Centre for Distance & Online Education
UNIVERSITY OF JAMMU

JAMMU

SELF LEARNING MATERIAL
B.ED. SEMESTER - I

Paper : Language Competence and	**Unit : I-IV**
Communication Skills	
Course No. : 103	**Lesson No. 1-13**

Programme Co-ordinator
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LANGUAGE COMPETENCE AND COMMUNICATION SKILLS

Course Contributors :

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Bachelor of Education (B.Ed) through Open and Distance Learning (ODL)
Semester –I
(For the examination to held in the year 2024,2025 & 2026)

Course no. 101 (Theory)   **Title: Education in Indian**
Perspective
Credits 4   **Total Marks : 100**
                                                Marks Internal : 30
                                                Maximum Marks External : 70
                                                Duration of Exam : 3hrs

Objectives :

To enable the pupil teachers to:

- Know and understand the constitutional provisions in regard to the education
- Know and understand the basics/ fundamentals associated in the Discipline of education and in a process to be a teacher from the Philosophical perspectives.
- Know and understand the socio cultural realities of the teacher , teaching and the teacher education program in context of the education from the sociological perspectives .
- Know and understand the various aspects related to the teacher education in the changing contemporary society .

Detailed Contents:

Unit I

The Bases of Teacher Education in India:

Right to the equality; Rights against the Exploitation ; Girls Rights and the respect to the gender (Constitutional provisions); The prohibition of the Child labour(Constitutional provisions); RTE (2009). Knowledge – concept and the understanding vis a vis Vidya, Information and training , concept of the indigenous knowledge , sources of Knowledge ; Different schools of knowledge (Indian); Difference in the present knowledge society and the Vedic knowledge society- the role and the place of the teacher in developing the Panchmukhi and the wholistic personality; Roots of Teacher education- concept of Gurukuls, Madrassas and Maktabs , Missionary schools and the residential schools.

Unit II

Education and the Philosophy

Education- Concept, Nature and scope for the Individual and the society; Why subject of education is important to be teacher; Philosophy-Concept, Nature and the branches ;scope of philosophy of education in the professional life of the teacher; discriminate between the philosophy of education for the teacher education and the liberal discipline. Concept of the Teaching , Difference between the Bhartiya Shiksha and the Western Education.Provisions of Education as per the Constitution (Article 15,21A,25,26(1),28(1,2,3),29,30,45,46.

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UNIT III

Education and Sociology

Sociology-concept, Nature and the branches ; Educational sociology-understanding of Education in the teacher education process ; the relationship between the Educational Sociology and the classroom environment-with respect to equality, peer relationship ,stratifications. Developing the teacher responsive and relational to the society and its causes-(eg Swachata Abhiyan; PPI etc.) Article 15(1,3), 239,251 & 350.

UNIT IV

Teacher and the Change in Society

Education as an agency in the Change of the society (Industrialisation, & technology); Characteristics of the Indian contemporary society; critically assess the role & responsibilities of teacher in the community(participation)& culture (Change) and for the technology (adaptation);Socio cultural imprints in teaching profession, how the teaching profession in India is a different from the west; Decolonisation of the teacher education program-issues and the challenges.

Field work / Sessional work

Knowledge to the villagers of their Rights of the Human Beings as well as of the global citizen through the activites of Nukkad shows and Meetings as well as the trip to the Gurukuls and the residential schools. The differentiation between the day Boarding and the Resedential school- feel and the experience of the Visit . The visit to the indigenous educational institution (Madrassas) and the Asharams or the Mobile schools – the experiences and the comparison. Involving the teachers in the community participation - Swach Bharat; Pulse polio programs, Distribution of the relief material.etc; Must visit to any of slum area (adaptation)for education and promoting the cause of community cooperation and coexistence (relational &Responsive);Discussion on the ancient Indian education system –decolonization of teacher education, the changes in the society and the teacher

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 14 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice.

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The essay type Question carries 14 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 70 marks (external) . 30 Marks are for the In House activities encompassing different components. The details of the Internals are given in the syllabus.

Books recommended & web resources

- *Philosophy and Education Mrinal Miri , Oxford Publications, Delhi*
- *Philosophy & India Ancestors, Outsiders & Predecessors- A Raghuramaraju,Oxford, Delhi.*
- *Indian & Western Educational philosophy- A P Sharma,UniCorn Books,New Delhi (also available@ on pay term basishttp://www.unicornbooks.in/books/book/indian-western-educationalphilosophy-prof-a-p-sharma/ isbn 9788178062013/zb,,479,a,0,USD,0,a/index.html*
- *AncientIndianUniversities-ApteDG https://ia700307.us.archive.org/34/items/cu31923005633130/cu31923005633130.pdf*
- *Philosophical & Sociological Basis of Education –V R Taneja*
- *Philosophical & Sociological Foundations of Education –Rajesh R Sharma*
- *Indian Education in Emerging Society-PC Singh*
- *Fundamentals of Indian Philosophy-R. Puligandla*
- *Students History of Education in India Naik J.P Macmillan India*
- *GATS and Hr Education –the need of Regulatory Policies –NV Verghese – UNESCO,IIEP ,Paris unesdoc.unesco.org/images/0015/001506/150689e.pdf*
- *PanchMukhi Shiksha http://www.banasthali.org/banasthali/wcms/en/home/about-us/five-fold_education/index.html*
- *Ground work of Educational theory-Ross, James S MacMillan India*
- *Modern Philosophies of Education-J.S. Brubacher Tata MC GrawHill Ltd,New Delhi*
- *Introduction to the Philosophy of Education-Connor, D.J.O*
- *A Profile of Indian Education System -Cheney & Ruzzi (Nov 2005) National Centre on Education & Economy http://www.ncee.org/wp-content/uploads/2013/10/India-Education-Report.pdf*

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Course no. 102 (Theory)   **Title : Childhood and adolescence education**
Credits 4   **Total Marks : 100**
                                        Maximum Marks Internal : 30
                                        Maximum Marks External : 70
                                        Duration of Exam : 3hrs

Course objectives:

To enable the pupil teachers to:

- Understand the concept of growth and development.
- Become aware of nature of individual differences.
- Familiarise themselves with different developmental stages.
- Understand Piaget's theory of cognitive development
- Appreiciate Vygotsky's Socio-cultural perspective
- Understand factors affecting personality development.

UNIT-I

Introduction to development: Nature of developmental psychology, meaning of growth and development, principles of development, role of teacher in facilitating development. Individual differences-concept, determinants-role of heredity (genes & chromosomal disorders) & environment on individual differences.Prenatal & Infancy stage: Meaning, characteristics & hazards.

UNIT-II

Early childhood: Characteristics, problems & hazards of early childhood.
Late Childhood: Characteristics, problems & hazards of late childhood.
Theories of childhood development (Psychoanalytic child development theory and Erickson's stage theory of development).

UNIT-III

Adolescence Stage: Pattern of growth & development during adolescence, special characteristics of adolescence, problems at adolescent stage.
Cognitive development & language: Piaget's theory of cognitive development-stages of cognitive development, basic tendencies in thinking, limitations of Piaget's theory, Educational implications'.
Vygotsky's Socio-cultural perspective-social sources of individual thinking, cultural tools & cognitive development, role of language & private speech, the zone of proximal development and limitations, Educational implications.

UNIT-IV

Personality development: Factors affecting personality development (Language,Culture, Biographies , community, political environment, school, neighbourhood & excessive use of technology).
Marginalization & personality development-Factors leading to marginalization & their effect on personality development. Role of teachers and media in removing disparities in society.

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Sessional work:

Case study of cognitive development (abstract thinking/metacognition/problem solving) of an adolescent/study of an autobiography of an eminent citizen of India and preparation of a report on the ways the autobiography can help in the development of personality of an individual.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 14 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external) . 30 Marks are for the In House activities

Book references:
- *Chauhan, S.S. (2001). Advanced Educational Psychology.Vikas Publishing House Pvt Ltd.New Delhi.*
- *Craig. Grace. J. (1989) .Human Development. Prentice Hall Inc. New Jersey*
- *Dash.M. (2006). Fundamentals of Educational Psychology. Atlantic Publisher and Distributors Pvt. Ltd. New Delhi.*
- *Hurlock. Elizabeth. B. (2005).Developmental Psychology. Tata Mc Graw Hill Publishing Company Ltd. New Delhi.*
- *Mangal. S. K. (2001).Essentials of Educational Psychology. Prentice Hall of India Pvt.Ltd. New Delhi.*
- *Mahmud, Jafar.(2004) Educational Psychology. A P H Publishing Corporation. New Delhi.*
- *Solso. Robert. L.(2002).Cognitive Psychology. Pearson Ed (Singapore) Pvt. Ltd. Delhi.*

Bachelor of Education (B.Ed) through Open and Distance Learning (ODL)
Semester –I
(For the examination to held in the year 2024,2025 & 2026)

Course no. 103 (Theory)	**Title: Language Competence and Communication skills**
Credits 4	**Total Marks : 100**
	Maximum Marks Internal : 30
	Maximum Marks External : 70
	Duration of Exam : 3hrs

Course Objectives:
To enable the pupil teacher to:

- develop language teaching competency
- understand the multiple roles of language
- analyse the position of language education in India
- identify the processes and approaches of language teaching
- appreciate language skills for effective communication

Unit -I
Role of Language
1) Language: Concept, Importance and Linguistic principles
2) Language and Society: Language and Gender; Language and Identity;Language and Power
3) Language in School: Home Language And School Language; Language across the curriculum; Language and construction of knowledge;Difference between language as a school- subject and language as a meansof learning and communication; Multilingual classrooms

Unit-II
Position of Languages in India
1) Constitutional provisions and policies of language education (Articles 343-351,350A)
2) Kothari Commission (1964-66) with special reference to language Education
3) National Curriculum Framework-2005   with special reference to language education

Unit-III
Language Teaching
1) Different Process of Language learning as per constructivism
a) John Dewey
b) John Piaget
2) Methods of Language Learning
a) Direct Method
b) Bilingual Method
c) Textbook Method
d) Grammar Translation Method
e)Inductive and Deductive Method
3) Structural and Situational approaches to Language learning: Merits and Demerits

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Unit IV

Communication skills

1) Communication: Concept, Channels and Language as a tool of communication

1. Acquisition of Language Skills for communication: Listening and Speaking- Sub skills of listening: Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources

2. Reading and Writing**:** Sub skills of reading and writing; Importance of understanding the development of reading and writing skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, using the Saur uses, dictionary, encyclopaedia, Process of writing; Formal and Informal writing

Sessional work:
- Practical work in Language Laboratory:
  Listening- 5 hours
  Speaking- 3 hours
  Reading- 3hours
- Writing- pattern of writing poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement
- Presentation on different methods of language learning
- Organise seminar/debates on position of language education in India

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Books recommended & web resources

- *A.L. Kohli (2001). Techniques of teaching English in the New MillenniumDhanpat RAI publishing company*

- *B.N.Dash (2007-2008). Teaching of English,Dominant Publishers and distributors, New Delhi, 110002*

- *C.S. Rayudu(1998). Communication.Himalaya Publishing House, Mumbai-300004*

- *M.S. Sachdeva (2000-2001). A new approach to teaching of English in India, Tandon Publications Ludhiana*

- *K.Venugopal Rao(2002). Methods of Teaching English. NeelKamal publications Pvt.Ltd.Sultan Bajar, Hyderabad*

- *N.P. Pahuja(2004). Teaching of English.Anmol Publications Pvt. Ltd.*

- *National Curriculum Framework for Teacher Education (2005). Towards Preparing Professional and Humane Teacher*

- *Shaik Mowla (2002). Techniques of teaching English. Neel Kamal Publication Pvt.Ltd, Hyderabad, New Delhi(3rd Edition)*

- *Sunder Singh Wadhwa (2008). Teaching of English in India, Twenty first century publications*

- *S.Venkateswaran (2000). Principles of Teaching English.Vikas publishing house pvt. Ltd.*

- *Julia Myers and CathyBurnett (2004). Teaching English 3-11. Atlantic publishers and distributors*

- *Kagzi, M.C. Jain (2001). The Constitutional of India.Vol.1 & 2, India Law House ,New Delhi*

- *Y.K. Singh (2005). Teaching of English.APH Publishing Corporation, Ansari road, Darya Ganj, New Delhi-110002*

- http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf

- http://www.seasite.niu.edu/tagalog/teachers_page/language_learning_articles/constructivist_learning.htm
  www.ncert.nic.in/departments/nie/dtee/activities/pdf/syllabus_B.ED.pdf-

Bachelor of Education (B.Ed) through Open and Distance Learning (ODL)
Semester –I
(For the examination to held in the year 2024,2025 & 2026)

Course no. 104 (Theory)   **Title: Educational Planning and Management**
Credits 4   **Total Marks : 100**
                                        Maximum Marks Internal : 30
                                        Maximum Marks External : 70
                                        Duration of Exam : 3hrs

Course Objectives

To enable the pupil teachers to:

- Know and Understand the Educational Management & organizational set up and the contribution in its role.
- Know and Understand the different Management approaches to deal with the Educational Management.
- Know and Understand the Budget aspects of the Institutional Budget regarding the Investment and the Expenditure.
- Be skillful in organizing various human Resource Management Program for the Awareness as well as to Coordinate with the agencies.

UNIT I

Educational Management and the leadership, Differentiation features between the Educational Management & Leadership; Guidelines for the Leadership; The Importance of the Leadership & Management for Education, Leadership theory- Distributed and the Trans formal theory; Modern trends in Educational Management 1) Decision Making ii) Organizational Compliance iii) Organizational Development iv)PERT

UNIT II

Approaches to Educational Management –Principles, Adoptability and Limitation is the Indian Educational set ups

i)   Trait Based ii) Behaviour Based iii) Situational Based Approach iv) Contingency Approach v) WICS Model

UNIT III

TQM in Educational Organization

Concept of Resources –Human & Material ; Management of time – Importance of Time schedule for the teacher, Preparation of the daily , Weekly and Monthly diaries – aspects , principles and usefulness ; Yearly & Monthly plans for the Institutional working .

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Management of the Physical Resources –School Building, Library , Labs Hostels and the playgrounds.

Management of the Human Resources – Interpersonal & Intergroup Relations (Needs & principles)Teacher Taught relationship ; Relationship with the Head , Administrator,

Concept of TQM in educations and the implications of its for the stakeholders of the Education.

UNIT IV

Micro planning and the budget

Concept of the Micro and Macro planning, Institurtional planning – Cluster Resource Centres and the Block Resource Centres.

School mapping Need & Factors –Developing and Monitor the Budget of the Educational Institution- Issues and principles of Making the Budget ,Resources & Financing of Education, relationship between the productiveity & Efficiency, Concept of Cost analysis.

Sessional Work

To organize the Parents Teachers Meet in the Educational Institutional and partake in its deliberations. To be an active participant in the community services orgainsed by the educational institutional and also invite the participation of the educational Institutions in organizing the resources like sharing the Resources –Books , Library, Computer lab for those who are deprived of these facilities. Organising Camps and inviting the social intellectuals in the Govt aided institutions for the funding and awareness purposes. Must activity of every student teacher to organize the Awareness camp on any important Social National Issues like female Feticide, Gender Discrimination, Population Awareness, Religious Tolerance, Save Energy and Water etc. (Topics can be further Added on). To Be an active member of the local Finance Audit team and the contribution to it in its management.

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Books recommended

- *Kochar, SK School Administration and Management (e book) available on Amamzon.in*
- *Economics of Education by Gara Latchanna & Hussein(2007) –Discovery Publishing House , New Delhi*
- *Economics of Education Baljeet Singh*
- *T S Sodhi Education & Economic Development (2004)–Vani Educational Books, New Delhi*
- *WICS Model :Sternberg, R., Bonney, C. R., Gabora, L., & Merrifield, M. (2012). WICS: A model for college and university admissions. Educational Psychologist, 47(1), 30-41.*
- *Approaches to Organization Theory : Lars Groth*
- *Source Materials for Educational Administration: Critiques Saxe, Richard W.,INSTITUTION Toledo Univ., Ohio. Coll. of Education.PUB Jan 69*
- *The Effect of School Closure on Principal Leadership Grant Lenarduzzi, Gonzaga University, Spokane, Washington, Journal Of Authentic leadership In Education, Volume 3, Number 1(2013)*

Bachelor of Education (B.Ed) through Open and Distance Learning (ODL)
Semester –I
(For the examination to held in the year 2024,2025 & 2026)

Course no. 105 (Theory) **Title: Inclusive Education**
Credits 4 **Total Marks : 100**
Maximum Marks Internal : 30
Maximum Marks External : 70
Duration of Exam : 3hrs

Course Objectives:
To enable the pupil teachers to-
- Realize the importance of inclusive education and inclusive education programmes and role of various agencies towards inclusion.
- Know about the meaning and scope of special education
- Understand the concept of exceptional children
- Grasp the meaning, specific characteristics and modalities of identification of some types of exceptional learners.
- Understand various educational intervention programmes for meeting the needs of exceptional learners.

Unit -I

Inclusive education- Meaning, need and importance.
Inclusive education programmes, Barriers to inclusion, dimensions for successful inclusion (sense of community and social acceptance, appreciation to student diversity, attention to curricular needs, effective management and instruction and personal support), preparing students for inclusion, and collaboration with families of students with disabilities for inclusion.

Unit- 1I

Special Education- concept, objectives of special education, need for special education and history of special education
Exceptional children- meaning, types, educational provisions for exceptional children and placement services for special children.

Unit III

Education of intellectually disabled (mentally retarded) children: meaning , classification, etiology and identification of intellectual retardation . Educational provisions for intellectually disabled children.
Backward children-concept, characteristics, etiology, and identification of backward children. Educational provisions for backward children.

Unit IV

Role of Rehabilitation Council of India and PWD (Persons with Disability Act,1995).
Role of parents, peer groups, teachers, community, administrators and policy makers towards inclusion

Sessional Work

1. Visit to inclusive school /school for disabled children and preparation of a report on method of teaching used in these schools.
2. Counseling sessions with intellectually disabled children and maintaining a record
3. Case study of a special child

Note for paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 14 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/ activities of the internship are to be to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external) . 30 Marks are for the In House activities.

Books Recommended

- *Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.*

- *Hallahar, D.P., & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, Allyn and Bacon, Massachusetts.*

- *Kirk, S. A., & Gallagher J .J.(1989) Education of Exceptional Children; Haughton Mifflin Co, Boston.*
- *Werts, Margaret G.(2011).Fundamentals of Special Education.P H I Learning*

Private Ltd,New Delhi.

LANGUAGE COMPETENCE AND COMMUNICATION SKILLS

CONTENTS

LANGUAGE COMPETENCE AND COMMUNICATION SKILLS

CONTENTS

LANGUAGE : CONCEPT, IMPORTANCE AND
LINGUISTIC PRINCIPLES

Structure

1.1   Introduction

1.2   Objectives

1.3   Language and its Concept

1.4   Importance of Language

1.5   Linguistic Principles

1.6   Let Us Sum Up

1.7   Lesson End Exercise

1.8   Suggested Further Readings

1.9   Answers to Check Your Progress

1.1   INTRODUCTION

Language is a system of conventionally spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language are multiple, the major ones including communication, the expression of identity, play, imaginative expression, and emotional release.

1.2   OBJECTIVES

After going through this lesson, you shall be able to :

⚥   explain the basic concept of language,

⚥   discuss the importance of language and its utility to humans, and

⚥   discuss the linguistic principles for better understanding of language learning.

1.3   LANGUAGE AND ITS CONCEPT

Language is the human capacity for acquiring and using complex systems of communication.The English word, "language" derives from Proto-Indo-European speech, where it precisely means, "tongue, speech, language". It also has its etymological derivation from Latin word, "lingua" which means, "language; tongue".

Language has always been of so much importance that since the earliest civilizations, language has been a core concern for debates, such that Greek philosophers like Gorgias and Plato debated the relation between words, concepts and reality. Gorgias argued that language could represent neither the objective experience nor human experience, and that communication and truth were therefore impossible. Plato maintained that communication is possible because language represents ideas and concepts that exist independently of, and prior to, language. Not just this, even during the Enlightenment and its debates about human origins, it became fashionable to speculate about the origin of language. Thinkers such as Rousseau and Herder argued that language had originated in the instinctive expression of emotions, and that it was originally closer to music and poetry than to the logical expression of rational thought.

Many definitions of language have been proposed. Henry Sweet, an English phonetician and language scholar, stated, "Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts."

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An American linguist Bernard Bloch and George L. Trager formulated a definition that states, "A language is a system of arbitrary vocal symbols by means of which a social group cooperates."

Another definition is given by BHM Tiwarim who states, "Language involves the pronouncing organs which are used by a person according to his own by expressing his ideas and feelings to others."

According to Tesperson, "Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings, especially to impact others."

According to a famous English writer Ben Johnson, "Language most shows a man, speak that I may see thee."

Thus, any succinct definition of language makes a number of presuppositions and put up a number of aspects.

Complete mastery of two languages is designated as bilingualism.In many cases, such an upbringing by the parents, using different languages at home or being raised within a multilingual community, children often grow up as bilinguals. Language, as described above, is species-specific to human beings. Other members of the animal kingdom have the ability to communicate, through vocal noises or by other means, but the most important single feature characterizing human language (that is, every individual language), against every known mode of animal communication, is its infinite productivity and creativity.

The most basic or primary purpose of language is to facilitate communication, in the sense of transmission of information from one person to another. However, sociolinguistic and psycholinguistic studies have drawn attention to a range of other functions for language. Among these is the use of language to express a national or local identity. Also important are the "ludic" (playful) functions of language— encountered in such phenomena as puns, riddles, and crossword puzzles—and the range of functions seen in imaginative or symbolic contexts, such as poetry, drama, and religious expression.

1.4   IMPORTANCE OF LANGUAGE

Language and expression: The primary reason for importance of language is that it is used for an individual's expression. It means language is the medium to express the ideas, feelings, thoughts and emotions. The communication and interaction is better if it has proper and appropriate emotions expressed. Everybody wants to feel for others and be understood in return. It is possible only by language as it leads to easy interpretation of someone's views and emotions. The primary function of language works in three ways: oral, written and symbolic which can also be categorised as, verbal and non-verbal.

Language and society: Humans are a part of society and being social comes naturally to them. Their disposition to bond together with their fellows for lower or for higher purposes is one of their fundamental characteristics. To understand their fellows and to be understood by them in return, humans were compelled to produce a language because without it they could not communicate with each other. It was to satisfy the wants of daily life that the faculty of speech was first exercised. Charles Winick thus too has defined language as, "a system of arbitrary vocal symbols, used to express communicable thoughts and feelings and enabling the members of a social group or speech community to interact and to co-operate." It is the medium of oral expression.

Language and direction: Language directs one, to act and react on someone's information, message or advice. The more you act, better is the reaction or response you get. For example, teacher can direct the students to give an appropriate response to the questions. Language directs functionally.

Language and sensuous pleasure: Language functions to give sensuous pleasure or aesthetic pleasure. It gives the words to our feelings. These feeling are conveyed by an author, singer or the poet through words. Language makes us express in more effective and attractive way.

Language and preservation of knowledge: Language helps in preserving knowledge, experience, inventions etc. in written form. We hear about a prosperous culture though the medium of language. For example, one reads the historical epics which tell us of our Indian history in the field of spirituality. The preserved knowledge and findings are thus preserved for one's coming generations.

Language and information: Language helps in exchanging information with one, another. In every field, we use language if we want to pass any information to other sections of society. In education, a teacher also uses language to inform the message or tasks to the students.

Language and identity: It raised man from a savage state to the plane which he was capable of reaching. Man could not become man except by language. Language of each nation differs from the other. Not only this, each region has its own and it's identify attached to its speech. Thus, language gives an identity not just to humans as a species but also shows the differences and individual growth of groups and nations as a whole. According to Nicholas Hans, "Language is one of the symbols of a nation. It expresses the mental character of the people who speak it and reflects the features of their natural surroundings."

Language and culture-carrier: Language helps in the spreading and understanding of culture. Ideas require language. Only language tells of one's culture. Our literature and culture both are the representatives of a nation. By language, we come to know about other's cultures also and respect their expressions. The understanding of one-another's culture helps a nation to integrate with other nations. It helps to make relations of an individual to other that become international progress. Language brings the world to an individual closely. To quote Whitney, "Language making is a mere incident of social life and of cultural growth".

Language and conveyance of ideas: Language gives a capacity for conveying ideas about a great variety of things. With the help of language, a number of ideas are conveyed with great easy and simplicity.

Language and knowledge: Language, of course, is knowledge, and in our world today knowledge is one of the key factors in competitiveness. Brains and knowledge are what create the prosperity and growth we tend to take for granted. In an advanced industrial society in an increasingly interdependent world, the knowledge of other languages becomes indispensable.

Language and universal approach: Language helps in bringing together, not just people of one nation but it also helps in bringing together one country to another. The barriers between different world powers can be overcome with a communication that is enabled through language. Thus, language helps in strengthening the world as one big family with the help of language and its use in communication.

Language and globalisation: The people of different parts of the world speak different languages. Not only that, people living in the same territory use different languages or speak different dialects. These differences in the language of the people of the world have served to limit inter-group communication and perpetuate social isolation. Language is a great medium of communication the assumption has been made that if the people of the world have the same language it may help a great deal in removing the culture barriers and bring the people of the world nearer to each other thereby serving the cause of international understanding and cooperation.

