



Exploring Teaching Methods for English Listening Skills with Mother Tongue Integration: Problems, Challenges, and Suggestive Measures Based on NEP 2020 and NCF 2023

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ABSTRACT

This article examines the use of mother tongue-based teaching methodology to enhance English listening skills in line with National Education Policy (NEP) 2020 and National Curriculum Framework (NCF) 2023. The approach is meant to help overcome the challenges and issues of this approach, like student resistance, a lack of resources and curriculum constraints, and offers suggestive measures toward an improved implementation. The study explores theoretical bases of language acquisition and benefits connected to the incorporation of mother tongue for the enhancement of English listening comprehension through bilingual strategies. Practical teaching methods as practiced in the article include bilingual teaching, code-switching and contextualization, among others, the article is also looking at how these can be improved in terms of teacher training, resource development, and curriculum reforms. Ultimately, it contends that the idea of combining mother tongue in ELI (i.e. English listening instruction) can offer more inclusive, more useful, more accessible learning experiences for kids, especially in multilingual places like India, and thereby helping achieve the broader concerns of NEP 2020 and NCF 2023.

KEYWORDS: Mother tongue-based methodology, English listening comprehension, Bilingual teaching strategies, NEP 2020, NCF 2023, Code-switching, Language acquisition, Multilingual education, Inclusive pedagogy, Teacher training, Curriculum development, Contextualized learning, Resource optimization, Digital pedagogy, Listening skills enhancement.

I. Introduction

- Contextualizing the importance of English listening skills in education.
- Significance of the National Education Policy (NEP) 2020 and National Curriculum Framework (NCF) 2023.
- Focus of the article: The role of mother tongue integration in enhancing English listening skills.

English is a language of the world, and an important one at that — it's the language people have to use when it counts — in India, where it's crucial to education, business and international communication. In India, English is a remote of success, both in terms of getting more into better schools and translating to better careers within and outside India. Academic English is important yet Academic Listening Comprehension is neglected. Considered as an element of spoken language, listening is the basis for creating the other foundations of speaking, reading and writing. Although this is so, most of the students in India, especially the ones choosing to study in a multilingual background, hardly develop a good listening aptitude in English. The difficulty here is partially because the students do not receive any exposure to English outside classroom hence; it's so hard to learn the language in hum drum environment (Kumar, 2022).

Linguistic diversity also as a strength, as well as a limitation of India. This applies to India where most students usually grow up speaking one or more of the various regional languages as being their mother tongue and, therefore, English studies become a difficult affair given that children, who are meant to be learning listening comprehension, are seldom able to do so as they have difficulty understanding what is spoken. Usually, English is taught as a second or third language and there is very little interaction with the language in real life contexts, which makes it very difficult for English students to develop a listening skill. Indeed, students who have not engaged with English must engage with sounds, words and cultural context in order to be able to listen comprehension (Bhatia, 2020), unlike in formal educational settings.

To tackle the challenges posed by NEP 2020, the National Curriculum Framework (NCF) 2023 emphasize the use of the mother tongue as the medium of instruction for the first few years of a child's education. The idea is if they can become good with respect to their native language to first start with it and then eventually move over some other language like English. Mother tongue is a very good tool to be used in assisting children to understand what are the more complex ideas in a less stressful environment as it is a language that children are most comfortable with. English learning becomes less stressful if the mother tongue is being used too in that learning English does not have such a huge cognitive load in the students. NEP 2020 has the commitment to connect multilingualism into an education system for a reason that it would facilitate learning for students as they would have additional ability to formulate new concepts based on their pedagogical linguistic knowledge (Moe, 2020).

Especially in the teaching of English listening skills, mother tongue-based instruction is the interesting promising way to overcome these challenges. This approach uses all the methods of teaching as it is bilateral, code switching and contextualization. Bilingual teaching involves the use of the mother tongue and English in instruction so as to bridge the two languages gap such that English words to the students can be realized and retained in their mother tongues (Yadav, 2022). Teachers code switch (switch languages) so that in a hard English word or to explain the concept the mother tongue or language is used to help the student understand (Bansal, 2021). English words and phrases are contextualized with familiar cultural or real-life situations thereby helping children to make a sense of the new language. If correctly used; these techniques can help a lot in students' English listening comprehension and create a connection between a student first language and English as if a student is learning to speak its mother tongue (Gupta, 2023).

