2 Benefits of Multilingual Education

There are several benefits of multilingual education, such as:

- Creating a friendly and comfortable teaching-learning environment in classrooms.
- Developing confidence and self-esteem in children.

- Connecting children’s prior knowledge with new concepts and knowledge.
- More appropriate strategies of learning second/other languages.
- Developing a deeper understanding of all subjects and higher academic outcomes.
- Instead of rote learning, focusing on understanding, expression, imagination, creativity, and higher order thinking.
- Reducing the rate of school dropouts.
- Stronger relationship between school and community.
- Better opportunities for education and livelihood for students from

Features of Multilingual Education



6.3 Activity 6: Check Your Understanding

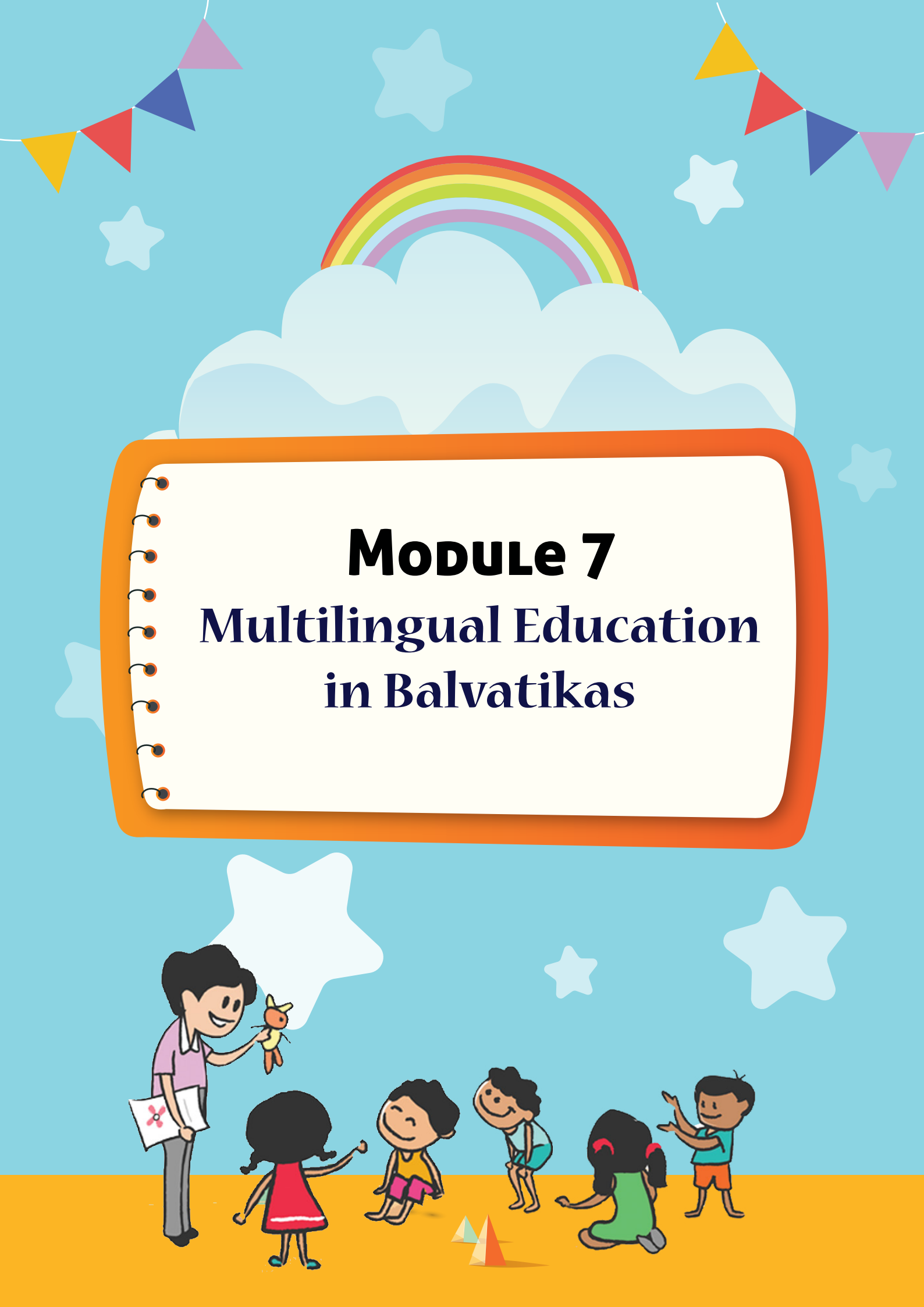
Do the activity by scanning the QR code



or

Click on the link

