

Equal languaging: bridging theory and practice for effective language acquisition policy through translanguaging

The present study highlights the diverse linguistic scenario of India by analysing its language policy, including language in education policy, and highlighting current trends in language education that reinforces the dominant ideology of deficit language discourses. In addition, it explores the possibility of using explicit translanguaging approach in education policy to dismantle the deficit language ideology that is normalised by the current language policy of India. Finally, it highlights the case of Bihari Hindi, the variety of standard Hindi, to reflect on how particular varieties of languages are referred to as deficit or an incorrect variety of the standard variety.

The deficit language ideology includes attitude, cultural perceptions of language and language variation, which positions some variety as more natural (Woolard, 1992). It normalises the dominant variety as standard and pushes the other variety as inferior. The study problematises how the variety of Hindi spoken, especially by speakers of Bihar belonging to lower socio-economic class, is considered a deficit of legitimised Hindi spoken in the northern part of India. The proposed study attempts to analyse language in education policy to understand how the deficit approach labels students whose language variety differs from the legitimised language assigned in the literacy curriculum.

Reference:

1. Woolard, K. A. (1992). "Language Ideology: Issues and Approaches." *Pragmatics* 2 (3): 235–249.