Although mother tongue-based methods of teaching of English to areas like Nigeria have some challenges. The biggest problem is student resistance. English is a prestigious language, according to many students and parents: is a powerful tool for finding work, social success and progress. They might therefore reject English and the mother tongue is used in classroom first with vocabulary, in order for English to be learnt. Similarly, a lack of resources is another challenge as most schools in India (especially those in rural or underserved areas) have neither bilingual materials nor teacher who are competent in the mother tongue and the English (Gupta, 2023). The existing curriculum is likewise very rigid, focusing more on English only teaching, not always including the use of the mother tongue as a medium of teaching English. While these constraints limit the effective implementation of mother tongue method in a classroom, such issues even impede mother tongue method implementation in classrooms.

But nevertheless, there is great potential for using the mother tongue to teach English listening skills. Research in bilingual education has resulted in successful evidence that provides a solid foundation for other languages: students who learn initially through their native language are set up with a base of cognitive skills and literacy (Cummins, 2000). In addition, we know that mother tongue-based instruction has also resulted in increased student engagement, motivation and confidence that have been key variables to learning the target language. In addition, benefits under NCF 2023 and NEP 2020 have been noted and teachers are actively encouraged to use multilingual strategies to foster the use of mother tongue at all stages of early language learning or bringing in English (NCF, 2023; Ministry of Education, 2020).

Based on this, this paper studies the theoretical angle of mother tongue-based approach in teaching as well as in improving English listening comprehension through integration of bilingual strategies into the classroom. In addition, it addresses the challenges that entailed in creating these strategies and offers practical solutions that should be further improved upon. The main objective of this paper is to highlight some lessons from teaching in several multi-lingual contexts in India and one specific aim is to demonstrate how mother tongue-based teaching

better matches the wider educational objectives of NEP 2020 and NCF 2023 and enhances the learning process to be inclusive, accessible and effective.

II. Theoretical Foundation

- Overview of language learning theories.
- The role of the mother tongue in language acquisition.
- Cognitive benefits of using the mother tongue in teaching English listening skills.

Theories of language learning help us know how people learn languages regardless of the language they learn (first, second, etc.). In fact, this is a theory that you actually can't learn a language without other people and you can't really learn anything without other people, which is extremely well known and is called Vygotsky's Sociocultural theory. According to Vygotsky, children learn best when caregivers and teachers can show kids what they know in the language that the children are speaking. A person can learn complex things easier if you teach them a new language say English when the child has hardly understood their language even.

Krashen's Input Hypothesis is another important other theory (1982) where language learners understand best when they receive input at a level that is beyond them but are still understandable. Knowing what someone is saying when they're trying to explain something in their mother tongue in English can be helpful. The mother tongue with English is better in listening comprehension to listen. Previous work has demonstrated that English words are easier to learn if they are learned along with known concepts in the first language.

Gardner's Socio-Educational Model (1985), in language learning, as in the field of motivation, shares a similar relation. That's why children absorb English easier when it's linked to their own culture and their language. Moreover, teaching in the mother tongue is more personal, easier and, consequently, more inspiring for students that are learning English skills.

In addition, Cummin's (2000) threshold hypothesis implies that bilingual children are more likely to acquire more than one language when they have a good basis of his mother tongue. Furthermore, it raises the question of what educational equity means: First they must understand the language they already know when they arrive, and that is fair to all children, regardless of background, to have the same opportunity to learn English.

We also very importantly start learning our first language because we begin our language learning in an early age. Cummins (2000, p.1) states that kids who are already good on their first ... It's easier to explain complex ideas in their first language, and easier to relay that information in English. For example, they can learn abstract concept in their native tongue before it is in English.

It also lends to making children sure while learning the mother tongue. If a child can at least understand that language that is being taught in the class, then he has the freedom to concentrate on knowing new concepts rather than trying to learn new language. In his research, Bhatia (2020), concludes that early language education in the first language will aid the development of cognitive skills developed during other language education. This kind of thing really helps if this is the case in a situation like India, where speaking multiple languages is just something that's so commonplace.

Vygotsky's term, used scientifically, for the actual space between what a learner can do and what he or she would be capable of with assistance, is the zone of proximal development. Next, teachers are suggested to explain new English concepts in the mother tongue because it is more appropriate to communicate from where the learner knows to what he or she has to know. This increases the completeness of the learning and reduces the risk of minimizing frustration.

It is further demonstrated that students achieve better learning if taught in their native tongue. Some have seen evidence that used of the mother tongue in the early education would help with critical thinking and problem solving. These skills will later come in handy when learning to speak English, as English listening comprehension is one of them.

