

Abstract for Invited talk at the "International Conference on Hindi Grammar and Lexicon", INALCO, Paris.

“Bridging the past with the future: From the perspective of Hindi pedagogy”

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With increasingly diverse student populations and shifting realities in the classroom, Hindi teaching at the college level faces several challenges that traditionally teachers were not prepared for. Student centered approaches, forms of cultural inclusion and pedagogical methods that Hindi teachers were used to, are no longer enough to ensure success of students in their classrooms. There is an increasing understanding that student success is closely related to a sense of belonging & a classroom experience that situates student learning within their own experience and context. In trying to create the desired inclusive atmosphere in classes, teachers of Hindi often find themselves faced with several challenges, like the grammar of the Hindi language itself, for example the gendered nature of the language, or like the culture(s) and cultural norms with which the Hindi language is associated with, to name a few. Negotiating such aspects of the language is daunting and pose a real challenge for effective pedagogy. In an attempt to bridge the gap between the past while stepping into the future, in this presentation we shall discuss some of these challenges and offer strategies to deal with (i) multi-lingual translanguaging in the Hindi classroom (examine it in the light of socio-linguistics theory), (ii) the gendered nature of Hindi verb conjugations in face of a non-binary reality (offer a non-binary conjugation as a way to move forward), (iii) negotiating with heritage language learners (‘what’ Hindi to teach?), and (iv) making Hindi grammar more accessible and relevant to the general student population.