

**ROLE OF SCHOOL HEADS IN LEADING MULTILINGUAL
CLASSROOMS IN JAMMU & KASHMIR AS EMERGING ISSUE AND WAY FORWARD**

Syed Haamid Bukhari
Certified Content creator JKBOSE
MSC ,MA,MEd,MPhil



School Leadership Academy
SCERT J & K



www.slascertjk.org

slascertjk@gmail.com 01942950625

Role of School Heads in Leading Multilingual Classrooms in Jammu and Kashmir as Emerging Issue and Way Forward

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Introduction

The key areas highlight the strategies how a multilingual classroom can be taught effectively. This happens when the teacher as leader opens up to changes around and within himself positively. Module focuses on certain reflections by which trainer goes through self learning and adopts every change which helps a multilingual classroom to achieve learning objectives in every subject particularly with respect to Language and numeracy. The module brings us account where it is seen that a teacher acts as a leader and remains positive to say yes to the challenges, brings attitudinal changes, thinks, rethinks, and questions self in order to find all possible ways of progress in both paradigmatic and syntagmatic fashion, thus leading to the formation of one whole structure of the language of classroom which is understood by every student. We will find how thinking and rethinking is developed among students and how they progress linearly and vertically in order to understand concepts, thus one's journey starts as teacher leader with problems around, but emerges as problem solver. He becomes change maker and influences others. Thus, leads by influence. Ultimately he emerges as a role model of the school, community and society. As I quote "to have another language is to possess a second soul" said by Charles Maigne. One looks at multilingual classroom not as a heterogeneous class with different languages but as one language and this language as per Samuel Johnson becomes one, I quote "language is the dress of thought".

Learning Outcomes

At the end of course you know, how multilingual classroom is better at observing things. Problems and surroundings.

You will come to know how it enhances decision making.

You will know how multilingual classroom has better linguistic networking skills.

You come to know how students in multilingual atmosphere enhance quickly the abilities to multitasking and improve memory quickly.

At the end you know how multilingualism is way forward and a better option to develop appropriate cognitive and rational thinking.

At the end the course helps you to know how the children develop skills equally in different languages.

Unit

1.Multilingualism in the context of School

2.Multilingualism and Education in Cultural Literacy

Unit 1-Multilingualism in the context of School.

In this unit we will come across the challenges and issues which are faced by many teachers in a situation where there are inclusive classrooms with respect to many languages.we see such situations at places where there is a lot gap between the school and home language and due to this there has been seen a definite learning gap because of the multilingual atmosphere.The situation has been viewed even worse in such schools where The teacher is monolingual.in this unit we will focus on how to overcome these problems positively.we will use multilingualism as positive tool for effective learning,we shall focus that multilingualism will bring cultural exchange between the students, thus it will

become more interesting atmosphere than in a classroom having monotonous atmosphere. As a facilitator we shall see multilingualism as a single language and should make such a culture where students believe that words in different languages carried by different students are actually the synonyms of a common language which would be the instructional language of the school.

It is best put by Ralph Waldo Emerson, *Language is a city to the building of which every human being brought a stone.*

How to draw on your students' multilingualism as a resource for learning.

What are the main strategies which help in multi lingual classroom to achieve the learning outcomes?

Our intervention towards our own self shows how we respond to different situations which are faced on daily bases. Let us see from the case study mentioned below that how people engage themselves in different situations.

A person visited a shopkeeper to buy a thing...Shopkeeper was unable to understand and was unable to give the particular thing. Searching for the same. he (buyer) saw the item and signed by finger towards it. Seeing the item shopkeeper uttered the word he saw, listening the word from shopkeeper he got that this is the synonym of the word he knew for the item in his own language. The buyer started making the word bank. Gradually cultural exchange started when he started getting the language and he was able to know about things around him.

What did you get after reading the case study?

How as a teacher you think about the applicability of this model if applied in a class room.

If you think that the person (buyer) is a real innovator to bring change in himself in a short duration of time.

Please maintain your diary as a leader and teacher, mention some of the points related to the reflections regarding the questions mentioned above. Add up some more innovative ideas regarding the handling of a multilingual classroom in your school. Identify steps which would bring change in the school.

Next time or next day when you enter the same class use innovative steps that you mentioned in your diary the previous day, and act upon in order to become the change maker.