In his example, Gupta (2023) looked at students who could use their mother tongue to derive the ability to understand spoken English, hear, and remember. These places have even more importance especially when students have to struggle with many languages and with problem of learning English listening skills.

Listening skill is one of the cognitive implications related to mother tongue-based learning. Students with first language support have lower cognitive load when studying English. Cognitive load theory (Sweller, 1988) suggests that, the brain can't process more information than it's able to. It can be very overwhelming to students who don't understand a concept in a language that they're only starting to understand. Apart from English it also reduced the burden to learn whatever language you want to learn.

This approach can be very useful to a great degree from any other perspective, in learning new abstract vocabulary and understanding ideas in a better way. That is, Swain and Lapkin (2000) report that code switching (switching from one language to the other) helps students understand complex English sentences. The use of the mother tongue by teachers to explain the unfamiliar English words and concepts the learner can't understand breaks the wall of the misunderstanding.

Also, it contributes to memory of the mother tongue. Everyone knows that something new is more readily remembered if it is linked to something you already know. A new English word is sometimes memorized by a student, and if the student can memorize the English word with its own language and culture and has a strong mental association with the word, the new word will be easy to remember. Listening comprehension is especially so as the brain is just linking the mothering what is heard to meaning so quickly.

Another use for it is for a much deeper cognitive engagement. Once you're able to help them with seeing what the language is (thanks to their first language), they then process the English language actively, as opposed to just understanding. It has added dual process more effective in the rise of the comprehension in the natural context and the effect of listening practice.

It is easy for students to learn English if it is integrated in the mother tongue education, said Yadav (2022). First, teachers can explain to students how they can use these tools to teach students more effectively to listen English. Especially in the classroom with a lot of languages and with a large number of language barriers that students have to deal with.

This will finally allow the use of the mother tongue to build up multilingual skills oriented towards lifelong language acquisition. Bansal (2021) according to this is that English speaking children talk in their native tongues and so they have easy time identifying other languages because they already had some linguistic bases and cognitive skills they can apply when trying to learn other languages.

III. Importance of English Listening Skills

- English as a global lingua franca.
- Listening as an essential component of language learning.
- The connection between listening skills and language proficiency.

English is a 'global language' (a language that is spoken around the world in business, technology, science and politics). In these countries, speaking in English is a basic must for pursuing further studies and profession, and job entry, and further networking. English is necessary to learn because English is a universal medium of communication. Developing all these global interactions, requires the students to listen and, therefore is an important part of learning English because listening will help students to learn how to listen. Becerra (2023) states that listening comprehension is a skill learned to play English in professional, academic, and social frames of English use.

India teaches English as a second or third language at schools and in higher education, English is to be the medium of education. Though, most of the students from India, especially students from rural areas have little or none English outside the classroom (Kumar, 2022). The more they hear English in these different situations, the more they will be able to communicate English. They must be able to hear spoken English, and it matters because it plays a part in whether they will be able to read, write and, even more seriously, speak English well.

It is the first thing we learn how to do as children, and it is the single most important requirement to learning any other language skills, so doing it as a child really is essential. First, we need to know what people in a language are saying, before we begin to read, speak, and write in a language. According to Bhatia (2020) listening comprehension is an essential part of language learning because listening comprehension affords the learners the opportunity to

hear new vocabulary, sentence structure and pronunciation. Listening to cultural nuances, tone and context is so important for communication as well as picking up on spoken English.

English listening skills are still difficult for many students — and for some in particular: Born from a background of multilingualism. It is a normal thing in India that children use the regional language in their face to face interaction and in the classroom learning English can be difficult without exposure in the real world. These students never hear English in everyday life, so they rarely have any opportunity to build upon listening comprehension, as Kumar (2022) mentions. What your students need, to help develop high listening skills, is to practice listening to spoken English in different situations - listening exercises, conversations, figures, you name it - enough often so that they get used to varied accents, vocabulary, and context. This exposure is very important for you to become fluency in a language so far.

Listening comprehension was one topic where a person's overall language proficiency was extremely close to. If listening skills improve, students start to improve reading and writing skills. According to the study, students who listen well usually also understand the other language skills well (Becerra, 2023). Listening also teaches vocabulary, sentence structures, pronunciation—all things that help the student use it in his/her speaking and writing abilities. Additionally, they are able to engage more comfortably in the spoken conversation while learning the English.

