

Facilitating Language Acquisition Through Code-Switching Using Multilingual Materials and Discourse Oriented Pedagogy: A Case Study of Roshni

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Abstract

Code-switching strategies facilitated by multilingual materials and discourse oriented pedagogy (DOP) can help approach language holistically and enable learners to acquire target languages. This paper reports on a project Roshni as an application of pedagogical use of code-switching in the language classroom. The project describes the grassroots level work being done in the Ernakulam district of Kerala to facilitate language acquisition of children from migrant workers' families who have to learn Malayalam (official language), English and Hindi in school. The paper provides a brief account of the context for launching the Roshni project, the theoretical assumptions of DOP and how this is translated into classroom practices by adopting code-switching practices innovatively. In doing so, the approach supports linguistic and socio-cultural diversities of multilingual learners.

Keywords: code-switching, multilingual classroom, discourse oriented pedagogy, project Roshni

Introduction: Launch of Project Roshni

Migration of families for education, career, better living standards, and even political ideologies, is on the rise globally. With Kerala sending a large number of workers overseas, there is a rising need for migrant labourers from other states to carry out Kerala's economic activities (Centre for Development Studies Report, 2018, as cited in Paliath, 2019). Many