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## MOTHER TONGUE IN PERIPHERY: A CRITICAL DISCOURSE ANALYSIS OF LINGUISTIC IDEOLOGIES IN PAKISTAN'S SNC ECCE 2020

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### Abstract

The present study conducts a Critical Discourse Analysis (CDA) of the Single National Curriculum Early Child Care and Education (SNC ECCE) 2020 policy document of Pakistan; particularly it focuses on implementation of mother tongue teaching at the pre-primary education sector. The study uses three-dimensional framework proposed by Fairclough (2001, 2015) comprising linguistic, inter-discursive and social analysis to uncover the ideologies and hegemonic power relations reflected in the policy. The findings reveal a significant gap between the policy's rhetoric and its vague guidelines for mother tongue instruction. The linguistic analysis of the policy document highlights the whole text organization, modality and reiteration. Inter-discursive analysis further highlights the policy alignment with national of linguistic homogenization. In social practices the curriculum reveals reinforcement of the dominance of Urdu as a unifying national language and English as the marker of global competence, while relegating mother tongue to a peripheral and optional status. The study implies the need for more inclusive language policies and stronger institutional support for minority languages.

**Keywords:** Critical discourse analysis, Three-dimensional framework, Mother tongue, Minority language education, Language ideology.

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## **Introduction**

The study is a Critical Discourse Analysis of the Single National Curriculum Early Child Care and Education (2020) of Pakistan. It explores the ideologies and power dynamics influencing mother tongue teaching in early child education. The Fairclough's (2001, 2015) three dimensional framework is used to analyze the text uncovering the hegemonic tendencies of the curriculum document.

Since 1947, Pakistan has produced nine documents of national education polices and eight five-year plans; however, there are dozens of other workshops, committees, and seminars conducted on the development of education (Khan, 2023). Pakistan's educational policies are embedded with certain ideologies within discourse. The relationship between power, ideology, and language education in the country highlights the issues of educational policies in the actual sense, and shows the effect of the policies in multilingual societies (Ashraf, 2021).

Apart from other hindrances of education policies implementation, challenges of the medium of instruction and teaching regional languages at the school level is a less focused area. The medium of instruction is Urdu and English as ascribed in the national education policies. Moreover, any such planning was not successful to replace English and Urdu as the official language, hence the medium of instruction. English and Urdu were the dominant languages that occupied the ideological sphere regarding education system in the country.

Further, the country's regional languages are not given any status at the state level. According to Canese (2018), language policy and planning are embedded within certain power domains that formalize some ideologies as official and dominant. It can be seen in terms of marginalizing regional and minority languages, in the discourse of the national education policy of Pakistan. Although the 18th Amendment (2010) devolved education to provincial governments, national curriculum initiatives like the Single National Curriculum (SNC) ECCE 2020 continue to prioritize Urdu and English, reinforcing linguistic hegemony (Rahman, 2006).

## **Research Objectives**

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1. To conduct a textual analysis of SNC ECCE 2020 to explore the inclusion of mother tongue teaching at school level.
2. To explore the ideologies and power relations in SNC ECCE 2020 regarding mother tongue.

### **Research Questions**

1. What does the textual analysis of SNC ECCE 2020 reveals about the inclusion of mother tongue teaching at school level?
2. What are the ideologies and power relation in the SNC ECCE 2020 regarding mother tongue?

### **Literature Review**

The section discusses the education policy, firstly, an overview is given where regional and minority language in different countries are being taught and how the implication may work in these countries. Secondly, it provides an account of the CDA modal used in the current research and studies implied CDA in policy or curriculum documents.

As it is crucial to compare the education policies of other countries that are struggling with similar challenges to analyze its policy to better understand the situation of Pakistan education policy. India, with a population of a billion people, is another country that is facing similar problems of language teaching. The official language of India is Hindi which unites the states and English is also used for official purposes. Along with that the other twenty one languages are considered as official languages in the constitution of India (Mohanty, 2006). Further, the education policy of India employs “three language formula” in school systems. Unlike the education policy of Pakistan, though three language policies is followed, does not make the teaching of regional or minority language as mandatory.

The multilingual countries as Kenya choose to have a neutral language policy which does not give any language group an advantage. The neutral language that the president Kenyatta of Kenya find, was Swahili which was not spoken by most of the population, became the second official language of the country (Wardhaugh, 2015). Pakistan has applied a similar policy of choosing a neutral language as the medium of instruction in order to avoid hurting the sentiments of the speakers of other languages in the country,

therefore, having Urdu language national and official language of Pakistan which is being only spoken by (7.59% ) of the population (Naqvi, 2017).

According to Yasmin et al. (2023) language of instruction is a debated study at the global level where the language that is not the learner's native tongue can make the learners to face obstacles for acquiring higher quality of education. Therefore, acquiring the competence and literary skills in the primary language, learners can better attain proficiency in the second language. In Pakistan the issue of language is a less focused domain where the country does not produce any separate document for language policy. The education policies only have two and sometimes three section on language policy of the country (Siddiqui, 2011).

Moreover, Critical Discourse Analysis investigate the structural relationships of inequality, dominance, power relations and control which is produce through language (Wodak, 2001). Unlike discourse analysis, critical linguistics and critical discourse analysis not only analyze written and spoken texts as object of inquiry rather they attempt to take a critical approach towards discourse. It is done by uncovering the social structure in which a text is produced and how they create meaning in their interaction within the text. Critical Discourse Analysis (CDA) is an interdisciplinary approach that study the relationship between language, power, and society. Rooted in the idea that language is not just a tool for communication but also a means of social control, CDA seeks to uncover the hidden power structures and ideologies embedded within discourse (Fairclough, 1995). The primary aim of CDA is to reveal the ways in which discourse contributes to the maintenance of power relations, social inequalities, and cultural hegemony, often by examining texts and talk in their social and political context.