Check your progress -1

Note :a)　　Answer the questions given below

　　b)　　Check your answers with those given at the end of the lesson.

Q1.　What is the etymological derivation of the word, "language" ?

Q2.　The ability to be able to speak two languages is called _____.

Q3.　Language is used in three forms namely, _____, _____, and _____.

1.5　LINGUISTIC PRINCIPLES

Principle means the basic or the general truth whereas linguistic refers to the insights about language.When these insights to the basic rules regarding language are used for language teaching, they become linguistic principles. It is observed that a mother tongue is caught not taught, but a foreign language is taught to a student. A teacher has to keep up all the efforts to teach a foreign language rather than to teach mother Language. Language teachers adopt the new ways and methods in such a way they may get the desirable achievements. According to John Dewey, "Language exists only when it is listened to as well as spoken. The hearer is an indispensable partner." Some of the basic principles of teaching a language are explained below :

Principle of naturalness: When a child is born, mother is considered to be the first teacher. A mother is considered equal to hundred teachers and a child learns from her, naturally. Similarly, teaching of language must also be done in a natural way. Teaching of language should be primarily based on two basic skills, listening and speaking. The other two skills, namely, reading and writing will come automatically to the students, once he/she begins to understand it. Thus, listening will lead to speaking and then gradually end up in reading and writing as well. A child learns to speak in a natural atmosphere as he learns the mother tongue only by listening. He does not have to make extra effort in that. Jespersen suggests, "The very first lesson in a foreign language ought to be devoted to initiating the pupil into the world of the sounds."

Principle of learning by doing: Language should be focused to develop four skills-listening, speaking, reading and writing. A child learns effectively by doing. He learns the language by model reading, imitation reading, silent reading, writing dictations and spellings which is essential.

Principle of vocabulary: The main objective of teaching a language is to increase the vocabulary of the students. There are two types of vocabularies - passive and active. The words which are recognized and understood but never used in written and spoken come in passive vocabulary. But on the other hand, the words which are understood and are used in speaking and writing come in active vocabulary.

Principle of purpose: Everything in the world has its purpose. So, language is also learnt for the purposes like social, scientific, academic and literary. A good teacher tells the students how effectively we can use a language in both their personal and professional life. If there is no purpose of anything, it can't be effective and fruitful both to the teacher and learner.

Principle of imitation: Language is learnt at its best through imitation. When a child learns themother tongue, it comes naturally but a foreign language

needs some artificial process that is called, imitation. According to Robert Paul,"When we learn first language, we face the universe directly and learn to clothe it with speech, when we learn a sound language; we tend to filter the universe through the language already known." Small children mostly use imitation. A good speech is the result of imitation of good models of speech. A teacher uses Audio- Video Aids to provide good model of reading, writing, pronunciation etc.

Principle of habit formation: As one's habits need practice e.g. singing, dancing, similarly language also needs practice. Habit brings things quite automatically. The habits lie in one's personality deeply and reflect through speech, behaviour and thinking. Similarly, language is an instrument of all the subjects that should come automatically. According to Palmer, "Language Learning is essentially a habit forming process during which we acquire new habits." The habits may be of spelling, intonation, proper accent, listening sounds, reading aloud with articulation, appropriate speed, silent reading, using words properly, learning correct structures and good hand writing.

Principle of motivation and interest: Everything is learnt when we have proper motivation to take interest in it. Similarly, a teacher must motivate the students to take interest in learning. The students can't make a will to learn a language if they are not interested in that because of boring and dull matter. Interest is created by awareness on previous knowledge, variation in teaching lesson, questioning, using teaching aids and device, experienced and activity-centered teaching, debates and discussions, deductive and inductive methods, reacting immediately on wrong or right. So many students find and accept learning a new language difficult because of lack of interest. Thus, they need motivation. Motivation is of two types: (a) Intrinsic (b) Extrinsic.(a) Intrinsic- A child herself is motivated by her own desires and ambitions. (b) Extrinsic- A child is motivated by the atmosphere created by the language teacher. Motivation can be done by awarding or rewarding the students for the best learning.

Principle of practice: "Practice makes a man perfect." And the perfection in the language comes only by practice. The development of expression, grammar, vocabulary, pronunciation is based on practice which should be continuous. Grammar needs a lot of practice, to know the rules deeply and their usage, are only the tip of the ice-berg. Fries, recommended that eighty four percents of time should be devoted to practice and only fifteen percent to explanation and commentary. According to Otto Jaspers, "He who gets the tip of his finger dipped in the water three times in 20 weeks will never learn how to swim." There are different types of drills like imitation, role playing, oral, substitution, conversation etc.

Principle of contest and situation: Language is taught to able the learners to make use of the words in their day-to-day life and its situations. Learning becomes easy if it is made up of real and suitable situations. The fundamental language like vocabulary, structure and grammar must be taught with the help of structures and by relating the vocabulary to the real situations. These situations can be created by real objects, pictures, gestures, animations etc.

Principle of mutuality: A Language is fruitful if there is mutual bond b/w the teacher end the learner. Both are essential in teaching – learning process. The students must be co-operative to accept the matter whole heartedly while learning the language. He must be ready to practice and use the foreign language as the teacher must be ready to provide the new language.

Principle of accuracy: If someone is habitual of wrong habits, it becomes difficult to give up all, at an early stage. Wrong habits to pronounce, spell and write become difficult to get rid of. Language habit should be accurate in order to learn a foreign language quickly. One must try to imitate the best forms of structures.

Principle of pupil's activity: A learner should remain active not passive. The students be active in such methods like role playing, practice and drill, drawing on the chalk board, hearing and see the audio-visual aids and react

to it, recitation of the poems with proper using of objects from the class rooms.

Principle of balanced approach: There must be balance between all the language aspects. If a teacher is giving information about prose, she must take grammar aspects side by side. If she is teaching poetry, she must inform the students about similes, metaphors and other grammatical aspects also. If she is discussing something on writing composition, she must give importance to oral composition also. There should be proper coordination in teaching a foreign language. There must be proper balance b/w the language aspects while teaching it.

Principle of mother tongue: A child learns his mother tongue without any problem or difficulty. A child listens to his family members and learns the words and communicates easily as he grows with that language and lives with it. So, a teacher should use mother tongue to teach the foreign language, where it is necessary. According to P. Gurrey, "The teaching of the mother-tongue and teaching of a foreign language can support and assist each other."

Principle of oral-approach: Speaking a language always leads to reading and writing. First child learns speaking after listening to the language. Then he goes to reading and writing it. It is real and vital that makes learning easy. Teacher provides the situations to the students where he talks or speaks rather than listens only. Oral-approach makes the learner active, attentive and confident among the students. If he is speaking accurately, then he will read and write properly, otherwise not. Oral approach also enables the students to express ideas, feelings and experiences to others. Oral-approach helps the learner to learn correct pronunciation, intonation, stress automatically while using a foreign language.

Principle of adopting multiple line-approach: This type of approach helps the learners and teachers in many ways. It means to learn a foreign language from all its sides whether it is communicative, functioning or behavioural. If

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a teacher wants the students to write a few sentences on a topic like, 'A visit to the TajMahal'; first there will be oral practice and discussion based on the previous knowledge. Second, the pupils will be asked to write the sentences in their notebooks. The teacher will check the spellings and make them correct. Then there will be translation of the paragraph may be   into the mother tongue. Similarly, in teaching grammar also, there will be material taken from the composition. All approaches like oral, situational, social, bilingual, functional, communicative, cultural, structural, phonetic and behavioural will move together in learning a foreign language.

Principle of proper order: A Language aims at the development of all the four skills – listening, speaking, reading and writing. There should be a proper order to learn a language i.e. first the students listen, then speak, third they read and at last they write the language. So, there should be proper order in learning a language.

Principle of selection: The language should be selected according to its frequency, teaching ability, usefulness etc. Selection may be done in keeping the view of grammar. A person is well-learned, who has learnt the vocabulary and the sentence pattern basically. There must be frequency i.e. how many times a particular language item is used at a certain stage. There must be applicability i.e. in how many contexts it is applicable. There must be coverage i.e. how many meanings, a word is carrying. There must be availability i.e. the real objects, which are used to teach, are available in the classroom or not. There must be teach-ability i.e. what items are easy to teach and last there must be learn-ability i.e. whether it is easy for a student to learn or not.

Principle of gradation: Language is an art as well as a science. Language teacher should proceed from know to unknown, and from concrete to abstract. There must be gradation in the field of aims and objects. It means a teacher should select the basic step which will be beneficial for the further study of a language. There will be grades like A,B, C, D, E, to sounds, words, phrases,

sentences and context respectively. First a teacher should introduce the students to the sounds like pet, cat, etc. Then teacher should tell them about words used in the same situation like college, colleagues, etc. These all should come in a group. In sentence pattern that is made up of words, there should be a sequence.'This is my book', 'That is my book', 'This is your book', 'This is Radha's book',etc are a few examples to quote. Then come the words which have similar meaning like meals (stands for dinner, breakfast etc.) house, home, shelter etc. Then, there is structure as well. It means –sounds make words, words into phrases, phrases into sentences, sentences into context.

Principle of connection of life: A language teacher should motivate the students to use the words, structures, phrases of the language being taught in their day-to-day life. The pupils will be taught to convert their feelings, emotions, experiences, visit with their mates, close friends, teachers in language. A teacher should create a situation regarding their real life and motivate the students to express in the language concerned, their personal life's situations.

Principle of proportion: There must be accurate proportion in all the aspects and skills of teaching. One aspect should not be sacrificed for the other. Language should be taught as a whole. According to Dr. West, "The proportion between the passive and active aspects of learning a foreign language should be 5:2 at the early stage and later on this ratio may be 5:3."

Principle of language aptitude: There should be language aptitude i.e. phonetic, coding, grammar, rote memorization, linguistic rules and patterns. According to Carroll and spoon, "For learning a language, language aptitude is needed."

Principle of maxims of teaching: According to Oxford dictionary,"Maxims are general truths drawn from science of experience." Maxims are the various

There are maxims in teaching. These are: from known to unknown, meaning to move from what is already taught to what new needs to be added. Moving from simple to complex, meaning to upgrade the simple facts and enhance it with advanced research, concrete to abstract means moving from visualized to imaginative things, from induction to deduction means a conclusion from examples and vice-versa respectively, from psychological to logical means interest, age, capability to logical arrangements, from representation to actual means to move from models to reality, from whole to partmeans to move from extensive to intricate details, from an overview to minute details. From near to far means, from immediate environment to far stretching topics, from definite to indefinite, from analysis to synthesis means divide the topic into subtopics then divide parts into the whole respectively, from empirical to rational means first direct truths and empirical principles then the logical or reasoning.

Check Your Progress - 2

Note :a)   Answer the questions given below

b)   Check your answers with those given at the end of the lesson.

Q1.   The two forms of motivation are _____ and _____.

Q2.   Moving from _____ to _____ means to upgrade the simple facts and enhance it with advanced research.

Q3.   Phonetic, coding, grammar, rote memorization, linguistic rules and patterns come under the principle of _____.

1.6   LET US SUM UP

We can say that language teacher must keep the principles in her mind while teaching to the students. The maxims are the best tools that show the best results in teaching- learning of a language. So, we can say that, "Language is a means of communicating thoughts." A society does not exist without the language. Language

expresses our feelings, thoughts, reactions etc. It brings the world together as a whole. It unites the people of the world and develops science, technology etc. Language helps in the instructions of any system. Education in schools and colleges among student is imparted by the language. Language motivates to raise voice against injustice, slavery etc. It may also give aesthetic pleasure to speaker, writer, reader and listener.

1.7 LESSON END EXERCISE

Short Answer Type :

Q1. How has language been a bridge in bringing together nations worldwide?

Q2. How does language become a carrier of culture and knowledge between generations?

Q3. Discuss the maxims of Language learning that one needs to follow while still in the process of acquiring knowledge for a language.

Long Answer type:

Q1. Discuss in detail the functions that language performs for us in day to day life?

Q2. Language is both a science and an art. How far can you justify this statement?

Q3. How does adopting multiple line-approach help in language learning?

1.8 SUGGESTED FURTHER READINGS

Broeder, Peter. Language and Thought in Development. United Kingdom: Cambridge University Press, 2001.

Stern, H. H. Fundamental Concepts of Language Teaching. New York: Oxford University Press, 2003.

Whitehurst, Grover J. The Functions of Language and Cognition. New York: Academic Press, 1979.

1.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress - 1

1) The English word, "language" derives from Proto-Indo-European speech, where it precisely means, "tongue, speech, language". It also has its etymological derivation from Latin word, "lingua" which means, "language; tongue".

2) Bilingualism

3) oral, written and symbolic.

Check Your Progress - 2

1) intrinsic and extrinsic.

2) simple to complex.

3) language aptitude.

LANGUAGE AND SOCIETY: LANGUAGE AND GENDER; LANGUAGE AND IDENTITY; LANGUAGE AND POWER

Structure

2.1 INTRODUCTION

Language is not only a system, with structures, patterns and rules, it is also a tool for communication. The connection between language and society is tightly anchored. Language is one of the most marked, conspicuous, as well as fundamental characteristic of the faculties of man. It is not only a mode of communication between individuals but also a medium for the expression of their personality. Language is an essential part of our identity, and connects us with other members of various groups in the society: ethnic, national, religious, gender, class, etc. Sociolinguistic studies explore the linkages between language, dialects, identity and society, gender, power, ethnicity, nationalism, etc.

2.2 OBJECTIVES

After going through this lesson, you shall be able to :

- explain the role language actively plays in our everyday lives,

- discuss the different ways proposed by Sociolinguists on how language and society interact,

- describe how language acts as one of the most powerful means through which sexism and gender discrimination are perpetrated and reproduced, and

- discuss the ways in which linguistic practices reflect and shape large-scale power relations.

2.3 LANGUAGE AND SOCIETY

Language is central to social interaction in every society regardless of location and time period. Language and social interaction have a reciprocal relationship; language shapes social interactions and social interactions shape language. Language is a social phenomenon because language arises naturally and inevitably in all human groups. Linguists study not simply the sounds, grammars and meanings of the world's languages, but also how these languages function in their social settings.

There are several possible relationships between language and society. One is that social structure may either influence or determine linguistic structure and/or behaviour. Certain evidence may be adduced to support this view: the age-grading phenomenon whereby young children speak differently from older children and, in turn, children speak differently from mature adults; studies which show that the varieties of language that speakers use reflect such matters as their regional, social, or ethnic origin and possibly even their gender; and other studies which show that particular ways of speaking, choices of words, and even rules for conversing are in fact highly determined by certain social requirements.

American English has varieties, called dialects that are determined by social factors. For example, the geographical dialects of New England, the Midwest, the South, New York City, or Texas came about through the interaction of people who settled in those areas. We attribute other varieties of American English to ethnic factors (Black English); to contact with other languages (Spanglish); to gender (the linguistic battle of the sexes); or to age (teenspeak). But these varieties, too, come about through social mixing and/or isolation, differences in status and power, and economics and politics. Factors such as education, social class and occupation also shape our language. Language varies according to the social structure of a local speech community. For example, American English has varieties, dialects that are subsets of the larger linguistic whole called English. Some dialects vary by geography: In the North, you put the groceries in a 'bag'; in the South, you put them in a 'sack'.

A second possible relationship is directly opposed to the first: linguistic structure and/or behaviour may either influence or determine social structure. This is the view that is behind the Whorfian hypothesis. An American linguist called Lee Whorf claimed that language actually affects the way we see the world (so language is like a pair of glasses through which we see everything). This led to the Sapir-Whorf theory, also called the "Whorfian hypothesis". It was based originally on studies of the Hopi Indians. Whorf said that Hopi and European had different ways of talking about the world, so it influenced the way they saw the world. The Hopi language treats the world as full of things that are "non-discrete" and "flowing"

whereas European languages see them as discrete and countable. European languages treat time as something that can be divided up into separate seconds, minutes and days. Trees and plates can be counted, but water and hope cannot and the language makes distinctions here. The Hopi language treats time as indivisible so that Hopi will not talk about minutes and weeks. Trees and water are simply treated linguistically as non-discrete items. The result of this, claimed Whorf, was that the Hopi genuinely see the world differently from Europeans. Their language structure makes them see the world differently.

A third possible relationship is that the influence is bi-directional: language and society may influence each other. One variant of this approach is that this influence is dialectical in nature, a Marxist view put forward by the German sociolinguist, Norbert Dittmar, who argued that 'speech behaviour and social behaviour are in a state of constant interaction' and that 'material living conditions' are an important factor in the relationship.

A fourth possibility is to assume that there is no relationship at all between linguistic structure and social structure and that each is independent of the other. A variant of this possibility would be to say that, although there might be some such relationship, present attempts to characterize it are essentially premature, given what we know about both language and society. Actually, this variant view appears to be the one that the American linguist Noam Chomsky himself holds: he prefers to develop an asocial linguistics as a preliminary to any other kind of linguistics, such an asocial approach being, in his view, logically prior.

Sociolinguistics is an attempt to find correlations between social structure and linguistic structure and to observe any changes that occur.Sociolinguists study how language shapes and reflects such issues as school success or failure, patriotism or prejudice, democracy or imperialism on the local, national, and international levels, in order to paint a more complete picture of how it works.

Check Your Progress-1

Multiple choice Questions

Note : a) Answer the questions given below

b) Check your answers with those give at the end of the lesson.

Q1. Sociolinguists study the relationship between

a) Language and History b) Language and Science

c) Language and Society d) Literature and Society

Q2. According to the Marxist view

a) Language and society influence each other

b) Language and society do not influence each other

c) Language and society exist in alternate realities

d) Language and society negate each other

Q3. The American linguist who propagated the idea that there is no relationship between linguistic structure and social structure was

a) Carol Chomsky b) Steven Pinker

c) Ferdinand de Saussure d) Noam Chomsky

Short Answer Type Questions

Q1. American English has varieties called dialects that are determined by social factors. Elaborate by giving apt examples.

Q2. Write a short note on the 'Whorfian hypotheses'.

Q3. How do social structures influence or determine linguistic structures?

2.4   LANGUAGE AND GENDER

Language is one of the most powerful means through which sexism and gender discrimination are perpetrated and reproduced. Research on differences between women's and men's speech has expanded enormously in the past 20 years. Early 20th century studies in linguistic anthropology looked at differences between women's and men's speech across a range of languages, in many cases identifying distinct female and male language forms.

As a field, prompted by the blossoming Women's Movement, language and gender really took off in the 1970s with a broad interest, particularly from feminist researchers, in the potential for male dominance of mixed-gender talk (e.g. men interrupting women more often than vice versa); in the identification of distinct female and male speaking styles (a common finding being that women tended to use more supportive or cooperative speaking styles and men more competitive styles); and in sexism, or sexist bias, in language. The field was also characterised by different positions, retrospectively termed 'deficit', '(male) dominance' and '(cultural) difference'. Research associated with the deficit position saw women's language use as deficient (relative to men's) in various ways; the male dominance position placed greater emphasis on differences in power between female and male speakers; and the cultural difference position saw women's and men's language use as 'culturally' different but not unequal.

Question and criticism of sexist language has emerged because of a concern that language is a powerful medium through which the world is both reflected and constructed. Gender is an inherently communicative process that is constructed and enacted largely through language. If someone is heard talking about people named Paul, George and Henry, we assume they are male. English names for females, however, are often derived from or are diminutive forms of male names, e.g. Paulette/ Pauline/Paula, Henrietta, Georgina, etc. Conventional terms of address and titles in English and many other languages force women to choose forms that are marked in some way; Miss and Mrs. indicate marital status in addition to gender while the male title Mr. signals only that the person referred to is male. Such usages reflect

societal assumptions about gender and gender roles, in particular, the high premium placed on women's potential availability to men as marriage partners.

Cross-linguistic examination has revealed a number of key areas of grammar and vocabulary where gender is displayed or indicated in various ways. Gender scholars have argued that English and other languages are made BY men FOR men in order to represent their point of view and perpetuate it. In this world view women are marked as deviant and deficient, or made invisible. This so-called 'sexism in language' can be demonstrated with many different kinds of evidence. One example of gender bias in language is the case of pronouns, particularly the generic use of 'he' or 'him' to refer to something relating to both men and women. Feminist linguists such as Dale Spender believe that language has been historically man-made with the male forms reflecting the male's position in society and the female forms perceived as deviant. Some have claimed that the use of generics, such as 'mankind' to refer to both men and women, reinforces a binary that sees the male and masculine as the norm and the female and the feminine as the 'not norm'. In English, there are rather asymmetrical feminine forms that derive from the masculine ones, such as heroine from hero, actress from actor, poetess from poet. Moreover, linguistic marking with feminine suffices is commonly considered as necessary when referring to a female person. When talking about a man, however, there is no need to make explicit the gender with a distinct masculine marking. This is because there is implicit agreement that the prototypical human being is male. Therefore, when speakers refer to a person with a generic term, it is assumed to be male unless there is an explicit indication to the contrary.

Although English does not normally encode gender overtly in its occupational terms, personal pronouns obligatorily indicate gender in third person singular pronouns, i.e. she/he, her/him, hers/his. Nouns such as lawyer, doctor, etc. referring to high status occupations have traditionally been pronominalized with male pronouns when the sex of the person is unknown, e.g. "A doctor should always give his patients the best care". Finnish and other languages make no distinction of gender in pronouns,

and in Japanese men and women use different sets of first and second person pronouns. In Japanese and other languages with elaborate markers of politeness and honorifics indicating the social status of the interlocutors, women are expected to use higher levels of politeness and honorifics to male interlocutors than they receive in return. Such lexical markings are also understood to have prevented women from expressing and raising consciousness about their own experiences as legitimately human by preventing women from speaking with their own voice. Their invisibility in language and associated silence perpetuates gender assumptions in society, so that we come to see what is male and experienced by those who are male as the only point of reference; by contrast, we see what is female and experienced by those who are female as a variation (but not the primary example) of human experience. It is this kind of injustice which has fuelled much feminist scholarship and further probe into the relationship between gender and language.

More recently linguists have highlighted the "linguistic normativity effect" according to which people tend to compare groups or individuals by mentioning first the more powerful or higher status ones (e.g., " Compared to men, women are . . .," or "Compared to fathers, mothers are . . ."). This biased comparison implicitly favours the first mentioned group, which becomes the norm against which the other is compared. It is found that when men are mentioned as the referent group of comparison in a typically male (leadership) context, status inequalities are perceived as more legitimate and the gender stereotypes of men as agentic and women as communal are more readily endorsed.

More recently, and particularly in studies carried out since the early 1990s, gender has been reconceptualised to a significant extent, influenced by contemporary theories associated with post-structuralism such as performativity theory. Gender is now seen as a less 'fixed' and unitary phenomenon than hitherto, with studies acknowledging, considerable diversity amongst female and male speakers. From this perspective, gender is seen less as a prior attribute that affects language use and more as an interactional achievement - something that may be performed in specific ways in different contexts. In the 1990s the study of the relationship between gender

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and language moved towards viewing language as performative of gender identity and not simply reflective of it: people were seen to create gender through their own speech and to do so in a variety of ways. Mary Talbot took a strong view of language and gender suggesting that the use of language creates gender distinctions, rather than simply reflecting them. She used the phrase 'language-as-mirror' to describe how language reveals our thoughts and attitudes.For example, calling a grown woman 'girl', displays the particular social attitude toward women that sees women as less threating when childlike.

Ultimately feminist linguists hope that attention given to language will denaturalize the assumed male privilege, along with the patriarchal system that secures it, and loosen gender roles for both male and females. But sexist language is not only located in the content or meaning of specific words. It can also be found in dialogue, in our conversations and in the meaning created by our speech style or pattern. There is need for developing gender-fair alternatives to masculine generics, such as word pairs, which combine feminine and masculine nouns or pronouns (she and he), splitting forms (s/he, she/he), or neutralizations (chairperson instead of chairman). It is necessary to make people aware of how sexist language works and of the beneficial effects of the use of gender-fair expressions. This should motivate the change of linguistic habits and to use language in a more symmetrical and equal fashion.

Check Your Progress -2

Multiple choice Questions

Note :a)　　Answer the questions given below

　　b)　　Check your answers with those give at the end of the lesson.

Q1.　Feminist linguists believe that language was made by men and for

　　a)　　Humans　　　　　　　　b)　　Women

c)   Men   d)   God

Q2. The research in the field of language and gender grew exponentially with the rise of

a) Colonialism   b)   Racism

c)   Marxism   d)   Feminism

Q3. Feminists believe that the attention given to language will eventually denaturalize the assumed male privilege which is secured by

a)   Patriarchy   b)   Capitalism

c)   Socialism   d)   Formalism

Short Answer Type Questions

Q1. Write a short note on the gender bias in English Pronouns by giving suitable examples.

Q2. Explain how languages are made by and for men?

Q3. How can gender bias in language be overcome?

2.5   LANGUAGE AND IDENTITY

Language is an integral part of life for nearly every person on the planet. Language is an important way in which individuals express needs, wants, hopes, dreams, and fears. Language seems to have two principal functions; it is, of course, an instrument of communication, but it can also constitute a means of asserting one's identity or one's distinctiveness from others. The words of an individual's language represent the cultural beliefs and ideas of the group to whichhe or she belongs. An individual's native language is closely tied to his or her sense of personal identity.