https://diksha.gov.in/play/content/do_3134298910502912001709



MODULE 7
Multilingual Education
in Balvatikas

Module 7: Multilingual Education in Balvatikas

7.1 Use of Children's home language in Balvatikas

Commencement of formal education for a child should happen in the child's home language. The NEP 2020 also emphasizes this point. Policy documents state that early literacy work in kindergarten or 'Balvatikas' should take place in the children's home language. If children begin their learning process in their mother tongue, it helps them in their later years in learning other languages.



Fig 5 : Use of Children's Home Language in Balvatikas

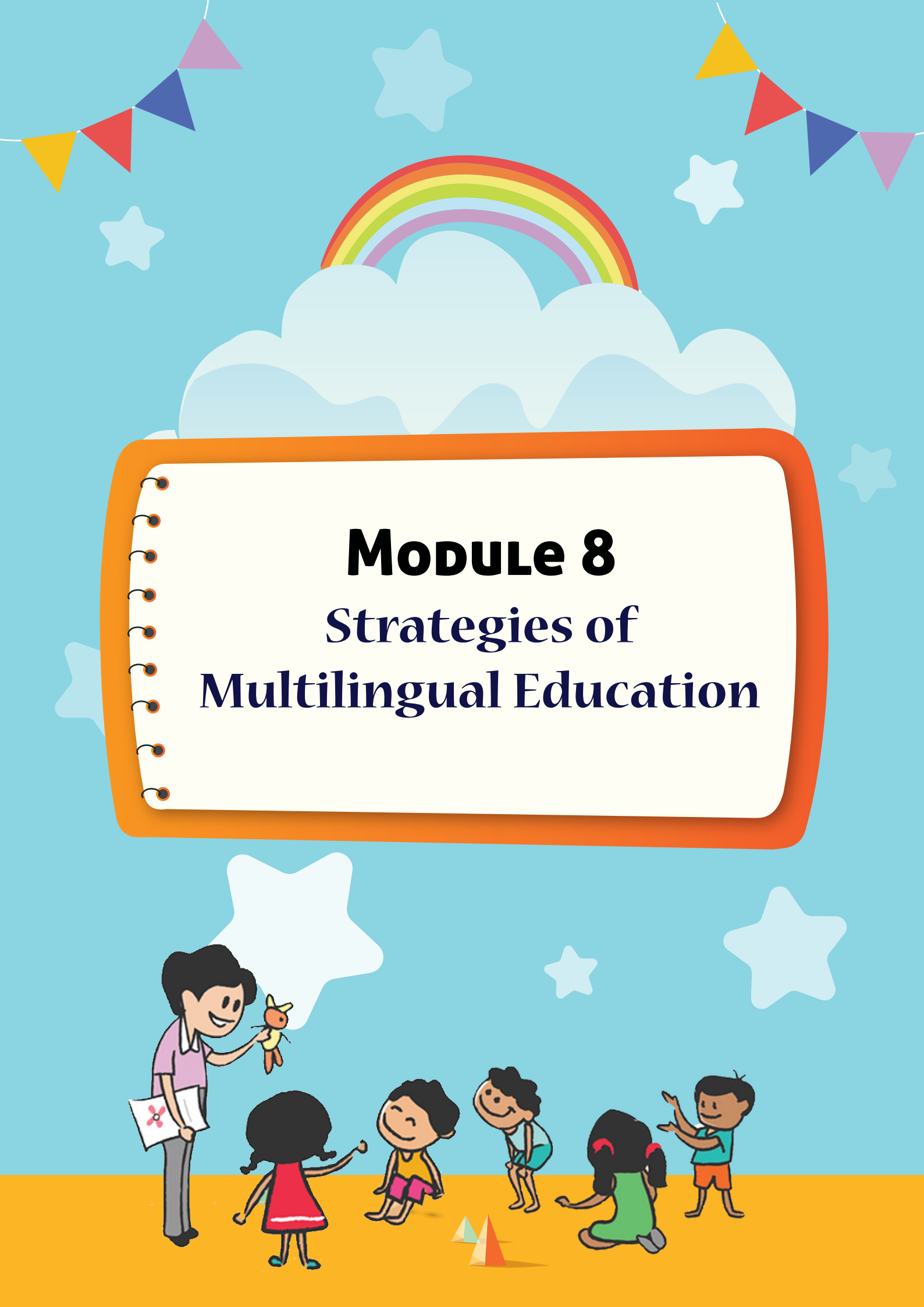
“It is essential that teachers interact with children in pre-school years in their home languages. Once children get comfortable in class and start expressing themselves freely, teachers can then start introducing the school language”.