For example, let's consider a student who has difficulty understanding English listening comprehension — he or she may not understand lectures, not understand the talk, or take no part in the discussion, or may not master the instructions that are given in English. On the other hand, however, students who listen well will make progress on these areas and they will go further along the road to overall language proficiency. Listening skills are important because Bhatia (2020) says that listening skills are an important tool to help a student have the foundation he she needs to become or attain a good career since English is usually the first language of instruction and interaction in the life of most people.

Improving your English listening skills also helps learners learn to understand spoken English, an important part of the language learning process, as well as helping them learn to use English in real life situations.

IV. Role of Mother Tongue in Language Learning

- The significance of the mother tongue in early education.
- The benefits of using mother tongue in enhancing comprehension.
- How mother tongue integration helps in making complex concepts in English more accessible.

The first is the role played during the half or early stages of education in the mother tongue language, that is, the mother language. This gives a glimpse of the general life of world, and acts as a base upon which to grow and learn new things if you are learning a language such as English. What children most easily learn with their native language

at the first stage of learning. It helps that research shows that if you train children in the mother tongue early on, they will develop cognitive skills and academic confidence (Moe, 2020).

First of all, children in India start learning at least one regional language apart from the English language. What we are saying are these first steps, these emerging languages in the language development of these newly born babies. According to research, teaching young children in a foreign language from the outset is like putting them on the operating table before they're born (Gupta, 2023). In other terms, mother tongue-based training methods enhance the students' chances to learn from the age of these students. Suppose a person learns more than one language where Language A is his mother tongue and Language B is a language he studies at the same time, such as India.

Surely, using the mother tongue has so many advantages when teaching a new language for students, particularly for them. Learning the mother tongue enables the learners to link new information with known information in her knowledge. With this bridge it is easy to understand new English vocabulary or new grammar rules. Bilingual education is teaching to the learners in the language mother tongue and English thus reducing the cognitive load. As such, the burden of the cognitive process is relieved by this, and learning becomes less exhausting, more effective (Yadav, 2022).

In these bilingual classrooms, the teacher explains in the mother tongue the hard concepts, or eludes them. This not only makes the lesson easier to understand but allows students to also take part in class. This research has also shown (Becerra, 2023) that on this, students in bilingual situations do better in the academic in the students' knowledge of the mother tongue they can easily link what they know. A link on two languages will also help their sketch of the comprehension skills specially in the complex subject like English.

Bringing the mother tongue into English learning can do away with a great deal of the mental separation between the students and the language, particularly since the student may be hearing English and not seeing it in the classroom. Students can get bewildered if English words or grammar structures that they learn are hard. If the concepts around these are explained in the mother tongue then students know what these concepts are about. Furthermore, English content contextualized within ordinary cultural and life contexts helps to improve further comprehension (Bansal, 2021).

Take for instance a teacher in the classroom helps students to understand a new English word like 'freedom' and tells in their mother tongue what it means. Teaching is also about inviting students to give examples of their lives, their cultural experiences, to get them to see how actual words and phrases are actually used in the real world. This helps to make the tough English language concepts simpler and simpler to recognize simply this strategy. According to Yadav (2022), students retain and utilize English better, if in fact, they are taught English through their mother tongue.

Including a student's linguistic background into the equation doesn't have to make a lesson exclusive for other students whose first language may be another background language. However, when mother tongue is integrated

to English language learning, the learners can not only improve comprehensions and increase confidence and involvement.

V. Teaching Methods for English Listening Skills

- Approaches and strategies that integrate the mother tongue.
 - Bilingual methods
 - Code-switching in listening exercises
 - Contextualization of English listening content
- Challenges faced in the classroom (e.g., student resistance, lack of resources, teacher preparedness).

The use of the mother tongue in the classroom with English may have positive outcomes for students' English listening skills in the classroom. Students will know better and because if they can relate the English words to their own word, they will remember. There are several ways teachers can use the mother tongue to teach English listening skills:

Bilingual Methods: Bilingual teaching calls us to use the students' native language along with English. For example, they could tell you an English word or concept in the student's first language and then provide the English for it. This lets students to transform the new English words to something that they know already, so learning comes easily and without stress. Bilingual teaching is very beneficial as students can understand, memorize the English words (Yadav, 2022).

Code-Switching in Listening Exercises: Code switching is when you switch between languages in a lesson. This is an example of this if students are not able to follow an English word or phrase, the teacher can quickly speak it in his mother tongue. Learning English because, when they are learning it, they feel it is there to help you make sense of really difficult content. According to Gupta (2023) studies indicate that code switching facilitates students' comprehension and tends to engage more in lessons.