It is the identity that gives us choice of language. Our language expresses our ethnic, religious, regional, educational, psychological, relational and many other

identities. According to John Edwards, "language and identity are ultimately inseparable". The direct connection between the two has been acknowledged in diverse fields such as anthropology, education, applied linguistics, sociology and psychology.

2.5.1. Language and Individual Identity

Language marks the identity of an individual. Language of a person accompanies the accent, the rise and fall of pitch and a particular register to make and mark his or her identity. The language of any individual will include particular register according to his or her gender, kinship, class, region, religion, profession and, etc. So we can recognize a soldier, advocate, mechanic, teacher, child, gender, or any other identity through their language or idiolect. In the context of identity it is important to note that it is sense of self that gives us sense of existing. As a matter of fact we are 'selves' instead of just self. And in the modern complex era we have more layers of complex selves than the past. We can identify mothers from their affectionate manner and register of speech shown to their children. We can identify a soldier from their rough manner of speech and use of battle words. We can identify advocates from their language of law. The same is true for every member of society. Language is a marker and identifier. We are so accustomed to such linguistic behaviour from the particular individuals that we find it out of normality when we see a digression in the language behaviour of such interlocutors.

(a)   Dialect, Accent and Individual Identity

There is much debate available on scholarly level regarding the definition of what dialect is. And there are definitions which include the most agreed upon features of the term dialect. One such definition is given by Michael Montgomery, "dialects are varieties of a language used by groups smaller than the total community of speakers of the language". Keeping in view this concept we could make out that dialect shall have its own grammar, vocabulary, and semantics. The dialectical identity could be a geographical identity too. It is because of certain geographical constraints that distances might give birth to different variety of language which would still keep the

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large foundations of the parent language. This dialectical feature too makes people look and feel a different identity. Accent too gives a different identity to a speaker.The technical meaning of the term accent is simply manner of pronunciation. Therefore, the manner of pronouncing the words is different from person to person and from area to area.

2. 5 .2. Language and Social Identity

Language is one of the major vehicles that individuals and groups use to construct, shape, and negotiate their social identities. A common language may be the ideal vehicle to express the unique character of a social group, and to encourage common social ties on the basis of a common identity. Here it is argued that language can be a robust marker of social identity, capable of binding and dividing groups and that its salience may displace other (e.g. ethnic or religious) identities.

Henri Tajfel defines social identity as 'that part of an individual's self-concept which derives from his knowledge of his membership in a social group'. Social or collective identity arises when self-definition is focused upon a shared self-aspect, which may be inter alia a belief, a symbol, a psychological or physical trait, etc. For instance, the salient self-aspect, upon which the social identity of an ethnic group is based, could be the belief in a shared heritage. Furthermore, social psychologists have argued that identity may be threatened if individuals' feelings of continuity over time, distinctiveness from others, self-esteem and self-efficacy are threatened by changes in the social context.

(a)   Language as a Marker of Sub Cultural Identity

Several writers have emphasised the relationship between language and ethnic identity. Furthermore, the mother-tongue is said to be a particularly important aspect of (ethnic) identity since both are frequently viewed as being immutable and inherited from birth. In some cases, the ethnic group might be considered an important group identity in early life; the value and emotional significance attached to that group is likely to be high, as the child is involuntarily socialised in the in-group culture. However, this is unlikely to be a universal

fact since in some cultures other identities may be deemed to be more important or more salient; for instance, religion has been said to be a particularly salient identity among British Pakistanis. Consequently, identities within and outside of the home environment are likely to be qualitatively different. This is observable among adolescents, for instance. Adolescence is a unique period in life, in which independent choices begin to be made and in which new identities are formed. Due to the 'betwixt and between' nature of adolescence, it is a period of life which may be conducive to alienation; in some cases, it may entail separation from the ethnic in-group (e.g. British Pakistani) and from the dominant national group (e.g. British). Moreover, language can often constitute a marker of the distinct (adolescent) identity; for instance, it may reflect membership of a particular subculture, and endow members with a sense of distinctiveness from other (e.g. the ethnic and dominant) groups. This is exemplified by Roger Hewitt's work on identity among British Black youth subculture; British Black respondents were said to speak a variety of English which differed from Standard English and from the creolised variety of English spoken by their parents. Such language is particular to this subculture since it is neither inter-generationally transmitted nor associated with any particular geographical region. Outgroup members may gain entry or membership in the subcultural group through appropriation of the language associated with the group; this has been referred to as 'Language Crossing'. Indeed, it has been found that some young British-born South Asians identify as members of this subcultural group on the basis of language, although they do not identify as 'Black' themselves. Consequently, in this context it seems that language supersedes notions of 'race' and ethnicity as determining factors for (subcultural) group membership.

(b)   A Larger Social Category – Nationhood

Language has also been said to constitute a marker of larger social categories, such as the nation. Indeed, linguistic diversity is frequently perceived as a

threat to national unity. Languages may be invoked and used to signal group membership especially if groups feel that their identities are threatened; in these situations use of a given language may constitute an act of defiance. This is observable in the histories of Catalonia and Quebec, for instance. Thus, it is unsurprising that specific programmes of language planning may be aimed at homogenising the national group.

This method of attempting to establish a cohesive national identity may be detrimental for minority group identity, since an important self-aspect, namely language, is often at stake. A language may be important to a group at a symbolic level. For instance, individuals may collectively lay claim to a language, which they themselves do not speak natively, in order to assert a symbolic identity which will differentiate them from others. Welsh nationalism exemplifies this notion of symbolic identity. Although just a fifth of the population actually speaks Welsh, the language is often brandished as a symbol of uniqueness and differentiation from their English neighbours.

We can conclude that Language is an essential marker of the identity. No one can escape it. We are bound by the words we speak and choose. We can never run away from linguistic identity that is so deeply entrenched in our mind. Language constructs individual identity and that identity is in accordance with one's class, region, nation, etc. So identity is not merely how one looks but it is matter of what body of words one carries and uses. Language can constitute an important marker of social identity at various levels of human interdependence, e.g. subcultural or national. It is noteworthy that languages are not inherently 'good' or 'bad'; value and meaning are conferred upon languages by people, which in turn gives rise to pervasive social representations.

Check Your Progress-3

Note :a)   Answer the questions givens below

     b)   Check your answers with those give at the end of the lesson.

Q1.   Who said, "Language and identity are ultimately inseparable"?

     a)   John Edwards   b)   Michael Montgomery

     c)   Dale Spender   d)   Elaine Showalter

Q2.   What do you understand by the term 'Language Crossing' ?

     a)   entry of Outgroup members in the subcultural group through appropriation of the language associated with the group.

     b)   entry of Outgroup members in the subcultural group through rejection of the language associated with the group.

     c)   entry of Outgroup members in the subcultural group through ostracism of the language associated with the group.

     d)   entry of Outgroup members in the subcultural group through repudiation of the language associated with the group.

Q3.   Who defined social identity as 'that part of an individual's self-concept which derives from his knowledge of his membership in a social group'?

     a)   Charles Sanders   b)   Edward Sapir

     c)   Roman Jakobson   d)   Henri Tajfel

Short Answer Type Questions

Q1.   How does language lead to the formation of a Sub-Cultural Identity?

Q2.   What do you mean by 'dialect'? How do dialect and accent form Individual Identity?

Q3.   Explain the concept of 'Language Crossing' in the formation of Sub-Cultural Identity?

2.6   LANGUAGE AND POWER

Language is often imagined to inhabit a symbolic realm autonomous from other aspects of social life, including power. This however is not true. Linguistic practices reflect and shape large-scale power relations, sometimes through explicit attempts to pursue particular linguistic projects, and sometimes through means more subtle and covert.

Bertrand Russell, a philosopher and social activist, published a book on 'power' when World War II was looming large in Europe. In it he asserted the fundamental importance of the concept of power in the social sciences and likened its importance to the concept of energy in the physical sciences. But unlike physical energy, which can be defined in a formula (e.g., $E=MC^2$), social power has defied any such definition. Foucault has put it this way: "Power is everywhere, not because it embraces everything, but because it comes from everywhere." This view is not beyond criticism but it does highlight the elusiveness of power.

In the context of Language- Power relationships, two situations arise – Power behind language and Power of Language. In the former, language is viewed as having no power of its own and yet can produce influence and control by revealing the power behind the speaker. Language also reflects the collective/historical power of the language community that uses it. In the case of modern English, its preeminent status as a global language and international lingua franca has shaped the communication between native and non-native English speakers because of the power of the English-speaking world that it reflects, rather than because of its linguistic superiority. In both cases, language provides a widely used conventional means to transfer power to the communication context. Research on the power of language takes the view that language has power of its own. This power allows a language to maintain the power behind it, unite or divide a nation, and create influence.

2.6.1   Power behind Language

(a)   World Englishes and Lingua Franca English

Another field of research on the power behind and reflected in language is "World Englishes." At the height of the British Empire, English spread on the back of the Industrial Revolution and through large-scale migrations of Britons to the "New World," which has since become the core of an "inner circle" of traditional native English-speaking nations now led by the United States. The emergent wealth and power of these nations has maintained English despite the decline of the British Empire after World War II. In the post-War era, English has become internationalized with the support of an "outer circle" nations and later, through its spread to "expanding circle" nations. Outer circle nations are made up mostly of former British colonies such as India, Pakistan, and Nigeria. In compliance with colonial language policies that institutionalized English as the new colonial national language, a sizeable proportion of the colonial populations have learned and continued using English over generations, thereby vastly increasing the number of English speakers over and above those in the inner circle nations. The expanding circle encompasses nations where English has played no historical government roles, but which are keen to appropriate English as the preeminent foreign language for local purposes such as national development, internationalization of higher education, and participation in globalization (e.g., China, Indonesia, South Korea, Japan, Egypt, Israel, etc.).

English is becoming a global language with official or special status in at least 75 countries. It is also the language choice in international organizations and companies, as well as academia, and is commonly used in trade, international mass media, and entertainment, and over the Internet as the main source of information. Alongside English native speakers who work overseas benefitting from the pre-eminence of English over other languages, a new phenomenon of outsourcing international call centres away from the United Kingdom and the United States has emerged. Callers can find the information or help they need from people stationed in remote places such as India or the Philippines where English has penetrated.

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As English spreads worldwide, it has also become the major international lingua franca, serving some 800 million multilinguals in Asia alone, and numerous others elsewhere. The practical importance of this phenomenon and its impact on English vocabulary, grammar, and accent have led to the emergence of a new field of research called "English as a lingua franca". The twin developments of World Englishes and lingua franca English raise interesting and important research questions.

(b)   Language Creates Influence

Language also possesses the power to create influence through complex linguistic structures ranging from oratories to conversations.

(i)   Oratorical Power

A charismatic speaker may, by the sheer force of oratory, buoy up people's hopes, convert their hearts from hatred to forgiveness, or embolden them to take up arms for a cause. One may recall moving speeches such as Susan B. Anthony's "On Women's Right to Vote," Winston Churchill's "We Shall Fight on the Beaches," Mahatma Gandhi's "Quit India," or Martin Luther King, Jr.'s "I Have a Dream." The speech may be delivered face-to-face to an audience, or broadcast over the media. Positive audience response constitutes the most direct and immediate means by which an audience can display its collective support for the speaker, something which they would not otherwise show to a speech of less power. To influence and orchestrate hundreds and thousands of people in the audience to precisely coordinate their response to applaud (and cheer) together as a group at the right time and place is no mean feat. Such a feat also influences the wider society through broadcast on television and other news and social media. The combined effect could be enormous there and then, and its downstream influence far-reaching, crossing country boarders and inspiring generations to come.

Rhetorical formats that aid the orator include contrast, list, puzzle solution, headline-punchline, position-taking, and pursuit. To illustrate, we cite the list format.

A list is usually made up of a series of three parallel words, phrases or clauses. "Government of the people, by the people, for the people" is a fine example, as is Obama's "It's been a long time coming, but tonight, because of what we did on this day, in this election, at this defining moment, change has come to America!" The three parts in the list echo one another, step up the argument and its corresponding excitement in the audience as they move from one part to the next. The third part projects a completion point to cue the audience to get themselves ready to display their support via applause, cheers, and so forth.

(ii)   Conversational Power

A conversation is a speech exchange system in which the length and order of speaking turns have not been preassigned but require coordination on an utterance-by-utterance basis between two or more individuals. It differs from other speech exchange systems in which speaking turns have been preassigned and/or monitored by a third party, for example, job interviews and debate contests. Success at turn-taking is a key part of the conversational process leading to influence. A person who cannot do this is in no position to influence others in and through conversations, which are probably the most common and ubiquitous form of human social interaction. Below we discuss studies of conversational power based on conversational turns and applied to leader emergence in group and intergroup settings.

A conversational turn in hand allows the speaker to influence others

the turn after the next person. A common method for selecting the next speaker is through tag questions. The current speaker (A) may direct a tag question such as "You know?" or "Don't you agree?" to a particular hearer (B), which carries the illocutionary force of selecting the addressee to be the next speaker and, simultaneously, restraining others from self-selecting.Second, a turn in hand provides the speaker with an opportunity to exercise topic control. He or she can exercise decision-making power by continuing or raising a topic that is favourable to self. Or the speaker can move on to talk about an innocuous topic to ease tension in the group.

2.6.2 Power of Language

(a)   Language Unites and Divides a Nation

A nation of many peoples who, despite their diverse cultural and ethnic background, all speak in the same tongue and write in the same script would reap the benefit of the unifying power of a common language. The power of the language to unite peoples would be stronger if it has become part of their common national identity and contributed to its vitality and psychological distinctiveness. Such power has often been seized upon by national leaders and intellectuals to unify their countries and serve other nationalistic purposes. In China, for example, Emperor Qin Shi Huang standardized the Chinese script (hanzi) as an important part of the reforms to unify the country after he defeated the other states. In the postcolonial part of the world, language is often used to service nationalism by restoring the official status of their indigenous language as the national language whilst retaining the colonial language or, in more radical cases of decolonization, relegating the latter to non-official status.

Yet language is a two-edged sword: It can also divide a nation. The tension can be seen in competing claims to official-language status made by minority language communities, protest over maintenance of minority languages,

language rights at schools and in courts of law, bilingual education, and outright language wars. In a multilingual society, it is in everyone's interest to learn the dominant language (of power), since this will help to provide equal opportunities in the labour market as well as in other markets. In post-colonial Africa, this has led to the almost complete marginalisation of the local languages of the people and the valorisation of English, French and Portuguese in the relevant African states. Indeed, in most other African states, the distinction between "official", i.e. European, and "national" (African) languages ironically highlights in an unintended manner the social distance between the elite and the masses of the people. Language also expresses solidarity or group identity. Language can separate insiders from outsiders, those in the know from the unknown. Claiming and strengthening languages reminds individuals of their value as human beings, helps to bring people together and encourages the building of educational capacity in communities, allowing communities to move toward health and economic sustainability. We sometimes label the language of larger social groups a social dialect, with differences in pronunciation and usage based on social class, ethnic factors, contact with other languages, gender or age.

Check Your Progress -4

Multiple choice Questions

Note : a)   Answer the questions given below

b)   Check your answers with those given at the end of the lesson.

Q1.   Who said, "Power is everywhere, not because it embraces everything, but because it comes from everywhere."

a)   Michel Foucault   b)   Pierre Bourdieu

c)   Gilles Deleuze   d)   Karl Marx

Q2.   What do you understand by the term 'Linguistic Imperialism'?

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a) Blissful co-existence of several languages

b) Domination of a particular (usually foreign) language at the expense of indigenous languages

c) Rejection of all languages in favour of silence

d) Enforcement of novel traditions and customs by colonizers

Q3. Rhetorical formats that aid the orator to accomplish the dual functions include contrast, list, puzzle solution, headline-punchline, position-taking, and pursuit. A list usually refers to

a) series of three parallel words, phrases or clauses.

b) use of multiple contradictory words in a sentence

c) alliterative phrases

d) jargon-laden language of politics

Short Answer Type Questions

Q1. What role does language play in uniting a nation?

Q2. How can one assert power during a conversation?

Q3. How has English become the major international lingua franca?

2.7 LET US SUM UP

Language is a social phenomenon because language arises naturally and inevitably in all human groups. Language and social interaction have a reciprocal relationship; language shapes social interactions and social interactions shape language. Sociolinguistics is an attempt to find correlations between social structure and linguistic structure and to observe any changes that occur.

Language is also one of the most powerful means through which sexism and gender discrimination are perpetrated and reproduced. Cross-linguistic examination

has revealed a number of key areas of grammar and vocabulary where gender is displayed or indicated in various ways. It is therefore necessary to make people aware of how sexist language works and of the beneficial effects of the use of gender-fair expressions.

Language seems to have two principal functions; it is, of course, an instrument of communication, but it can also constitute a means of asserting one's identity or one's distinctiveness from others. Language marks the identity of an individual. Language of a person accompanies the accent, the rise and fall of pitch and a particular register to make and mark his or her identity. Language is also one of the major vehicles that individuals and groups use to construct, shape, and negotiate their social identities. A common language may be the ideal vehicle to express the unique character of a social group, and to encourage common social ties on the basis of a common identity.

Furthermore, linguistic practices reflect and shape large-scale power relations, sometimes through explicit attempts to pursue particular linguistic projects, and sometimes through means more subtle and covert. In the context of Language- Power relationships, two situations arise – Power behind language and Power of Language.

2.8   LESSON END EXERCISE

Short Answer Type Questions

Q1.   Discuss in brief the relationship between language and society.
Q2.   What do you understand by the Whorfian hypotheses?
Q3.   What is the 'linguistic normativity effect'?
Q4.   Write a short note on the sexism in language.
Q5.   How does language shape our individual identity?

Q6.   An individual's native language is closely tied to his or her sense of personal identity. Explain.

Q7.   Write a short note on the power of oration.

Q8.   What does Robert Phillipson mean by "linguistic imperialism"?

Long Answer Type Questions

Q1.   What are the different ways in which society and language interact with each other?

Q2.   Are society and language interrelated? If so, how?

Q3.   Feminist linguist Dale Spender believes that language has been historically man-made with the male forms reflecting the male's position in society and the female forms perceived as deviant. Elaborate.

Q4.   Discuss some of the ways in which discrimination against women in terms of language is perpetuated.

Q5   Language is an essential marker of the identity. Elaborate.

Q6.   How does Language contribute in the development of Individual as well as Social Identity?

Q7.   Language possesses the power to create influence through complex linguistic structures ranging from oratories to conversations. Elaborate.

Q8.   Discuss the concept of Power behind language and Power of Language.

2.9   SUGGESTED FURTHER READINGS

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Talbot, Mary. Language and Gender: An Introduction. Wiley, 1999.

William, Downes. Language and Society. Cambridge UP, 1998.

2.10   ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress - 1

1 (c), 2 (a), 3 (d)

Short Answers

American English has varieties, called dialects that are determined by social factors. For example, the geographical dialects of New England, the Midwest, the South, New York City, or Texas came about through the interaction of people who settled in those areas. We attribute other varieties of American English to ethnic factors (Black English); to contact with other languages (Spanglish); to gender (the linguistic battle of the sexes); or to age (teenspeak). For example, American English has varieties, dialects that are subsets of the larger linguistic whole called English. Some dialects vary by geography: In the North, you put the groceries in a 'bag'; in the South, you put them in a 'sack'.

Lee Whorf claimed that language actually affects the way we see the world. This led to the Sapir-Whorf theory, also called the "Whorfian hypothesis". It was based originally on studies of the Hopi Indians. Whorf said that Hopi and European had different ways of talking about the world, so it influenced the way they saw the world. The Hopi language treats the world as full of things that are "non-discrete" and "flowing" whereas European languages see them as discrete and countable.   European languages treat time as something that can be divided up into separate seconds, minutes and days. Trees and plates can be counted, but water and hope cannot and

the language makes distinctions here. The Hopi language treats time as indivisible so that Hopi will not talk about minutes and weeks. Trees and water are simply treated linguistically as non-discrete items. The result of this, claimed Whorf, was that the Hopi genuinely see the world differently from Europeans. Their language structure makes them see the world differently. This is known as the Whorfian hypothesis.

There are several possible relationships between language and society. One is that social structure may either influence or determine linguistic structure and/or behaviour. Certain evidence may be adduced to support this view: the age-grading phenomenon whereby young children speak differently from older children and, in turn, children speak differently from mature adults; studies which show that the varieties of language that speakers use reflect such matters as their regional, social, or ethnic origin and possibly even their gender; and other studies which show that particular ways of speaking, choices of words, and even rules for conversing are in fact highly determined by certain social requirements.

Check Your Progress - 2

Multiple choice Answers

1 (c), 2 (d), 3(a)

Short Answers

Cross-linguistic examination has revealed a number of key areas of grammar and vocabulary where gender is displayed or indicated in various ways. This so-called 'sexism in language' can be demonstrated with many different kinds of evidence. One example of gender bias in language is the case of pronouns, particularly the generic use of 'he' or 'him' to refer to something relating to both men and women. Some have claimed that the use of generics, such as 'mankind' to refer to both men and women, reinforces a binary that sees the male and masculine as the norm and the female and the feminine as the 'not

norm'. In English, there are rather asymmetrical feminine forms that derive from the masculine ones, such as heroine from hero, actress from actor, poetess from poet.

Gender scholars have argued that English and other languages are made BY men FOR men in order to represent their point of view and perpetuate it. In this world view women are marked as deviant and deficient, or made invisible. Feminist linguists such as Dale Spender believe that language has been historically man-made with the male forms reflecting the male's position in society and the female forms perceived as deviant. Moreover, linguistic marking with feminine suffices is commonly considered as necessary when referring to a female person. When talking about a man, however, there is no need to make explicit the gender with a distinct masculine marking. This is because there is implicit agreement that the prototypical human being is male. Therefore, when speakers refer to a person with a generic term, it is assumed to be male unless there is an explicit indication to the contrary.

Feminist linguists hope that attention given to language will denaturalize the assumed male privilege, along with the patriarchal system that secures it, and loosen gender roles for both male and females. There is need for developing gender-fair alternatives to masculine generics, such as word pairs, which combine feminine and masculine nouns or pronouns (she and he), splitting forms (s/he, she/he), or neutralizations (chairperson instead of chairman). It is necessary to make people aware of how sexist language works and of the beneficial effects of the use of gender-fair expressions. This should motivate the change of linguistic habits and to use language in a more symmetrical and equal fashion

Check Your Progress - 3

Multiple choice Answers

1(a), 2(a), 3(d)

Short Answers

1. Mother-tongue is said to be a particularly important aspect of ethnic identity since both are frequently viewed as being immutable and inherited from birth. In some cases, the ethnic group might be considered an important group identity in early life; the value and emotional significance attached to that group is likely to be high, as the child is involuntarily socialised in the in-group culture. However, this is unlikely to be a universal fact since in some cultures other identities may be deemed to be more important or more salient; for instance, religion has been said to be a particularly salient identity among British Pakistanis. Consequently, identities within and outside of the home environment are likely to be qualitatively different. For example, due to the 'betwixt and between' nature of adolescence, it is a period of life which may be conducive to alienation; in some cases, it may entail separation from the ethnic in-group and from the dominant national group. Moreover, language can often constitute a marker of the distinct (adolescent) identity; for instance, it may reflect membership of a particular subculture, and endow members with a sense of distinctiveness from other (e.g. the ethnic and dominant) groups.

2. According to Michael Montgomery, "dialects are varieties of a language used by groups smaller than the total community of speakers of the language". Keeping in view this concept we could make out that dialect shall have its own grammar, vocabulary, and semantics. The dialectical identity could be a geographical identity too. It is because of certain geographical constraints that distances might give birth to different variety of language which would still keep the large foundations of the parent language. This dialectical feature too makes people look and feel a different identity. Accent too gives a different identity to a speaker. The technical meaning of the term accent is simply manner of pronunciation. Therefore, the manner of pronouncing the words is different from person to person and from area to area.

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3. Roger Hewitt's work on identity among British Black youth exemplified the concept of language as a marker of (Sub)Cultural Identity. British Black respondents were said to speak a variety of English which differed from Standard English and from the creolised variety of English spoken by their parents. Such language is particular to this subculture since it is neither inter-generationally transmitted nor associated with any particular geographical region. Outgroup members may gain entry or membership in the subcultural group through appropriation of the language associated with the group; this has been referred to as 'Language Crossing'. Indeed, it has been found that some young British-born South Asians identify as members of this subcultural group on the basis of language, although they do not identify as 'Black' themselves. Consequently, in this context it seems that language supersedes notions of 'race' and ethnicity as determining factors for (subcultural) group membership.

Check Your Progress - 4

1 (a), 2(b), 3(a)

Short Answers

    A nation of many peoples who, despite their diverse cultural and ethnic background, all speak in the same tongue and write in the same script would reap the benefit of the unifying power of a common language. The power of the language to unite peoples would be stronger if it has become part of their common national identity and contributed to its vitality and psychological distinctiveness. Such power has often been seized upon by national leaders and intellectuals to unify their countries and serve other nationalistic purposes. In China, for example, Emperor Qin Shi Huang standardized the Chinese script (hanzi) as an important part of the reforms to unify the country after he defeated the other states.

