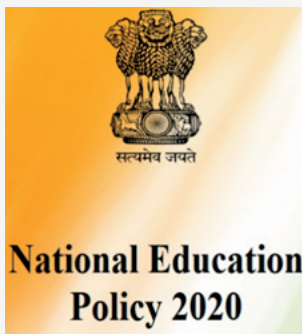


Multilingual Education (MLE)

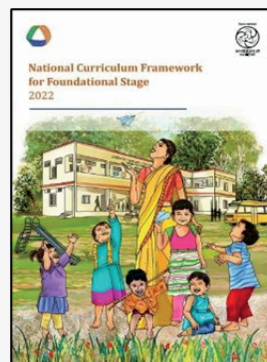
For Inclusive and Equitable Learning

We know that using children's most familiar language - a language they understand well and speak - for teaching and learning supports active engagement, self-confidence, better comprehension, verbal reasoning, and expression, as well as, facilitates the learning of additional languages. Multilingual education fosters inclusion, equity, and sustainable development, strengthening communities and promoting peaceful coexistence. It enables learners to build literacy and academic skills in their home language while gradually learning other languages. This approach supports cognitive growth, cultural identity, and better educational outcomes, especially for linguistically diverse children*.



Wherever possible children's home language should be used as the medium of instruction until Grade 5 or Grade 8 in Government Schools.

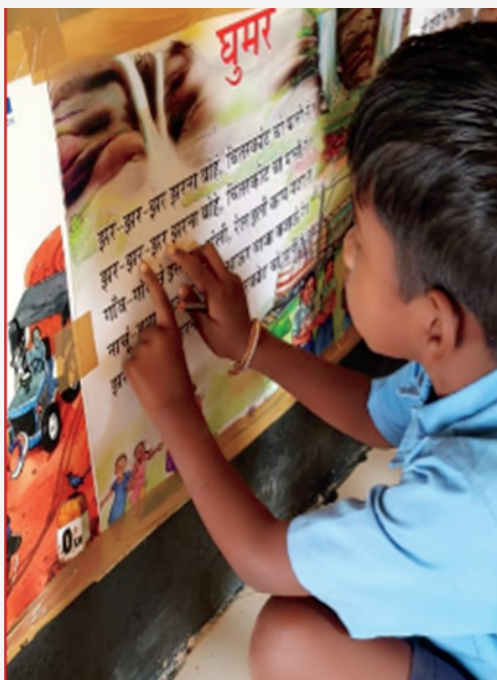
- *New Education Policy 2020*



Children learn concepts most rapidly and deeply in their home language, so the primary medium of instruction would optimally be the child's home language/ familiar language in the foundational stage.

-*National Curriculum Framework- Foundational Stage 2022*

Key Principles of LLF's MLE Approach



- Recognizing and valuing children's home language(s) and cultural knowledge; using in teaching learning process.
- Language not in watertight compartments; fluid and mixed use of language.
- Taking support of children's home language to teach additional language
- Beginning with children's first language to facilitate better learning and understanding.

“

When children learn language, they are not simply engaging in one type of learning among many; rather, they are learning the foundations of learning itself.

-*Halliday, 2009*

MLE = Home Language (L1) + State Language (L2) + English (L3)

*UNESCO (2025). *Languages matter: Global guidance on multilingual education.*

Three main pillars under the Multilingual Education Program at LLF

01 | **Demonstration Program in Schools**

02 | **Awareness Generation and Professional Development**

03 | **Research and Advocacy for MLE**

01 | **Demonstration Program in Schools**



LLF's MLE demonstration programs have evolved during the years and have developed an appropriate environment for children to learn in their most familiar language(s).

Key Objectives of demonstration -

1. Strengthen children's higher order thinking abilities and oral expression in L1, children's most familiar language.
2. Develop basic reading, writing, listening, and speaking skills in L2 (Language of Instruction - LoI).

9 LLF is currently working with these non-dominant languages - Halbi, Bhatari, Gondi, Wagdi, Ho, Kudukh, Khadiya, Mundari, and Santhali.

5 LLF's MLE programs are in States - Chhattisgarh, Rajasthan, Jharkhand, Assam, and Odisha impacting **95000+** students directly.

Key Strategies of MLE in Demonstration Programs -

The broad strategies include:

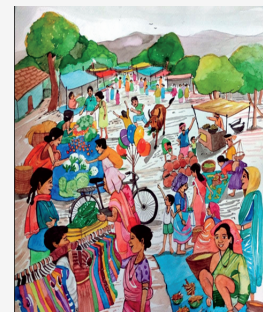
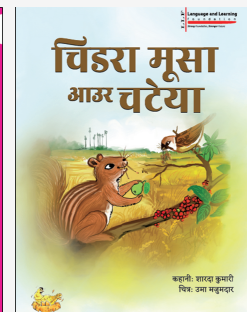
- Teaching and learning in the beginning months of school should be conducted in children's home languages alone.
- Balanced and strategic use of L1 and L2, as per children's level. L1 for new or difficult concepts, higher order thinking and expression, and L2 for simple discussions, familiar content or concepts.
- Accept and encourage mixed use of home language and school language for greater understanding and learning.
- Take the help of children's home languages in teaching how to read and write.
- Include children's cultural and contextual knowledge in teaching-learning materials and processes.