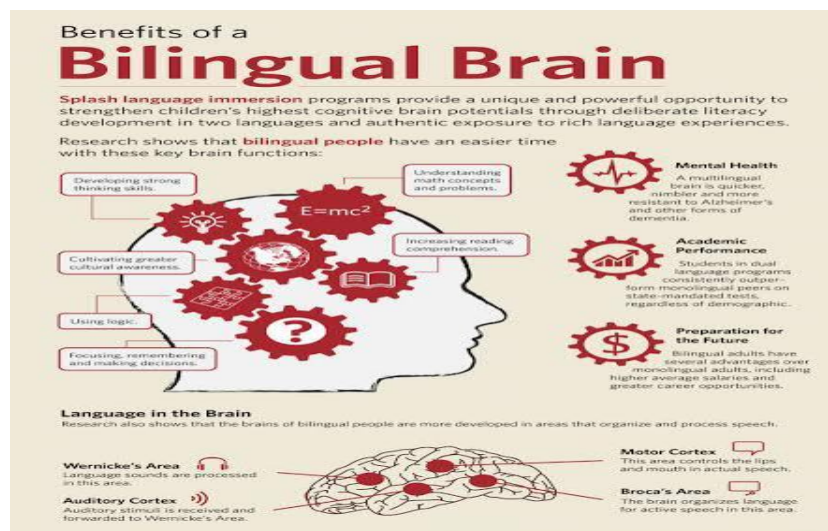
Reflective Questions

- How to plan opportunities for students to learn in all their languages in your classroom teaching.
- The benefits of 'translanguaging' in the classroom

When you talk of language you always think about the communication so these are the sounds together which give a meaningful unit but when you talk about different areas in a particular framework, for example you have a big area wherein you have a collection of different surface groups having different vernacular languages, so for them to get connected with each other they need a one common language. there arises now the need of common communication tool getting connected to their own vernacular language in which they talk to each other and their children also talk in that language and at the time when they mix up with other groups they need a different expression, different language so we can call that an official language(link language).The official language connects different groups together; when you have school system in such areas wherein you get the students from these vernacular languages and they are admitted in a school and the teacher who speaks the official language and one particular

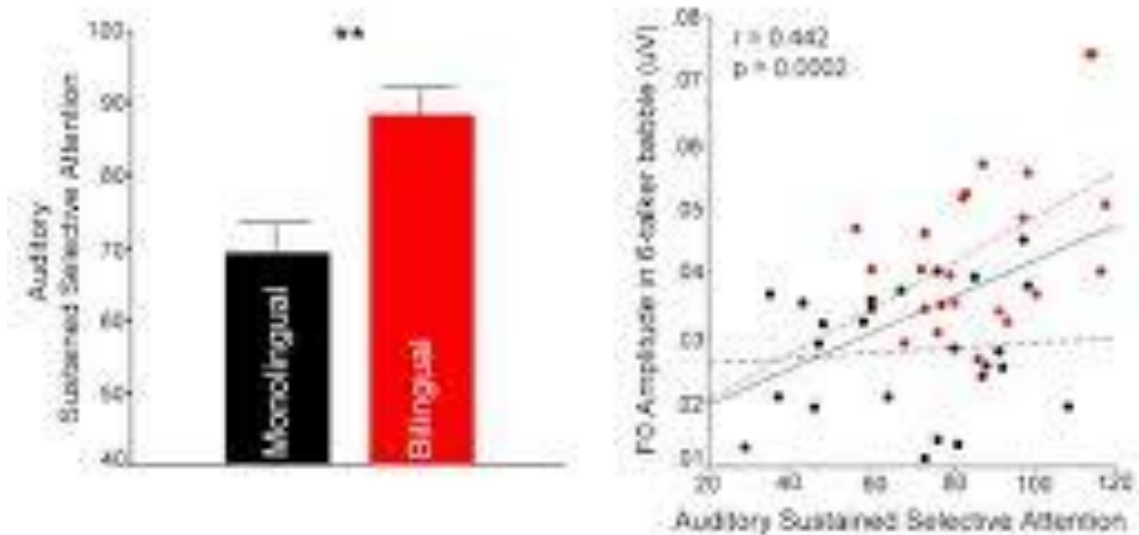
language of the area he belongs to ,so he also comes with two languages but when they mix up together the words get generated from different children from different groups and these words are getting connected to the official language, so the language is becoming rich of your school other than the groups.They enrich it with the passage of time. You successfully make an atmosphere wherein your students understand your gestures, your language and also the way you have utilized the techniques. One of the techniques which can be utilized by the teacher to make peer groups, that means one student from one particular group is a friend of another student wherein they try to mix up together, they try to play, they try to come to the terms where they have to communicate, so this is a natural process that makes them all to communicate because there's a natural need to address their issues with their friends, with their teachers, so a common language is created there having the same structure.