A conversation is a speech exchange system in which the length and order of speaking turns have not been pre-assigned but require coordination on an utterance-by-utterance basis between two or more individuals. Success at

turn-taking is a key part of the conversational process leading to influence. A conversational turn in hand allows the speaker to influence others in two important ways. First, the speaker can influence who will speak next and, indirectly, increases the probability that he or she will regain the turn after the next person. Second, a turn in hand provides the speaker with an opportunity to exercise topic control. He or she can exercise decision-making power by continuing or raising a topic that is favourable to self. Or the speaker can move on to talk about an innocuous topic to ease tension in the group.

In compliance with colonial language policies that institutionalized English as the new colonial national language, a sizeable proportion of the colonial populations have learned and continued using English over generations, thereby vastly increasing the number of English speakers over and above those in the inner circle nations. English is becoming a global language with official or special status in at least 75 countries. It is also the language choice in international organizations and companies, as well as academia, and is commonly used in trade, international mass media, and entertainment, and over the Internet as the main source of information. It has become the major international lingua franca, serving some 800 million multilinguals in Asia alone, and numerous others elsewhere. This has led to the emergence of a new field of research called "English as a lingua franca".

LANGUAGE IN SCHOOL: HOME LANGUAGE AND SCHOOL LANGUAGE AND LANGUAGE ACROSS THE CURRICULUM

Structure

3.1   Introduction

3.2   Objectives

3.3   Understanding of Home Language and School Language

    3.3.1   First Language / Home Language

    3.3.2   Process of L1 Acquisition

    3.3.3   Characteristics of First Language Acquisition

    3.3.4   Significance of First / Home Language

3.4   Second Language / School Language

    3.4.1   Communication Strategies used by L2 Learners

    3.4.2   Process of L2 Acquisition

3.5   The Socio-Cultural Perspective on Second Language Learning

3.6   Understanding the Language Background of the Learner

    3.6.1   Background Knowledge of Students

3.1 INTRODUCTION

Language is essentially a means of communication among the members of a society. In the expression of culture, language is a fundamental aspect. It is the tool that conveys traditions and values related to group identity. Language is one of the most powerful emblems of social behavior. It is a constituent element of civilization. It raised man from a savage state to the plane which he was capable of reaching. Man could not become man except by language. An essential point in which man differs from animals is that man alone is the sole possessor of language. No doubt animals also exhibit certain degree of power of communication but that is not only inferior in degree to human language, but also radically diverse in kind from it. Language is one of the most marked, conspicuous, as well as fundamentally characteristic of the faculties of man. The importance of language for man and society cannot be minimized. As a personal thing, language is not only a mode of communication between individuals but is also a way for the expression of their personality. Sociologically, language moulds the individual from infancy. The child comes to know most of the things of the world through language.

3.2 OBJECTIVES

After going through this lesson, you shall be able to :

- explain the meaning and functions of language,

- differentiate between home language and school language,

- explain uses of language in various subjects, and

- discuss the effectiveness of medium of instruction in language across curriculum.

3.3 UNDERSTANDING OF HOME LANGUAGE AND SCHOOL LANGUAGE

3.3.1 First Language / Home Language

First language is otherwise called as in many names such as mother language, arterial language, home language, native language, vernacular language, indigenous, or autochthonous language.

In most cases, the term first language refers to the language that a person acquires in early childhood because it is spoken in the family and/or it is the language of the region where the child lives (also known as a mother tongue, native language, or arterial language). A person who has more than one native language is regarded as bilingual or multilingual.

Contemporary linguists and educators commonly use the term L1 to refer to a first or native language, and the term L2 to refer to a second language or a foreign language that is being studied.

Bloomfield (1933) defines a native language as one learned on one's mother's knee, and claims that no one is perfectly sure in a language that is acquired later. 'The first language a human being learns to speak is his native language; he is a native speaker of this language'. This definition equates a native speaker with a mother tongue speaker.

A home language is the language or the variety of a language that is most commonly spoken by the members of a family for everyday interactions at home (also called the family language or the language of the home).

Sometimes, the term mother tongue or mother language is used for the language that a person learned as a child at home. Children growing up in bilingual homes can, according to this definition, have more than one mother tongue or native language.

A vernacular or vernacular language is the native language or native dialect of a specific population, especially as distinguished from a literary, national or standard variety of the language, or a lingua franca used in the region or state inhabited by that population. Some linguists use "vernacular" and "nonstandard dialect" as synonyms.

Heritage language learning is the act of learning a heritage language by someone from an ethno linguistic group that traditionally speaks the language, or whose family historically spoke the language. The objective of Heritage Language learning promotes divergent bilingualism and illiteracy. According to a generally accepted definition by Valdes (2000), heritage language is the language someone learns at home as a child which is a minority language in society, but because of growing up in a dominant language, the speaker seems to be more competent in the latter and feels more comfortable to communicate in that language. Polinsky&Kagan label it as a continuum that ranges from fluent speakers to barely speaking individuals of the home language. In some countries or cultures where they determine one's mother tongue by the ethnic group, a heritage language would be linked to native language. The term can also refer to the language of a person's family or community, which the person does not speak or understand but with which they culturally identify.

A first language (L1) is the language or are the languages a person has been exposed to from birth or within the critical period, or that a person speaks the best and so is often the basis for sociolinguistic identity. In some countries, the terms native language or mother tongue refer to the language of one's ethnic group rather than one's first language. Children brought up speaking more than one language can have more than one native language, and be bilingual. By contrast, a second language is any language that one speaks other than one's first language.

Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. Language acquisition is one of the quintessential human traits, because non-humans do not communicate by using language. Language acquisition usually refers to first-language acquisition, which studies infants' acquisition of their native language. This is distinguished from second-language acquisition, which deals with the acquisition (in both children and adults) of additional languages.

The capacity to successfully use language requires one to acquire a range of tools including phonology, morphology, syntax, semantics, and an extensive vocabulary. Language can be vocalized as in speech or manual as in sign. The human language capacity is represented in the brain. Even though the human language capacity is finite, one can say and understand an infinite number of sentences, which is based on a syntactic principle called recursion. Evidence suggests that every individual has three recursive mechanisms that allow sentences to go indeterminately. These three mechanisms are: relativization, complementation and coordination. Furthermore, there are actually two main guiding principles in first-language acquisition, that is, speech perception always precedes speech production and the gradually evolving system by which a child learns a language is built up one step at a time, beginning with the distinction between individual phonemes.

The term first language acquisition refers to children's natural acquisition of the language or languages they hear from birth. It is distinguished from second language acquisition, which begins later, and from foreign language learning, which typically involves formal instruction.

3.3.2   Process of L1 Acquisition

The first language acquisition usually consists of following stages:

- Cooing (3 – 6 months)

  Use phonemes from every language

- Babbling (6- 8 months)

  Selectively use phonemes from their native language, talking incoherently and continuous low murmuring sound.

- Holophrastic stage or one word stage (9 - 18 months)

  Single open class words or word stems.

- Two word stage (18 – 24 months)

Mini-sentences with semantic relations.

- Telegraphic speech (24- 30 months)

    Early multiword sentence structures of lexical rather than functional or grammatical morphemes.

- Fluency (30 + months)

    Almost normal developed speech and grammatical or functional structures emerge.

3.3.3 Characteristics of first language acquisition:

It is an instinct: This is true in the technical sense, i.e. it is triggered by birth and takes its own course, though of course linguistic input from the environment is needed for the child to acquire a specific language. As an instinct, language acquisition can be compared to the acquisition of binocular vision or binaural hearing.

It is very rapid: The amount of time required to acquire one's native language is quite short, very short compared to that needed to learn a second language successfully later on in life.

It is very complete: The quality of first language acquisition is far better than that of a second language. One does not forget one's native language.

It does not require instruction:Despite the fact that many non-linguists think that mothers are important for children to learn their native language, instructions by parents or care-takers are unnecessary, despite the psychological benefits of attention to the child.

3.3.4 Significance of First/Home language

The first language of a child is part of the personal, social and cultural identity. Another impact of the first language is that it brings about the reflection and learning

of successful social patterns of acting and speaking. It is basically responsible for differentiating the linguistic competence of acting. While some argue that there is no such thing as "native speaker" or a "mother tongue," it is important to understand the key terms as well as understand what it means to be a "non-native" speaker and the implications that can have on one's life. Research suggest that while a non-native speaker may develop fluency in a targeted language (L2)after about two years of immersion, it can actually take between five and seven years for that child to be on the same working level as their native speaking counterparts. That has implications on the education of non-native speakers.

The topic of native speaker also gives way to discussion about what exactly bilingualism is. One definition is that a person is bilingual by being equally proficient in both L1and L2 languages. A person who grows up speaking Tamil and begins learning English for four years is not necessarily bilingual unless he speaks the two languages with equal fluency. Pearl and Lambert were the first to test only "balanced" bilinguals—that is, children who are completely fluent in two languages and feel that neither is their "native" language because they grasp the two so perfectly. This study found the following: balanced bilinguals perform significantly better in tasks that require flexibility more aware of arbitrary nature of language and also that balanced bilinguals choose word associations based on logical rather than phonetic preferences.

Check Your Progress - 1

Note : a)   Answer the questions given below.

b)   Check your answer with those given at the end of the lesson.

State whether True or False

1. According to a study, balanced bilinguals perform significantly better in tasks that require flexibility more aware of arbitrary nature of language.

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2. The first language of a child is not part of the personal, social and cultural identity.

3. The term first language acquisition refers to children's natural acquisition of the language or languages they hear from birth.

3.4   SECOND LANGUAGE / SCHOOL LANGUAGE

A person's second language or L2, is a language that is not the native language of the speaker, but that is used in the locale of that person. In contrast, a foreign language is a language that is learned in an area where that language is not generally spoken. Some languages, often called auxiliary languages, are used primarily as second languages or lingua franca.

More informally, a second language can be said to be any language learned in addition to one's native language, especially in context of, learning a new foreign language.

Second language refers to any language learned in addition to a person's first language; although the concept is named second-language acquisition, it can also incorporate the learning of third, fourth, or subsequent languages. Second-language acquisition refers to what learners do; it does not refer to practices in language teaching, although teaching can affect acquisition.

Second Language Acquisition can incorporate heritage language learning, but it does not usually incorporate bilingualism. Most SLA researchers see bilingualism as being the end result of learning a language, not the process itself, and see the term as referring to native-like fluency. Writers in fields such as education and psychology, however, often use bilingualism loosely to refer to all forms of multilingualism. SLA is also not to be contrasted with the acquisition of a foreign language; rather, the learning of second languages and the learning of foreign languages involve the same fundamental processes in different situations.

English as a second or foreign language is the use of English by speakers with different native languages. Instruction for English-language learners may be

known as English as a second language (ESL), English as a foreign language (EFL), English as an additional language (EAL), or English for speakers of other languages (ESOL). English as a foreign language (EFL) is used for non-native English speakers learning English in a country where English is not commonly spoken. The term ESL has been misinterpreted by some to indicate that English would be of secondary importance. However, it simply refers to the order in which the language was learned, consistent with the linguistic terminology of second-language acquisition. The term ESL can be a misnomer for some students who have learned several languages before learning English. The terms English Language Learners (ELL), and more recently English Learners (EL), have been used instead, and the students' home language and cultures are considered important.

Teaching English as a Foreign Language (TEFL) refers to teaching the English language to students with different first languages. TEFL can occur either within the state school system or more privately, at a language school or with a tutor. TEFL can also take place in an Englishspeaking country for people who have immigrated there either temporarily for school or work, or permanently. TEFL teachers may be native or non-native speakers of English. Other acronyms for TEFL are TESL (Teaching English as a Second Language), TESOL (Teaching English as a Second or Other Language), and ESL (English as a second language, a term typically used in English-speaking countries, and more often referring to the learning than the teaching).

3.4.1   Communication Strategies used by L2 learners

In the course of learning a second language, learners will frequently encounter communication problems caused by a lack of linguistic resources. Communication strategies are strategies that learners use to overcome these problems in order to convey their intended meaning. Strategies used may include paraphrasing, substitution, coining new words, switching to the first language, and asking for clarification. These strategies, with the exception of switching languages, are also used by native speakers. No comprehensive list of strategies has been agreed on by

researchers in second-language acquisition, but some commonly used strategies have been observed:

a)   Circumlocution

This refers to learners using different words or phrases to express their intended meaning. For example, if learners do not know the word grandfather they may paraphrase it by saying "my father's father".

b)   Semantic Avoidance

Learners may avoid a problematic word by using a different one, for example substituting the irregular verb make with the regular verb "ask". The regularity of "ask" makes it easier to use correctly.

c)   Word Coinage

This refers to learners creating new words or phrases for words that they do not know. For example, a learner might refer to an art gallery as a "picture place".

d)   Language Switch

Learners may insert a word from their first language into a sentence, and hope that their interlocutor will understand.

e)   Asking for Clarification

The strategy of asking an interlocutor for the correct word or other help is a communication strategy.

f)   Non-verbal Strategies

This can refer to strategies such as the use of gesture and mime to augment or replace verbal communication.

g)   Avoidance

Avoidance, which takes multiple forms, has been identified as a communication strategy. Learners of a second language may learn to avoid talking about topics for which they lack the necessary vocabulary or other language skills in the second language. Also, language learners sometimes start to try to talk about a topic, but abandon the effort in mid-utterance after discovering that they lack the language resources needed to complete their message.

3.4.2   Process of L2 Acquisition

Researchers define language acquisition into two categories: first-language acquisition and second-language acquisition. First-language acquisition is a universal process regardless of home language. Babies listen to the sounds around them, begin to imitate them, and eventually start producing words. Second-language acquisition assumes knowledge in a first language and encompasses the process an individual goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems. Haynes divided the process of second-language acquisition into five stages: preproduction, early production, speech emergence, intermediate fluency, and advanced fluency.

a)   Pre-production

This is also called "the silent period," when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual.

b)   Early production

The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.

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c)   Speech Emergent

Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.

d)   Beginning Fluency

Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases.

e)   Intermediate Fluency

Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem.

f)   Advanced Fluency

The individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language.

Theories that have been developed to account for second language learning, or acquisition, are closely related to general learning theories. A behaviorist approach to second language learning focuses on imitation, practice, encouragement and habit formation. Learning a second language necessarily involves comparison with the learner's first language, but the latter is generally perceived as causing 'interference'

in the learning of additional one(s). This approach is seen now to offer an insufficient explanation of the complexity of language learning.

The linguist Noam Chomsky (1957) provided a major critique of behaviorism and its view of second language learning as imitation and habit formation. He developed a theory of first language learning that suggests that language learning is an innate capacity – that children are programmed to acquire language thanks to their in-built knowledge of a Universal Grammar. He called this knowledge 'competence', to distinguish it from what might actually be said on a particular occasion.

For Chomsky, this abstract knowledge of language consists of a limited set of rules that enabled an infinite number of sentences to be constructed. While he did not specifically address second language learning, his theory has been applied to it.

With regard to teaching methodology, behaviorism can be linked to grammar/ translation methods that tend to focus on the parts of grammatical knowledge with less attention on how these parts might be brought together in communication. The audiovisual and audio-lingual approaches were based on stimulus-response psychology – that is, training students through practicing patterns to form 'habits'.

 One of the most influential of the innatist theories (i.e., theories that argue that language is innate, is that of Stephen Krashen and it is this theory that influenced communicative language teaching.

Within cognitive theories of second language acquisition, learning involves building up the knowledge system or architecture which over time and through practice becomes automatically accessible in reception and production. Some theorists within the cognitivist tradition have argued that interaction is essential for language learning to take place, with the modification of input, by teachers for example, to render it comprehensible to the learner.

3.5 THE SOCIO-CULTURAL PERSPECTIVE ON SECOND LANGUAGE LEARNING

It is based on the work of Vygotsky (1978), highlights that all learning, including language learning, is based on social interaction with more proficient others, on an interpersonal and intrapersonal plane as described above. Through the concept of the zone of proximal development, it highlights that language learning is developmental. The characteristic of 'prior knowledge' is very important. It recognizes that new learning is built on prior learning – that is, the ideas and concepts that students bring to learning. Teachers work with these preconceptions in order to facilitate learning.

The characteristic of 'meta-cognition', or awareness about how we learn, is integral to learning. Students need to understand how they learn. They need to continuously reflect on their learning and develop self-awareness of themselves as learners. There is a strong connection between learning and identity: learners need to negotiate constantly who they are, and how they can be/ should be/ would like to be in the language and culture they are learning.

Check Your Progress - 2

Note : a)   Answer the questions given below.

b)   Check your answer with those given at the end of the lesson.

FILL IN THE BLANKS

i.   A person's second language is a language that is _____ of the speaker, but that is used in the _____ of that person.

ii.   Circumlocution refers to learners' using_____. For example, if learners do not know the word grandfather they may paraphrase it by saying _____.

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iii.   Word Coinagerefers to learners' _____ for words that they do not know. For example, a learner might refer to an art gallery as a _____ .

3.6   UNDERSTANDING THE LANGUAGE BACKGROUND OF THE LEARNER

3.6.1   Background Knowledge of Students

21st-century early childhood classrooms are rooted in cultural, linguistic, and educational diversity so that teachers' pedagogies no longer connect rigid traditional curricula with "one-size-fit-all" activities but connect with flexible emerging curricula to foreground children's "normalcy of diversity". In particular, second language classroom teachers should be able to recognize what students they have faced and what problems the students have met in second language classrooms

In addition, to understand language diversity in second language classrooms, relative research indicates the significance of the background knowledge of linguistics regarding the phonology, morphology, and syntax.

First, the phonology knowledge is related to how people produce a language through understanding phonology and phonemes. Phonology refers to "the study of speech sounds;" while, phonemes refers to "the meaningful sounds of a language" Second, the morphology knowledge explores how words are formed, particularly showing information about morphemes that refer to smaller parts of a word. Third, the syntax knowledge presents how sentences are formed through probing into the "syntactic structure" which is called "syntax".

In a word, teachers should have knowledge of linguistics so that they can make themselves more aware of linguistic differences that their students bring to the classroom, thus designing an effective approach to help their students for learning.

An English language learner (ELL) is a person who is learning the English language in addition to his or her native language. The instruction and assessment of students, their cultural background, and the attitudes of classroom teachers towards

ELLs have all been found to be factors in ELL student achievement. Some ways that have been suggested to assist ELLs includebringing their home cultures into the classroom, involving them in language-appropriate content area instruction from the beginning, and by integrating literature into the learning program. Some educational advocates prefer for a student learning any second language the term emergent bilingual.

There are various issues within a classroom that contains a considerable number of ESL students (English as a Second Language), causing a strong need for additional support, programs, and services. Oftentimes, the issues arrive because of differences amongst the students, teachers, and other peers within the school who are culturally and linguistically diverse. ESL students are often expected to do the same work as all the other students, which cause frustration, low self-esteem, anxiety, and eventually leads to behavioral problems.

When students enter the second language classroom, they come with varying degrees of experience with and knowledge of the language; some students may have no knowledge, some may have a bit, and other students may have a good knowledge based upon which to build. What can make the situation complicated for the teacher is that all of these students may be in the same class together; how can we compensate for such differences? As teachers, it is important not just to realize that each student comes with their own background knowledge, but that we need to become familiar with what that background knowledge is and work with it to lead all students to higher levels of success in the target language (L2).

We know that it is very rare, except for perhaps the first class that a group of learners will all start with what we can refer to as "no background". The minute students begin to learn a language all sorts of individual factors come into play to contribute to that learning which forces the teacher to differentiate almost immediately. However, a bigger challenge arises when dealing with students who are coming from "feeder schools" i.e., The students who are entering either junior or senior high school and come with some previous exposure to a second language from their

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previous school. The feeder schools might have more or less high quality teacher proficiency, or more or less priority placed on the language program. These differences culminate in such a way that some kids who come from one feeder school might be stronger than those coming from another feeder school. It can't be assumed that just because the students have all had the same amount of time being exposed to the language they are all on the same page.

When teachers are doing planning and preparation, they should be thinking about every stage of learner. When we think about doing a "needs assessment" of students, we need to think about how this assessment is to be done, whether with a placement test, observational anecdotal notes, etc. In other words, how do we determine the background knowledge of the students? There are ways to do this, but a placement test is only as good as the number of people who use it, who developed it, and what the intended purpose was. Placement tests tend not to be used as much in elementary, junior high or senior high schools, so it is up to the teacher to get a sense of where the students are in their learning. More and more bilingual programs, for example, have discerned that in the grade 8-10 bilingual programs there are kids with a wide range of ability levels. This is in part due to the fact that within these programs some of the children are native speakers, some are more recent immigrants, some are third or fourth generation children who have heard the language and have a sense for the culture but don't really know the language, and some have no cultural connection at all. This last group is rare, but does exist and it is important to remember that these students are not automatically the lowest students in the group. These bilingual programs, which might have 120 students in three different grades, have divided these students into three groups across the grade levels so that they are working more at their own ability level. This is an example of a case where a needs assessment of the students had been done. Usually the needs assessment shows through strongest in the oral ability.

One type of needs assessment that is all encompassing is the interview format; this looks at listening comprehension, reading, speaking and writing, cultural

knowledge, awareness and ability to integrate. This type of an assessment would be done on an individual, one-on-one basis with the student and take anywhere from 10-15 minutes, depending on the level of the learner. As much as this can be a challenge to organize, a second language teacher could make a very good case as to why they would need a substitute teacher on a certain day so that they can arrange to have those one-on-one meetings with students, because this is the best way for the teacher to determine the background knowledge of students. The principles of language learning have a number of implications for teachers catering to the needs of gifted and talented culturally and linguistically diverse learners. The language learning involves certain basic principles.

- Imply that the choice of methods and strategies should be flexible

- Advocate an eclectic approach to methodology which draws upon many methods for the best techniques approaches and strategies for learning English and learning through English

- Imply that gifted and talented CALD students learn best when given the opportunity to use English freely and creatively in many different communicative situations

- Imply a need to create an atmosphere of trust to encourage learners to take risks

- Imply a need to provide opportunities for gifted and talented CALD learners to find answers to their own questions and pursue their own interests

- Imply a need to, at times, actively focus students on specific aspects of English, such as strategies, skills, structures and vocabulary

- Imply a need to encourage and promote the active involvement of gifted and talented CALD learners in exploring, investigating, reflecting, communicating and self discovery

- Advocate related and recycled experiences to support conceptual development

- Require a balance of teaching/learning situations in the classroom

- Advocate the use of peer collaboration for modeling and scaffolding purposes.

Many culturally and linguistically diverse students have developed a camouflage for language survival and have never really mastered English at the level required to communicate complex ideas and higher level thinking. The inability to hypothesize or to draw inference or conclusion from observations has to be seen as possible a function of language rather than an indication of general lack of ability.

The move from interpersonal communicative language to more academic language must occur if the student's ability to communicate complex ideas is to be recognized and developed. This can be encouraged in the classroom by incorporating the following techniques.

- Identify areas in the course or program where a definition, report, hypothesis or use of evidence to make inferences or draw conclusions is required.

- Assist students to make lists of things which need defining. Spend time defining these, distinguish from an example, and use exact language. Look at dictionary definitions and meanings.

- Do the same with reports, hypotheses and drawing conclusions. Isolate facts and observations from which students can make inferences or draw conclusions. Move on to other areas of higher language use.

- The importance of reading cannot be over-emphasized. Students need encouragement to read a wide range of materials in order to acquire language through print.

3.6.2 Language Support for Students in the Home and in School

Students in bilingual and ESL classrooms manipulate more than one language and are influenced by more than one culture. Their experiences with these languages and cultures influence their learning. The more we understand the personal, socio-

cultural, and linguistic backgrounds of bilingual students, the better equipped we will be to provide these students with an effective learning environment. This environment should be one that supports learning in a second language and culture, while fostering a positive attitude and respect for the other language and culture.

The responsibility for English language learning, academic progress, and integration of bilingual and ESL learners into the school community should be assumed by all personnel at the school, not just by the bilingual and ESL staff. School administrators should make certain that bilingual students have opportunities to integrate both socially and academically with monolingual English speakers. The following practices promote the inclusion of all students in a supportive, educational environment:

- Create participatory, inquiry-based classrooms

- Maintain high expectations for all students

- Teach ESL through content-area instruction

- Use thematic units

- Incorporate culturally familiar learning strategies

- Use a variety of strategies when teaching literacy

- Provide appropriate and valid assessment

- Recognize that students use both languages to learn

Check Your Progress - 3

Note : a) Answer the questions given below.

  b) Check your answer with those given at the end of the lesson.

i. In order to understand language diversity in second language classrooms, relative research indicates the significance of the background knowledge of linguistics regarding_____.

ii.	Phonology refers to _____.
iii.	What are the certain basic principlesinvolved in language learning?

