

Multilingualism and Unification of Teaching

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Abstract : Teaching literature to children at an early age is of great importance, and there have been different methods to facilitate learning literature. Based on the law, all children going to school in Iran should learn the Persian language and literature. This has been concomitant with two different levels of learning related to urban or rural bilingualism. For bilingual children living in the villages, learning literature and a new language (Persian) turns into a big challenge as it is done based on the translation the teacher does while in the city, it is easier as the confrontation of children with the Persian language is more. Over recent years, to change the trend of learning Persian by children speaking another language, the TV and radio programs have been considered to be effective, but the scores of the students in Persian language national exams show that these programs have not been so effective for the bilingual students living in the villages. To identify the determinants of weak learning of Persian by bilingual children, two different regions were chosen, Turkish-speaking and Kurdish-speaking communities, to compare their learning of Persian at the first and second levels of elementary school. The criteria of learning was based on the syllabification of Persian words, word order in the sentence, and compound sentences. Students were taught in Persian how to recognize syllabification without letting them translate the words in their own languages and were asked to produce simple sentences in Persian in response to situational questions. Teaching methods, language relatedness with Persian, and exposure to social media programs, especially TV and radio, were the factors that were considered to affect the potential of children in learning Persian.

Keywords : bilingualism, persian, education, Literature

Conference Title : ICE 2023 : International Conference on Education

Conference Location : Helsinki, Finland

Conference Dates : July 06-07, 2023