Apart from analyzing policy documents and related studies, researchers in critical discourse analysis also look at the representation of policy and policy related issues in social media, responses and expectations of educators or stakeholders and implementation and evaluation of the document (Gabriel & Lester, 2013 &. Khan, 2023). In 2001, Fairclough has presented his framework for policy document analysis, further, applying in to his own study of the Discourse of New Labour: Critical Discourse Analysis. He applied his framework on political discourse of New Labor in Britain where 19 paragraphs out of 40 are extracted from Government

Green Paper that was on welfare reform published in March 1998 by the British (New Labour) Government. Taylor (2004) applied Fairclough's (2001) framework to do a critical discourse analysis of documents related to Education Queensland reforms which is the education bureaucracy of the state. The study is conducted to discover the implication of equity in the documents. His critical policy research in education is extracted from the Education Queensland's 2010 strategy which reveals the importance of CDA to know the intended language of the policies. It further postures policy activism in the bureaucracies of education departments. It shows the criticality of CDA with its linguistics analysis with social analysis which makes the critical discourse analysis an appropriate tool for analyzing policies in comparison with other approaches (Taylor, 2004). Similarly, Khan (2023) conducts a critical discourse analysis of the National Education Policy 2009 and 2017 by implying Fairclough's (2001) framework. She analyzed the application of ICT and its practical implementation of it in the institutions of the particular regions of KPK, Pakistan. Along with the critical discourse analysis of the policy documents, she has conducted interviews from the universities of the region to reveal the issues and implementation of the policies in practice.

## **Methodology**

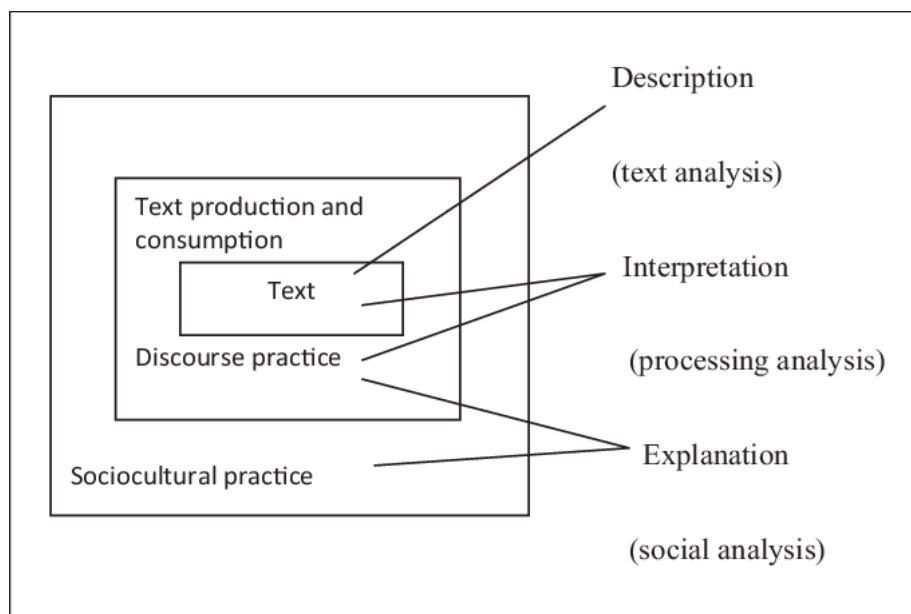
### **Research Approach**

A research approach is the overall plan that a researcher follows to conduct a research, guiding the selection of research methods, procedures and interpretation of findings of the study. It illustrates whether the study is rooted in qualitative, quantitative or mixed methods traditions (Creswell & Creswell, 2018). The research used the qualitative research approach to better understand the Single National Curriculum Early Child Care and Education 2020 on implementing mother tongue teaching in pre-primary level of schools. Qualitative research approach has used to understand and bring meaning to a particular phenomenon in a specific environment (Cresswell, 2013, & Enderson & Arsenult, 2005).

### **Research Modal**

Three dimensional framework as proposed by Fairclough (2001, 2015) is implied because the way policy discourse is documented into a written interaction influencing conditions of their construction which are greatly

related to the RQs of current research. For instance, Boda's (2019) study is concerned with highlighting the implicit power and agency in singular diversity-requirement education courses where he used CDA for his study. He describes that CDA led him to have an analysis and interpretation of the given context which is done through Fairclough's 3D modal.



**Figure 1.** Fairclough's three-dimensional framework for the analysis of discourse. Fairclough (2005)

This approach is used because it enables a comprehensive examination of the curriculum document from several angles. At the linguistic analysis, the attention is directed to the textual characteristics of the policy paper. A linguistic analysis is conducted in the textual study within CDA which is carried out through analyzing the patterns of the given text (Uzuner-Smith & Englander, 2015). Inter-discursive analysis examines and brings forward the genres and discourses embedded the texts (Taylor, 2004). The inter-discursive analysis tends to highlights the ways where different types of discourse interact within the text. Social practice which is the third dimension explores the broader social and cultural environment in which the text exists. Through this analysis the researcher tends to do an inter-textual analysis and understanding the boarder societal concerns that are influencing the text (Hussain et al., 2015).

### Data Collection

The three dimension model of CDA is suited for current study because it aims to uncover the hidden power relations, ideologies and social practices embedded within language. Fairclough (1995) describes that CDA is particularly valuable because it uncovers the hidden meanings of texts and systematically explores the relationship between discourse and social power. It enables the researchers to critically analyze policies to understand how language shapes and is shaped by social contexts within the discourse.

### Data Analysis Tool

The data is analyzed using Fairclough's (2001, 2015) 3D modal of the Critical Discourse Analysis.

**Linguistic Analysis:** the first dimension in which the researchers look into the wording, grammar, and rhetorical means applied in the policy or curriculum documents. It includes textual organization, highlighting the modality and reiteration within the document.

**Inter-discursive analysis:** This level includes the analysis regarding how the policy will be used to communicate meaning for stakeholders and how they would perceive and understand it. Inter-discursive analysis identifies the genre and discourse and how they are brought together in the text (Fairclough, 2001). It includes the elements of the production of the particular text. This research looks into the socio-political context and how it affects the implementation of policies besides taking into account participation and views of those stakeholders implicated in the education system.

**Social practice:** It involves the study of the “relationship between social context and interaction” (Fairclough, 2015: 58–59). Discourse is considered a social practice and in this part the analysis is concern with the social, cultural and historical contexts to explore the hidden power dynamics, language and ideology within the discourse (Fairclough, 1989).

The 3D framework derived an integrated understanding of the modes through which the SNC ECCE 2020 affects mother tongue instruction in pre- primary and primary schools of Pakistan. As the research focus is on examining the implementation of mother tongue, therefore, the study only did the critical discourse analysis of those extracts from the curriculum

document which focuses on language and literacy of the child in SNC ECCE 2020 document. The research analyzed the forward, introduction chapter and chapter 2 from page 25 to 31 as per the research focus. In this regard, the instrumental value of policy design and stakeholder participation will reinforce their effect on the effectiveness of policy implementation.