According to the NEP 2020, learning in balvatikas should primarily be play-based, by means of which children's cognitive, emotional, and psycho-motor skills can be developed. In addition, NEP 2020 also recommends use of multilingual curriculum and pedagogy, and inclusion of children's languages as medium of instruction for learning, so that children from a young age can become aware of the diversity of languages present in their cultural ecosystems.

According to the framework developed for the early language and literacy teaching in balvatikas:

- L1 is the child's mother tongue, L2 is the regional language or Hindi, and L3 is English. It is also possible that in some contexts an extra L4 is present as well.
- L1 is the primary medium of instruction and thus, most of the time in early literacy and language instruction needs to be with L1.
- L2 and L3 can be presented to children through oral activities and environmental print.

- While teaching L2 and L3, children can be encouraged to respond in mixed language including their L1. L1 can be used as a scaffold in the learning of L2 and L3.
- Script should be presented to children largely in L1.



MODULE 8
Strategies of
Multilingual Education

Module 8: Strategies of Multilingual Education

8.1 Use of Children's home language in Balvatikas

As we saw earlier, various linguistic scenarios exist in different parts of the country. Even if it is not possible to make children's home languages the medium of instruction in all of these different scenarios in the immediate future, children's languages can at least be used in the oral domain of teaching and learning in a strategic and systematic manner.

Let us see how in situations where an unfamiliar language is a medium of instruction in schools, children's languages can be incorporated in the oral domain of teaching and learning using MLE principles. These strategies will be effective for teaching all the subjects.

| | |
|-------------------|--|
| Strategy 1 | All the teaching learning processes in the beginning few months of school should be conducted in children's home languages alone |
| Strategy 2 | Balanced and strategic use of children's home languages and the school language in teaching learning processes |
| Strategy 3 | Accept and encourage mixed language use of L1 and L2. |
| Strategy 4 | Include children's cultural and contextual knowledge in teaching learning processes |
| Strategy 5 | Take help of children's home languages in teaching how to read and write |

Strategy 1

All the teaching learning processes in the beginning few months of school should be conducted in children's home languages alone, so that children feel a sense of continuity between home and school, and they can feel comfortable in the school environment. During this period, there should be no pressure on children to learn or speak in the school language. One need not start teaching from the textbook, which is written in an unfamiliar language, right away. One can wait for a few weeks or months, as may be necessary. At the beginning, one can start with activities such as storytelling, songs, poems, rhymes and so on. All the discussion and pedagogic activities should be done in the children's languages, so that they feel inspired and enthusiastic to learn. While teaching material from the textbook, the teacher can elaborate upon topics and explain in the children's languages.