Contextualizing English Listening Content: The reason behind this strategy aims to educate English to achieve connections to the real life or a cultural familiar context. Consider an example – a lesson contains an example or a situation where the teacher can explain it to students on the basis of the examples they already know in the daily life. It helps students link new English content to real life experience so that English is more natural to them. This also the contextualization that makes the lesson interesting because it uses situation that the students can recognize and understand (Becerra, 2023).

Yet, use of the mother tongue is advisable for teaching listening in English in the classroom, but teachers experience some problems. Some of these challenges include:

Student Resistance: It is unlikely that other teachers, parents and many students are ready to make use of the mother tongue in the classroom. What it just is, is we got to learn English the right way, because English is a powerful language and many students think they cannot do anything with the school or his life without learning English perfectly. This means some students may not want to think of a native language because they think it will hurt their English ability. It is a hard mindset shift indeed, but it's important, especially for teachers to explain why is it beneficial for researchers to use mother tongue while teaching (Bhatia, 2020).

Lack of Resources: The biggest problem is that there is no bilingual teaching materials. And the number of textbooks, or the absence of them altogether, is rarely high in most rural schools, especially. However, without these materials, it is quite hard to apply bilingual methods effectively by teachers. And many teachers who are interested in using bilingual teaching methods are not adequately trained or experienced to do it (Gupta, 2023).

Curriculum Constraints under NEP 2020 and NCF 2023: Despite the fact that NEP 2020 and NCF 2023 promote the usage of mom tongue in schools, most schools left with the regular courses of teaching and learning English. It also means that teachers are even more unable to include the mother tongue in English lessons. Since the rigid curriculum should have the option to use the mother tongue in teaching, the use of English in the learning of the students becomes easier and more effective (Moe, 2020).

Overcomes challenges through Practical Solutions.

Despite these challenges, there are several practical solutions that can help teachers successfully integrate the mother tongue into their English lessons:

Teacher Training and Professional Development: Properly training teachers is one of the most important solutions. The lesson needs to be operated into the teachers by both languages. All they have to do is learn how to use bilingual techniques and academic methods and how to cope with multilingual class and to establish an ideal climate for learning and they will be in a good position to shine. Teacher professional development continues to rise up, as teachers want to stay up to date with new teaching methods and strategies so they can best teach their students (Becerra, 2023).

Developing and Providing Resources: Bilingual teaching materials (texts, workbooks, audio materials) should be economically produced and should be available in schools with English facing the other side and the mother tongue. The materials really are a help for students to learn in fashion they are used to and that they listen for comprehension. In addition, other bilingual content can also be provided, and students can easily access that content outside the classroom through online resources such as apps and websites. © These resources provide more opportunities of listening to practice in the order for which students have a learning style (Yadav, 2022).

Curriculum Reforms: Curriculum reforms is also needed to integrate the mother tongue in the English teaching. Either of the two languages can be taught as a lesson and the curriculum need to be flexible. Further, it would open up many multilingual ways of approaching language teaching and also value the students' native languages. For

teachers, policymakers and curriculum developers to work together to create an inclusive and adaptable curriculum, all students need to be able to benefit from bilingual teaching methods (NCF, 2023).

VI. Problems and Challenges

- Student Resistance to Mother Tongue Integration
 - Psychological resistance (identity issues, cultural perception of English).
 - Perceptions of the mother tongue as inferior.
- Lack of Resources
 - Insufficient bilingual materials.
 - Limited teacher training and professional development opportunities.
- Curriculum Constraints under NEP 2020 and NCF 2023.
 - Aligning traditional methods with the policy framework.
 - Need for adaptation and flexibility in curriculum design.

One difficulty with utilizing the mother tongue in English listening training is that there are ‘stumbling blocks’ that should be removed out of the way so as to be consumed as a valid elective for that. In multilingual countries like India, English is usually taught as the second or even third language these challenges are more apparent. Below, we will explore three significant challenges: Student resistance, lack of resources and curriculum constraints will all frustrate the attempt to use mother tongue-based teaching methods for English listening instruction.

Student resistance to use of the mother tongue in English listening instruction is one of the most challenging issues. English is a language of prestige (or success, professional attainment, and greater social respectability) in many parts of India. So much so, that many students and subsequently, their families, do not see anything wrong with English as the main avenue of both academic and professional progression. This means that some students and some parents may object when the mother tongue is used in the classroom, because they will argue that the mother tongue is a dead, inferior language and would make one California Freud unable to master English.