### **Data Analysis**

#### **Linguistic Analysis**

The textual analysis of the present research includes the examination of whole text organization, exploring the modality and reiteration within the text. The grammatical structures of the text posture the idea that why the text is produce and the intended meaning which the writers want to convey. The textual analysis sees a text “ as ‘work’, as part of productive activity and as part of the process of producing social life” ( Fairclough, 2001: 240). Texts can be seen both in word and sentence or phrase level, hence, their analysis is done paradigmatically and syntagmatically (Fairclough, 2001).

However, the whole text organization in the textual analysis of the SNC ECCE 2020 is of narrative and of a problem – solution structure. The problem is the lack of emphasis on early child education and education inequality that the policy wants to portray. It proposes the Government’s steps to eliminate educational disparities in the country and highlights the importance of early child education for their cognitive and emotional development. The document is divided into four chapters. The key targets of SNC ECCE 2020 are uniformed curriculum implementation, alignment with Sustainable Development Goals (SDGs) and a holistic development approach for the early child education. The uniformity of the curriculum ensures that private, public and madressas will follow a single curriculum to eliminate disparities in different education sectors.

“Single national curriculum for all streams of education in the country, with a view to the imperatives of fairness and justice” ( 5).

To highlight the importance of early child education the policy partners with international organization to ensure compliance with Sustainable Development Goals for education (SDG-4). Pakistan has signed the Education 2030 vision which was held in South Korea in 2015. The education 2030 vision is adopted in the Incheon Declaration in 2015 at the World Education Forum (WEF 2015). The Incheon Declaration formed the

agreement of the education communities to Education 2030 and the 2030 Agenda for Sustainable Development. By doing so, they highlight the importance of education which is the building block of the child's development. Therefore, all provinces of Pakistan are working on implementation plans for SDG-4 with mainly recognize and give importance to ECCE. As the target of SDG-4 focus on the early education of the child, "4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education" (p.11), which led to introduced two year plan for early child care education in SNC 2020. With the alignment with SDG-4 SNC ECCE 2020 presents a Holistic Development approach in the early child education which includes eight target areas of child education and development in pre-primary years of learning.

Language Development is one of the key target areas among the eight areas of Holistic Development approach in introduction chapter page 8 which is further headed as Language and Literacy in chapter 2 of KEY LEARNING AREAS, COMPETENCIES AND EXPECTED LEARNING OUTCOMES FOR ECCE from page 25 to 31. Language implementation is the concern of the current research. After introducing the language development is one of the key areas in the Holistic development approach, further, it is presented with the use of bullet points and numbered lists in language and literacy section in chapter 2 that identifies the competency and expected learning outcomes of the children along with teachers' instructions guidelines. Fairclough (2001) highlights that these points are the features in a policy document. Bullets points and numbered list are used to show the policy or curriculum document as "reader friendly", but they also tend to be more "reader directive". The Language and Literacy section of the Chapter 3 of the document is divided into two columns along with a brief introduction at the beginning of the chapter. The first column tends to assess the child learning processes developing his reading, listening, speaking and writing skills and the other column is for teachers that how they can instruct or guide the child to achieve possible goals in language learning. Among these columns the child instruction section in written in numbered list which shows that a child has to learn these skills with one step leading to another. While the column of teachers' instruction is written in bullet points which depict that the document is "more reader directive" (Fairclough, 2001). The

sentences are mostly short without any details and given with only vague explanation. For example,

“a. Listen attentively in small and large groups and share their views about every event and special occasions” ( 25).

The above quoted sentence is a extract of child's learning outcome column which is direct and precise as compare to the sentences of the teachers' assessment column and it is written with bullet points.

“• Encourage children to listen to different sounds in their environment for example, paper tearing, dropping and tapping things, animal voices, wind blowing, audio players and musical instruments” (26).

The SNC ECCE 2020 promotes multilingual competence and its goal is to develop the language skills of the child in which the foundational language will be the child's mother tongue. The first language that a child should be taught is his mother tongue or native language for his cognitive and emotional development and policy seems to recognize that “ Children need the confidence that their mother tongue is valued” (25). The document ensures that firstly, children should be taught their mother tongue and then they should be introduced to Urdu, further, leading to English language “teachers start the language and Literacy program in children's Mother Tongue, based on local culture and gradually add Urdu and English” (25).

Moreover, the goals have been set for the promotion of mother tongue teaching in early education of the child, but the clarity regarding its execution was missing. The policy does not incorporate the teaching of mother tongue wherever it's applicable though it promotes multilingual competence. Perhaps this happens to be one of the reasons that these goals and targets were not achieved by this policy regarding the implementation of mother tongue or native language teaching.

In the Language and Literacy section, the model verbs show the strength of the discourse and speech. The modality is divided into three levels and they are high, medium and low level ( 2001 cited in Al- Ghazali). The three levels of modality portray different level of commitment, the higher to the lower level of modality illustrate different notion of power. The extracts taken from SNC ECCE 2020 document include these three levels of modality and their number of usage in the text also reflects their conviction of plans.

The lowest and second levels of modality are smallest in number as compare to highest level of modality. The lowest level of modality is used only two times in the extracts of Language and Literacy in SNC ECCE 2020. At the lowest level, the verbs are used are “can and could” which indicate the nature of the given text is not more than mere encouragement, appreciation and reassurance. As the sentence below extracted from the document shows the choice of using “could” regarding mother tongue and culture presents the ideas that rejecting it will not make any difference to the context of the text.

“The language used ..., could be in mother tongue, based on local culture...” (18)

This usage presents that the policy is just allowing the reader to be aware of the facts and readers’ choice do not have a consequential influence on the contextual reality. While the need of gaining competency in Urdu language is indicated with the verb “should” which is a medium level of modality. It shows that government gives more emphasis to national language of the country and gives less value to child’s mother tongue.

“Children should be helped gradually to acquire competence in Urdu” (18)

The medium level of modality is used two types in the extracted text. The text used auxiliary verbs like “need and should” regarding mother tongue teaching. It illustrates that the tone of the policy document is merely a recommendation which presents the choice to the institutes to follow it or to reject it. Hence, there use to be different ways for the proposition for changes in future through the use of should and need. It somehow reveals the willingness of the Government to put some effort to bring changes in the future. For example, SNC ECCE 2020 recommends,

“Children need the confidence that their mother tongue is valued” (25).

Taylor (2004) describe that the recommendation of the Government for the urgent change in the educational system is indicated through the use of should and need which posture a sense of urgency. However, it will also be obligated to have a response through the usage of should and need.