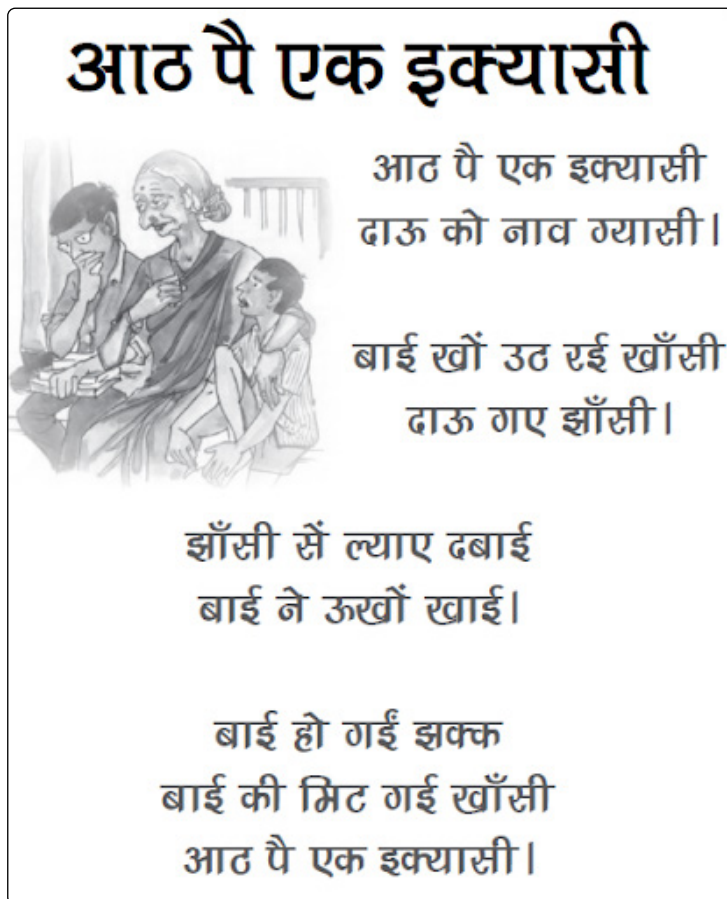


Fig. 4: A poem in Bundeli from Uttar Pradesh

Strategy 2

Make balanced and strategic use of children's home languages and the school language in teaching learning processes. Even when you start using L2 in the classroom to teach from the textbook, remember to use children's L1 primarily for teaching a new topic or during discussions that require higher order thinking.

Strategy 3

Accept and encourage mixed language use of L1 and L2

Various research studies have shown that when children are given the space to make use of mixed languages and when languages are not kept in water-tight compartments, it helps them in learning various subjects and concepts and affirming their identity.

Therefore, encourage mixed language use by children in all the school activities to facilitate meaning-making, understanding and expression. At least in the first two years of schooling, encourage mixed language use in children's writing as well.

These are some of the different ways in which mixed language use can be seen:

- Teachers/ students make use of L2 words in L1 sentences
- Teachers/ students make use of L1 words in L2 sentences
- Children speak in L1 and teachers respond in L2
- Children speak in L2 and teachers respond in L1
- Teachers speak in L2 and students respond in L1

- Teachers speak in L1 and students respond in L2
- Teachers and children speak various sentences in various languages
- Teachers or students make new words by mixing various languages

Strategy 4

Include children's culture and local context in classrooms

All the activities and discussions in the pedagogic context should be connected to children's context and environment. Textbooks, study materials, stories, poems, and posters should also depict the cultural reality of children.

One should note that children's knowledge is encoded in their home languages, and thus it is imperative to use children's languages to facilitate these discussions.


Strategy 5

Take help of children's home languages in learning how to read and write

Make use of words from children's languages in the beginning stages of teaching, reading, and writing. Familiar words from children's languages can be written in the script of the school language, and these words can be used to teach how to read. Learning to read with understanding in familiar contexts can be beneficial for children. Similarly, if children use words from their home languages in the initial stages of learning to write, do not discourage them but accept this as an organic phase of learning how to express in writing. In multilingual contexts, mixed language usage is not only a feature of speaking and listening, but also important while learning to read and write.

Some examples of using children's languages in teaching reading and writing:





अभ्यास पत्रक-5



मकी

म

1. चित्र का नाम और उसकी पहली आवाज बताओ।

2. 'म' वाले शब्द चढ़ानो और उस पंती में रंग करो।

मत

चल

मकान

महल

मटर

जग

गाना

मटका

3. बोलकर लिखो।

म
म
म
म
म

Fig. 5: Use of a Wagdi word 'मकी' for introducing the akshara 'म'

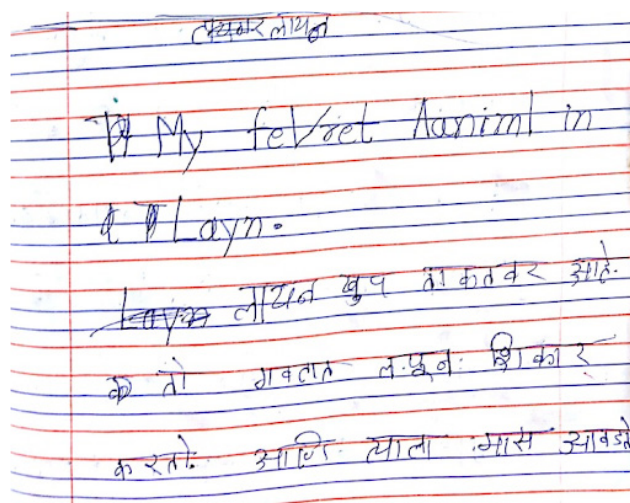


Fig. 6: Mixed use of Marathi, Hindi and English by a girl to express herself in writing.