3.7 LANGUAGE ACROSS CURRICULUM

Language is most helpful to communicate our thoughts and feelings. But educational context to understand the significant of language in a deeper way we need to examine it in a multi-dimensional space, giving due importance to its structural, literary, sociological, culture, psychological, and aesthetic aspects. Teachingin classrooms is primarily accomplished through language. Teachers lecture, ask questions, initiate discussions, and assign reading and writing tasks. Students engage in academic tasks through reading, writing, exploring the Internet, giving verbal answers to teacher questions, listening to teacher lectures and student presentations, participating in whole-class and instructional peer group discussions, memorizing written text and vocabulary, and so on.In the hands of a good teacher, teaching of any language is a very interesting activity. An effective teacher is able to put life in the teaching learning programme. Every good teacher fixes up aims of teaching learning. Then he/she makes all efforts to achieve those goals. Such a teacher does not hesitate in rethinking, reframing or rewriting the goals. And above all the effective teacher follows of teaching learning the language. The different aims and principles of teaching keep the teacher on the right track. The second language is learnt deliberately, usually in formal classroom teaching. So the classroom activities must provide sufficient and scope for learning the language with emphasis on practice. The teacher must give his pupils as much opportunity as possible for the correct practice of language skills and as little opportunity as possible to make mistakes.

3.7.1 Language for Specific Purpose:

Language for Specific Purposes has been primarily used to refer to two areas within applied linguistics

One focusing on the needs in education and training.

One with a focus on research on language variation across a particular subject field

3.7.2 Education and Training:

Language for Specific Purpose is a widely applied approach to second or foreign language teaching and training that addresses immediate and very specific needs of learners who need that language as a tool in their education, training or job. A negotiated syllabus means that the content of a particular course is a matter of discussion between teacher and students, according to the wishes and needs of the learners in conjunction with the expertise, judgment, and advice of the teacher.

"Language for Specific Purposes" has also been used to refer to a branch of applied linguistics which deals with a variety of language used by members of a particular subject field, concentrating on its genres, stylistic features and technical lexis. This research is relevant for such problem-based areas as language education, translation and the design of specialized dictionaries. Some in the training area consider such research on Professional Communications as LSP-related research when it is paired with or applied directly to an LSP training program. Applied linguistics is an interdisciplinary field of linguistics that identifies, investigates, and offers solutions to language-related real-life problems. Some of the academic fields related to applied linguistics are education, psychology, computer science, communication research, anthropology, and sociology.

3.7.3 Relationship to Content-based Instruction:

Content-based language instruction (CBI) is also sometimes confused with ESP. At the post-secondary level it is frequently used to motivate groups of learners who may be interested in the same professional field, providing meaningful communication opportunities. However, as in their regular studies they are usually not studying through a foreign/ second language (except for sheltered courses), they do not need English as a tool in their immediate studies. "Content-based instruction (CBI) is the integration of selected content with language teaching aims". Thus,

when trying to identify which approach being taken, the question is: "Is it English for Specific Purposes or English through specific content themes or content areas?"

a)   Understanding the Problem/Reading the Story:

Students should be encouraged to think of word problems as short stories. Thus, they can apply the same reading strategies they use for making meaning from other texts. Engaging students in asking questions and discussing the word problems is very beneficial for English Language Learners.

Another important step is to encourage students to make connections to prior experience, to the world, and to their important mathematical ideas. After the students have made sense of the problem, they must plan how to solve it.

Guiding students to consider different representations (manipulative, pictures, graphs, written language, symbols, tables, equations, action movement, oral language, or mental images of real world situations) will be especially beneficial for English Language Learners. Writing problems, giving students opportunities to write their own problems, specifically word problems, will support numerous writing skills. When students engage in writing problems, they demonstrate their understanding of the mathematics but also their understanding of sentence structure, vocabulary, grammar, and punctuation. Writing problems demands clear, concise, and complete ideas. After writing problems, their peers should read them to make sure they are complete and make sense. Students can then revise their problems based on that feedback.

b)   Deciphering the Language of Mathematics:

Language can be confusing because some words are used in both everyday English and mathematics (square, similar, range). Also, certain terms learned together can be challenging (equation and expression, hundreds and hundredths, intersect and intercept). One strategy to use with students is a

page, or other product that highlights what each term means and how the terms are different. Some type of visual artifact may be posted on a word wall for future reference.

c)   Use of Graphic Organizers:

Graphic organizers are instructional tools that visually organize information so that it can be understood, remembered, and applied. These organizers aid students in reading comprehension, writing, and oral conversation. In mathematics, concepts webs, charts, and Venn diagrams are particularly useful.

Graphic organizers allow students to make sense of the important ideas of mathematics. Students make connections between existing knowledge and new concepts to be learned. They are able to organize information obtained from written or oral texts, develop and practice reading strategies, increase retention, activate schema as a pre-reading or pre-listening activity, and organize ideas for writing or discussion. Multiple Representations Charts support students in vocabulary and language development. These charts help students develop conceptual understanding through writing by giving them an opportunity to explain and make connections among vocabulary symbols, concepts, and procedures.

d)   Modeling of Think Aloud

Teachers should use the strategy of thinking aloud as they read through a problem so students can experience the thought processes. After the teacher models it several times, students can practice a think aloud with a partner. Students will be supported not only in the problem-solving process but also in the ability to express themselves.

e)   Learning Journals

Learning logs can be beneficial in helping students to explain their thinking, use new mathematical vocabulary, and demonstrate their learning. ELLs may

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need some scaffolding by providing them with writing frames to assist them with organization. When introducing any new tool, it is important for the teacher to model its use. If students have difficulty organizing their thoughts before writing, the teacher can initiate a talk time first. Sometimes if students discuss what they want to write first, they are more confident and successful in transferring their thoughts to paper.

f)   Academic Language Scaffolding

Language Scaffolding is a step-by-step process of building student's ability to complete tasks on their own. Students identify mathematics vocabulary by participating in an introductory activity. Scaffolding consists of several strategies used in conjunction to "shelter" curriculum content for ELLs. These strategies include modeling the use of academic or technical language; contextualizing academic or technical language through the use of visuals, gestures, graphic organizers, and demonstrations; and using hands-on learning activities that involve the use of academic or technical language.

g)   Directed Reading-Thinking Activity

This activity engages students in the processes of reading and is applicable when reading a mathematics textbook. Students take a quick look at the titles, captions, charts, pictures, or graphs in the lesson. Students predict what they think the main ideas of the lesson will be. Then students read the text of the lesson to determine how accurate their predictions were. This strategy enables students to get personally involved with the text and gives them a purpose for reading.

h)   Mathematics - A Language:

Mathematics is a language. The factors like letters, writing, reading and grammar in language can be seen in mathematics as well. Through this language, communication and translation also take place. Just like the

discourse forms in language, we come across discourse forms such as figures, tables and graphs in mathematics. Therefore, the child has to use these discourse forms in order to understands mathematical ideas and communicate through them. The learner must be enabled to use mathematics to form new mathematical relations and to clarify his/her thoughts. This skill helps in problem solving.

Language skills in mathematics include the ability to perform basic computations, to use basic mathematical concepts in practical situations, to make reasonable estimates, to understand graphs, charts and numerical concepts in language, to manage data, to handle money and do stock inventories. They may, in addition, need to represent world problems mathematical concepts, evaluate or construct mathematical arguments and interpret and explain proofs.

i)   Language and History:

History is a language rich subject. Language plays a significant role in learning and making history. Historical records are based in language and so for understanding the feelings and reasons for why thing happened in the past. Because language changes, there may also be a need for some vocabulary that captures the past meaning of words and expressions that are not in current use by students today. Language in History typically deals with recounts, accounts, explanations, exposition, rebuttal challenges and discussion.

Language outcomes in History should include explicit teaching of writing argumentative essays that draw upon historical events and evidence accurately and concisely. Linguistically, students should be able to decode concepts and vocabulary by using their understanding of word roots, prefixes, suffixes and nomenclature and common expressing. Students in History need to be able to read for context clues. Common grammatical structures include passive voice and conversions of verbs into nouns.

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j)   Science and Language development:

Language plays two crucial roles in science learning:

It facilitates the communication of conceptual and procedural knowledge questions, and propositions (external, public), and

It mediates thinking, a process necessary for understanding (internal, private).

For students, language development is intimately involved in their learning about the natural world. Science provides a real and engaging context for developing literacy, and language arts skills and strategies support conceptual development and scientific practice. For example, the skills and strategies used for reading comprehension, writing expository text, and oral discourse are applied when students are recording their observations, making sense of science content, and communication their ideas. Student's' use of language improves when they discuss, write and read about the concepts explored in each investigation. The scientific and engineering practices are listed below, along with a sample of the language functions that ate exercised when effectively engaged in that practice.

k)   Science and Reading Domain:

In the kindergarten, you can enhance science learning by using trade books and other read-aloud resources to engage students and provide topics for lively discussions. Reading aloud helps primary students understand the science content and lets you model reading comprehension strategies such as asking yourself questions and summarizing a paragraph just read.

3.8   MEDIUM OF INSTRUCTION

Medium of Instruction means the language through which all the subjects are taught. In a multilingual country like India there are various mediums of instructions used to give education. Mostly medium of instruction is either the regional

language (e.g. Gujarati, Marathi, Tamil, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit and English.

Hindi is also medium of instruction at some colleges. Regional languages being mother tongues are easy to learn and learners find easy to express themselves, Whereas English language has its own advantages but sometimes learners face difficulty in learning and expressing themselves in that language.

3.8.1   Mother Tongue as the Medium of Instruction:

India is multilingual country. In India different languages are spoken in different states. There are 22 languages recognized by the Constitution of India, of which Hindi is the official national language and a primary language of 30% of the people in the country; the other languages are Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Santhali, Sindhi, Tamil, Telugu, Urdu. In addition, there are 844 different dialects used in various parts of the Country.

English often forms the most important language for national, political, and commercial communications. Every state has colleges having different medium of instructions for example, Gujarat has Gujarati, Maharashtra has Marathi, Tamil Nadu has Tamil, Kerala has Malayalam, Rajasthan, M.P, and U.P has Hindi, Assam has Assamese, Goa has Konkani, Punjab has Punjabi, and West Bengal has Bengali language as the medium of instruction.

3.8.2   English Language as the Medium of Instruction:

Colleges having English language as medium of instruction are found throughout the country. As even after independence, it was viewed by leaders and educationists that knowing and using English language will be an additional advantage for Indians in modern competitive but globalised world.

The following reasons are given by Maulana Abdul Kalam Azad (1974) that English language is an international language, link language, important for social

mobility, essential for personal growth and development, essential for personality development, essential for higher studies, library language, has wide and rich literature, essential for getting better jobs. That's why there are more and more colleges having English as the medium of instruction. English is the language of rationality not emotion. Till freedom all were studying English for higher education. And even after freedom we are still using English language. The parliament has also recognized English as official language in addition to Hindi. English has become the status symbol as all desire to send the children to English medium school in order to have proficiency in English language. This language attracts people because of the wealth of literature and knowledge. People who go abroad to study can only have English as medium of study.

3.8.3 Significance of Medium of Instruction:

In multilingual country like India, problem of medium of instruction is major problem because every state wants to have its regional language as the medium of instruction.

Whereas some nationalist argues Hindi, being the national language should be the medium of instruction.

Educationists having faith in globalization and technical development advocate that education received through English medium can lead to faster and more rapid growth.

Check Your Progress - 4

Note :   a)   Answer the questions given below.

              b)   Check your answer with those given at the end of the lesson.

Q1.   "Language for Specific Purposes" refers to _____ .

Q2.   Medium of Instruction means_____ .

Q3. Write a short note on the use of language in mathematics.

Q4. How does language play a significant role in the teaching of history?

Q5. How does Mother Tongue acts as the medium of instruction.

3.9   READING COMPREHENSION

Reading comprehension is a much less natural act than listening comprehension. Moreover, language use differs between oral and written language with a tendency for more complex forms to occur in writing. Therefore, while reading comprehension depends on listening comprehension ability, it also requires that additional strategies be brought to bear.

In formal terms, successful reading comprehension depends on the construction of a rich and elaborate mental model of the text that is read. This is often referred to as the situation model. The situation model can be thought of as an integrated summary of the contents of the text, which can be scrutinized in response to questioning.

3.9.1   Factors related to the poor reading comprehension:

There are three main reasons why children will poor to progress in reading comprehension:

Inefficient word-level reading skills

Poor oral language skills

Lack of print experience and/or negative attitudes to reading.

3.9.2   Comprehension strategies:

a)   Prediction:

It could be argued that the ability to predict what a text entails is the first step to successful comprehension. A reader obtains the first clues to what a text is

about via its title. Together with the opening sentences this can help the reader decide if the text is appropriate to their purpose (in the case of non-fiction) or to activate a story schema (in the case of fiction). The good reader then actively looks for cues to enrich their mental model of the text as reading proceeds. In turn, the developing representation of the text can be used to set up expectancies at the word, sentence and text levels. This will facilitate reading fluency and deepen understanding.

b)   Questioning and clarifying:

An actively engaged reader can use self-questioning to monitor their reading comprehension and to help clarify points that they fail to understand. Closely related to this is the use of the look back strategy to find information that is needed to resolve ambiguities. A successful comprehended knows how to generate pertinent questions, and can fall back on their mental model of the text to know where to locate relevant information.

c)   Imagining:

Imagining refers to the use of mental imagery to enhance text comprehension by enriching the mental model of a text. Many successful theorists translate the story they are reading into a series of images, almost like a film that can be replayed during story recall. Children who do not do this spontaneously can be taught to use the strategy to incorporate the details of what they read around a central theme.

d)   Summarization:

The process of summarization is perhaps most closely allied to the development of the situation model. Summarization involves the extraction of the gist and main themes of what is read (while putting aside their relevant details), and integrating the details into a coherent whole. Additional processes may include the evaluation of style and mood and making generalizations. Summarization depends on basic language skills, inferential abilities and knowledge and engagement with texts.

3.9.3 Developing Skills of Reading Comprehension:

Comprehension is a fundamental purpose of reading. From beginning readers who struggle to decode print to skilled readers with fluent skills, understanding the meaning motivates readers to interpret and analyze the text. What is comprehension? It includes making sense of words, connecting ideas between text and prior knowledge, constructing and negotiating meaning in discussions with others, and much more. Comprehension in this context is difficult to define because it involves so many aspects of thinking.

3.9.4 Important Key Points about Developing Skills of Reading Comprehension:

Conceptual knowledge: Children need familiarity with the topics they read and some understanding of the main concepts in narrative and expository texts. For example, children in K-1 who understand the ideas in narrative picture books, the story plot and characters' thoughts, develop good reading comprehension one to two years later.

Language skills: Effective oral language skills, both expressive and receptive, predict later reading comprehension. For example, children with good vocabulary skills who understand many words in text have better reading comprehension.

Text features: Beginning readers need to know how titles, pictures, captions, and headings relate to the meaning of text. They develop concepts about print, concepts about genres, and concepts about text structures that help them construct meaning from different types of text.

Strategies: Comprehending text requires readers to use a variety of strategies such as making and checking predictions, asking and answering questions, looking back in text to monitor understanding, and occasionally stopping to paraphrase or summarize the important information.

Fluent decoding:Comprehension is difficult when children focus all their energy and cognitive resources on saying the words correctly. Comprehension is easier when decoding is automatic so young readers must learn to recognize words quickly and accurately.

Check Your Progress - 5

Note :   a)   Answer the questions given below.

            b)   Check your answer with those given at the end of the lesson.

Q1   Briefly discuss any four important key points about developing skills or reading comprehensive.

Q2.   List the factors related to the poor reading comprehension.

Q3.   Briefly discuss the comprehension strategies.

3.10   LET US SUM UP

Language is essentially a means of communication among the members of a society.The term first language refers to the language that a person acquires in early childhood because it is spoken in the family and/or it is the language of the region where the child lives (also known as a mother tongue, native language, or arterial language). It is instinctual, rapid and does not require any instruction.A person's second language or L2, is a language that is not the native language of the speaker, but that is used in the locale of that person. In contrast, a foreign language is a language that is learned in an area where that language is not generally spoken.Teaching in classrooms is primarily accomplished through language. Teachers lecture, ask questions, initiate discussions, and assign reading and writing tasks. Students engage in academic tasks through reading, writing, exploring the Internet, giving verbal answers to teacher questions, listening to teacher lectures and student presentations, participating in whole-class and instructional peer group discussions, memorizing written text and vocabulary, and so on.In the hands of a good teacher,

teaching of any language is a very interesting activity. An effective teacher is able to put life in the teaching learning programme. Every good teacher fixes up aims of teaching learning. Then he/she makes all efforts to achieve those goals. Such a teacher does not hesitate in rethinking, reframing or rewriting the goals. And above all the effective teacher follows of teaching learning the language. So the classroom activities must provide sufficient and scope for learning the language with emphasis on practice.

3.11 LESSON END EXERCISE

Long Answer Type Questions

Q1.   What do you mean by home language? Discuss the influence of home language on learning.

Q2.   What is school language? Describe the influence of school language on learning.

Q3.   Explain uses of language in various subjects.

Q4.   Explain effectiveness of medium of instruction in language across curriculum.

Q5.   Explain advantage mother language as a medium of instruction and why?

Q6.   Discuss about need and important of reading comprehension and comprehension strategies.

Short Answer Type Questions

Q1.   Define home language.

Q2.   What are the characteristics of home language?

Q3.   What is the importance of home language?

Q4.   What is school language?

Q5.   What are the communication strategies adopted by L2/School learners?

Q6.   Briefly discuss the role of language in learning and making History.

Q7.   Briefly discuss English language as a medium of instruction.

3.12   SUGGESTED FURTHER READINGS

Areekkuzhiyil, Santosh. Language across the Curriculum. New Delhi: Impact Books, 2016

Chand, Bharti. Language across Curriculum. Delhi: Bookman, 2017.

Taj, Haseen and Mahesh Bhargava. Language Across The Curriculum. New Delhi: RP Publishers, 2018.

3.13   ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress - 1
1) TRUE; 2) FALSE; 3) TRUE

Check Your Progress - 2

A person's second language or L2, is a language that is not the native language of the speaker, but that is used in the locale of that person.

Circumlocution refers to learners using different words or phrases to express their intended meaning. For example, if learners do not know the word grandfather they may paraphrase it by saying "my father's father".

Word Coinage refers to learners creating new words or phrases for words that they do not know. For example, a learner might refer to an art gallery as a "picture place".

Check Your Progress - 3

In order to understand language diversity in second language classrooms, relative research indicates the significance of the background knowledge of linguistics regarding the phonology, morphology, and syntax

Phonology refers to "the study of speech sounds;"

The language learning involves certain basic principles.

- Imply that the choice of methods and strategies should be flexible

- Advocate an eclectic approach to methodology which draws upon many methods for the best techniques approaches and strategies for learning English and learning through English

- Imply that gifted and talented CALD students learn best when given the opportunity to use English freely and creatively in many different communicative situations

- Imply a need to create an atmosphere of trust to encourage learners to take risks

- Imply a need to provide opportunities for gifted and talented CALD learners to find answers to their own questions and pursue their own interests

- Imply a need to, at times, actively focus students on specific aspects of English, such as strategies, skills, structures and vocabulary

- Imply a need to encourage and promote the active involvement of gifted and talented CALD learners in exploring, investigating, reflecting, communicating and self discovery

- Advocate related and recycled experiences to support conceptual development

- Require a balance of teaching/learning situations in the classroom

- Advocate the use of peer collaboration for modeling and scaffolding purposes.

Check Your Progress - 4

Language for Specific Purposes has been primarily used to refer to two areas within applied linguistics

One focusing on the needs in education and training

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One with a focus on research on language variation across a particular subject field

Medium of Instruction means the language through which all the subjects are taught. In a multilingual country like India there are various mediums of instructions used to give education. Mostly medium of instruction is either the regional language (e.g. Gujarati, Marathi, Tamil, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit and English.

Mathematics is a language. The factors like letters, writing, reading and grammar in language can be seen in mathematics as well. Through this language, communication and translation also take place. Just like the discourse forms in language, we come across discourse forms such as figures, tables and graphs in mathematics. Therefore, the child has to use these discourse forms in order to understands mathematical ideas and communicate through them. The learner must be enabled to use mathematics to form new mathematical relations and to clarify his/her thoughts. This skill helps in problem solving.

Language skills in mathematics include the ability to perform basic computations, to use basic mathematical concepts in practical situations, to make reasonable estimates, to understand graphs, charts and numerical concepts in language, to manage data, to handle money and do stock inventories. They may, in addition, need to represent world problems mathematical concepts, evaluate or construct mathematical arguments and interpret and explain proofs.

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use by students today. Language in History typically deals with recounts, accounts, explanations, exposition, rebuttal challenges and discussion.

Language outcomes in History should include explicit teaching of writing argumentative essays that draw upon historical events and evidence accurately and concisely. Linguistically, students should be able to decode concepts and vocabulary by using their understanding of word roots, prefixes, suffixes and nomenclature and common expressing. Students in History need to be able to read for context clues. Common grammatical structures include passive voice and conversions of verbs into nouns.

Instruction:India is multilingual country. In India different languages are spoken in different states. There are 22 languages recognized by the Constitution of India, of which Hindi is the official national language and a primary language of 30% of the people in the country; the other languages are Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Santhali, Sindhi, Tamil, Telugu, Urdu. In addition, there are 844 different dialects used in various parts of the Country.

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Check Your Progress - 5

Conceptual knowledge: Children need familiarity with the topics they read and some understanding of the main concepts in narrative and expository texts. For example, children in K-1 who understand the ideas in narrative picture books, the story plot and characters' thoughts, develop good reading comprehension one to two years later (Paris & Paris, 2003).

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Language skills: Effective oral language skills, both expressive and receptive, predict later reading comprehension. For example, children with good vocabulary skills who understand many words in text have better reading comprehension Dickinson & Tabors, 2001).

Text features: Beginning readers need to know how titles, pictures, captions, and headings relate to the meaning of text. They develop concepts about print, concepts about genres, and concepts about text structures that help them construct meaning from different types of text.

Strategies: Comprehending text requires readers to use a variety of strategies such as making and checking predictions, asking and answering questions, looking back in text to monitor understanding, and occasionally stopping to paraphrase or summarize the important information.

2   Factor related to the poor reading comprehension:

There are three main reasons why children will poor to progress in reading comprehension:

i   Inefficient word-level reading skills

ii   Poor oral language skills

iii   Lack of print experience and/or negative attitudes to reading.

3   Comprehension strategies:

a)   Prediction:It could be argued that the ability to predict what a text entails is the first step to successful comprehension. A reader obtains the first clues to what a text is about via its title. Together with the opening sentences this can help the reader decide if the text is appropriate to their purpose (in the case of non-fiction) or to activate a story schema (in the case of fiction). The good reader then actively looks for cues to enrich their mental model of the text as reading proceeds. In turn, the developing representation of the text can be

used to set up expectancies at the word, sentence and text levels. This will facilitate reading fluency and deepen understanding.

b)   Questioning and clarifying:An actively engaged reader can use self-questioning to monitor their reading comprehension and to help clarify points that they fail to understand. Closely related to this is the use of the look back strategy to find information that is needed to resolve ambiguities. A successful comprehended knows how to generate pertinent questions, and can fall back on their mental model of the text to know where to locate relevant information.

c)   Imagining: Imagining refers to the use of mental imagery to enhance text comprehension by enriching the mental model of a text. Many successful theorists translate the story they are reading into a series of images, almost like a film that can be replayed during story recall. Children who do not do this spontaneously can be taught to use the strategy to incorporate the details of what they read around a central theme.

d)   Summarization:The process of summarization is perhaps most closely allied to the development of the situation model. Summarization involves the extraction of the gist and main themes of what is read (while putting aside their relevant details), and integrating the details into a coherent whole. Additional processes may include the evaluation of style and mood and making generalizations. Summarization depends on basic language skills, inferential abilities and knowledge and engagement with texts.

LANGUAGE AND CONSTRUCTION OF KNOWLEDGE

Structure

4.1   Introduction

4.2   Objectives

4.3   Language and Construction of Knowledge

    4.3.1   Epistemological Issues

    4.3.2   Language and Meaning Affecting Knowledge Construction

    4.3.3   Discourse Analysis

    4.3.4   Conclusion

4.4   Difference between Language as a School Subject and Language as a means of Learning and Communication

    4.4.1   Learning Language

    4.4.2   Learning through Language

    4.4.3   Learning about Language

    4.4.4   Language as a means of Learning and Communication

    4.4.5   Approaches to Language Study in the Communication Field

4.1   INTRODUCTION

This lesson emphasizes the role of language in constructing knowledge. It considers the context-dependant nature of knowledge: how do people interpret the situation; what tasks have to be accomplished; which knowledge do they consider important, etc. Firstly, the assumptions on epistemological issues, viz. the knowledge concept and the role of language and meaning in creating knowledge are discussed. Secondly, referring to discourse theory it sheds light on the use of language in varying social contexts, highlighting interactivity, context dependency, functional, and creative nature of language. Knowledge sharing may be more complicated than the traditional conduit model of communication suggests implying a rather simplistic notion of knowledge. Insights from the theory of social constructionism and discourse theory help to gain a better understanding of knowledge and highlight the crucial role of language in constructing knowledge, which is sharing and creating knowledge.

4.2 OBJECTIVES

After going through this lesson, you shall be able to :

• describe the concept of language and construction of language,

• highlight the difference between language as a school subject and language as a means of learning and communication, and explain the concept of multilingual classrooms.