Even at this high level, they throw in the strong belief that English should only be taught in English only in order to attain fluency and proficiency. This has been researched though and it has been shown that you have less cognitive load on English course when you use the mother tongue because students will be able to grasp complicated English concepts better. It accommodates the bridge of new verbatim and grammar by making the gap of their language and English gap through the bridge of the native language to English. This will first of all help them understand better English and second, it will boost their confidence when there comes the time they have to practice listening comprehension. Overcoming this is not easy: educators need to contest the notion that English is held in

a privileged position and show students that understanding the mother tongue actually helps reading to be easier and more effective at the same time. Research says in the case of students whose first language they already know, they seem to connect better with a second language (Bhatia, 2020). But, even more, they must emphasize that learning English through mother tongue, and not a productive limit of English learning, is an opportunity to become more proficient in English.

Lack of Resources

The lack of the necessary resources about mother tongue based English listening instruction is one of the biggest challenges. But in rural or underserved areas, schools may suffer severe shortages of bilingual teaching materials: books, audio resources, even basics classroom materials. These resources are important for teachers to implement bilingual teaching in an effective way without these resources it is hard for teachers as well. When teachers do not have adequate resources to support, teachers fall back on English only instruction which hinders the development of English strong listening skills.

In addition to a shortage of materials, there exists a shortage of training teachers receive in order to effectively use bilingual strategies. Teachers might be competent in teaching English, but they are not adequately acquainted with skills and knowledges that can facilitate English as a pedagogical device. This is very important in multi linguistic classroom where teachers dish out to children of various linguistic backgrounds. In order for bilingual education to be effective, however, the teachers must be trained to use the mother tongue to help students learn language, while concurrently exposing language to. Real investment should be made on bilingual teaching materials to reflect the several languages children speaks. Making bilingual books, worksheet and digital resources are a big step towards learning with more interest and stuff. Additionally, the resource gap would require bridge with teachers' professional development opportunities such as learning about bilingual teaching methods and language learning.

In some of these resource challenges, technology is useful too. Digital platforms and apps for bilingual learning can be a fantastic way of plugging the gap between the traditional resources and the multitude of linguistic needs that adolescents have. Like with good video and photography, it's a smart thing to have, but can often have its challenges, and we use a lot of tech here at The Sahara Press, but particularly technology and the internet and really modern devices is a challenge in rural areas where there might not be that access. Due to this, schools therefore have to merge out their allocation for bilingual education to ensure that the mother language based approach continues and remains effective (Moe, 2020).

While NEP 2020 as well as NCF 2023 both emphasize the importance of multilingualism and mother tongue based education, the constraints of current curriculum as it is coming out make it fail to adequately (or fully) reflect these policies in its actual implementation. The traditional curriculum has not been successfully changed in most schools and it's not easy for teachers to step outside this straightjacket. Therefore, this is the reason that English is being

taught apart from mother tongue, with the view that there can be no benefits accrued by English, as this would amount to neglect of its potential benefits through implementation of the mother tongue.

Teachers, though, are frequently faced with challenges in creating Classroom Structure to fit the English-centric, rigid one size fits all dimension of the curriculum. As regards the materials used or methods used in the classroom, there is little room for flexibility. Revised curriculum in the form of multilingual strategies is more successfully used to overcome this problem. This means classrooms with speakers of many different languages from around the world should allow teachers flexibility to adjust lessons according to what is good for their students. This adaptation could be a process of adapting teaching English listening skills teaching so as to combine use of English and use of our mother tongue as complementary tools of teaching English listening skills to all students.

In addition, ad other linguistic environments of Indian classrooms, no pruning will be done. A student's curriculum that primarily relied on the student's languages and cultures should encourage local content. This would make the curriculum more relatable and inclusive thereby helping to raise the link of students to the learning material. Push English instead of a balanced view which mother tongue is important in supporting students English learning should not be. Hence, we need an adaptable and flexible curriculum that promotes mother tongue based education and multilingualism (NCF 2023; Gupta 2023) and teachers, policy makers and curriculum developers must work together.

VII. Suggestive Measures for Effective Implementation

- Teacher Training and Professional Development
 - Methods for integrating the mother tongue effectively in English language teaching.
- Developing and Providing Resources
 - Creation of bilingual teaching materials.
 - Development of online resources and apps supporting bilingual learning.
- Curriculum Reforms under NEP 2020 and NCF 2023
 - Flexible curriculum design.
 - Encouraging a focus on multilingualism in classrooms.
 - Collaborative efforts between teachers, policy-makers, and curriculum developers.

