



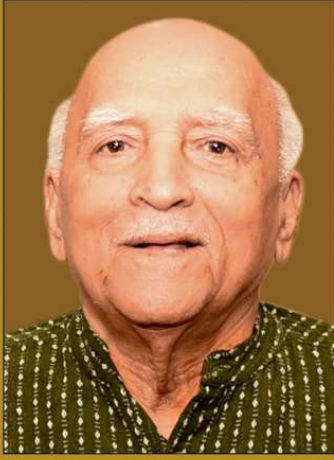
# CENTRAL INSTITUTE OF INDIAN LANGUAGES

## 53<sup>rd</sup> Foundation Day Lecture Series

### Lecture 36

Thursday, June 30, 2022 at 11:30 am IST

## Multilingualism and Multilingual Education



### Debi Prasanna Pattanayak

Debi Prasanna Pattanayak is Founder Director of the Central Institute of Indian Languages, Mysuru, Padmashri awardee and Chancellor, Centurion University, Andhra Pradesh. He was also the Former Additional Secretary, the then MHRD, Government of India and Former Chairman, Institute of Odia Studies and Research. He is an internationally reputed scholar with several noteworthy contributions on different aspects of linguistics and language education. His areas of specialisation include Multilingualism and Language Education, Language Policy and Planning, Historical & Comparative Linguistics and Mother-tongue Education. Some of his important publications are: *Multilingualism and mother tongue education* (OUP), *A controlled historical reconstruction of Oriya, Assamese, Bengali and Hindi* (Mouton), *Orissa, Oriya and the multilingual context* (Orissa Sahitya Akademi).

It is presumed that speaking three or more languages makes an individual or community multilingual. Similarly, teaching three or more languages is multilingual education. It must however be remembered that the quantum of skills of different languages depends on the need and the context of use.

The mono-modal West recognised Bilingualism in 1961 and multilingualism in 2010 concluded that a child learnt the grammar of the mother language by the age 4. The experience of the multilingual world proved that a child learns relatively complete grammar of one language and partial grammar of rest of the languages by the age 5. Learning languages is a continuous process.

Learning languages in a multilingual context, is not merely learning the grammar of a language, but bridge building among languages and between languages and environments. Therefore teaching methods and material production between dominantly monolingual and multilingual contexts are bound to be different.

The designation of languages as First, second and Foreign Languages creates confusion. First, Second, Third languages are so designated on the basis of the order of introduction in a school. This results in the Mother Language and a foreign language being designated as First or Second languages.

Multilingual education does not mean leaving one and moving into another. It means learning one and on the basis of it learning another. This way different languages become link in a chain.

Listening and understanding are the foundation of language learning. Speaking Reading and Writing are acquired and used according to need.

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