4.3   LANGUAGE AND CONSTRUCTION OF KNOWLEDGE

Language is commonly understood as a tool to describe and report on reality. However, this is a limited view of language since language is not only content; it also provides context and a way to re-contextualize content. Language is not only used to describe and report but it is also a medium of creation. Language provides the context within which one is able to know. It is not the difference of national languages but the difference in language context and its meanings which matters. The core issue of this section is the ambivalent, situation-dependent and active role of language while constructing knowledge. It is argued that language significantly influences how knowledge is constructed while interacting with each other. Words expressed through language and meaning influence how an individual perceives and interprets the world around him. Language affects thinking. While constructing knowledge, he is processing cognitions through language. Therefore, language is considered as a vehicle of thought (Dummett).

Firstly, epistemological issues, that is, the knowledge concept and the role of language and meaning in knowledge construction are outlined. Secondly, referring to discourse theory the discussion sheds light on the use of language, highlighting interactivity, context dependency, the functional and creative nature of language. It will be shown how groups of people develop and cultivate their own language through language games.

4.3.1   Epistemological issues

In order to be able to understand the role of language and meaning in knowledge construction it is necessary to deal with epistemological issues, that is, how is knowledge shared and created.

Interaction-based concept of knowledge

Knowledge is highly personal and includes an act of integrating explicit and tacit elements of knowledge. Knowledge always contains a highly individual component (Polanyi, p. 17). Polanyi who introduced the concept of tacit knowledge emphasizes the personal element of knowledge: "into every act of knowing there enters a passionate contribution of the person knowing what is being known, and this coefficient is no mere imperfection but a vital component of his knowledge" (Polanyi, p. viii).

While sharing and creating knowledge individuals integrate the various elements of knowledge in the light of a particular context. Thus, the particular context is of vital importance. The context provides meaning to it and allows for sharing and creating new knowledge. Every act of knowing inherently includes an individual's appraisal of the context. Individuals decide upon the meaning they apply to the particular context. Here, the ability to see the difference and draw distinctions comes into place "knowledge is the individual ability to draw distinctions within a collective domain of action, based on an appreciation of context or theory, or both" (Tsoukas & Vladimirou, p. 979).

The ability to draw distinctions is based on how individuals perceive and process what they experience. Individuals create and share knowledge among each other while interacting. They are not passively transfer-ring knowledge like they do with commodities but they are actively sharing knowledge and integrating it with the existing knowledge base. This interaction-based approach draws on the theory of social constructionism (see for example Berger & Luckmann, 1975; Renzl, 2002). Therefore, knowledge construction depends on the participants involved and it depends on how they perceive, process, and interpret meaning in the particular situation. Opposed to the epistemology of logical positivism that assumes that shared knowledge is achieved through 'simple contemplation and communication of evidence' (Winsor, 1990, p. 9), social constructionism considers knowledge sharing profoundly influenced by social

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factors. An idea is regarded as knowledge only when it is socially validated. In social constructionism we are co-creators of reality, as von Foerster states 'the hearer and not the speaker determines the meaning of an utterance' (Waters, 1999).

4.3.2 Language and Meaning Affecting Knowledge Construction

Knowledge is socially constructed, which is almost an accepted truth. However, how knowledge is constructed and what sustains it is less commonly understood. Language and meaning plays a crucial role in knowledge construction. In analysing the role of language and meaning in knowledge construction three issues may be pointed out (Stein & Ridderstrale)

we know more, than we can tell;

we say more, than we know, and

what is said, will be interpreted differently(Polanyi, 1983).

Knowledge creation involves an ongoing process of integrating existing explicit and tacit elements of knowledge. It is a highly personal process depending on the particular situation and people's perception of the situation. The ambiguous, metaphoric and context-dependant role of language is crucial for constructing meaning. We reduce, compile, and/or condense knowledge depending on the meaning we ascribe to it. Values and beliefs are affecting how we assess the meaning of particular elements of knowledge. In organizations people develop collective values and beliefs affecting meaning and language used.

As already mentioned, language is traditionally seen as a communication tool consisting of words in order to be able to describe reality and its objects. However, the role of language in constructing knowledge is more far reaching and goes beyond the 'objectivist function' of language (Polanyi). Over and above language serves as a vehicle of knowing (following the expression of language

as a 'vehicle of thought'), and carries meaning, which we ascribe to words. It is the highly personal aspect of meaning, which is articulated through language and which is of significant importance to knowledge construction. Language allows for articulating knowledge and integrating various dimensions of knowledge coherently.

Language is of vital importance in communicating knowledge because it carries the context which allows for meaning and recontextualization. Language is composed of words and notions, which allow for articulating meaning. 'Desk' as a word communicates the meaning of work and links it to pen, computer, paper, etc. According to a postmodern and poststructuralist perspective, language is a system of distinctions, which is based on suppressing hidden meanings. Each attempt of articulating something clearly and indubitably is based on individual meanings. It is necessary to deconstruct individual meanings in order to be able to understand it. The significance of narration, that is the practice of creating and ex-changing stories has been widely recognized in literature.

People interact and communicate with each other through language. Meaning arises in interaction. Meaning links the distinctions between various expressions. Language allows for describing oneself and the circumstances of one's existence. The ability of describing oneself is only possible through language. Language is the prerequisite for phenomena like reflection and consciousness. Interaction through language constitutes identity and social adaptation. Based on language we are able to categorize our experiences and ascribe meaning to it. We ascribe meaning to each word. It is the meaning what the word is there for. Meaning is a core element of knowing and evolves through language. It is through language that we are able to draw distinctions and categorize. Language and meaning are something that has to be learned. For example, it takes some time until we are able to adapt and fully understand routine expressions and procedures, etc. in organizations. We have to learn the organizational language in order to be able to understand organizational activities.

Definitions, unique terminologies, codes, acronyms, characters as well as symbols and metaphors form together part of the unique culture of an organization. In creating meaning, the ambiguous, metaphorical, and context-dependant role of language is highly significant. This point of view is raised in discourse theory, which will be presented in the following.

4.3.3 Discourse analysis

Theoretical foundations: Discourse analysis sheds light on the role of language in social interaction; it deals with the use of language in the social context. Discourse analysis draws attention to the interactive, context-dependant, functional, and creative nature of language. We use language to persuade, engage, motivate, discipline, criticize, express emotions, clarify, unify, identify ourselves, etc. We construct our reality through language, which is strongly related to a particular situation. For example, 'it will be nine o'clock soon' eventually expresses an accusation (you are late!), a signal to start a meeting, and/or an answer to a question, etc. The context provides the meaning of it. More complex examples can be found in management research for instance, leadership, decentralization, hierarchy, strategy, motivation, participation etc. What matters is meaning. We ascribe meaning to concepts through interaction as a discourse process. Discourse contains all sorts of verbal interaction, informal and formal , and written texts of all kinds. Discourse analysis studies language in social contexts. Language is fundamental to social interaction and thus for knowledge construction, 'one cannot arrive at knowledge without having travelled some distance in a discursive space'. Discourse analysis allows for a better understanding of social interaction. Function, construction, and variation have been identified as core elements in discourse analysis.

Function: People use their language to do things: to order and request, persuade and accuse' (Potter & Wetherell, 1987). The function aspect of language is evident. However, function cannot be interpreted in a mechanical way. Language is not only used explicitly but also unconsciously. Considering knowing

the functional aspect of language demonstrates that knowledge can be articulated in regard with meaning. For example, 'temperature is below the limits', may induce particular measures to be taken.

Variation: Language varies according to its function, emotions, and/or the individuals involved in the conversation, that is technical knowledge has to be communicated differently to technicians and to man-agers for example.

Construction: People are using language to construct reality and versions of the social world. We actively select through including some expressions and omit others. Considering knowing the selection and integration of various knowledge aspects is crucial for sharing and creating knowledge.

The aspect of speech accommodation shows the phenomenon that people modify their accent, dialect, and intonation pattern in different group contexts. We often modify our speech when talking to children for example. Discourse analysis includes here linguistic aspects in analysing functions of language. There are two levels of interaction through language:

Language as the source: Texts and dialogues as fundamental elements of group contexts.

Language as unit of analysis: Language as a vehicle of thought in order to gain experiences, gather information, etc.

Discourse analysis stresses the importance of language and its function, which has a high impact on knowing and knowledge construction. The group context as social framing is considered as significant. The construction of meaning as a crucial aspect within the language is considered in the following section.

Language games: In the course of time, organizations develop their own language and can be considered as language systems. Using the term organization means that organization is distinct from anything else, for example organization as an entity vs. management. Language games is a term symbolizing that language

is continuously cultivated and created anew. Words are not representations of reality but obtain meaning through its use. Language operates like a game. For example language and words can be thought of a chess game: If we want to explain the notion of a horse in the chess game it is not enough to explain the chessman as such. There are many variations of a horse and we could not even describe it in depicting the form or material of it. Nevertheless, all these figures are called 'horse'. The meaning of the notion of horse is not based on the figure itself but on the usage of the notion. The terms of use are defining the notion within the chess game and ascribe meaning to it. The meaning of words arises through its usage and is defined in the social context: Every company has its own unique set of concepts and phrases – its own language – that cannot be easily translated or adopted by anyone else. Unless you are part of the conversations that made the language, and continually remake it, important meanings can be totally missed.

Concepts are the basis of thinking, and concepts are expressed in words that derive their meaning from the way they are used in specific language games; thinking is a public affair. Language and meaning are continuously developed. This is particularly true for companies who are acting in turbulent environments. New words and/or new meanings are developed steadily, for example:

Flexibility of language is shown if existing terms are modified, for example the term 'agreement' may be a legally binding contract or in another case an expression of a common interest; the extent of its binding character may vary.

It is also possible to create a new meaning to existing terms, for example Total Quality Management, an expression of a new management concept which has been formed with existing words.

And new words are created to articulate new meanings, for example wellness (combining well-being and fitness), edutainment (combining education and entertainment), transnational (sub-, inter-, and national at the same time), etc.

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Language and meaning may be modified due to modifying existing meanings, and introducing new words, or combining both of these elements. Modification of words happens through social interactions in groups. It may be a small group or a team which creates its own terms or an organization or an industry, for example language in new media organizations differs considerably from traditional business language. Individuals may be at the same time members of different groups and varying social contexts. It is important to note that language is defined through its use and varies in different frames of references. In language games people adapt their language. Adapting language is a prerequisite for knowledge creation.

4.3.4 Conclusion

Language and meaning are crucial in constructing knowledge. Language is not only a tool to report and describe objects in reality and goes beyond the conduit model of communication. Language is more than content it also provides context and meaning. Language re-contextualizes content and serves as a vehicle of thought. This aspect of language is of significant importance for constructing knowledge and particularly in regard with the tacit dimension of knowledge. The above discussion draws on the underlying knowledge concept and stresses the personal aspect of knowledge in making sense and ascribing meaning in order to integrate different knowledge elements. According to an interaction-based view, knowledge is constructed among a group of people involved in knowledge sharing and creating. Social interaction is based on language, that is how people exchange their ideas, how they are able to communicate existing knowledge etc. The focus on discourse analysis outlines interactivity, context-dependency, and the functional and creative nature of language. Discourse is the basis for social interaction and how people make sense and ascribe meaning to words and particular knowledge elements. In addition, people use language games in order to create or modify the meaning of words.

Check Your Progress -1

Note :   a)   Answer the questions given below.

            b)   Check your answer with those given at the end of the lesson.

Fill in the blanks

Q1.   Knowledge creation involves an ongoing process of integrating _____and _____of knowledge.

Q2.   Language is composed of ____and _____, which allow for articulating meaning.

Q3.   Discourse analysis allows for a better understanding of social interaction. Function, _____, and _____ have been identified as core elements in discourse analysis.

Q4.   Language is more than content it also provides _____and meaning.

Q5   According to Tsoukas & Vladimirou, knowledge is the individual ability to draw _____ within a collective domain of action, based on an appreciation of _____or_____, or both"

4.4   DIFFERENCE BETWEEN LANGUAGE AS A SCHOOL SUBJECT AND LANGUAGE AS A MEANS OF LEARNING AND COMMUNICATION

Learning is the process of creating and constructing knowledge and some individuals' learning may occur in educational system and language is at the core of this process. In discussions of language and education, language is usually defined as a shared set of verbal codes, such as English, Spanish, Mandarin, French, Hindi and Sanskrit. But language can also be defined as a generic, communicative phenomenon, especially in descriptions of instruction. Teachers and students use spoken and written language to communicate with each other– to present tasks, engage in learning processes, present academic content, assess

learning, display knowledge and skill, and build classroom life. In addition, much of what students learn is language. They learn to read and write (academic written language), and they learn the discourse of academic disciplines (sometimes called academic languages and literacies). Both definitions of language are important to understanding the relationship between language and education.

As suggested by M. A. K. Halliday, the relationship between language and education can be divided into three heuristic categories: (1) learning language, (2) learning through language, and (3) learning about language.

4.4.1 Learning Language

In their early years, children are learning both spoken and written language. They are developing use of complex grammatical structures and vocabulary; communicative competence (rules for the appropriate and effective use of language in a variety of social situations); comprehension of spoken and written language; and ways to express themselves.

Educational programs for young children often emphasize curriculum and instruction to facilitate language learning. With regard to spoken language, instructional programs may emphasize opportunities to comprehend a variety of genres from directions to narratives and opportunities to experiment with modes of expression. With regard to written language, classrooms for young children provide opportunities to learn alphabetic symbols, grapho-phonemic relationships (letter-sound relationships), basic sight vocabulary, and comprehension strategies; and also feature the reading of stories designed for young children. Young children may also have opportunities to learn how to express themselves through written language, including opportunities to form letters, words, sentences, and text structures, and opportunities to learn how to put together a written story.

There is debate about the extent to which classrooms for young children's language learning should provide didactic, teacher-centered instruction or student-centered instruction. Those who support a didactic approach argue that children

whose language performance is below that of their peers need explicit instruction to catch up. These advocates argue that the home and community environments do not provide all children with the experiences needed to be proficient and effective users of language and that direct instruction with grammatical forms, vocabulary, and pronunciation can help certain students catch up with their peers. A similar argument is made for the didactic instruction of written language. Written language, it is argued, is sufficiently different from spoken language as to require explicit instruction. Research noting the importance of phonological awareness to reading development is cited as rationale for a part (letters and sounds) to whole (fluent oral reading) curriculum.

The alternative argument is that children are inherently wired as language learners and that providing them with a stimulating, rich language environment supplies them with the tools they need for further developing their spoken and written language abilities. Although teachers may provide instruction, the instruction should follow the student's needs and interests rather than being prescribed in a predetermined manner. The complexity of language processes requires that children be allowed to engage in complete or whole-language activities rather than in isolated skill instruction activities that distort language processes by stripping them of their complexity (and also making them harder to learn). The learning of written language is not viewed as being much different from the learning of spoken language, and thus learning processes similar to those used in learning spoken language are advocated for the learning of written language.

At the secondary and postsecondary level, students learn the language of a broad range of disciplines. They must learn how to argue in discipline-specific ways and to read and write discipline-specific texts each with their own set of language conventions. Studies have suggested, however, that in some classrooms and schools, there is little difference in the texts or written assignments across disciplines. In both science and social studies, for example, students may encounter the same pattern of reading a textbook chapter and answering end-of-chapter questions.

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4.4.2 Learning through Language

Learning in classrooms is primarily accomplished through language. Teachers lecture, ask questions, orchestrate discussions, and assign reading and writing tasks. Students engage in academic tasks through reading, writing, exploring the Internet, giving verbal answers to teacher questions, listening to teacher lectures and student presentations, participating in whole-class and instructional peer group discussions, memorizing written text and vocabulary, and so on. A major thrust of classroom research since the 1970s has focused on the following question: What forms of classroom language practice facilitate what kinds of learning?

One classroom language practice of interest to educational researchers has been scaffolding. Scaffolding is the process through which teachers and students interact with each other by building on each other's immediately previous statement or utterance. For example, after making a statement, a teacher might ask a student a question intended to help the student elaborate or probe the academic topic a bit further. The student, building on the teacher's question or comment, produces a statement with more depth, complexity, or insight. The teacher might then ask another question to scaffold the learning even further, and so on. Through scaffolding, teachers may be able to help students explore and understand academic issues beyond what they are able to do on their own. Scaffolding can occur between teachers and students and also among students.

Another classroom language practice that has received a great deal of attention from educational researchers has been the teacher initiation—student response— teacher feedback/evaluation sequence (known as I-R-F). It is also referred to as the asking of known-information questions and recitation questioning. Of concern to researchers and educators are the constraints that such a conversational structure places on academic learning. I-R-F sequences rarely provide students with opportunities to provide long or in-depth responses, and the knowledge displayed is contextualized by feedback or evaluation that subsequently comes from the teacher. I-R-F sequences rarely allow opportunities to explore explanations or to debate issues.

The teacher always generates the topics, and thus students do not have opportunities to ask questions. Further, I-R-F sequences provide students with few opportunities to practice the creation of extended spoken text. Research on I-R-F sequences has also shown, however, that they may be more complex and malleable than previously recognized. For example, instead of just providing an evaluation of the correctness of a student response, a teacher might provide additional information and revoice a student response in a way that models for students how to phrase the statement in the academic jargon. Such revoicings can be considered a kind of scaffolding. I-R-F sequences may also be useful to display to the whole class what counts as the knowledge for which they are accountable. And I-R-F sequences may also be used by teachers as a classroom management tool, ensuring that students complete assignments and that they are paying attention.

A third classroom language practice that has received a lot of attention has been sharing time (also known as show-and-tell). Sharing time provides an opportunity for young children to develop narrative performance skills such as topic coherence, sequencing of events, structuring narrative events, and adjusting a narrative to an audience. Research shows that how students construct a narrative during sharing time may reflect narrative practices from their own families and communities. In such cases, the narrative produced by the child may differ from the narrative models that a teacher is using to evaluate the child's language performance, and as a result the teacher may negatively evaluate the child. The research on sharing time and similar classroom language practices shows that there is great variation in the narrative models, structures, and devices used across cultures and that children may experiment with many different types of narratives. Children adopt and adapt narrative models from a broad range of sources. In addition to suggesting the need for educators to be sensitive to cultural variation in narrative performance and in assessment of children's language abilities, the studies of sharing time show the close connections among education, language, and cultural variation.

Beyond questions about the effectiveness of various classroom language practices are questions about who is able to engage in what language practices and language processes, when, and where. In other words, what constitutes equitable classroom language practices? Research on turn-taking practices has shown that a broad range of factors influence who gets a turn to talk during classroom conversations and who is less likely to get a turn. These factors may include race, gender, class, native language, and where the student is seated, among others. Some students may get or seek few turns to talk. Those students who do not get or seek turns to talk and who feel alienated from the classroom are sometimes referred to as having been silenced. Although students can be silenced by the behaviour of the teacher or of other students, more often silencing involves a deeper social process whereby a student is inhibited from bringing into the classroom his culture, language, heritage, community, personal experience, and so on.

4.4.3   Learning about Language

Perhaps the most obvious classroom practice for learning about language is through the study of grammar and spelling. As linguists point out, the grammar taught in school is a prescriptive grammar and is not what linguists mean by grammar (they mean a descriptive grammar). For those students who use Standard American English, prescriptive grammar is often very close to the language they speak. But for students who speak a variation of English other than Standard English or who speak African-American Language (which is also referred to as African-American English, Black Dialect, and Ebonics, among others), the teaching and learning of prescriptive grammar does not necessarily map onto the language they speak, and thus they are learning about a language different from the language they speak.

Another typical classroom practice for learning about language is the instruction of a second language. It is often the case that the teaching of a second language includes coverage of the grammar, vocabulary structures, and history of the language.

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The languages that are spoken in schools, the languages that are taught, the use of language for learning and instruction, are all more than simple matters of pedagogical effectiveness. The definition and use of language and language education in schools are part of broader cultural and political debates about how the nation will be defined and about the structure of power relations among various ethnic, racial, economic, and linguistic groups.

4.4.4   Language as a means of Learning and Communication

For the communication field, language can be understood as an organized system of symbols used for creating and transmitting meaning. Language involves the meaningful arrangement of sounds into words according to rules for their combination and appropriate usage. James Bradac captured the multiplicity of conceptions of language when he noted three ways of defining it:

Language1: "[The] communicative agency[… that] allows speakers to accomplish routinized purposes (e.g., exchange greetings) and other purposes that are completely novel.… It is highly flexible and adaptable."

Language2: "[The] biologically based, hierarchical system studied by linguists. It has multiple levels, each complexly structured and interrelated with the others. The structures at each level can be represented by construction rules [… and] constitute part of the tacit knowledge of speakers."

Language3: "[A] collection of verbal features that are often influenced or even determined by environmental, physical, or psychological variables that are not under the conscious control of speakers.

A variety of aspects of language are studied in the communication field. These include consideration of the origins of language, language acquisition, phonetics, phonology, syntax, semantics, pragmatics, language and culture, language and diversity, and language and relationships.

4.4.5   Approaches to Language Study in the Communication Field

A variety of different methodological perspectives have been brought to bear on the study of language. Psycholinguists study the psychological principles that are involved in how language is processed and represented. Noam Chomsky's theory of transformational generative grammar emphasized cognitive aspects of language use, theorizing that linguistic competence (i.e., the ability to produce proper sentences in any language) is innate in all humans. This led linguists to study linguistic performance (i.e., actual sentences) in order to infer what may be going on in the brain. That is, the study of surface structure provides information about the deep structure of language.

Some scholars in the communication field take a cognitive approach to language, examining perceptions of and attitudes toward a speaker based on the language they use.

Sociolinguists in the communication field couple the social characteristics of communicators with features of how they communicate. One example of this is the search for a gender-linked language effect. That is, scholars have examined language to see if particular features of it can be tied to the gender of the speaker.

Other researchers employ a descriptive approach (i.e., ethnography of speaking) to examine how culture may influence different aspects of language use. "Discourse analysis" can be thought of as an umbrella term that refers to a range of different approaches, including speech act theory, interaction analysis, and critical approaches. Stephen Levinson (1983, p. 286) describes discourse analysis as "a series of attempts to extend the techniques so successful in linguistics beyond the unit of the sentence."

Harvey Sacks (1984) recognizes that the study of the language used in poetry, literature, and rhetoric often seems to be given priority over the study of the language used by individuals in their everyday talk. However, he makes the case that the language of everyday talk is in fact an immensely important field of study because it

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is the fundamental medium through which social life is enacted. It is for this reason that conversation analysts focus on the seemingly mundane talk that is used in everyday and institutional settings. Using videotapes and audiotapes (of conversations that would have happened whether or not they were taped) as data, conversation analysts describe in detail the practices that communicators use for enacting a wide range of activities in a variety of settings.

Language is made up of various components. These have been studied under the rubrics of phonetics, phonemics, syntax, semantics, and pragmatics.

Phonetics is the study of the sounds of language. This involves determining the discrete sounds that can be made in a language and assigning a symbol to each sound. The International Phonetic Alphabet is a compilation of symbols that represent the sounds that are made in all languages. For each language, the collection of sounds that are unique to that language can be represented by symbols from the International Phonetic Alphabet. Sounds may be distinguished according to how they are made— which airstream mechanisms are used and whether the sounds are voiced, voiceless, nasal, oral, labial, alveolar, palatal, velar, uvular, glottal, and so on. Pitch, tone, intonation, and stress are also important features of phonetics.

Phonology is the study of the sound patterns that are found in language. It may also be used to refer to a speaker's knowledge of the sound patterns in their specific language. While humans can make an almost infinitely wide variety of spoken sounds, the regularity of the sounds that are made in a given language represent some agreement as to which sounds are meaningful in a consistent way. Fromkin and Rodman (1993, p. 35) point out that "[phonetics] provides the means for describing speech sounds; phonology studies the ways in which speech sounds form systems and patterns in human language." It is on the basis of phonological knowledge that individuals are able to produce sounds that form meaningful utterances, recognize foreign accents, make up new words, and so on. Individuals recognize different sounds on the basis of their difference from other sounds. For example, the words "pill" and "bill" are distinguished by the difference between "p" and "b," making

them "distinctive" sounds in English. Distinctive sounds are phonemes, and pairs of words of this sort are minimal pairs. Studying phonology involves laying out the sets of minimal pairs that make up a language, or the phonological rules that make different sounds meaningfully discriminated.

Syntax: The basic unit of grammar is the morpheme. A morpheme is a minimal linguistic sign: "a phonological form which is arbitrarily united with a particular meaning and which cannot be analyzed into simpler elements" (Fromkin and Rodman, 1993, p. 114). Thus, the word "lady" consists of one morpheme, while the word "ladylike" consists of two—"lady" and "-like". In order for language to be used for communication, though, morphemes must be organized in a particular order. Strings of morphemes are organized according to the rules of grammar (i.e., syntactic rules). The grammar of English, for example, results in "The car drove on the street" having a different meaning from "The street drove on the car." The placement of a word in a sentence influences whether it is understood as the subject or object of the sentence. The study of syntax involves laying out the grammatical structures that are meaningful and permissible in a given language (i.e., the phrase-structure rules).

Semantics: While the phrase "Colorless green ideas sleep furiously" is grammatical, it is conventionally contradictory and meaningless. This suggests that knowing the syntactic rules of a language is not sufficient. It is also necessary to know how meaning works. The study of meaning is complex. On the one hand, a "dictionary" approach to meaning suggests that all words have objective definitions. This approach, structural semantics, is based in formal logic. In contrast, lexical semantics is concerned with explaining "how people understand words and what cognitive processes interact with this understanding to produce meaningful communication" (Ellis, 1999, p. 60).