The head teacher must create atmosphere To make all know including teachers and students about different researches which show how too many languages or a multilingual atmosphere is more appropriate for the



brain development of the child, how child shows more

positive cognitive behaviour than a child having single language, this foundational literacy in too many languages create a definite learning atmosphere for the new commers who belong to different vernacular groups. in the beginning it may show a bit difficult but with the passing day the atmosphere becomes adequate for the learning. Research shows that the students having more languages or the words of different languages are having greater thinking skills than those having one language it has been also seen that these have more logical power then others. It has been also seen that some of the



Bilinguals' performance on a sustained selective attention task and its correlation with subcortical processing in multitalker babble. Bar graphs: Bilinguals (red) outperform monolinguals (black) on sustained selective attention, regardless of sensory domain. Scatter plot: Auditory attention performance was correlated with FD encoding at the brainstem. Adapted from Kritzman, et al, PNAS 2012; 109:7877-7881

competencies which are more in multilingual groups like remembering, synthesis, analysis, also these are having good reading skills than others. Does it becomes the duty of head and other teachers to believe in such researchers and proceed in the way which has been mentioned above. Another study of

krizman, 2012 shows how multilingual group outperform the one which are monolingual.

when we talk about different countries they have different issues but when you talk about multilingualism that's not only the case with different countries like Africa , Canada and others but India is particularly a country which is full of multilingual approach and when you compare it with the European countries majority of the people speak another language other than their own., but there are people who speak only one languages that means the people belongto that one language,books, people communicate in that language, news, drama, all journals are in that language but India is a country where you have different languages. When you travel some 100 kilometers you find different language as mother tongue or when you travell 1000 kilometer you get a different official language, so in that case we have one language that's official one as Hindi and also that's a national language but in different areas you have different official languages also and that official languages being spoken by all different groups having different vernacular languages.

We have another good case study of district budgam our team visited to one of the schools falling in the cluster first of zone Narbal called BMS Soziet.

Name of the School	GMS SOZIET
Distt	Budgam
Zone	Narbal
Cluster	Soziet
School type	Middle School
Girls or Co-Ed	Co-Edu
Name of HOI	Mukhtar Ahmad

Gender

Male

Total Role

176

No of Students from other languageGroups 35

What are the key challenges that you face in the school with respect to teaching learning process in a multilingual classroom.

As we have Multilingual classroom and it was difficult in the beginning to make students understand the basic literacy and numeracy but with the passage of time we took certain initiatives which helped in solving the problem.

2 What kind of initiatives you took as a leader.

Before taking major initiatives we first worked on certain basic things like: Created student profile bank.we called teachers meet in order to devise a plan for student profiling. It helped us a lot .in student profile we made a detailed and comparative substiles with respect to cultural,religeous,sex based,race and other diversity of a student .it made the new teacher to understand the student wholistically.in it we kept scope of family status, economic strength, family history with respect to health and diseases(if ever).This thing helped the school to frame the plan of support system for each student as per profile.this resulted in enhancing teaching learning process and could happily show increase in vocabulary development of common school language.

How you as a part of school system reacted to different languages carried by different students.

In fact we gave all languages equal status and treated our multilingual group with love.no hatred was shown to their mother tongue, infact we created positive atmosphere for learning school language on part of students and teachers were encouraged to learn and understand the vocabulary and cultural

inheritance of multilingual group. with the passage of time both showed the progress. we made all understand how multilingual speakers outnumber monolingual speakers in the world's population. More than half of all Europeans claim to speak at least one language other than their mother tongue. It is always useful to traders, multilingualism is advantageous for people wanting to participate in globalization and cultural openness. Owing to the ease of access to information facilitated by the Internet, individuals' exposure to multiple languages is becoming increasingly possible. How polyglots have more opportunity for jobs and are fit to global link.