The highest level of modality in SNC ECCE 2020 in used quite frequently; it is used in 20 times. The highest level indicates the intensity of the situation which posture that how necessary it is to complete the obligation. These

modal verbs are used to persuade the reader and avoid any ambiguity with such choice of verbs, these words show full commitment (Taylor, 2004). The common words are showing highest level of modality are must and will where the word will is used in 19 times and must is used only once. For example,

“Teacher will use phonic rhymes and sounds in audio/video form. Children will learn the rhyme and will identify letters with their initial sounds” (26)

“ ... ECCE teachers must appreciate and recognize the language and culture of the children” (18).

The higher is the intensity of the modal verbs, the more it posture authority and commence the reader to accept the obligation without questioning them (Uzuner- Smith & Englander, 2015). Moreover, the modal verb “will” and “must” assert something that shows the possibility of future, therefore, it represents the mode of the given document regarding mother tongue or regional language teaching. It also posture the absence of its use does commence the implementation of mother tongue teaching on the curriculum, it presents to be suggestive in nature by guiding the teachers to “ to appreciate and recognize the language and culture of the children” without obliging them to teach the children their mother tongue.

Reiteration is a device which is used in the SNC ECCE 2020. It is used to emphasize certain meaning through the usage of words. In the textual analysis of the document, Fairclough (2001) states the reiteration in a given text posture ideological importance of meaning – relations. Reiteration are not randomly used rather they reveal certain ideological entrance in the text. Reiteration is the repetition of a lexical items, synonymic words, hyponyms and general where the occurrences have the same referent (Tanskanen, 2006). In the case of the reiteration or repetition of the lexical items or phrase regarding language are highlighted. The languages English, Urdu and mother tongue are repeated several times in the text while introducing the languages which are to taught in child’s early education. English and Urdu are used 8 times in the document, whereas, the first language of child in repeated in 7 times with different synonyms such as, “ mother tongue, regional language and native language”. The mother tongue of the child is written along with a phrase that is “where applicable” which shows that teachers have the choice to include or to reject teaching of the native language. It also shows the lack of interest for the promotion and

teaching of the regional languages by the Government. The repeated phrase “where applicable” while mentioning mother tongue teaching does not explain how it should be applicable and what are measures that makes the regional languages like Balochi applicable to be taught in the primary or pre-primary level in the schools. Neither the document presents a procedure when a regional or native language is applicable to be taught in pre- primary classes. Khan and Zaki (2022) claims that there are language ideologies embedded in the policy and curriculum documents that tend to be “ideological tolerance-oriented” towards local and regional languages which shows that government provide less recourses and instructions for the development of the local languages. Such ideologies produced through polices are given importance by the school like giving more emphasis on teaching of English and Urdu and these language ideologies further transmitted through such institutions.

### **Inter-discursive Analysis**

The choice of words or “chain” of the words are brought together in certain ways within the text. These words or elements come together to reveal a particular genre and discourse within the text (Fairclough, 2001). He suggests that in paradigmatic, inter-discursive analysis tends to identify the genre and discourse and how they are brought together in the text is highlighted through syntagmatic analysis. It involves the elements of the production of the particular text that reveals the genre of the given text. In the midst of it, the discourse of the policy reveals the position of the producer and the discursive forces within the text that enable to relate the social and discursive analysis (Taylor, 2004).

The SNC ECCE 2020 is written in a suggestive style. Policy writing is itself a genre which posture the nature or style of being persuasive and suggestive (Apthorpe, 1997). It is the characteristic of educational discourse that aims to pursue the teachers. Taylor (2004) defines that such texts are characterizes as policy genre, but their representation is directed to a bigger readership which involves the document to be eye catching for the reader with the use of color, headings and layouts within the educational discourses which tends to be engage the educators. The SNC ECCE 2020 has also produced with pink color layout which tends to attract its readers and make it more prominent that the document is about the children of early ages around 1 to 5 or 6 years infants who will be taught from nursery

class to grade 1. Moreover, the genre of the document also includes the element of promotional genre which has the “government policy statement (and) party political manifestos” (Fairclough, 2001: 257). Hence, every new government in power presents a new education or curriculum policy which includes their own party politics such as in the FOREWARD section presents the vision of the prime minister regarding the new curriculum that “ a single national curriculum for all streams of education in the country, with a view to the imperatives of fairness and justice” (4). The way SNC was implemented in the country reveals that the policy is a party political manifesto which tends to be political discourse as stated by Naseer and Khan (2021) the current government in power which was PTI government that was headed towards not only implementing the SNC, rather forcing the provincial governments to implement it too, mainly in the provinces where the government holds power despite the adaptation of 18th Constitutional Amendment (2010) which devolves the jurisdiction of primary education entirely and give the authority to the provinces and regions to decide their own education policy and curriculum.

The sense of urgency portrays the idea of lack of confidence in the public education system which is presented through obligations. The sense of urgency is presented in the FOREWARD chapter of each educational and educational curriculum policy of Pakistan. However the interpretation of modality in SNC 2020 document is the portrayal of Government willingness of looking forward the future success of ECCE.

Another element of the policy or curriculum document is the absence of a social agent (Fairclough, 2001). In the text, it is not explicit that who has the powerful authority considered in making changes. These features of policy document are common among the studies (Al- Ghazali, 2007; Aisha, 2023; Taylor, 2004). Taylor (2004) believes that critique on teachers or stakeholders and system state the government’s responsibility which showcase the need for improvement that becomes quite vague. The policy document clearly states that the government is the agent which has the authority and responsibility for every change, but it is the only clear part. However, the policy does not clearly state the criteria for different scenario in different regions and who will carry out, distribute and in which time frames are vague (Khan, 2023). It indicates that the vague directives are written in the policy in the absence of any responsible social agent (Fairclough, 2001). Al-Ghazali (2007) describes that invisibility of

responsible authority or individual make the stance more powerful and “make his authority more impersonal, and thus more difficult to question” (7). Thus, Government holds the agency without clear co-relation with any human partner, therefore, it will be questionable that the agents in policy are whether teachers, students or any human stakeholders.