Pragmatics: Even with an understanding of syntax and semantics, the crucial feature of language is its appropriate use. The distinction between the abstract knowledge of language and its actual use is captured in the distinction that Ferdinand de Saussure (1960) drew between langue (i.e., the formal language) and parole (i.e.,

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the actual use of language to communicate). In order to be able to use language competently, communicators must have knowledge of the norms for appropriate usage.

As Levinson (1983) points out, delineating the parameters of the field of pragmatics is complex. The term is used in many different ways. Examining notions of language structure without considering the context in which it is used may result in a compelling formal study with little practical application. Pragmatics attempts to explain language in use. This involves coming to an understanding of the complex concept of context. Teun Van Dijk suggests that context is what "we need to know about in order to properly understand the event, action or discourse." Karen Tracy (1996) shows that context is a complicated, illusive phenomenon. Paul Drew and John Heritage (1992) point out that people tend to think of context as a "bucket" in which things take place. Those things are often taken to be shaped by the bucket. Heritage (1984) has also demonstrated that while context may shape communication, communication often shapes context, providing for a reciprocal relationship in which talk is both context shaped and context renewing.

Other aspects of pragmatics that have received extensive scholarly attention include speech acts. This theory, described by J. L. Austin (1962), asserts that language is performative rather than being merely constative or descriptive. That is, when individuals use language, they do so in order to perform an action, not merely to describe some state of affairs. Thus, when the Queen says "I name this ship…," she is actually performing the action of naming the ship. John Searle (1969, 1975) elaborated on Austin's Speech Act Theory, explaining some of the felicity conditions that must pertain for an utterance to have illocutionary force, or social and communicative purpose. Furthermore, utterances may have perlocutionary force if the attempted action of the speech act is accomplished. Saying "Pass the salt" has the illocutionary force of a directive. If interactants are in a situation where this can actually be done, and the salt is passed, the utterance has perlocutionary force. Indirect speech acts involve saying, for example, "It's cold in here" as a way of requesting that the door or window be closed. Conversation analysts have discussed utterances

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of this kind as the first turn in a presequence—an exchange that is designed to precede some other action. This view that language is active in the social world comes together with Ludwig Wittgenstein's (1953) theories about language consisting of language games (i.e., the regular ways in which individuals use language to perform activities in everyday life). This active view of language feeds into social constructionist theory, which suggests that much of the social life of individuals—their selves, relationships, and even cultures—are constructed through language and communication.

Another aspect of pragmatics addresses the question of how people are able to understand what a person may be doing with specific utterances. This involves four aspects that Grice formulated as "maxims":

1. Quantity: A contribution should be just enough, not too much and not too little.

2. Quality: A contribution should be true.

3. Relation: A contribution should be relevant.

4. Manner: A contribution should be brief, orderly, and not ambiguous, overly verbose, or obscure.

Grice suggested that individuals attempt to understand talk according to this principle and these maxims. Even if an utterance appears to be elliptical or obscure, an individual will try to understand it, but with the assumption that something "special" is going on. That is, an individual will make assumptions beyond the semantic content of the utterance. These assumptions are referred to as "conversational implicature," which Donald Ellis (1999, p. 78) defines as "an interpretive procedure that operates to figure out what is going on." Levinson (1983, p. 102) gives the following example:

A: Where's Bill?

B: There's a yellow VW outside Sue's house.

The semantic content of B's utterance would suggest a failure in cooperation. Yet interpreting the utterance at a deeper level, assuming that it is in fact cooperative, an individual might come to the conclusion that there is a connection between where Bill is and where the yellow VW is. Therefore, the answer to A's question, if Bill has a yellow VW, is that he is likely to be found at Sue's house. Thus, inference is used to preserve the assumption of cooperation. This is the process referred to as "conversational implicature."

Discussion of pragmatics indicates that its concern with competent use of language as a means of doing action in the social world makes it a central concern for communication.

(a)   Language and Culture

Culture and language are thought to be intimately connected. As with theories of context, there is debate regarding whether culture shapes language or language shapes culture. Language use is widely thought to be strongly related to culture. Sociolinguists and ethnographers of language and communication have devoted significant attention to the interplay between language and communication. The Sapir-Whorf hypothesis suggests that language shapes the thinking of individuals to the extent that it constrains the kinds of thoughts and ideas people can have (linguistic determinism). Furthermore, a strong version of the Sapir-Whorf hypothesis takes the position that because different cultures have different grammatical and lexical structures (i.e., use different languages), it is virtually impossible for members of different cultures to understand one another fully (linguistic relativity). Other researchers have shown that culture may play an important role in shaping norms of conduct. For example, Gerry Philipsen (1975) showed that, in certain social circles in a working class neighbourhood in a large industrial town, speaking instead of using one's fists was considered a sign of weakness. Thus, it seems that language and culture are mutually elaborating. A study of one may increase the understanding of the other.

(b)   Language and Diversity

Communication scholars have given extensive attention to linguistic markers and their effect on how people are perceived. Linguistic markers are those features of speech that are taken as an indicator of a person's social identity. For example, Robin Lakoff (1975) suggested a number of features that some take to characterize women's speech. This includes markers of uncertainty, such as tag questions (ending an utterance with "isn't it?," "don't you think?," and so on), qualifiers (such as "maybe," "perhaps"), disclaimers (such as "I may be wrong but"), hypercorrection (using "correct" features of speech rather than colloquial usages), and use of a wide range of color words (such as "chartreuse," "aqua"), instead of standard primary color words (such as "red," "green"). Lakoff suggested that these usages may result in women being perceived as powerless speakers in contrast to men. Here, Lakoff connected specifics of language use with social power. Subsequent research has struggled to document the claim that men and women speak differently, but the researchers have had very varied degrees of success. Some suggest that it is stereotypes and prejudice that cause men and women to be seen differently. It has been proposed that use of sexist language may reinforce negative stereotypes of women. For example, certain usages may have the effect of making women invisible. When a woman marries and takes her husband's name, the change from "Miss Jane Smith" to "Mrs. Michael Jones" may have the effect of making her invisible. Use of generic terms such as "man" and "he" (which has declined significantly since the 1970s) may also have the effect of making women invisible.

Other research has asked similar questions with respect to whether certain cultures are marked by particular ways of talking and whether certain social groups are perceived more positively than others.

(c)   Language and Relationships

It has been suggested that different stages in the development of relationships are marked by distinct ways of talking. However, there is debate regarding

whether being at a particular stage of a relationship produces a particular way of talking or whether talk constructs relationships. Work on linguistic idioms suggests that couples may use "private language" in public and in private as a way of both displaying and creating special integration or "togetherness."

Clearly, language is a highly complex and multi-faceted phenomenon. Understanding its various aspects may enable communicators to go beyond stereotypes that are often unwittingly based in unspoken attitudes that individuals may hold about language. Recognizing the various components of language (i.e., phonetics, phonology, syntax, semantics, pragmatics) may help communicators to understand not just the complexity of language, but also its orderliness. Understanding semantics helps communicators see that there is a shared responsibility between interlocutors for meaning making; it is not simply a matter of one participant speaking clearly. Pragmatics elucidates the fact that appropriate use of language can be thought of as a rule-bound activity, where rules may apply differently in different situations. Its rule-bound character means that rules can be learned and applied in new settings. Finally, understanding that using language is a way of doing actions, rather than merely describing the world, demonstrates that language can be a form of political action. For example, using sexist and racist language may do more than reflect a person's views; it may actively engage in creating or perpetuating sexism and racism. The study of language brings to light features of a system that is a key part of the basic currency of human collective life but that is often overlooked precisely because it is so basic.

As discussed above in detail the usage of language as a school subject is considerably different from when it is used as a medium of learning and communication. One is formally acquired discipline while the other is informally learned through interaction with one's surroundings and society.

4.5   MULTILINGUAL CLASSROOMS

Multilingual schools and classrooms are places where students of various linguistic and cultural backgrounds study together, where some or all of the students learn the language of instruction, and/or where teachers and students do not all share a common language or cultural background. Such classrooms exist:

- in countries or cities where newcomers arrive as immigrants or refugees from other countries;

- in International Schools around the world;

- in schools serving indigenous populations for example, in Australia and New Zealand, Scandinavia, and the America;

- in language immersion programs where students are learning through a minority language that is not their own for example, French immersion in English-speaking Canada, or Basque and Catalan immersion in Spain;

- in classrooms where a foreign language is used for instruction for part of all of the school day for example, English immersion in Spain.

In majority of the world, including India, multilingual students are the norm rather than the exception. There is much research and evidence about the cognitive and practical benefits of knowing more than one language. Such knowledge is a tremendous resource for teaching and learning. Whatever their subject specialism, every teacher should seek out opportunities to celebrate, promote and exploit the linguistic knowledge and skills of all their students. All teachers must include thorough preparation for teaching students whose linguistic and cultural backgrounds are different from their own. Only when they feel well prepared and confident in the linguistically and culturally diverse classrooms that are increasingly the norm will teachers be able not only to meet the needs of all their students, but also to view diversity as an opportunity for enrichment for all students and teachers.

4.5.1 Strategies for teaching international and multilingual students

Below are a range of strategies that instructors use to help international and multilingual students: Facilitating communication, encouraging participation, setting expectations for and responding to student writing, and supporting academic reading.

Facilitating communication

- Clarify expectations for communication and encourage a variety of modes of communication:

  o Set up a question/answer box for students to ask questions or make comments anonymously.

  o Clarify expectations for email use.

  o Set up an online discussion board for students to raise questions.

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- Provide extra visual and oral support while presenting information:

  o Use redundancy and paraphrase to help students understand concepts.

  o Write out on the board key words that might be difficult for students to understand.

  o Organize explanations and use phrases that clearly mark important information and transitions between ideas.

    ◊ e.g., The most important point to remember is…So that's the first point – now let's move on to…

- Use written materials to supplement classroom communication.

- Encourage students to record class sessions, or record them yourself using lecture capture tools.

- Find out who your students are and how they communicate:

  o Ask students to fill out an online survey or index cards with information about themselves and their classroom communication experiences.

  o Encourage students to come to office hours.

- Provide opportunities for students to reflect on their learning:

  o Allow time for Q & A at the end of class.

  o Ask students to write a "minute paper" at the end of class.

    ◊ Possible topics: What was the most important thing you learned in class today? What is still unclear to you?

- Offer specific feedback:

  o Offer students constructive feedback (in a one-on-one setting) on communication issues that you think might be helpful for them to be aware of.

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⊘ e.g., I notice you keep pronouncing '[X word]' as '[Y]'—here it is commonly pronounced as '[X]'…

Encouraging participation

- Set up expectations for class participation:

  o Be clear about what participation means in your class.

  o Set ground rules for participation and discussion.

- Plan questions carefully:

  o Ask one question at a time, and allow time for thinking and responding.

  o Plan a series of questions to guide students' thinking.

  o Consider the level of complexity of your questions. Are you asking students to recall information? Are you asking them to apply knowledge? Or analyze, synthesize or evaluate?

- Give students time to prepare before the discussion:

  o Ask students to answer a question in writing.

  o Ask students to discuss key questions in small groups before a full class discussion.

  o Provide students with discussion questions in advance.

  o Ask students to post questions before they come to class.

- Use active listening strategies. Reflect on how you listen:

  o Are you allowing the student time to express themselves?

  o Are you concentrating on what the student is saying?

  o Are you attentive to verbal and non-verbal cues?

Setting expectations for and responding to student writing

- Make goals for the assignment and criteria for success clear:

    o Be explicit about the purpose, the audience, and the evaluation criteria.

    o Show students two or three examples of previous student work.

    o Make sure logistics (format, length, due date) are explicit.

    o Discuss expectations for citing others' work and show examples.

    o Allow time for discussion of the assignment in class.

- Provide opportunities for students to become familiar with the task and for students to practice:

    o Assign an ungraded writing task for students to practice.

    o Design study questions that focus students on the framework or argument formulation that they will need to use.

- Provide students with feedback and the opportunity to respond:

    o Ask students to read and discuss what they've written with a small group.

    o Ask/encourage students to visit a writing center.

    o If you want to mark errors, help students see patterns of a repeated language error, rather than marking all that you see.

    o Give students a chance to apply your feedback directly through an immediate revision.

Strategies for supporting academic reading

- Discuss your purposes for assigning the reading:

- o Preview the reading with students to help them identify key issues or questions you want them to be alert to as they read.

- o Show students how the texts they're reading connect to other readings they've done for the class, key course concepts, and/or future exams or assignments.

- o Offer students insights into how you / your field typically use this type of text in research or practice.

- Help students connect with the new and unfamiliar:

  - o Ask questions about a text that require students to reflect on their experience and prior knowledge.

  - o Design reading or study questions that point students to key ideas, applications, and connections to important issues. Use online or in-class discussions to follow up on these questions.

  - o Provide relevant background information about the text, authors, etc.

- Ask students to interpret readings in their own words:

  - o Assign note-taking or summarizing tasks as homework during the first few weeks of class, and check their work to see how well they are understanding.

  - o Show students how you take notes on a chapter: show them your questions, comments, quick summaries of difficult concepts, criticisms, links to other parts of the text, and effective underlining or highlighting. Encourage students to do the same for each other.

  - o Use in-class surveys or brief quizzes that give students a chance to articulate and/or apply what they've read.

- Give students guidance in working with the text:

o Encourage students to ask themselves questions as they move through a text. Model this process for them in class or provide model questions initially.

o Show them how to find textual clues to meaning and the significance of the concepts presented in this kind of a text.

o Ask students to identify important concepts from the readings, and to explain how they recognized these as they read.

4.5.2 Three key principles to ensure teacher's full involvement in learning

- Noticing: Effective teachers are observant, perceptive and sensitive; they notice changes in their students. If you are observant, you will notice when a student does something well, when they need help and how they relate to others. You may also perceive changes in your students, which might reflect changes in their home circumstances or other issues. Involving all requires that you notice your students on a daily basis, paying particular attention to students who may feel marginalised or unable to participate.

- Focus on self-esteem: Good citizens are ones who are comfortable with who they are. They have self-esteem, know their own strengths and weaknesses, and have the ability to form positive relationships with other people, regardless of background. They respect themselves and they respect others. As a teacher, you can have a significant impact on a young person's self-esteem; be aware of that power and use it to build the self-esteem of every student.

- Flexibility: If something is not working in your classroom for specific students, groups or individuals, be prepared to change your plans or stop an activity. Being flexible will enable you make adjustments so that you involve all students more effectively.

4.5.3   Approaches which can be used all the time

- Modelling good behaviour: Be an example to your students by treating them all well, regardless of ethnic group, religion or gender. Treat all students with respect and make it clear through your teaching that you value all students equally. Talk to them all respectfully, take account of their opinions when appropriate and encourage them to take responsibility for the classroom by taking on tasks that will benefit everyone.

- High expectations: Ability is not fixed; all students can learn and progress if supported appropriately. If a student is finding it difficult to understand the work you are doing in class, then do not assume that they cannot ever understand. Your role as the teacher is to work out how best to help each student learn. If you have high expectations of everyone in your class, your students are more likely to assume that they will learn if they persevere. High expectations should also apply to behaviour. Make sure the expectations are clear and that students treat each other with respect.

- Build variety into teaching: Students learn in different ways. Some students like to write; others prefer to draw mind maps or pictures to represent their ideas. Some students are good listeners; some learn best when they get the opportunity to talk about their ideas. You cannot suit all the students all the time, but you can build variety into your teaching and offer students a choice about some of the learning activities that they undertake.

- Relate the learning to everyday life: For some students, what you are asking them to learn appears to be irrelevant to their everyday lives. You can address this by making sure that whenever possible, you relate the learning to a context that is relevant to them and that you draw on examples from their own experience.

- Use of language: Think carefully about the language you use. Use positive language and praise, and do not ridicule students. Always comment on their

behaviour and not on them. 'You are annoying me today' is very personal and can be better expressed as 'I am finding your behaviour annoying today. Is there any reason you are finding it difficult to concentrate?',which is much more helpful.

- Challenge stereotypes: Find and use resources that show girls in non-stereotypical roles or invite female role models to visit the school, such as scientists. Try to be aware of your own gender stereotyping; you may know that girls play sports and that boys are caring, but often we express this differently, mainly because that is the way we are used to talking in society.

- Create a safe, welcoming learning environment: All students need to feel safe and welcome at school. You are in a position to make your students feel welcome by encouraging mutually respectful and friendly behaviour from everyone. Think about how the school and classroom might appear and feel like to different students. Think about where they should be asked to sit and make sure that any students with visual or hearing impairments, or physical disabilities, sit where they can access the lesson. Check that those who are shy or easily distracted are where you can easily include them.

The diversity in culture and in society is reflected in the classroom. Students have different languages, interests and abilities. Students come from different social and economic backgrounds. These differences are not to be ignored but to be celebrated, as they can become a vehicle for learning more about each other and the world beyond our own experience. All students have the right to an education and the opportunity to learn regardless of their status, ability and background, and this is recognised in Indian law and the international rights of the child. Schools and teachers have a very important role in this respect. Every individual has prejudices and views about others that he may not have recognised or addressed. As a teacher, one carries the power to influence every student's experience of education in a positive or negative way. Whether knowingly or not, one's underlying prejudices and views will affect how equally students learn. One can take steps to guard against unequal treatment of students.

In an increasingly globalized and technologically advancing world, language boundaries are fuzzy and fluid. There is a multiplicity of language practices and neo-cultural identity formations. However education leadership needs to move beyond the definition of multilingualism as additive / subtractive monolingualism and take a hard look at the socioeconomic political drivers, state controls and schools that are its implementing agents. Multilingual heteroglossic education programs must be developed to support multiple languages and literacies, allowing for their functional interrelationships and complementarities to thrive.

Check Your Progress - 3

Note : a)   Answer the questions given below.

b)   Check your answer with those given at the end of the lesson.

Short Answer Type Questions

Q1.   What are the three key principles to ensure teacher's full involvement in learning?

_____

_____

Q2.   Write a short note on the strategies for supporting academic reading.

_____

_____

Q3   Describe in short any two strategies that instructors use to help international and multilingual students.

_____

_____

4.6 LET US SUM UP

Language and meaning are crucial in constructing knowledge. Language is more than content it also provides context and meaning. Language re-contextualizes content and serves as a vehicle of thought. According to M. A. K. Halliday, the relationship between language and education can be divided into three heuristic categories: learning language, learning through language, and learning about language. For the communication field, language can be understood as an organized system of symbols used for creating and transmitting meaning. Language involves the meaningful arrangement of sounds into words according to rules for their combination and appropriate usage. Multilingual schools and classrooms are places where students of various linguistic and cultural backgrounds study together, where some or all of the students learn the language of instruction, and/or where teachers and students do not all share a common language or cultural background. There are a range of strategies that instructors use to help international and multilingual students. These include: facilitating communication, encouraging participation, setting expectations for and responding to student writing, and supporting academic reading.

4.7 LESSON END EXERCISE

Short Answer Type Questions

Q1.   Language and meaning plays a crucial role in knowledge construction. Explain.

Q2.   Write a short note on Scaffolding as one of the classroom language practices.

Q3.   Language is made up of various components. Explain what do you mean by phonetics ?

Q4.   How are culture and language intimately connected to each other ?

Q5.   What do you understand by the term Syntax ?

Long Answer Type Questions

Q1.   Discuss in detail the role of language in the construction of knowledge.

Q2.   Describe different classroom language practices which are helpful in learning language as a school subject.

Q3.   Discuss the importance of language as a medium of learning and communication.

Q4.   Explain multilingual classrooms. Delineate different strategies for teaching international and multilingual students.

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4.9   ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress - 1

i   existing explicit , tacit elements

ii   words, notions

iii   construction, variation

iv   context

v   distinctions, context, theory.

Check Your Progress - 2

i   Scaffolding

ii   Phonology

iii   Morpheme

iv   Phonetics

v   Syntax

Check Your Progress - 3

1.   Following are the three key principles to ensure teacher's full involvement in learning:

   a)   Noticing: Effective teachers are observant, perceptive and sensitive; they notice changes in their students. If you are observant, you will notice when a student does something well, when they need help and how they relate to others. Teacher may also perceive changes in your students, which might reflect changes in their home circumstances or other issues.

   b)   Focus on self-esteem: Good citizens are ones who are comfortable with who they are. They have self-esteem, know their own strengths and weaknesses, and have the ability to form positive relationships with other people, regardless of background. They respect themselves and they respect others. As a teacher, you can have a

significant impact on a young person's self-esteem; be aware of that power and use it to build the self-esteem of every student.

c) Flexibility: If something is not working in your classroom for specific students, groups or individuals, be prepared to change your plans or stop an activity. Being flexible will enable you make adjustments so that you involve all students more effectively.

2. Following are strategies for supporting academic reading

- Discuss your purposes for assigning the reading:

  o Preview the reading with students to help them identify key issues or questions you want them to be alert to as they read.

  o Offer students insights into how you / your field typically use this type of text in research or practice.

- Ask students to interpret readings in their own words:

  o Assign note-taking or summarizing tasks as homework during the first few weeks of class, and check their work to see how well they are understanding.

  o Use in-class surveys or brief quizzes that give students a chance to articulate and/or apply what they've read.

- Give students guidance in working with the text:

  o Encourage students to ask themselves questions as they move through a text. Model this process for them in class or provide model questions initially.

  o Ask students to identify important concepts from the readings, and to explain how they recognized these as they read.

3. Following are the two strategies that instructors use to help international and multilingual students:

   a) Facilitating communication

   - Clarify expectations for communication and encourage a variety of modes of communication:

     o Set up a question/answer box for students to ask questions or make comments anonymously.

     o Set up an online discussion board for students to raise questions.

   - Use written materials to supplement classroom communication.

   - Encourage students to record class sessions, or record them yourself using lecture capture tools.

   - Provide opportunities for students to reflect on their learning:

     o Allow time for Q & A at the end of class.

     o Ask students to write a "minute paper" at the end of class.

   🖉 Possible topics: What was the most important thing you learned in class today? What is still unclear to you?

   b) Encouraging participation

   - Set up expectations for class participation:

     o Be clear about what participation means in your class.

     o Set ground rules for participation and discussion.

   - Plan questions carefully:

     o Ask one question at a time, and allow time for thinking and responding.

o   Plan a series of questions to guide students' thinking.

o   Consider the level of complexity of your questions. Are you asking students to recall information? Are you asking them to apply knowledge? Or analyze, synthesize or evaluate?

- Give students time to prepare before the discussion:

o   Ask students to answer a question in writing.

o   Ask students to discuss key questions in small groups before a full class discussion.

CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION

Structure

5.1   INTRODUCTION

Language is the most important link between an individual and the society. Currently approximately 6000 languages are being spoken all over the world, out of which many are on the verge of extinction. Many factors affect the growth and decline of languages. And a language policy can either exacerbate or mitigate the growth or existence of a language. Every language works under certain policy. So it cannot be said, that society or community does not have a language policy. Some kind of language policy is always working in every society; at some places it is written or made prominent via Constitution and at some it is only in practice. Language policy has active role in domains like home, school, religion, work place, supra-national groupings. Before going into the details of complexities of a language policy, one must be clear regarding what is a language policy? What is a Language Policy? Any decision or principle of action adopted with regard to the usage of language or languages by an organization or individual is known as a language policy. Language polices are basically designed to promote one or more languages and also it specify the usage of language in different domains, like education, administration, media, etc. So we can say that language policy is a cover term for all the linguistic behaviours, assumptions, cultural forms, folk believes, attitude towards a language etc. A language policy is multidimensional.

On August 15, 1947, India achieved independence, although the country was immediately partitioned into two separate countries: Hindu India and Muslim Pakistan. The following year, Mahatma Gandhi was assassinated by a Hindu

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extremist, and the disappearance of the inspirational force behind independence ushered in a new period in Indian history. Nonetheless, on January 26, 1950, India adopted a new constitution that created a federal state known as the Indian Union, a democratic lay republic and member of the British Commonwealth. The Constitution adopted in 1950 stipulated that English and Hindi would be used for the Union's official business for a period of fifteen years (s. 343(2) and 343(3)). After that time, Hindi was supposed to become the sole official language of the Union. It proved impossible to replace English with Hindi, however, because of strong opposition from the southern states, where Dravidian languages were spoken, they felt that the federal government was trying to impose Hindi across the country, including the south, and preferred to continue using English, which they found more "acceptable" because, unlike Hindi, it was not associated with any particular ethnic group. Later, the Official Languages Act legally established Hindi and English as the languages used in Congress, while leaving states and territories free to choose their own official languages.

5.2   OBJECTIVES

After going through this lesson, you shall be able to :

- reproduce provisions provided by the Indian Constitution regarding the position of languages in India,

- explain the policies of language education with special reference to Articles 343- 351, 350A,

- discuss the prescribed articles on language in a comprehensive way, and

- discuss different provisions laid by the government in terms of language policy.

5.3   ARTICLE 343 OFFICIAL LANGUAGE OF THE UNION

The official language of the Union shall be Hindi in Devanagari script. The form of numerals to be used for the official purposes of the Union shall be the international form of Indian numerals.

