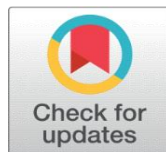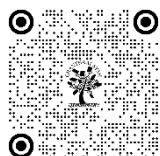# EXPLORING MULTILINGUISTIC TEXTBOOKS AND ACTIVITIES TO ENHANCE THE COMPETENCIES OF SCHOOL STUDENTS TO LEARN SKILLS IN ENGLISH IN A BETTER WAY

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ABSTRACT

"School is the miniature of society", said John Dewey (The School and Society (1899). Indian community is a multilingual community. We can come across multi lingual community in Hyderabad also. In ICSE, CBSE, schools of Hyderabad and Secunderabad. We come across students from different mother tongues, say, Bengali, Marathi, Kannada, Tamil, Malayalam, Gujrath, Hindi etc. In the last three decades Hyderabad city has witnessed growth of CBSE, ICSE schools, apart from functioning of KV's and JNV's.Around the same time Govt in AP and T.S had both Telugu medium and English medium schools .The instruction was in Telugu in English medium schools, the English reader prescribed was different for Telugu and English medium students. In these schools, children mostly come from not so wealthy family. Since 2014, the same English text book has been prescribed for Telugu and English schools. It was decided that Telugu medium students also have to study English from class1.

Language learning to any child comes from birth – if one child is exposed to different languages in childhood, then the academic outcome of that child's behavior, attitude, skills etc would be different. One aspect of multilingualism that has not been systematically examined is the typology of multilinguals' languages: Do variations in languages multilinguals are exposed to contribute to the development of their cognition and brain? Olga Kepinska, et al, investigated n = 162 5–6-year-olds with different language backgrounds on a monolingual-to-quintilingual continuum. The results show that typological linguistic diversity can be related to expressive vocabulary knowledge in the dominant language. To study the topic, "Exploring Multilinguistic textbooks and activities to enhance the competencies of school students to learn skills in English '. I selected the text book series "Our World through English" T.S 1-X class.

Keywords: Multilingualism, Competencies, Linguistic Diversity

1. INTRODUCTION

Multilingualism and Telangana. Telangana has distinct culture since ages. It is a link between the north and the south. Within Telangana region a sense of pluralism, and inclusiveness exists since a long time. If we look at the history, who ruled Telangana? Satavahanas the early rulers. In the medieval times, the Kakatiya dynasty took the lead- this is during the 11 th and 14th centuries, Warangal as their capital. Hyderabad was ruled by Qutub Shahis and Asafjjahis, known for Tezeeb and culture and other things. It is thus no surprise that the region on the whole came to be known for its Ganga-Jamuna Tehzeeb and the capital Hyderabad as a 'miniature India!' The muslims of Warangal can speak Telugu fluently, Hindu religious people born in old city can fluently speak urdu. The population of Hyderabad speaks a number of diverse languages such as Hindi, English, Urdu and Telugu. We find people from few states, say, Oriya, Bengal, Bihar,

Chattisgadh etc. So many constructions are coming up in the Financial district. Thus a multilingual cosmolitan culture is witnessed.

2. MULTILINGUALISM IN TELANGANA SCHOOLS

In Telangana state we find students coming to school with different home languages.Few children speak two languages because of their father's and mother's home languages.When parents belong to different language background, they will interact with parents in different languages. Thus, a class is divided into different groups based on home languages. They prefer to speak in that language when ever there is a chance to speak. If a sibling is also attending the same school she or he will speak to them in that language during recess, short interval or lunch break.

NEP 2020: Multilingualism and other aspects of Education

(1)will promote holistic education that covers a wild range of subjects, academic, non- academic and vocational.

(2)Emphasis on promoting multilingualism, Indian Knowledge system and value education

(3)The NEP 2020 aims to integrate vocational and technical education into the curriculum staring from class 6

(4)Increasing GER in higher education to 50% by 2035

(5)Holistic and Multidisciplinary Education with multiple entry / exit options

(6)The NEP 2020 emphasizes on regular teacher training placing quality assurance mechanisms to ensure the quality of teaching.

(7)The NEP 2020 promotes the use of modern technology to facilitate learning, such as virtual classrooms,

(8)online collaboration tools and interactive digital learning platforms

(9)The NEP 2020 Encourages the use of experiential leaning methods such as field trips etc.

Classical languages: Six Indian languages have been recognized as classical languages. Here is the list of the languages and the year the status is conferred.

Tamil	12.10.2004	Budget was allocated to promote this language
Sanskrit	25.11.2005	-do-
Kannada	31.10.2008	-do-
Telugu	31.10.2008	-do-
Malayalam	08.08.2013	-do-
Odia	11.03.2014	-do-

The central universities were given the responsibility to promote Sanskrit, the central government was sanctioning fund to promote the languages mentioned in the list.