3 .what kind of daily activities you followed in your school than other schools of your cluster.

There are students at least from three to four different languages the teachers have allowed students to use their language and have accepted words of students to get mixed with school instructional language. they have made peer groups of students from different languages that is one student is from language Group A he's given friend belonging to language group B. With the passage of time school has good results and students easily understand the language in which they are taught, speaking to English teacher he said that there was no force on part of imparting vocabulary but they generated a common vocabulary which was suitable for the whole school and teachers too got acquainted and adopted to such atmosphere.

Another case study we worked on was UPS Lahikoot. The school is situated in Border:

Distt	kupwara.
Zone	Mawar

Name of Head Teacher Syed Akhtar Hussain Geelani
 Students come from different groups and are satisfied with their teachers. We found the school best example and Modal for other schools of the country. we saw teachers trained in all the languages and students were also able to converse in more than two languages. Teachers take sessions with each other atleast one day every week in which they discuss the words which are included in their lessons they have to teach next week. playcards are made having synonyms from different languages.



UPS Lahikoot, zone Mawar Distt. Kupwara

Unit 2.

Multilingualism and Education in Cultural Literacy

Multilingualism is proficiency in more than one language has been almost the norm in all classical educational systems and must be revived in NEP. All the objectives of NEP can be best achieved with resources of multilingualism. Access to world scriptures, poets, philosophies, mythologies, art traditions, scientific and professional corpus and civilizational/cultural other and globalized market requires proficiency or at least familiarity with other languages. And we can easily create this proficiency in children at early age as nervous system is tailored to learn new languages at earlier age. Languages constitute key to epistemic universes and as such learning many languages is a great opening to other faiths and cultures. Mother tongue mayn't be enough to know mother religion or mother culture or culture of our spouses and friends in an age where happens across cultures. Businesses as a rule call for access to language of customers who are often of diverse linguistic backgrounds.

It is easy in fact supereasy to teach at least one classical language as classical languages have quite a scientific grammar and there are various methods and aids of technology including APPs for learning other languages besides good studies on acquisition of other languages that help us learn another language in record time - few weeks. Since children learn language in linguistic environments not be learning grammar, every school can create every day a microenvironment in which children talk in other languages. It has been noted that so little needs to be done in terms of efforts and resources to learn other languages if this microenvironment is provided on regular basis.

Schools can require speeches in morning assemblies in other languages, prayers from other scriptures, and tales in classes in original languages. Give daily a half hour exposure to linguistic environment of native speakers in which children are asked to participate and we get in a year or so good familiarity of not proficiency in another language.

Education requires development of cognitive and communicative skills and aesthetic sensitization as well and all these are best achieved by access to linguistic resources of other communities/cultures. Language is the house of being, said Heidegger and it means access to language is access to the heart of self/being. In the beginning was Word and we know speech is the royal road to human psyche? Classical scholars had access to many languages. Today we have forgotten this and we need to develop higher standards by emphasizing need for acquisition of other languages and simplifying tools for this acquisition. Master books for simplified learning of key languages need to be prepared alongwith audio and video formats.

Sum up:

The key areas highlight the strategies how a multilingual classroom can be taught effectively. This happens when the teacher as leader opens up to changes around and within himself positively and how they progress linearly and vertically in order to understand concepts, thus one's journey starts as teacher leader with problems around, but emerges as problem solver. He becomes change maker and influences others.

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Key words: LANGUAGE, MULTILINGUAL, CLASSROOM, SCHOOL, STUDENTS

S.NO.	Date	Time	Event	Official
1	Day 1	10-10.15	Registration	
2		10.15-10.30	Tea	
3		10.30-10.45	Activity	
4		10.45-11	Background and benefit of activity	
5		11.12.30	Multilingualism in the context of School	Expert
6	Question/Answer session	12.30-1		
7	Break	1-2		
	Day 2			
8		10-10.30	Feedback of the Previous Day	
9		10.30-10.45	Energizer	
10		10.45-11.30	Main strategies which help in Multilingual classroom	Expert
11		11.30-1	Discuss some successful Case Studies Where Schools have heterogeneous classrooms with respect to different languages	Expert
12	Break	1-2		

Tentative list Schedule