8.2 Strategies for Second Language Teaching

| | |
|--|---|
| <p>Emphasis on oral language at the beginning</p> | <p>In the early months/years, emphasize on developing oral language skills in L2. Give children ample opportunities to participate in easy listening and speaking activities. You can use L2 in the context of simple instructions, stories, songs and poems, jokes and so on.</p> |
| <p>Opportunities for listening to and speaking in L2 in joyful contexts</p> | <p>Design interesting, engaging, and contextual learning experiences where children can familiarise themselves with L2. You can use language games, discussion on local or personal experiences, giving messages to a friend, interesting literature and so on.</p> |
| <p>Comprehensible input in L2</p> | <p>Make the second language meaningful and easy to understand. Use simple language, clear pronunciations, take aid of pictures and gestures, and use L1 to make L2 comprehensible.</p> |

| | |
|--|--|
| Free of Fear Learning environment | Create an atmosphere in which children feel comfortable and can learn without any fear. (Do not pressurize anyone to learn and understand L2 too soon; accept mixed language use of L1 and L2). |
| Building L2 vocabulary | Start building children's vocabulary in L2 from the beginning. (Teaching essential L2 nouns and verbs through games and activities, teaching phrases and sentences through action songs) |

8.3 Multilingual Teaching in Your Classroom

MULTILINGUAL EDUCATION IN YOUR CLASSROOM


 For thinking-comprehension and for new/difficult topics L1 is used


 For simple/familiar topics L2 is used


 Free expression in L1


 For simple conversation L2

 Mixed use of L1 and L2


 Understanding L2 with the help of L1


 Mistakes part of the L2 learning process

 Expansion of L2 vocabulary


 Plenty of interesting opportunities to listen to and speak in L2

 Use of simple L2 according to children's levels

 No pressure on children to use L2

 Importance given to children's local context and experiences

 Fun and free atmosphere of learning

 Focus on every child

Summary

MULTILINGUAL EDUCATION IN PRIMARY GRADES



Portfolio Activity

Assignment

Imagine that you are a grade 1 teacher. Children in your class speak a language at home that is different from the medium of instruction used in your school. You understand both the school language and children's home language. Create a detailed lesson plan for teaching a lesson from the Hindi/English textbook. You can use this format to make your lesson plan:

- Lesson:
- Objectives:
- Teaching Learning Material:
- Initial Discussion Points in Children's Home Language:
- Plan for Teaching Key Vocabulary Words in L2 from the Lesson:
- Detailed plan for Storytelling and Discussion in Children's Home Language:
- Detailed Plan for Storytelling and Discussion in L2 (or in Mixed Language):
- Concluding Activity and Discussion:
- Practice Work:
- Homework:

Additional Resources

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- * LOUD AND CLEAR: Effective Language of Instruction Policies for Learning- <https://documents1.worldbank.org/curated/en/517851626203470278/pdf/Loud-and-Clear-Effective-Language-of-Instruction-Policies-For-Learning.pdf>
- * National Education Policy 2020- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_final_HINDI_0.pdf
- * Mother tongue vs. English in primary education

Weblinks

- * Classroom Video for MLE - <https://www.youtube.com/watch?app=desktop&v=vntlWF6VkM0>
- * Module 10: Unit 2, Section 5.2 - MLE Muskaan <https://www.youtube.com/watch?v=3b-N4zjgEyQ>
- * Read aloud and discussion - <https://www.youtube.com/watch?v=2bm7RWsomMo>
- * MLE a Perspective_ UNESCO - https://www.youtube.com/watch?v=YDsDzlhs_Rw
- * International Mother Language Day - Dhir Jhingran's Session at NCERT, New Delhi- <https://www.youtube.com/watch?v=XqnnGguHs7s>
- * Module 10, Unit 3, Section 2.1.3 Mother tongue based multilingual education (UNICEF) - https://www.youtube.com/watch?v=rYwvIV_bzIQ&t=33s



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