

## NEP 20

### LITERARY SKILL DEVELOPMENT IN LANGUAGE

The pre-existing knowledge of language helps in building literacy skills in languages. Children who have a strong foundation in their home language can learn second and third languages more easily. The literacy engagement for third language/English language learners requires connectivity and linkages to what they know in their first language. However, children do not become literate automatically; careful and sensitive planning is essential;

a. Presenting language as story reading and storytelling, in the first language, and in English ensures authentic engagement with meaning, and unconscious acquisition of recurring language. It also promotes aspects of language use ranging from punctuation, spelling, and paragraphing, to reading and writing multi-lingually.

b. The recitation of rhymes gives them an understanding of implicit music/sounds in words and pleasure in the rhythm. This activity motivates children to pursue learning the language.

c. Reading texts which are translations of what they have read in their mother tongue or first language into English facilitates their comprehension leading to developing vocabulary in English.

d. In the above context, the teacher should allow the use of code-mixing and code-switching to children for expressing themselves. This is essential for ensuring the development of creative and even critical thinking among children.

e. The context of texts in English should not be culturally and socially alien to children because this will hamper the process of meaning-making. The multilingual scenario becomes a resource for learning English specifically in situations where its reach is minimal. In such a

situation teacher must take note of words which children speak in English and weave some activities around them. All such activities should be followed first in the child's language in the form of facilitation.

f. On-going assessment of children's knowledge acquisition and skills helps teachers develop meaningful and outcome-oriented learning plans. A significant challenge for the teacher is to create interest in reading in English beyond the textbook curriculum which children may find difficult to access. Provide them opportunities to express themselves in more than one language or their first language and English. Let children make use of their prior knowledge in LSRW by engaging them in pre-reading while reading and post-reading reflections.

### **How to develop reading Habit among children?**

**AVAILABILITY AND ACCESS TO A VARIETY OF SIMPLE AND INTERESTING STORYBOOKS – ILLUSTRATED WITH ATTRACTIVE PICTURES – IN THE CHILDREN'S CLASSROOMS.**

**CHILDREN NEED TO BE PROVIDED DEDICATED TIME ON A REGULAR BASIS AND A COMFORTABLE SPACE TO READ IN THE CLASSROOM.**

**ACTIVITIES TO BE CONDUCTED LIKE READ ALOUD, SHARED READING, DISCUSSIONS ON BOOKS READ BY THEM, ROLE PLAYS, ETC., TO INCREASE THEIR INVOLVEMENT WITH BOOKS AND TO DEVELOP A HABIT OF READING.**

When children's home language is different from school language

- Extended period for oral language activities in home language and school language including storytelling, read-aloud, shared reading conversations, rhymes and songs etc.

- Introduction of basic vocabulary in school language in the oral language activities

- Using home language to support teaching-learning of school language and promoting mixed language use