21st Century: हिन्दी की गृंज

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भाषा
मौखिक परंपरा
सवाल
मौखिक परंपरा

- ऋग् वेद
- साम वेद
- वाच | यज्ञ
- िलपि नहीं
चुनौतियाँ
उदाहरणः

Emory University and Tibetan Buddhist Monasteries: ADVANCING THE CONVERGENCE OF SCIENCE and SPIRITUALITY

https://www.youtube.com/watch?v=MrNPy1wHdVI

WELLNESS Courses
भाषा का विकास
U.S. Diaspora Community

समुदाय:
3,183,063

भाषा:
648,983 हिंदी +
373,851 उर्दू +
358,422 गुजराती +
815,345 हिंदी L2

= 2,000,000+ भाषी

(U.S. Census 2012, U.S. Census Bureau 2013 as cited in Gambhir & Gambhir, 2013)
आज क्यों

- शिक्षा: 70% vs. 28% U.S.
- आय: $88K vs. $49,800K U.S.
- नौकरी: 28% vs. 5% U.S.
- नयी पीढ़ी का हिन्दी के प्रति लगाव

(Based on Pew Research 2012)
क्यों?
आवश्यकताएँ:
While all six drivers are important in shaping the landscape in which each skill emerges, the color-coding and placement here indicate which drivers have particular relevance to the development of each of the skills.
For more:

Partnership for 21st Century Learning

Future Work Skills 2020
http://www.iftf.org/futureworkskills/

Partnership for Global Learning, Asia Society
http://asiasociety.org/education/global-competence
Hindi HLLs

Ancestral

Language Associate
- Hindi

Cognate
- Gujarati, Rajasthani, Punjabi, Sindhi, Marathi, etc.

Non-cognate
- Telugu, Malayalam, Tamil, etc.

Culture Associate

Diaspora
- Mauritius & Singapore (exceptions), Fiji, Guyana, Trinidad, Malaysia, South Africa

(based on V. Gambhir, 2008; G. Nik. Ilieva, 2008)
HLLs vs. FLLs

- Sound fluent
- Speak fast
- Pause like natives
- Tolerate mistakes
- Understand more (used to hear)
- Produce less (used to avoid)
- Deal with ambiguity
- Circumvent and simplify
- Know L&C implicitly
- Use English

- Sound disfluent
- Speak slowly
- Pause like non-natives
- Bothered by mistakes
- Understand less (not in control)
- Produce more (in control)
- Dissatisfied in ambiguity
- Complicate and stop
- Know L&C explicitly
- Avoid English

(Based on G. Nik. Ilieva, 2012)
Implications: HLLs vs. FLLs

- Macro teaching (Kagan and Dillon, 2001)
- Academic knowledge
- Interpretive and presentational modes
- Research (Valdes & Geoffrion-Vinci, 1998)
- Specific role assignment (politician, activist, grand-parent, villager, school principal, journalist, etc.)

- Micro teaching
- Popular culture
- Interpersonal mode (Thompson, 2000)
- Experiential learning
- Community immersion (when possible)
How?

• Course formats: Hindi/Urdu courses; Hindi courses/sections; Hindustani courses, HL and FL courses/sections
• Textbook-based curricula (traditional)
• Theme-based curricula (content)
• Social Justice and Global Citizenship project-based curricula (communication)
Curricular Goals

• Train autonomous learners and global citizens
• Develop language competence in oral and written language.
• Enhance ability to use correct grammar, register and socio-cultural references.
• Work collaboratively with families and community in relation to students’ identity.
• Build on previous knowledge NOT replace it.
Hindi Field Processes

- Bottom-up
- Top-down
- Ad Hoc
- Systematic
- With other languages
India Uninterrupted

wp.nyu.edu/india_uninterrupted/
नमस्कार! आएं, हिंदी सीखें! हिंदी में बोलें! हिंदी में सपना देखें!
References


• Jonathan Mark Kenoyer, (2005), January 1, Scientific American