Resemblance in vocabulary among southern languages:

Sorghum/ Jowar is pronounced as Jowar in Punjab, Gujarath, Hindi, Bengali, Marathi.

Finger Millet / Ragi is pronounced as Ragi, in Telugu, Tamil, Kannada and Hindi.

Pearl Millet / Bajra is pronounced as bajra in Hindi, Bengali, Oriya, Punjabi.

Objectives

(1)To review the text books series' Our World Through English " and list out the words that were from other Indian languages.

(2)To suggest few activities using multilingualism in classroom

(3)To explore few Ed tech resources /tools useful to promote multilingualism for primary children.

(4)To critically analyze how multilingualism helps in promoting Five soft skills,namely

(5)NEP and multilingualism.

(6)Our world through English, Class VIII-T.S- Mention of words from other languages: below given are the words taken from each lesson.

(1)Amma	(2)veranda	(3)thinn a	(4)Kesariyoga m	(13)Alm a mater (L)	(5)Attic (57) 8 th class
(6)Akkayya	(7)Bavagar u	(8)Gilli danda	(14)Enmasse (French)	(15)Viva voce (latin)	Detour -F
(9)Nannaga ru	(10)Bhalo laglo	(11)Ex officio	(12)In toto (L)	(14)In absentis a	(15)Verbati m -L
(11)Anna-	(12)Manda p:	(13)met hi	(14)Status quo	(15)adho c	(16)bonafid e
(17)Lingua franca	(18)Magnu m opus	(19)Sine die	ganji	jeera	Ghorpad
umudu	gurukula	chug	gurudakshina	amma	chinna
payasam	semiyan	amma	verandah	ammu	amma

Activities

Use of Multilingualism in the classroom:

Theme: Learning vocabulary in different languages:

Skill: communication (enquiry) Using dictionary, reading and writing. Grade: 6-10 years.

Duration 45 minutes.

Learning Outcomes/ objectives: enhances their vocabulary in different languages.

Compares the words with the mother tongue and other languages and English Understands the resemblance of few words in other southern languages.

Activity: Announcement of the activity. Preparation of Tea

Testing the previous knowledge.

Teacher: What do you do in the evening? Student- 1 I play with my friends.

Student -2 We go to tuition.

Teacher: Do you all speak the same language?

(1)My friends's mother tongue is Tamil

(2)My friend is a Muslim.

(3)My friend can speak kannada.

Teacher : what do you call sugar in kannada?

Teacher : how many of you assist your mother in kitchen.

(1)   Yes, I do .

(2)   (2) If my mother insists.

What do you call mother in Tamil?

(1)I will find out from my friend.

Now, showing the India map,

Teacher will ask the students to name the languages spoken in different states in India, southern India.

(1)Tamil (2 student) Kannada, (3 student) Malayalam, (4) Marathi, Konkani etc. Teacher will divide the class into four groups

Group 1 Tamil group:

Group II Kannada group Group III Marathi group Group IV Malayalam group.

The procedure to make tea in Tamil:

Students stand in front of class and give the recipe to make tea in tamil.

Ingredients: Take tanner of 2 cups, sakkere of 4 spoons full, Pal of one cup , 3 spoons full of Teyilai Tul.

Method: take paatiram (vessel), in which add tanneer(water), teyilai tul(tea powder), heat for 5 minutes and add sakkare, after 3 minutes add pal. Heat for 2 minutes and take a teineer vatikatti (strainer) and serve to 3 people. They are Amma – mum; Appa- father

; akka – sister

Tea making in kannada Tea making in Malayam Tea making in marathi.

Materials required: India map

Dictionary, Spoken language in kannada; spoken urdu book Papers A 4 size; pictures of making tea. Etc.

Tools of multiple languages teaching:

GUVI: GUVI stands for Grab Ur Vernacular Imprint, a platform that provides tech learning solutions in native language. This is an Ed-Tech company incubated by IIT-M and IIM-A. This is now India's Top vernacular platform offering free and paid courses for students, working professionals in Indian languages such as Hindi, Telugu, Kannada, Bengali, Tamil and in English.

Learn Kannada through English: book

Duolingo is the world's most popular way to learn a language. It's 100% free, fun and science-based.An American online platform for language learning.

To critically analyze how multilingualism helps in promoting Five soft skills, namely,

Tannistha Dasgupta in her article "Developing Critical Thinking Among Young Adults in the Language Classroom" says it is the duty of the language teacher to teach LSRW along with 21st century skills- in which 4 C's are a major part. She emphasized the importance of teaching critical thinking; reflective thinking, evaluating statements, verifying hypothesis, utilizing creative thinking and problem solving. In conclusion she has added that work place culture is different from the classroom and home, hence to navigate among the differences of culture and language these skills help them to solve / overcome the egos and move further.