An education policy addresses the needs which are outlined in the document without any ambiguity to ensure its formation and implementation of the practical solution. An education policy is produced for different reasons. Moreover, the policy which has justified the reasons of its formulation can be better implemented. They also illustrated the political agenda of policy formulation that it is not always formed and produced for the sake of need rather a policy can be brought forward just because of elections or it is done because of a coalition of agency that pushes through the agenda. Such reasons of approaching elections and coalition of power do not justify the reason of policy implementation and formation (Viennet & Pont, 2017). The SNC ECCE 2020 suggests the need that the children’s first language should be mother tongue that should be taught at the early stage of their learning, vaguely gives importance on the implementation of native language teaching wherever applicable. The resulted outcome of the reading, writing, speaking and listening language skills of the child is associated with the efficiency of teaching languages in the pre- primary to grade 1 class of the schools, instructed by qualified teachers. The modal verbs used to intensify the integration of language development of the child and justify its importance for the cognitive development of the early education of the child. However, the policy gives justification that a child at a early age of education should learn his native language then gradually learn the national language that is Urdu and finally learn English language. In addition, the policy does not justify that why native language teaching is not applicable throughout the schools of Pakistan and what are the measure that makes a regional language to be applicable in the schools. Moreover, the curriculum tends to align its standard global education such as “Singapore and Cambridge curricula” which presents the interests of regions that are economically dominant, limiting the representation and development of other linguistic communities (p. 5). SNC ECCE 2020 mentions that valuing of different culture has significance for the growth of a child, explicitly stating “respect

for cultural diversity" in the Forward section of the document (p.6). It tends to be superficial without any application which posture imbalance of power that symbolically recognizes the regional languages without any practical execution.

In SNC ECCE 2020, integrating the language in the education policy text is persuasively addressed by presenting different facts such as its significance, need for the policy intervention in reforming the education system of the country and targets and goals, but without a situational analysis of implementing mother tongue teaching at schools. The importance of language development of the child is shown as one of the key areas for the holistic development through early child care education in SNC ECCE 2020 (13).

" Refers to the process by which children make sense of the words, symbols and information around them. Children are born with the ability to learn language"

The policy also give emphasis on the early years brain development of the child where a child begin to make sense of the world around him which also involves his language development.

"The years starting from prenatal to age 8 are considered to be the critical window for optimum brain development. This period is not only important for brain development but also for cognitive, physical, social, emotional, and language development" ( 8).

The curriculum document acknowledges language development of a child as the need of time and suggests the stakeholders to implement language teaching, hence giving less importance to native language teaching.

The theme of change is presented in the document.

"Over emphasis on this component especially through rote memorization, without giving children a chance to process the information and relate it to their lives, cripples not only their language development, but also their cognitive capacities" (13).

SNC ECCE 2020 tends to change the curriculum from rote learning towards more activity and practical learning including the child's language learning.

"the language used in the programmes for all six areas of development, could be in mother tongue, based on local culture and it can then gradually

and progressively be further developed to acquire competence in English” (18).

The document of SNC ECCE 2020 highlights the importance and implementation of language development of the child, but it give less details on which language children need to have more advance competency. Moreover, teaching of child’s first language, his mother tongue is emphasized at the beginning and as the document leads to the child learning outcome in the assessment of reading, speaking, writing and listening skills, the teaching of mother tongue is less emphasized with limited details that how it should and can be taught at the schools. More emphasis on Urdu and English in educational policies tends to be a political strategy in order to persuade the idea of national identity and alignment with global economic assets. Regional languages are sidelined which show that the language policy is influenced by political power instead of inclusive education. The design of the policy does not propose and neither gives surety of some actions that will be required in the future for the implementation of mother tongue teaching. Hence, it give some indication of teaching the regional languages, but without the determination of how. It is associated to the suggestive style of policy writing mentioned previously that the genre of the policy is persuasive. Moreover, the design of education document is easily understandable in some ways that it puts the information and labeled them with headings. The goals and targets are also discussed in the document. A part from these the policy does not highlight the responsible agency for the policy implementation and mainly regarding native language teaching.

### **Social Practice Analysis**

The third dimension of Fairclough’s (2001, 2015) Critical Discourse Analysis (CDA) is social practice which examines the broader structures of the society, power relation and ideologies which are being shaped through discourse. The social practice dimension explores the hidden structures beyond the text and the processes of its production to comprehend the function of discourse in wider social dynamics. Exploring social practice dimension in Single National Curriculum Early Child Care and Education (SNC ECCE) 2020 put forward a deeper ideological orientation from the state aggregating linguistic unification and formation of national identity. The promotion of Urdu and English reveals the peripheral positioning of

other regional languages like Balochi. Mentioning the qualifiers “wherever applicable” for regional languages which shows the language policy performing a strategic tool for cultural and linguistic homogenization in the education system of the country.

It is evident in Foreword and Introduction chapter of the document in which referring and giving emphasis on religious unity and national cohesion with Quaid-e- Azam and Allama Iqbal's ideologies which promote the notion that education is tool and a source through producing the hegemony Pakistani nationality. The SNC ECCE 2020 is pledging into nation building discourse where the state promote the vision of unified identity under the curriculum in the education system. Moreover, linguistic unification risks the cultural and linguistic diversities of Pakistan. The vague guideline and absence of the proper procedural guideline on how the mother tongue should be implement and taught in schools shows the nature of institutional competence towards the promotion and preservation of minority language.

In the Language and Literacy section (25-31) recognizes the role of mother tongue in the early education of a child, but it promotes Urdu and English languages to be the ultimate language of instruction. SNC ECCE (2020) suggests that the very first language of a child should begins in his “mother tongue”, further, the curriculum does not provide any operational procedures, recourses and policy guideline to implement the teaching of native languages in practical sense. It uncovers discursively, a covert language ideology that recognizes the diversity in rhetoric without any practical or structure implementation. The curriculum promotes linguistic imperialist perspectives, a term given by Phillipson (1992) which reveals the dominant languages (Urdu and English) are associated with political and ideological power, governance while keeping other regional languages at the bay.

The sole assumption behind the dominance of Urdu and English language in the education system is the idea that these languages give access to knowledge and progress, while regional languages cannot fulfill any economic, political, national and international means as a result they are kept as optional. The negligence of regional language is the violation of linguistic human rights and it also deprives the children to early access to their mother tongue for their cognitive development. The curriculum claims

to respect linguistic diversity which is important for the development of the children in early education, but the structure and language competencies in the curriculum such as phonemic awareness and word recognition in Urdu and English , ensuring the language competency and fluency of dominant languages. It relegates the contradiction between discourse and practice where multilingual education is promoted in theory but is denied in practice.

In sociopolitical context, it reveals the historical patterns of marginalization in which federal educational policies often reject autonomy of regional languages even after the 18th Amendment which give power to provinces in decision making which includes producing and implementing their own education policies or curriculum. By reinforcing a single and uniform curriculum without any contextual flexibility, the regional languages are getting peripheral status. The SNC ECCE 2020 does not just pursue the pedagogical tool to promote certain ideologies, but it is also discursive strategy to gain sociopolitical control, promoting the vision of nationhood which privileges certain languages. It inculcates social inequality by failing to intrgrate mother tongue teaching in early childhood education of Pakistan, the SNC ECCE 2020 undermines the children's right to acquire their mother tongue, negating both international and national obligation of promoting and preserving regional languages.