Mother tongue-based methods in English language teaching is not only one, but rather a set of processes that, to be effective, require teacher training. As much as teacher need to be trained on how to effectively use mother tongue to enhance student's listening, it is also equally important to train teachers to know how to apply mother tongue with English to enhance their students listening skill. Because so many people in India speak English, teachers need to be trained to use English along with the students first language in the classroom. Achieving this means through

the teacher preparation programs that teach bilingual techniques. The coordinating of multilingual classrooms where students can have different linguistic backgrounds (Bansal, 2021) should be supplemented with language instruction.

Assuming these programs that help professionalize teachers help them understand how to teach are not the same thing as understanding how cognitive load plays a role in language acquisition. Using the mother tongue, along with English, puts less cognitive pressure on the students while they learn a new language. Especially for young learners who are still in the learning process of the language. Also, the training should also include cultural sensitivity of teachers such as how her cultural background may impact a student's language learning (Yadav, 2022). Good understanding of these factors lets teachers create a classroom where all students are safe, supported and ready to learn English in more inclusive setup.

In addition, teacher training must also continue. Indeed, teachers require regular professional development opportunities to learn and update the skills they learnt and to tell their peer teachers those successful strategies. And that schools set up regular workshops, seminars and conferences on multilingual education and bilingual teaching methodologies with the teachers up to date with the best practices. This is an effort to improve teaching quality as well as help them to overcome the challenge in implementing bilingual strategies (Moe, 2020).

It is also necessary to offer resources for teacher training concerning mother tongue based teaching methods. To help student making these links, bilingual teaching materials, textbooks, worksheets, and multimedia tools should be used. Students use these resources to practice and apply English in the context of their first language allowing them to retain and utilize new language. If such material is available in both the language, it would greatly reduce the distance between students' mother tongue and English so that it would not appear like such a daunting task and will be more efficient (Gupta, 2023).

In many rural areas and schools with fewer resources this approach can be difficult due to scarcity of bilingual materials. For this, schools have to distribute and create such bilingual supports so that teaching can be done. Schools employ digital platform, apps, web based resources, etc to step up classroom learning. Tools are digital, and very useful, as they bring interactive and engage learning experiences when the languages are linked. According to Bansal (2021), these platforms could let students complete the exercises, videos and audio, and also learn English and their native language more dynamically and easily.

For these materials and the creation of them, collaboration amongst teachers, educational researchers, and communities at the local level are also required. Access to relevant content is made possible by the collaboration between teachers and curriculum developers who know their content. Resource development involving communities ensures learning because the materials depict the local culture and language. Along with technology development, the opportunity for web-based learning platform based bilingual materials over all students irrespective of their location (Yadav, 2022) has increased.

The success of this implementation therefore lies within opening mother tongue based teaching methods to multilingual approaches. The thrust of National Education Policy (NEP) 2020 and National Curriculum Framework (NCF) 2023 is to use the mother tongue as a medium of instruction in the first few years of school going children. As regards the first language, the idea is to first have students become proficient in their same language before moving to English. However, the flexibility of the curriculum affords teachers with the ability to teach in students first languages in the classroom and to lessen the English learning environment (MoE, 2020).

According to NEP 2020 pedagogic reforms of curriculum proposed integrating Multilingual Education is a useful feature for students since it has a lesser cognitive load and makes concepts easier to understand. This approach allows for students first learning complex ideas in their native language then linking them with English. Not only is this useful as a means of enhancing English listening skills but with the process of learning it is making it more enjoyable for the students. The curriculum can employ bilingual strategies which can be a powerful tool in schools for them to ensure that every student has a fair chance of succeeding in learning English — regardless of the language brought into the classroom — (Gupta, 2023).

In addition, such a curriculum must also be elastic to other learning environment. In multilingual classrooms, teachers should be allowed to change their way of teaching according to students' needs. NEP 2020 takes the form of multilingual classrooms where teachers can choose to use English and mother tongue for explaining concepts and never had to do that in the case of using English only. So, manually shifting of the curriculum helps in the personalization of teaching and more students can understand a complex concept of English language (Yadav, 2022).

A more inclusive, accessible and effective space for learning for all students, including in multi-language countries like India, may serve in part by educational system implementing these curriculum reforms.

VIII. Conclusion

- Summary of the benefits of integrating the mother tongue in English listening skill development.
- Potential long-term outcomes for language learning under NEP 2020 and NCF 2023.
- Closing remarks on overcoming challenges and embracing multilingual approaches for a more inclusive education system.