Team work: "Teamwork is the ability to collaborate effectively with others to reach a shared goal.' In the class room children sit as a team, (a 6th class team) sports and games is one activity where team spirit can be taught. On school day, the particular class participation/ presentation is the best example.

Adaptability: has become such a buzzword in major businesses and corporations, even the rank holders when they join in particular job lacks adaptability. However, children also need to be taught to be adaptable in everyday life so that they can learn the skill of thinking with more flexibility. Classroom teaching / activities are good examples.

The Greek philosopher Heraclitus famously said, "Change is the only constant in life." Try as we might, it is impossible to predict the curveballs that life throws at us. Maybe your job is implementing a new software system and you need to learn how to use it, even though you have no experience with this technology. Maybe a hurricane hits your state and you have to live without power and water for a while, even though you were unprepared. (Justine Saavedra and Tchiki Davis)

Critical thinking: Analysis of facts, with certain levels of rigor and problem-solving abilities, to form a judgment.(Wiki)

What is the best age to introduce Critical Thinking:Any class is appropriate to start teaching C.T; the strategies are (1) Collaborative Learning (2) Questioning (3) Active listening (4) Participation in debates (5) mind mapping (6) Gamification (7) application and reflection .

Creativity; Innovation and Communication : Creativity can be judged in dressing to designing an assignment. The participation in all curricular and extra curricular aspects.

Communication is self explanatory : It is an entirely a difficult lesson to teach to children . The activities mentioned in the textbooks should selected to teach communication in the classroom.

Methodology: teaching using discourse oriented pedagogy

Secondary data: text books

Study of all the text books of SCERT 1-10 class T.S

Interview method: asking questions about the stories and the other language elements- and the words taken from other languages, like telugu, hindi, latin frech

3. DISCUSSION

The discussion is recorded by interacting with the parents, teachers and the community members.

Multilingual classrooms or different language speaking students coming to class room:

Multilingualism is the soul of India. But in T.S there is nothing like multilingual classroom in the schools that I have done my study (research) .It is very difficult to teach rhythm, stress intonation while teaching a story. In Hyderabad city, Financial dist, we see Multi National Companies coming up like anything. The house wives residing in the vicinity of those offices got the employment to work as house keepers, security etc. Looking at their earnings, school going children got motivated to enter into English medium schools. The story is different in different districts of T.S

The textbooks of T.S from SCERT do not have the vocabulary written in glossary say for example Payasam, what is this known as ? what are the ingredients needed to it. The list given at the beginning by me, says there are number of words taken from other languages. Another equally important issue is,then, the stories mentioned in all the texts – say from 1-10 classes, they are universal. Who says that Ekalavya ; Aptitude is attitude , Nick Vujicic, the story of C.V Raman they are not local, why do any one restricts to one particular class? A teacher can teach the story of 10 th class and evaluate. What if the child writes the same story in FA 1 , without copying ? The other activities given at the end of each lesson is also not local,cannot be restricted. The 10 th class student is not thinking that 9 th class grammar is not needed further. Which student will care/ understand for multilingualism?

4. REVIEW OF RELATED LITERATURE

Construction of Hegemonic Feminity and Masculinity in Upper Primary School Textbooks: A Study on SCERT Textbooks of Classes 5-7: concludes that the Feminity is typically associated with the tasks like house hold work, (Carrigan, Connell and LEE 1987,P.94) ; the masculinity was projected as income producers endowed with power and authority. This study shows that textbooks fail to demolish patriarchy etc.

Towards a Multilingual Approach in Teaching English to Tribal Learners: Anand Mahanand and Panchanan Duria - In this article says, multilingualism is present in Indian soil as Vasudhaiva Kutumbakam. 'if one draws a straight line between Kashmir and Kanyakumari and marks, say, every five or ten miles , then one will find that there is no break in communication between any two consecutive points" (pattanayak). In his article he also spoke about Multlilingual tribal societies.

Multilingualism in the Classroom; Some Issues and Proposals, Prof Amol Padwad tries to put forth some proposals to further problematize the nature and practices of multilingual Engllish language classrooms at the undergraduate level. This article underlines the need for substantial and sustained research into operative languages in multilingual classrooms, which can provide crucial insights for developing more effective approaches , materials and policies for multilingual classrooms.

Novelty of my findings / research _ titled Exploring Multilinguistic textbooks and activities to enhance the competencies of school students to learn skills in English is a new in its approach and write up. Much is not written on this topic

Findings and conclusions: The findings are that the words used from different languages should be taught to all the students equally. The separate glossary should be made available. An MNC reported that the employees lack Five C,s while working. The multilingual activities proposed here in this article, to some extent help the children to develop Four C'S – Creativity; Collaboration; Critical thinking; Communication and Problem solving. If they try these skills here, during their youth or during school years, by the time they grow up it becomes easier to get equipped.

CONFLICT OF INTERESTS

None.

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