The transition from policy rhetoric to practical implementation faces institutional issues, mainly regarding the scale of linguistic diversity in Pakistan (UNESCO Islamabad, 2017). A major challenge reveals the lack of effective institutional framework and guidelines for specifically regional language teacher training; several educators struggle with the content provided by SNC. Mainly the lack of proficiency and instructions to teach in diverse regional dialects also becomes a significant hurdle (Akram & Yang, 2021).without a organized and well equip training system, the policy only remains a rhetorical gesture for the implementation of regional language teaching. The low level of modality in the policy text reinforces the absence of the institutional support where mother tongue instruction is treated as optional. It shows regional language remains at the periphery in the long term educational goals.

### **Conclusion**

Language, identity, and educational discourse in Pakistan are very much interlinked with socio political dynamics. The purpose of this study was to analyze the Single National Curriculum Early Child Care Education (SNC ECCE) 2020 with regards to the inclusion and implementation of mother tongue or regional language teaching in Pakistan. Using the framework of Critical Discourse Analysis (CDA) by Fairclough (2001,2015), the research tried to uncover ideologies embedded in the curriculum, the power structures it reinforces and the implementation challenges at the grassroots level. This synergy of method allowed us to look through a comprehensive lens at both the textual, social and inter-discursive dynamics of the policy and its real world implications.

Thus, the findings of the study have profound implications to Pakistan's educational and linguistic matrix. Consequently, the marginalization of the mother tongue within the SNC ECCE 2020 undermines both cultural preservation and educational equity. Research has proven that mother tongue instruction facilitates comprehension, critical thinking and cognitive development in all language contexts and it is the linguistic human right of a person to learn ones native language. SNC ECCE 2020 integrates activity based learning which provides a great opportunity for the regional language teachers to implement it in order to avoid the traditional rote learning method. Research shows that when the early education of children is in regional or native language then they can better understand the fundamental concepts and they are more likely to achieve higher learning outcomes in literacy (Laksana et al., 2024; RTI International,2011). The implementation of it into the curriculum can be through incorporating the oral tradition of regional language, such as storytelling, folk songs which allows the learners to comprehend the concepts by the linguistic labels they already possess (Walter & Dekker,2011). Encouraging the students to describe the cultural artifacts and stories in their mother tongue before switching to other language can create an inclusive environment for cognitive and emotional development of the children.

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## Appendix

### Extract 1

#### 1.1 THE SIGNIFICANCE OF EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

Early childhood is a critically important developmental stage of human life in which a child's brain develops rapidly. Neuro science suggests that the development of a child's brain begins during the prenatal stage and continues after birth. A child is born with 100 billion brain cells, which need proper nurturing through early stimulation, nutrition and care to help the child in making proper neural connections/wires and pathways. The years starting from prenatal to age 8 are considered to be the critical window for optimum brain development. This period is not only important for brain development but also for cognitive, physical, social, emotional, and language development. In particular, the first 1,000 days of a human life, the time spanning roughly between conception and one's second birthday, is a unique period of opportunity when the foundations of optimum health, growth, and neuro-development across the lifespan are established. In the first years of life, neurons in our brain form new connections at the astounding rate of 700-1,000 per second – a pace never repeated again (UNICEF).

### Extract 2

- **Language Development:** Refers to the process by which children make sense of the words, symbols and information around them. Children are born with the ability to learn language but again, conducive learning environment is essential to help them develop optimally. Learning to read and write the alphabets and make small sentences is just one component of language development. Over emphasis on this component especially through rote memorization, without giving children a chance to process the information and relate it to their lives, cripples not only their language development, but also their cognitive capacities.

## Extract 3

**CHAPTER**  
**02** **KEY LEARNING AREAS, COMPETENCIES AND EXPECTED LEARNING OUTCOMES FOR ECCE**

**2.1 INTRODUCTION TO THE KEY LEARNING AREAS AND COMPETENCIES**

The key learning areas outlined in this curriculum contains competencies, or goals which have been outlined for children at the pre-primary stages of education. These six areas of learning provide a foundation for later learning and achievement. It is important to remember that children progress at different rates, that individual achievement will vary and that ECCE teachers must appreciate and recognise the language and culture of the children.

Children whose achievements exceed the expected outcomes should be provided with opportunities which extend their knowledge and skills. There may be others who will require continuous support to achieve all or some of outcomes at entering Grade 1. Care must be taken to ensure that they get the opportunities of revision and reinforcement. Children with special educational needs may also need varied kinds of support throughout schooling.

This curriculum for the early years has been divided into the following key learning areas. Each key learning area has been assigned between three to ten competencies of learning goals.

**2.1.1 Personal Social and Emotional Development**

These outcomes focus on children learning how to work, play, co-operate with others and function in groups beyond the family. They cover important aspects of personal, social, moral and spiritual development and of personal values agreed upon by the adults in the community, including the parents.

**2.1.2 Language and Literacy**

These outcomes cover important aspects of language development and provide the foundation for literacy. At the start, the language used in the programmes for all six areas of development, could be in mother tongue, based on local culture and it can then gradually and progressively be further developed to acquire competence in English. Children should be helped gradually to acquire competence in Urdu, making use where appropriate, for developing understanding and skills in languages. The outcomes focus on children's developing competence in talking and listening and becoming readers and writers. It is important to note that the other areas of learning make a vital contribution to the successful development of communication and literacy.

**2.1.3 Basic Mathematical Concepts**

These outcomes cover important aspects of understanding mathematics and provide the foundation for numeracy. They focus on achievement and application through practical activities and on using and understanding mathematical language.

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**Extract 4**

**2.5 LANGUAGE AND LITERACY**

All the following competencies require that teachers start the language and Literacy program in children's Mother Tongue, based on local culture and gradually add Urdu and English (wherever applicable), and also reference from the wider culture. Children need the confidence that their mother tongue is valued.

