

**Bachelor of Education (B.Ed.)**

**Title of the Course: E 13: Foundations of Bi/Multilingual Education  
(Semester: IV)**

**Credits: 4**

**MM: 100 (External: 70 Internal: 30)**

**Contact Week 15**

**Introduction of the Course**

The course about Foundations of Bi/Multilingual Education will develop knowledge about the perspectives in theories of second language acquisition. It also aims to build some basic skills to understand multilingual practices in multicultural societies. It facilitates the development of a personal reflective approach to building sensitivity towards linguistically marginalized concerns within school and community settings. The course will also introduce practitioners to the case study of multilingual practices in India to get an insight into using multilingualism as a resource in classrooms.

**Learning Outcomes**

After completion of the course, students will be able to:

1. Develop a critical perspective on bi/multilingualism.
2. Understand the concept of multilingualism in relation to second language acquisition.
3. Explore possible ways and means to apply multilingualism as a resource in an Indian classroom.
4. Understand the approaches to literacy in a multicultural societies.
5. Reflect on the case studies of multilingual practices in India.
6. Critically analyze the language-in-education policies of India with special reference to NCF-2005 and NEP-2020.

**Number of Units: 5**

**Weeks 15= 60 Hours**

**Unit 1: Languages in society**

**(2 weeks =8 Hours)**

Varieties of language, languages, dialects, speech communities, registers, diglossia, language shift and maintenance, mother tongue and other tongue, language planning and policies

**Unit 2: Second Language Acquisition and Learning**

**(2 weeks= 8 Hours)**

Rationale for second language acquisition, Contexts and situations in language learning, additive and subtractive bilingualism, acculturation, attitudes and motivation in language learning

**Unit 3: Cognitive Theories of Bilingualism and practices** (4 weeks=16 Hours))

Monolingual child vs bilingual child, characterizing bilingualism and multilingualism, bilingualism and cognition, bilingualism and metalinguistic awareness, Cognitive Theories of Bilingualism and the curriculum- The balance theory, the Iceberg Analogy, The thresholds theory, Context theories, Code-switching, code-meshing, Translanguaging, Teachers' beliefs about multilingual pedagogy

**Unit 4: Literacy in Minority Languages and Multicultural societies** (3 weeks=12 Hours)

Definition and approaches to literacy, skills approach, whole language approach, sociocultural literacy approach, critical literacy approach

**Unit 5: Multilingualism as a Resource in Indian classroom** (4 weeks=16 Hours)

Multilingual and multicultural nature of the Indian socio-cultural context, goals and needs, using multilingualism as a resource, developing socio-linguistics awareness in the Indian classroom, Use of English in an Indian Multilingual Context, case study of multilingual practices in India with particular reference to Orissa and Andhra Pradesh.

**Practicum/ Suggested Projects / Assignments (Any Two)**

1. Prepare a questionnaire or an interview schedule and write a report on the challenges faced by linguistic minority students.
2. Do a language survey of a community to understand language shift and language choice.
3. Interview five language teachers to get an insight about the challenges, issues and concerns their learners face due to gap between home and school language policy.
4. Read the project on 'Does MLE work in Andhra Pradesh and Orissa, India' and write your reflections.
5. Prepare a multilingual activity for the classroom using the home language in one part of an activity and the school language in another.
6. Visit a region/state in which the language under investigation is spoken. Collect data and submit a report on your understanding of family and school language policy.
7. Observe two classrooms with different literacy programs for language minority children. Note how the beliefs and assumption about literacy differ in those classes.



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**Note:** On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