Mother Tongue



Foreign Language

Comparison of students learning through their mother tongue and a foreign language (Source: Dennis Malone, SIL International in Kosonen et al, 2007: 7).





Strong Community Connection

Community engagement is a vital component of LLF's MLE program, fostered through initiatives like Storytelling Festivals and School-Cultural Museums. These activities tap into the rich cultural and linguistic knowledge of the community, enhancing children's learning experiences and empowering them to express themselves with confidence.

Language Use for different tasks in the classrooms -

Home Language (L1)

- Primarily for academic and formal interactions in the first few months of school.
- Focused use for improving understanding, higher-order thinking, critical analysis, and original expression in oral language development.

Mixed Language (L1 + L2)

- Natural, purposeful blending according to the developmental level of children.
- Initial decoding and reading facilitated through the inclusion of L1 words.
- Acceptance of mixed language words in writing at beginning level.

Second Language (L2) Strategies

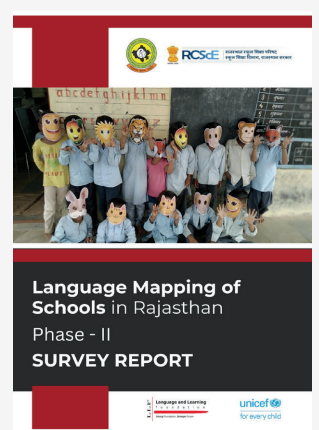
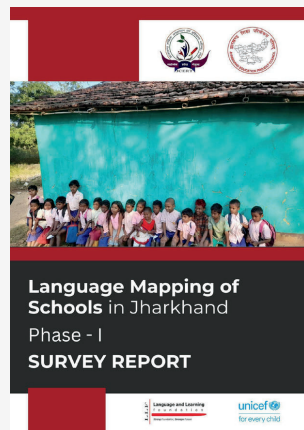
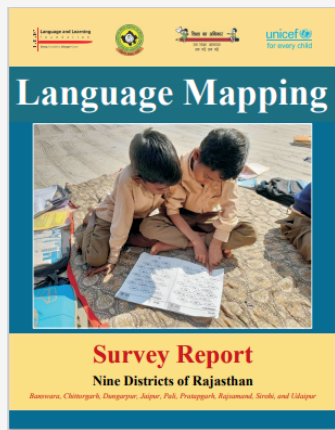
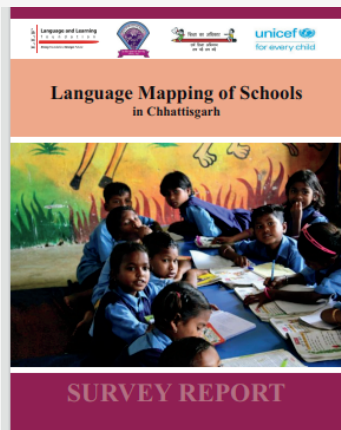
- Focus on orality first in L2 through poems, stories, and language games at the beginning.
- Introducing new concepts in L2 concepts using gestures, level appropriate language, pictures, and first language.
- Vocabulary development in L2 is supported by Total Physical Response (TPR), songs, poems, expressive techniques, and interactive games.

02 | Awareness Generation and Professional Development

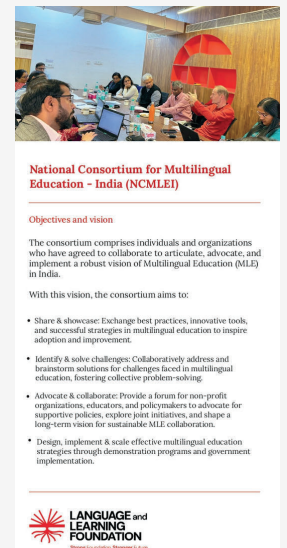
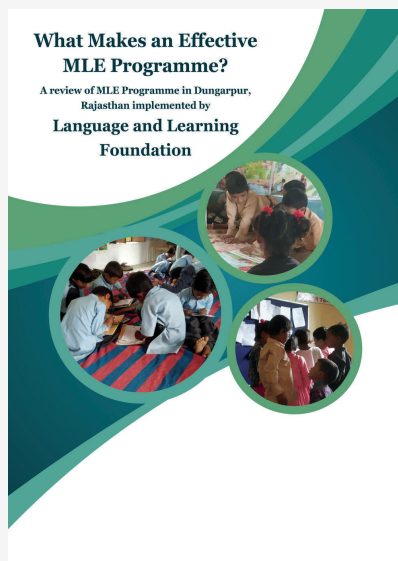
- 1.5 million teachers across India have completed the MLE course, developed in collaboration with the Ministry of Education (MoE) and National Council of Educational Research and Training (NCERT).
- Raising awareness on Multilingual Education (MLE) at the state level.
- Building the capacity of education officials from the state to cluster level through online training programs.

03 | Research and Advocacy

- Partnering with national and state governments to shape the policies on MLE.
- Conducting research and documenting best practices on MLE.
- Conducting Language Mapping Exercise.
- Conducting Webinar and Seminars to spread awareness on MLE.
- Partnering with different organizations to establish a National Consortium for MLE – India



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