2.5.1 LISTENING AND SPEAKING SKILLS	
<b>Competency 1: Children will engage confidently with others using language in a variety of ways for a variety of purposes and contexts.</b>	
<p><b>By the end of the year children will begin to:</b></p> <ol style="list-style-type: none"><li>Listen attentively in small and large groups and share their views about every event and special occasions.</li><li>Respond to others in a variety of verbal and non-verbal ways for a variety of purposes, for example exchanging ideas, expressing feelings, and a variety of contexts, plan-work-clean-up-review, group work time'.</li><li>Talk about their experiences and feelings with peers and adults by using complete sentences.</li><li>Respond to and verbally express a range of feelings, such as, joy and sorrow, wonder and anger.</li></ol>	<p><i>The primary function of Competency 1 is to enhance children's confidence and ability to communicate with fluency.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"><li>Engage children in conversation by talking about special cultural and national events which are meaningful for them, encourage them at school as well as at home. Initiate the conversation by sharing own news, experience and feelings, taking care that these are appropriate for the children. Following the weekend, ask learning questions or comments such as, "I wonder if anyone went to the park yesterday ...."; or "I can see that Ayesha has mehndi/henna on her hands;</li></ul>

2.5.1 LISTENING AND SPEAKING SKILLS	
Competency 1: Children will engage confidently with others using language in a variety of ways for a variety of purposes and contexts.	
<p>e. Show respect for a variety of ideas and beliefs by listening and responding appropriately.</p> <p>f. Wait for their turn to speak and not interrupt when others are talking.</p> <p>g. Initiate conversations with peers and adults.</p> <p>h. Recognition of letters with their initial sounds.</p> <p>i. Recognition of phonemes (phonemic awareness) in spoken words.</p> <p>j. Know the sounds of vowels a-e-i-o-u.</p> <p>k. Recognition of digraphs</p> <p>l. Use rhyme and relate this is spelling pattern (word building).</p> <p>m. Recognise and differentiate between sounds in the environment.</p> <p>n. Understand and follow instructions.</p> <p>o. Use correct pronunciation.</p> <p>p. Recognition of phonemes (phonemic awareness) in spoken words.</p>	<p>Do you think someone in her family is getting married?;It looks like Ali has had a haircut.” Encourage children to give answers in complete sentences.</p> <ul style="list-style-type: none"> <li>• Introduce sounds using different mode of technology and techniques (smart phone, cassette player, multi media player) (tapping, drumming, local no cost resources)</li> <li>• For example the word “mat” has three phonemes: /m/ /a/ /t/ (make the process of learning to read a lot easier and more fun when children come across new words, they can sound them out using their phonemic abilities.</li> <li>• Encourage children to listen to different sounds in their environment for example, paper tearing, dropping and tapping things, animal voices, wind blowing, audio players and musical instruments.</li> <li>• Establish an environment where children feel free to talk, by placing self at children’s height level. Be available to converse with all the children throughout the day. Refer one child’s questions and problems to another</li> <li>• Listen actively to children and wait for them to complete what they are saying. Be patient with their hesitation and at the same time help other children to listen and wait, by holding up a hand, and nodding, assuring them that they will get a turn. Display appropriate facial expressions and body language to communicate respect, joy, sorrow or wonder.</li> <li>• Play games where they have to understand and follow simple instructions. For example, “Ayesha, touch your head and then your nose and then clap your hands.”</li> <li>• Teacher will use phonic rhymes and sounds in audio/video form. Children will learn the rhyme and will identify letters with their initial sounds.</li> <li>• Repeat the correct pronunciation of words that children may have mispronounced, without telling them that they were incorrect.</li> <li>• Help them enhance their vocabulary, by encouraging them to guess new words by playing games like ‘I spy with my little eye something that begins with the letter A, or B’. Action poems and songs are a good way to learn words and sentences.</li> </ul>

Competency 2: Children will describe objects, events and their plans for the day.	
Expected Learning Outcomes	Examples and ideas for implementation
<p>By the end of the year children will begin to:</p> <ol style="list-style-type: none"> <li>Name things in their environment.</li> <li>Describe and talk about pictures, drama, animated video etc</li> <li>Share their plans for the day and describe the previous or upcoming events and days</li> <li>Express their ideas with clarity.</li> <li>Extend their ideas or accounts by providing some detail about their topic and daily routine</li> <li>Describe a picture by using appropriate words or simple sentences</li> </ol>	<p><i>This competency is designed to help children to process and comprehend spoken language and to communicate their thoughts, needs, interests and feelings to others.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>Take children for a walk around the school and play a game of naming objects that they see in the environment. Back in the classroom, encourage children to try and recall what they had seen in the environment.</li> <li>Talk about and discuss pictures from children's story books, or pictures (age/culturally appropriate) that have been cut out from old magazines or newspapers.</li> <li>Facilitate discussion about their daily routine</li> <li>Sing songs and recite poems in a similar manner with action and encourage children to do role play.</li> <li>Play games where children have shut their eyes and ask them to listen to different sounds in the environment and guess who or what is making those sounds. For example, the sound of a bird, a cat or dog, a rickshaw or a bus. At other times, make sound such as clapping, tapping or stomping your foot and ask them to identify the sound.</li> <li>Listen to the children as they work and play, and make up chants and rhythms along with them. Recite rhyming words, even if all of them don't make sense and laugh at these together. Develop a playful interest in respective sounds and words, aspects of language such as rhythm, rhyme, alliteration, and an enjoyment of exciting stories and rhymes.</li> </ul>

2.5.2 READING SKILLS	
Competency 4: Children will enjoy age appropriate books and handle them carefully.	
<p>By the end of the year children will begin to:</p> <ol style="list-style-type: none"> <li>a. Hold, open and turn pages of a book with care.</li> <li>b. Enjoy skimming/scanning through age appropriate books.</li> <li>c. Predict the story by looking at the cover page and flipping through pages.</li> <li>d. Predict what comes next in stories.</li> <li>e. Ask open ended questions about the story to support critical and logical thinking.</li> <li>f. Repeat simple repetitive sequences in traditional and popular children's stories.</li> <li>g. Tell a simple story by looking at pictures.</li> <li>h. Retell a favourite story in the correct sequence.</li> </ol>	<p><i>This competency focuses on pre-reading skills. Children will enjoy books and handle them carefully.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>• Hold up books for children when reading a story and show them the pictures. Show enjoyment and respect of books through actions and facial expressions. Share own feelings about books during circle time. Encourage the children to tell a story by looking at the pictures. If they make up their own stories, just accept them. However, if they are re-telling a favourite story, and they miss important steps in the sequence, help them to remember by questioning gently and appealing to their sense of reasoning.</li> <li>• Establish a reading corner in the classroom. Encourage children to bring books (used books) from home (wherever possible) to keep them in the reading corner for a few days.</li> <li>• Show children how to hold and open a book without spoiling or tearing it. Show them also how to turn the pages with care. Learning to respect other people's property is an important part of learning about right and wrong.</li> <li>• Build up a sense of anticipation and give children the opportunity to guess what will happen next in a story. Also wait for and encourage them to join in when a sentence is repeated in a familiar story.</li> </ul>