### Essential/ Recommended Readings

- Agnihotri, R. K. (1996). Kaun bhasha Kaun boli, Sandarbh 13, 37-43
- Agnihotri, R. K. (2009). Language and dialect. Learning Curve, (13), 21-23.
- Agnihotri, R. K. (1995). Multilingualism as a classroom resource. Multilingual education for South Africa, 3-7.
- Agnihotri, R. K. (2017). Identity and multilinguality: The case of India. In Language policy, culture, and identity in Asian contexts (pp. 185-204). Routledge.
- Baker, C. & Wright, W.E. (2017) Foundations of Bilingual Education and Bilingualism (6<sup>th</sup> ed.). Bristol, UK: Multilingual Matters
- Cenoz, J. (2013). Defining multilingualism. Annual review of applied linguistics, 33, 3-18. <https://doi.org/10.1017/S026719051300007X>
- Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching?. The modern language journal, 94(1), 103-115. <https://doi.org/10.1111/j.1540-4781.2009.00986.x>
- Garcia, O. (2009). Bilingual education in the 21st century: A global perspective. Malden, MA and Oxford, UK: Wiley-Blackwell.
- García, O., & Sylvan, C. E. (2011). Pedagogies and practices in multilingual classrooms: Singularities in pluralities. The Modern language journal, 95(3), 385-400. <https://doi.org/10.1111/j.1540-4781.2011.01208.x>
- Heller, M. (2007). Bilingualism as ideology and practice. In M. Heller (Ed.), Bilingualism: A social approach (pp. 1-22). Basingstoke, UK: Palgrave Macmillan.
- Hudson, R. A. (1996). Sociolinguistics. Cambridge University Press.
- Jhingran, D. (2005). Language Disadvantage: The Learning challenge in Primary Education. Delhi. APH Publishers.
- Anderson, J., & Lightfoot, A. (2018). Translingual practices in English classrooms in India: Current perceptions and future possibilities. International Journal of Bilingual Education and Bilingualism. DOI: 10.1080/13670050.2018.1548558
- Mohanty, A.K. & Parida, S. (1993). Bilingualism and attitude towards language and cultural maintenance and integration in a tribal-nontribal contact situation. Unpublished manuscript, CAS in Psychology, Utkal University, Bhubaneswar, India.
- Mohanty, A.K. & Perregaux, C. (1997). Language acquisition and bilingualism. In J.W. Berry, P.R. Dasen & T.S. Saraswathi (Eds.), Handbook of cross-cultural psychology, Vol. 2: Basic processes and human development (2nd ed.), (pp.217-253). Needham Heights, MA: Allyn & Bacon
- Mukhopadhyay, L. (2020). Translanguaging in primary level ESL classroom in India: An exploratory study. International Journal of English Language Teaching, 7(2), 1-15.



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- Pallavi. (2016). Monolingual ideologies and translanguaging practices: The paradox of multilingual Indian classrooms. In *Learning Teachers: Diversity, Inclusion and ethics* (pp. 57 – 68). Kanishka Publishers.
- Rai, G. (2023). Bridging the Gap: Towards a Contextually Relevant Understanding of Multilingualism in Indian Education. *ELT Voices*. 13(2). 34–41.
- Skutnabb-Kangas, T., Phillipson, R., Panda, M., & Mohanty, A. (2009). 264. MLE concepts, goals, needs and expense: English for all or achieving justice?.

#### Additional Readings

- Canagarajah, S. (2012). *Translingual practice: Global Englishes and cosmopolitan relations*. Routledge.
- Cenoz, J. (2009). Towards multilingual education: Basque educational research from an international perspective. *Multilingual Matters*.
- Garcia, O. (2011). Educating New York's bilingual children: Constructing a future from the past. *International Journal of Bilingual Education and Bilingualism*, 14(2), 133-153. DOI: <https://doi.org/10.1080/13670050.2010.539670>
- Gurrey, P (1958). *Teaching the mother tongue in secondary schools* (1st ed.). Orient Longmans Private. Ltd
- Freire, P. (1968). *The pedagogy of the oppressed*. New York: Continuum.
- Heath, S. B. (1983). *Ways with words: Language, life and work in communities and classrooms*. Cambridge University Press.
- Jason, A., & Amy, L. (2018). Translingual practices in English classrooms in India: current perceptions and future possibilities, *International Journal of Bilingual Education and Bilingualism*, DOI: 10.1080/13670050.2018.1548558
- NCERT. (2005). *National Curriculum Framework 2005*. <https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>
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- Pallavi. (2017). Reconsidering multilingual education: An answer to whys and hows. *Journal of Indian Education*, 43(1), 102-117
- Pallavi. (2016). Understanding Hindi-English code-switching in Indian classrooms. *Journal of Indian Education*, 42 (1), 58-65.
- Pattanayak, D. P. (1983). *Multilingualism and Mother-Tongue Education*. Oxford University Press
- Rai, G. (2021). Teaching of Literature in Multilingual Context: An Approach for Social Justice. *ELT Voices*. 10(2). 51-56

#### Teaching Learning Process

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The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

**Assessment Method**

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

**Key word:** Multilingual, Bi-lingual, Education



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