In conclusion, the use of the first language in the teaching of Listening in particular and in teaching English in general benefited immensely from integrating the first language from a multicultural country like India. Formation of multiple Language policies under NEP 2020 and NCF 2023 have given a window to address linguistic barriers that majority of students face in order to learn English. These frameworks call for the adoption of the mother tongue as a medium of teaching in the first few years of schooling with a view of developing listening skills in English. On the same topic, multiple studies have proved that early education in L1 is beneficial for learners for it improves

their general learning ability and prepares them well to learn other languages including English, (Cummins, 2000; Moe, 2020).

The adoption of the mother tongue when passing listening skills in the English classroom can be very helpful as it relieves pressure or burden off the student's head. In this case, the students can understand how both languages interface and can therefore learn English alongside the mother tongue, with meaningful pathways creating better understanding and better memory consolidation as noted by Gupta, 2023. On the same note, implementation of bilingual approaches, code switching and contextualization which NEP 2020 and NCF 2023 calls for supports the ease of the language making it easier for the students to identify with English and enhance effective learning (Bhatia, 2020).

Nonetheless, the accomplishment of the LCSII of listening skills in English as an additional language has its own challenges. One of them is the student's rebellion when many learners consider English to be a prestigious language that should be used to guarantee success in education and employment. Sometimes this results in the selection against using the mother tongue in class since it is believed to have less value, or is constraining (Bansal, 2021). Also a constraint to the effective implementation is lack of resources such as instructional texts and teachers who are capable of teaching bilingually. The problem arises whereby most schools, particularly those in rural or less privileged areas, may lack the means to afford the facility of bilingual approach teaching (Gupta, 2023). Additionally, the current rigidity of the curriculum which previously favors an ESL approach greatly hampers the required flexibility for the proper implementation of the MT [NCF, 2023].

Nevertheless, there is a lot of potential here to achieve enhancement of the English listening skills by using the L1. Studies on Bilingual Education have informed the development of great ideas being that they conclude that the bilingual approaches are beneficial in aspects of improved learners' turnout, motivation and self-administration, which are vital factors in the learning of languages. With regards to this, the work of Cummins (2000) showed that students who start with their first language can achieve better literacy skills than students who learn through a second language. The wealth approach has also been linked with better performance in school work and generally enhanced language skills. As a result, it is crucial for future policies and curricula for educational processes to encourage and develop the SR for introducing and using multilingual instructional practices, especially in the primary years of training, English language learners will be afforded the optimum possible start.

However, the most significant barriers to the provision of MTL education can be easily eliminated with adequate teacher training. Teachers require to gain daunting knowledge and skills to make bilingual education to work properly. It also covers the knowledge of cognitive advantage of using MEL, and codes such as code-switching and contextualization, which boosts English listening comprehension (Yadav, 2022). However, the formation of bilingual materials, including text-based and audio graphics materials and facilities such as the text and audio-tape and computer-based materials, is equally important to enhance the implementations of these methods in teaching-

learning situations. Those influencers, that set up policies or design curricula, have to pay utmost attention to the production of these tools, so that teachers receive the necessary equipment to adequately assist their learners.

Therefore, the key principles concerning curriculum, introduced in NEP 2020 and NCF 2023, should support both feasibility and innovation in LLS program development. These reforms should encourage the ideas such as multilingualism and acknowledge the importance of using L1 in the teaching of listening in English. They will in turn assist schools to provide for the linguistic diversity of the learners in order to improve the communication systems in order to provide effective learning environment. BENEFITS OF THE USE OF THE MOTHER TONGUE IN TEACHING ENGLISH ALSO SAMPLE WITH THE OVERAL OBJECTIVES OF EDUCATION, THESE INCLUDE: Cultural sensitivity, improved cognitive development, and achievement of an efficient education for all students.

All in all, much as there are drawbacks in the use of first language while teaching listening skills in English, its advantages eclipse the demerits. Based on the NEP 2020 and NCF 2023, the utilization of multiple languages and recognizing children's multiple languages as rich, promoting multilingualism and valuing multiculturalism in classroom learning can be seen as key to constructing a more inclusive and efficient system of learning. The use of the mother tongue in language learning not only assists the learners make easier understanding of English but also their general learning ability. More and more studies prove the efficacy of the Bilingual approach; thus, the necessity of cooperation between teachers, officials and curricularist actively produces innovations and improvements to utilize the MTE strategy in language learning. More focused effort needs to go into teacher training, available resources, as well as, curricular and instructional changes to improve the English learning system for the future.

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