Competency 5: Children will understand how books are organized.	
Expected Learning Outcomes	Examples and Ideas for Implementation
<p>By the end of the year children will begin to:</p> <ol style="list-style-type: none"> <li>Differentiate between the parts of a book (the cover, the title and the end).</li> <li>Understand and demonstrate the usage and significance of different parts of a book.</li> <li>Know that some books tell stories and others give information.</li> <li>Know that Urdu is read from right to left and top to bottom.</li> <li>Know that English is read from left to right and top to bottom.</li> <li>Know that regional languages (where applicable) are read from right to left and top to bottom).</li> </ol>	<p><i>This competency will help children understand the different parts/sections of a book, the different kinds of books and the orientation of different languages.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>Tell them in a conversational tone, what the different parts of a book are, such as the cover, the end, the spine through demonstrating the significance and usage of these parts</li> <li>When reading out a story, show them where a sentence begins and which direction we read in and how we read from top to bottom.</li> <li>Talk to children about different kinds of books explaining that some tell us story and others tell us about so many different things, such as animals, plants, buildings, and history.</li> </ul>

Competency 6: Children will recognise letters and familiar words in simple texts.	
Expected Learning Outcomes	Examples and Ideas for Implementation
<p>By the end of the year children will begin to:</p> <ol style="list-style-type: none"> <li>Understand that words and pictures carry meaning.</li> <li>Identify and name the characters in a story.</li> <li>Recognise their names in print (Urdu &amp; English).</li> <li>Begin to recognise letters of the Alphabet.</li> <li>Identify sight words/high frequency words that are meaningful for them.</li> <li>Identify letter sounds through words that have personal meaning for them.</li> <li>Associate initial letter sounds with names of objects in their classroom environment.</li> <li>Think of a variety of objects beginning with a single letter of the alphabet.</li> <li>Read aloud with increased accuracy, fluency and expression.</li> </ol>	<p><i>This competency will help children recognise familiar words in simple texts. They will begin to associate sounds with letters of the alphabet and also to recognise letters of the alphabet by shape and sound. They will begin to recognise their own names and other familiar, often repeated words.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>Provide a print rich environment. Children learn to read by trying to make sense of the print they come across. Support their efforts by labelling objects and areas in the classroom. Place plenty of books in the learning environment for them to look through, and to tell each other their stories.</li> <li>Create symbols for their names and draw these along with the written name on a label which can be pinned (safely) on their clothes. Let them find their own name tags each day when they arrive. When they are confident and can identify their names easily, remove the symbol and leave only their name on the name tag.</li> </ul>

Competency 6: Children will recognise letters and familiar words in simple texts.	
Expected Learning Outcomes	Examples and ideas for implementation
	<ul style="list-style-type: none"> <li>• Prepare flash cards with letters of the Alphabet (remember to move from mother tongue to Urdu to English) and play matching games. Match the cards to objects and pictures which begin with a particular alphabet. Say the initial alphabetical sounds of objects and match these to sounds of the alphabets present. Begin with words that are personally meaningful for the children like their own name, names of family members, pets, favourite food and places. Keep an ear open for children's interests and use words that are important for them to help them "read" the respective alphabet and sight words.</li> <li>• Teacher will demonstrate reading aloud accuracy, fluency and expression.</li> </ul>

2.5.3 WRITING SKILLS

**Competency 7: Children will use pictures, symbols and familiar letters and words to communicate meaning, show awareness of some (symbols, letters and words), for the different purposes of writing.**

<p><b>By the end of the year children will begin to:</b></p> <ol style="list-style-type: none"> <li>Make marks and scribble to communicate meaning</li> <li>Use some clearly identifiable letters in their writing to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Draw pictures to communicate meaning.</li> <li>Hold writing tools properly to develop a comfortable and efficient pencil grip.</li> <li>Colour a simple picture keeping within designated space.</li> <li>Trace, copy, draw and colour different shapes, such as circles, squares, triangles and rectangles.</li> <li>Trace and draw vertical, horizontal and wavy lines and simple patterns made up of lines, circles, semi circles and other simple shapes.</li> <li>Trace, copy and write the letter of Urdu alphabet.</li> <li>Trace, copy and write the letters of the English alphabet.</li> </ol>	<p><i>This competency will help children use pictures symbols and familiar letters and words to communicate meaning, showing awareness of some of the different purposes of writing. It will also focus on learning the skills they will need in writing legibly.</i></p> <p><b>Teachers can facilitate learning in the following ways:</b></p> <ul style="list-style-type: none"> <li>• Provide a variety of writing and drawing materials (pencils, crayons, chalk etc.) to scribble and make marks on paper/Slate/takhti and sand-paper. Accept children's scribbling/drawing as their first attempts at writing. Look carefully to find letters and images emerging from their scribbling. Gently, help them to hold their writing tools correctly; use computers with children's software where possible.</li> <li>• Talk to them about their drawing and write a word or sentence, exactly as they say it, and then let them trace over it if they want to. They may return to it the next or another day and "read" what was written. This will help them see that pictures communicate meaning.</li> </ul>
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2.5.3. WRITING SKILLS	
<b>Competency 7: Children will use pictures, symbols and familiar letters and words to communicate meaning; show awareness of some (symbols, letters and words), for the different purposes of writing.</b>	
<p>j. Trace, copy and write the letters of regional languages (where applicable).</p> <p>k. Know that print carries meaning and in English, it is written from left to right, begins at the top left corner of the page and moves across and down, and words are separated by space.</p> <p>l. Know that print carries meaning and in Urdu, it is written from right to left, begins at the top right corner of the page and moves across and down, and words are separated by space.</p> <p>m. Write their own names in English &amp; Urdu and their native language with appropriate use of upper and lower case letters.</p> <p>n. Write a word or a sentence while describing a picture.</p> <p>o. Articles (a or an)</p>	<ul style="list-style-type: none"><li>• Provide a tray with sand in it. Encourage children to draw lines and patterns in the sand and then later on paper. They can trace or copy lines and patterns that have been made for them.</li><li>• Provide practise by writing letters in the air, moving hand in the correct direction asking the children to follow.</li><li>• Give them plenty of opportunities to trace, draw and colour pictures prepared for them and simple shapes which have been introduced earlier. Let them trace and copy letters of the alphabet (mother tongue, Urdu, English) and their own names.</li></ul>