

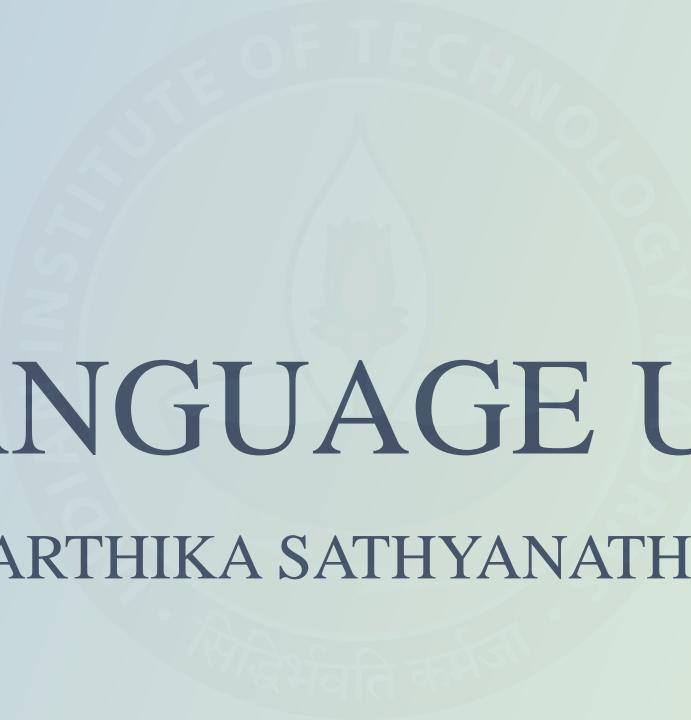
# IIT Madras

## ONLINE DEGREE

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# LANGUAGE USE

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# LANGUAGE IN SOCIETY

- Language families – Indo Aryan , Dravidian, Austro-Asiatic (Munda), Tibeto – Burman languages , Andamanese
- *Naa school varumbo chaya kudichu. Two idly kazhichu. Illa. One idly kazhichu, one idly baaki vechu...* (I had tea before coming to the school. I had two idlies..No...I had one idly....)
- *En kitteyum sticker undalo chechi. Kaanano? Ibeda ba.* (I too have stickers, sister. Do you want to see?)
- Loan words in Malayalam (Arabic, Hebrew, Portuguese, English)
- Absorptive and elastic nature of language –He is very very good / She is walking slowly slowly – Reduplication
- Multilingualism in society

# LANGUAGE IN SCHOOL - ENGLISH VS REGIONAL LANGUAGES

**Excerpt from a lecture given by the Principal to the parents of students of the first grade (on the 1<sup>st</sup> day of the academic year) – On linguistics and cognitive differences**

*“... your child might have gone to pre-KG, LKG and UKG classes. They might know to read, write and speak English effortlessly. But there are students in the class who have not had the privilege to go to preprimary classes. Once the classes begin, your child might approach you and tell you Mother/Father, the boy who sits next to me in class doesn’t know to write the English letters. Please don’t ask him to not sit beside his illiterate friend. What you can tell him is to teach his friend what he knows. Parents often approach us requesting if their children can be made to sit with the studious and ‘good’ children in the class. Let us not follow any kind of discrimination in our school.”*

# LANGUAGE IN SCHOOL - ENGLISH vs REGIONAL LANGUAGES

## A teacher's opinion on teaching regional languages in school.

*"This is the era of globalization. English is the dominant language now. The outside world awaiting every kid is fiercely competitive. Without English...you are out of the race. The school should not waste time teaching regional languages that will be of no or little use to the students."*

- An early start – the ideal condition ? ( Critical Period Hypothesis / Input Hypothesis )
- Mother tongue – an obstacle ?
- Monolingualism – a misconception ?

# ENGLISH IN INDIA : INDIAN ENGLISH

- People generally tend to see that elevation of one language to the status of official language endows great benefits and advantages to those whose mother tongue it is which also places a discriminatory burden on others. This can lead speakers of non-favored language to push a foreign language as a link medium to neutralize this imbalance.
- The reasons that helped English keep its place in India are : Fluidity, willingness to change and openness
- Indian English : Reduplication, Retroflex sounds , Use of article, Prepositional stranding, tense (never fronted), Tag questions etc.

# WHY IT OK TO SPEAK INDIAN?

- Why does this happen ? – learning is unlearning (Multilingualism / First language influence).
- Our English is not wrong. We speak differently. A substantial number of people speak the language in the same way and in the process their foreign language is localized or Indianized. English is thus a part of our linguistic ecology.



THE ONE AND ONLY MANTRA TO IMPROVE YOUR LANGUAGE SKILLS

*The more the input , the better the output ...*