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Notwithstanding anything in clause (1), for a period of fifteen years from the commencement of this Constitution, the English language shall continue to be used for all the official purposes of the Union for which it was being used immediately before such commencement:

Provided that the President may, during the said period, by order authorise the use of the Hindi language in addition to the English language and of the Devanagari form of numerals in addition to the international form of Indian numerals for any of the official purposes of the Union.

Notwithstanding anything in this article, Parliament may by law provide for the use, after the said period of fifteen years, of

(a)   the English language, or

(b)   the Devanagari form of numerals, for such purposes as may be specified in the law.

5.4   ARTICLE 344 COMMISSION AND COMMITTEE OF PARLIAMENT ON OFFICIAL LANGUAGE

The President shall, at the expiration of five years from the commencement of this Constitution and thereafter at the expiration of ten years from such commencement, by order constitute a Commission which shall consist of a Chairman and such other members representing the different languages specified in the Eighth Schedule as the President may appoint, and the order shall define the procedure to be followed by the Commission.

It shall be the duty of the Commission to make recommendations to the President as to

(a)   the progressive use of the Hindi language for the official purposes of the Union;

(b)   restrictions on the use of the English language for all or any of the official purposes of the Union;

(c)   the language to be used for all or any of the purposes mentioned in article 348;

(d)   the form of numerals to be used for any one or more specified purposes of the Union;

(e)   any other matter referred to the Commission by the President as regards the official language of the Union and the language for communication between the Union and a State or between one State and another and their use.

In making their recommendations under clause (2), the Commission shall have due regard to the industrial, cultural and scientific advancement of India, and the just claims and the interests of persons belonging to the non-Hindi speaking areas in regard to the public services.

There shall be constituted a Committee consisting of thirty members, of whom twenty shall be members of the House of the People and ten shall be members of the Council of States to be elected respectively by the members of the House of the People and the members of the Council of States in accordance with the system of proportional representation by means of the single transferable vote.

It shall be the duty of the Committee to examine the recommendations of the Commission constituted under clause (1) and to report to the President their opinion thereon.

Notwithstanding anything in article 343, the President may, after consideration of the report referred to in clause (5), issue directions in accordance with the whole or any part of that report.

5.5 ARTICLE 345 OFFICIAL LANGUAGE OR LANGUAGES OF A STATE

Subject to the provisions of articles 346 and 347, the Legislature of a State may by law adopt any one or more of the languages in use in the State or Hindi as the Language or Languages to be used for all or any of the official purposes of that State;

Provided that, until the Legislature of the State otherwise provides by law, the English language shall continue to be used for those official purposes within the State for which it was being used immediately before the commencement of this Constitution.

Check Your Progress - 1

Note :a)   Answer the questions given below.

b)   Check your answer with those given at the end of the lesson.

Fill in the Blanks

Q1.   According to Article 343, the official language of the Union shall be _____ in Devanagari script.

Q2.   According to Article 343, for a period of fifteen years from the commencement of the Constitution, the _____ language shall continue to be used for all the official purposes of the Union.

Q3.   According to Article 344 "Commission and Committee of Parliament on official language", there shall be constituted a Committee consisting of _____members, of whom _____shall be members of the House of the People and ____shall be members of the Council of States.

Q4.   Article 345 stands for ••••••••••••_____.

Short Answer Type Question

Q5.   Write a short note on Article 343, "Official language of the Union".

5.6 ARTICLE 346 OFFICIAL LANGUAGE FOR COMMUNICATION BETWEEN ONE STATE AND ANOTHER OR BETWEEN A STATE AND THE UNION

The language for the time being authorised for use in the Union for official purposes shall be the official language for communication between one State and another State and between a State and the Union:

Provided that if two or more States agree that the Hindi language should be the official language for communication between such States, that language may be used for such communication.

5.7 ARTICLE 347 SPECIAL PROVISION RELATING TO LANGUAGE SPOKEN BY A SECTION OF THE POPULATION OF A STATE

On a demand being made, in that behalf the President may, if he is satisfied that a substantial proportion of the population of a State desire the use of any language spoken by them to be recognised by that state, direct that such language shall also be officially recognised throughout that State or any part thereof for such purpose as he may specify.

5.8 ARTICLE 348 LANGUAGE TO BE USED IN THE SUPREME COURT AND IN THE HIGH COURTS AND FOR ACTS, BILLS, ETC.

Notwithstanding anything in the foregoing provisions of this Part, until Parliament by law otherwise provides

(a)   all proceedings in the Supreme Court and in every High Court,

(b)   the authoritative texts

(i)   of all Bills to be introduced or amendments thereto to be moved in either House of Parliament or in the House or either House of the Legislature of a State.

(ii)   of all Acts passed by Parliament or the Legislature of a State and of all Ordinances promulgated by the President or the Governor of a State, and

(iii)   of all orders, rules, regulations and by-laws issued under this Constitution or under any law made by Parliament or the Legislature of a State, shall be in the English language.

Notwithstanding anything in sub-clause (a) of clause (1), the Governor of a State may, with the previous consent of the President, authorise the use of the Hindi language, or any other language used for any official purposes of the State, in proceedings in the High Court having its principal seat in that State:

Provided that nothing in this clause shall apply to any judgment, decree or order passed or made by such High Court.

Notwithstanding anything in sub-clause (b) of clause (1), where the Legislature of a State has prescribed any language other than the English language for use in Bills introduced in, or Acts passed by, the Legislature of the State or in Ordinances promulgated by the Governor of the State or in any order, rule, regulation or by-law referred to in paragraph (iii) of that sub-clause, a translation of the same in the English language published under the authority of the Governor of the State in the Official Gazette of that State shall be deemed to be the authoritative text thereof in the English language under this article.

5.9   ARTICLE 349 SPECIAL PROCEDURE FOR ENACTMENT OF CERTAIN LAWS RELATING TO LANGUAGE

During the period of fifteen years from the commencement of this Constitution, no Bill or amendment making provision for the language to be used for any of the purposes mentioned in clause (1) of article 348 shall be introduced or moved in either House of Parliament without the previous sanction of the President, and the President shall not give his sanction to the introduction of any such Bill or the moving of any such amendment except after he has taken into consideration the recommendations of the Commission constituted under clause (1) of article 344 and the report of the Committee constituted under clause (4) of that article.

5.10 ARTICLE 350 LANGUAGE TO BE USED IN REPRESENTATIONS FOR REDRESS OF GRIEVANCES

Every person shall be entitled to submit a representation for the redress of any grievance to any officer or authority of the Union or a State in any of the languages used in the Union or in the State, as the case may be.

5.11 ARTICLE 350A FACILITIES FOR INSTRUCTION IN MOTHER-TONGUE AT PRIMARY STAGE

It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

Check Your Progress - 3

Note : a)   Answer the questions given below.

b)   Check your answer with those given at the end of the lesson.

Fill in the Blanks

Q1.   According to Article 349, during the period of _____from the commencement of this Constitution, no Bill or amendment making provision for the language to be used for any of the purposes mentioned in clause (1) of article 348 shall be introduced or moved in either House of Parliament without the previous sanction of the President.

Q2   According to Article 350, every person shall be entitled to submit a representation for the redress of any grievance to any officer or authority of the ____or _____ in any of the languages used in the Union or in the State, as the case may be.

5.12   LET US SUM UP

Any decision or principle of action adopted with regard to the usage of language or languages by an organization or individual is known as a language policy. Language polices are basically designed to promote one or more languages and also it specify the usage of language in different domains, like education, administration, media, etc. After years of struggle, the Official Languages Act legally established Hindi and English as the languages used in Congress, while leaving states and territories free to choose their own official languages.The chapter discusses the policies of language education with special reference to Articles 343- 351, 350A.

5.13   LESSON END EXERCISE

Short Answer Type Questions

Q1. What do you understand by Language Policy ?

Q2. Discuss in brief the history of language policy in India.

Q3 Elaborate on Article 344 "Commission and Committee of Parliament on official language".

Q4. What is the special provision relating to language spoken by a section of the population of a State provided by Article 347?

Long Answer Type Questions

Q1. Discuss Article 343 in detail.

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Q2	What does Article 345 states about the Official language or languages of a State.

Q3.	Elucidate the language to be used in the Supreme Court and in the High Courts and for Acts, Bills, etc. according to Article 348.

Q4.	What does Article 350A specify ?

## 5.14	SUGGESTED FURTHER READINGS

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## 5.15	ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress - 1

Hindi

English

30, 20, 10

Official language or languages of a State

According to Article 343 Official language of the Union

The official language of the Union shall be Hindi in Devanagari script. The form of numerals to be used for the official purposes of the Union shall be the international form of Indian numerals.

Notwithstanding anything in clause (1), for a period of fifteen years from the commencement of this Constitution, the English language shall continue to be used for all the official purposes of the Union for which it was being used immediately before such commencement:

Provided that the President may, during the said period, by order authorise the use of the Hindi language in addition to the English language and of the Devanagari form of numerals in addition to the international form of Indian numerals for any of the official purposes of the Union.

Notwithstanding anything in this article, Parliament may by law provide for the use, after the said period of fifteen years, of

(a)   the English language, or

(b)   the Devanagari form of numerals, for such purposes as may be specified in the law.

Check Your Progress - 2

1.   346

2.   President

3.   348

4.   Article 347 states that in case of a demand being made, the President may, if he is satisfied that a substantial proportion of the population of a State desire the use of any language spoken by them to be recognised by that state, direct that such language shall also be officially recognised throughout that State or any part thereof for such purpose as he may specify.

Check Your Progress - 3

1. 15

2. Union, State

3. 350A

4.   Article 350 states that every person shall be entitled to submit a representation for the redress of any grievance to any officer or authority of the Union or a State in any of the languages used in the Union or in the State, as the case may be.

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KOTHARI COMMISSION (1964-66) WITH SPECIAL REFERENCE TO LANGUAGE EDUCATION

Structure

6.1   INTRODUCTION

Kothari Commission, 1964-66, was set up to find a model of education for an integrated socialist and secular India. Mid-1960s saw some of the worst language

riots in India. The elder statesman C Rajagopalachari cautioned that without English India's federal structure may be under threat1. Since independence, there had been two commissions and numerous committees, with little progress in finding a nationally acceptable model of education.Indian Education Commission (1964-1966) popularly known as Kothari Commission, was an ad hoc commission set up by the Government of India to examine all aspects of the educational sector in India, to evolve a general pattern of education and to advise guidelines and policies for the development of education in India. The Commission was appointed "to advise the government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects." The government was convinced that the education was the key to national prosperity. Therefore, the whole system of education was transformed to serve as a national system of education.

6.2   OBJECTIVES

After going through this lesson, you shall be able to :

⑦   describe the aims and objectives of Higher Education as recommended by Indian Education Commission,

⑦   discuss the recommendations of Indian Education Commission with special reference to language, and

⑦   explain the objectives of the Education Commission of 1964-66 and its unique features.

6.3   KOTHARI COMMISSION

It was formed on 14 July 1964 under the chairmanship of Daulat Singh Kothari, then chairman of the University Grants Commission. The terms of reference of the commission was to formulate the general principles and guidelines for the development of education from primary level to the highest and advise the government on a standardized national pattern of education in India. However, the medical and

legal studies were excluded from the purview of the commission. The Commission set 12 task forces and 7 working groups and spent about hundred days in visiting universities, colleges and schools and held discussions with teachers, administrators, students and educationists. The Commission began the task on 2 October, 1964 and submitted its 1600 page report on June 29, 1966 to the Education Minister of India suggesting a system that would promote "national prosperity and integration". The report is entitled as Education and National Development.

The main aims of the appointment of the Commission are incorporated in the resolution of the Government of India. This resolution lays down the objects of the appointment of the Commission as follows:

a) To evolve a well balanced, integrated and potential system of National Education.

b) To make education an instrument of creating a new social order based on freedom, equality and justice.

c) To suggest the ways for qualitative improvement in education.

d) Giving place to education as the key of national prosperity and welfare and as a productive investment.

e) Survey the entire field of education and recommend the ways and means for looking at education as a whole and not a fragmented one.

f) Draw upon the experiences and thoughts of educationists and scientists from other from other parts of the world and suggest the ways to implement these experiences according to the Indian conditions.

The report is divided into four sections:

Section 1 deals with general problems.

Section 2 deals with education at different stages and in different sectors.

Section 3 deals with implementation of various recommendations and programmes suggested by the Commission.

Section 4 consists of supplementary papers.

6.4   CHARACTERISTICS OF THE COMMISSION

The unique features of the Education Commission (1964-66) were:

i)   All the five earlier commissions did not deal with education as a whole but focused attention on different levels of education. But this commission was not to limit its enquiry to specific sectors or aspects of education, but to have a comprehensive review of the Entire Educational System.

ii)   Another unique feature of the Commission was its conviction that education is the most powerful instrument of the national development. The crucial role of education in national development appears in all its vividness on every page of the report.

iii)   Never before education was given such a niche of national honour, and never before was it conceived as a pivot of national honour, and never before was it conceived as a pivot of nation's progress and the prosperity as revealed in the pages of the Commission's Report.

iii)   The international composition of the commission is also significant. Education in India must necessarily emerge from Indian experience, through, culture and local conditions. But as education remains the common quest of mankind, it was found profitable to draw upon the experience and thinking of educationists and scientists from other countries and to take advantage of the latest developments in the educationally advanced countries. As such the commission included 7 Indian members and 5 others; 1 each from Japan, France, U.K., U.S.A. and USSR besides 20 consultants from different countries of the world were available.

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The programmes of educational reconstructions proposed in this Report fall into three broad categories:

Internal transformation of the educational system so as to relate it to the life, needs and aspirations of the nation.

Qualitative improvement of education so that the standards achieved are adequate, keeping continually rising and, at least in a few sectors become internationally comparable; and,

Expansion of educational facilities broadly on the basis of man - power needs and with an accent on equalization of educational opportunities.

6.5   MEMBERS OF THE KOTHARI COMMISSION

The Commission included eminent educationists in diverse fields from India and abroad. It consisted of total 17 members.

Dr. D.S. Kothari, chairman of the U.G.C. was appointed as the chairman of the commission. Therefore, it is also known as the Kothari Commission.

J. P. Naik (Head, Dept of Edu. Planning, Admn and Finance Gokhale Institute of Politics and Economics, Pune)

J. F. McDougall (Assistant Director, Department of School and Higher Education, UNESCO, Paris)

A. R. Dawood (Director, Extension Programmes for Secondary Education, New Delhi)

H. L. Elvin (Director, Institute of Education, University College of London),

R. A. Gopalaswami (Director, Institute of Applied Manpower Research, New Delhi)

V. S. Jha (Director of the Commonwealth Education Liaison Unit, London)

P. N. Kirpal (Educational Adviser to the Government of India),

M. V. Mathur (Professor, Economics and Public Administration, University of Rajasthan)

B. P. Pal (Director, Indian Agricultural Research Institute, New Delhi)

Kum. S. Panandikar (Head of the Department of Education, Karnatak University, Dharwar)

Roger Revelle (Dean of Research, University of California, USA),

K. G. Saiyidain (Educational Adviser to the Government of India)

T. Sen (Rector, Jadavpur University, Calcutta)

Jean Thomas (Inspector General of Education, France, and formerly Assistant Director-General of UNESCO)

S. A. Shumovsky (Director, Methodological Division, Ministry of Higher and Special Secondary Education, RSFSR, Moscow),

Sadatoshi Ihara (Professor of the First Faculty of Science and Technology, Waseda University, Tokyo).

Check Your Progress - 1

Note :a)   Answer the questions given below.

  b)   Check Your Answer with those given at the end of the Lesson.

Multiple Choice Questions :

1.   Kothari Commission was formed on:

  a)   14 July 1964   c)   15 July 1965

  b)   14 June 1964   d)   14 July 1965

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2.   The chairman of the commission was:

a)   Prof. J.P Naik   c) Daulat Singh Kothari

b)   Dr. B.P. Pal   d) Dr. V. S. Jha

3.   There were a total of _____ members in the Commission.

a)   15   c) 16

b)   17   d) 18

6.6   THREE LANGUAGE FORMULA

The National education Commission expressed the view that enforcement of the three language formula has brought about many defects and has not proved to be a success. It has led to the feeling of dissatisfaction and opposition.   The Commission, therefore, expressed the view that it has become necessary to amend the three language formula. According to the Commission, this formula should be amended on the basis of the following principles:

Hindi as the national language of the union should occupy important place after the mother tongue.

The knowledge of English would be beneficial for the students.

The most suitable stage of learning the three languages is the lower secondary stage.

The teaching of Hindi or English should be started from that period when utmost inspiration and need is experienced for it.

The teaching of four languages should not be made compulsory at any stage.

The Commission amended the three language formula in the following manner:

Mother tongue or regional language.

National language of the Union or associate national language so long as it exists.

One modern Indian or European language which should not be selected from the curriculum of the student and which should not be the medium of education.

The Commission dwelt upon the desirable objectives, method and medium of general, vocational, religious and teacher-education and remuneration, school and college buildings and other related issues. Summary of its recommendations is a 140-page document. Annexes and enclosures account for another thousand pages. The Commission submitted a comprehensive report which was expected to have far reaching political repercussions. The Commission expressed the view that education should be related to the social life and needs of the people so that national objectives are achieved.

6.6.1. For the achievement of national objectives, the Commission recommended the following programme:

Increase in production:The Commission suggested that education must be related to productivity to increase national income. In order to link education and productivity the Indian Education Commission made the following recommendations.

a)   Science is the basic component of education and culture so it should be made an integral part of school education.

b)   To inculcate the value of manual work the commission recommended the introduction of work experience in school education.

c)   To meet the increasing needs of technical personnel in Industry, agriculture and trade the IEC recommended introducing vocational subjects in school curriculum. It also opined that the vocationalization will bring education into closer relationship with productivity.

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Social and national integration:

National and social integration is the precondition for the progress and development of a country. According to the commission, Social and National Integration is an important objective of a national system of education. The commission made the following recommendations for strengthening social and national integration through education.

a)   To make education a powerful instrument of national development, common school system of public education should be adopted.

b)   Bridge the gulf between the educated and the uneducated, intellectuals and masses, social and national service should be made an integral part of school education.

c)   A language is a firm adhesive for social and national integration, suitable provisions should be made for teaching mother tongue, Hindi and other Modern Indian languages in schools.

Education and Modernization:

The present society is the science-based society. The present century has made tremendous advancement in scientific and technical knowledge as a result of explosion of knowledge. In such a situation one of the main functions of education is to keep pace with this advancement of knowledge. Another feature of modern society is the rapid social change. In the situation of change, the school must always be alert if it is to keep abreast of significant changes. An education system which does not renovate itself continuously becomes out-dated and puts hindrance to progress. To keep pace with modernization the IEC is of the opinion that "greater emphasis must be placed on vocational subjects, science education and research."

Social, moral and spiritual values:

The national system of education should emphasis on the cultivation of social, moral and spiritual values among students. For this purpose the commission made the following recommendations-

i)   The Central and State governments should adopt measures to introduce education in moral, social and spiritual values in all institutions under their direct control on the lines recommended by the University Education Commission on religious and moral instruction.

ii)   In order to develop social, moral and religious values, some periods should be provided in the time table. Instruction of this type should be given by general teachers.

iii)   The University departments should be specially concerned with the ways in which these values can be taught wisely and effectively and should undertake preparation of the special literature for use by students and teacher.

Check Your Progress - 2

Note :a)   Answer the questions given below.

b)   Check Your Answer with those given at the end of the Lesson.

State whether True or False:

1.   The report is divided into 6 sections.

2.   According to the commission, Social and National Integration is an important objective of a national system of education.

6.7   IMPORTANT RECOMMENDATIONS OF KOTHARI COMMISSION

Important Recommendations of Kothari Commission, relating to language education, are given below:

✐   Evolution of a Language Policy: To help social and national integration, a language policy must be evolved.

✐   Development of Modern Indian Languages: It is essential for development of community feeling. Energetic action is needed to produce books and literature. UGC should provide guidance and funds.

- Medium of Education at School and College: The development of the modern Indian Languages is linked with the place given to them in the educational system. About thirty years ago, Rabindranath Tagore had said: In no country of the world, except India, is to be seen this divorce of language of education from the language of pupil…" In general, India wanted to bridge this gap.

- Language of Communication: The country should have one language as the medium of higher education, so that students and teachers can move from one part of the country to the others.

- All graduates will need to have some proficiency in a library language which will be English for most students. Other languages should also be developed besides Hindi. We should create B A and M A programmes where students can study two Indian languages together.

- Policy for Urdu and Sanskrit: Urdu should be taught, because it is "spoken by certain sections of the people in different parts of the country". Sanskrit language occupies a special importance and position in the national education system. However, the Commission does not agree with the view that Sanskrit or any other classical language should be included in the three language formula. Only modern Indian languages should be included in the three language formula. A mixed curriculum of Sanskrit and mother tongue should be formed. However, as public opinion is not in its favour, the Indian classical languages can find their place only as optional subjects in the curriculum.

- Role of English & Foreign Languages:The National Education Commission has stressed on the continuation of English language as the medium of instruction in All India Educational Institutes and Universities. The study of English should be started from the school stage. For the best type of graduate course and research work of international standards, six universities were developed wherein English was the medium of instruction. The Commission recommended that these six universities be selected from amongst the existing

universities, one of which should be a University of Industrial Science and the other University of Agriculture.

The Commission felt that India would need a small but proficient group of people knowing some foreign languages. The Commission recommended continued use of English for technical education and by all India institutions. The IT boom in India, India's popularity as an outsourcing destination, etc. are acknowledgements of its relatively long and strong tradition in English language education. It also recommended creating institutions for research in learning and teacher education in English and other foreign languages. Among foreign languages, Kothari Commission advocated special place for Russian. It also recommended creation of institutes and university departments across India to teach Russian. Keeping Russia's eminence in the world politics in the mid-1960s in mind, and keeping its work in atomic and space sciences, and ocean technologies in mind, a student would have profited by learning Russian. Today German and Chinese can also be learnt. Indian universities and schools anyway teach few foreign languages.

✎ Status of Hindi: The Commission said that English will continue to be used as a language of intellectual exchanges in higher education. However, the Commission also had an idea that English cannot be a medium of exchange for the majority of people in our country. In the course of time, this language will certainly be Hindi. Keeping this in view, the Commission recommended that efforts should be made to propagate Hindi on national basis.

✎ Status of Regional Languages: The Commission recommended encouragement toHindi and regional languages as the media of internal, regional and national communication. Kothari Commission would like Hindi to replace English as the language of Pan-Indian communication and as the sole medium of instruction at the university level. But, being pragmatic, the Commission recommended support to both Hindi and the regional languages.

languages and creation of institutions for training of teachers who would teach Hindi and regional languages in "other" regions.The Commission also held the view that the study of Indian languages is defective on account of difference in their script. The Commission, therefore, recommended that some lectures of modern languages should be published in Devangari or Roman script. According to the Commission, the formulation of new policy of the study of languages in school has become necessary. English will be used in the form of an associate language for an indefinite period. It is therefore necessary that mother tongue should be made as the medium of education at all stages of school and higher education. The Commission also recommended that in addition to Hindi, other Indian languages should also be developed, so that they may become the medium of communication between the states.

Check Your Progress - 3

Note :a)   Answer the questions given below.

b)   Check Your Answer with those given at the end of the Lesson.

1.   According to the Commission, how many universities were developed wherein the medium of instruction was English?

a)   5   c)   4

b)   6   d)   9

2.   Which foreign language was accorded a special place by the Commission?

a)   German   c)   Russian

b)   French   d)   Chinese

6.8   LET US SUM UP

Indian Education Commission, was formed on 14 July 1964 under the chairmanship of Daulat Singh Kothari, then chairman of the University Grants

Commission, was an ad hoc commission set up by the Government of India to examine all aspects of the educational sector in India, to evolve a general pattern of education and to advise guidelines and policies for the development of education in India. The National education Commission expressed the view that enforcement of the three language formula has brought about many defects and has not proved to be a success. It has led to the feeling of dissatisfaction and opposition. The Commission, therefore, expressed the view that it has become necessary to amend the three language formula. The Commission recommended encouragement to Hindi and regional languages as the media of internal, regional and national communication. The Commission also recommended continued use of English for technical education and by all India institutions.All graduates will need to have some proficiency in a library language which will be English for most students.The Commission also held the view that the study of Indian languages is defective on account of difference in their script. The Commission, therefore, recommended that some lectures of modern languages should be published in Devangari or Roman script. The Commission also recommended that in addition to Hindi, other Indian languages should also be developed, so that they may become the medium of communication between the states.

6.9.   LESSON END EXERCISE

Long Answer Type Questions :

Q1.   Enlist the recommendations of Indian Education Commission regarding the language reforms.

Q2.   Make a critical appraisal of the Kothari Commission.

Q3.   How did the amendment of the three language formula led to the formation of Indian Education Commission and what were its unique features that differentiated it from the previous Commissions?

Short Answer Type Questions :

Q1.   Discuss briefly the suggestions made by the Commission on the promotion of Hindi and Regional Languages.

Q2.   What were the suggestions of the Commission regarding the use of English and foreign languages.

Q3.   Discuss the policy for Urdu and Sanskrit recommended by the Commission.

Q4.   State the objectives of the Commission and the measures taken to achieve those objectives?

Q5.   What were the steps taken to amend the three language formula by the Kothari Commission?

Q6.   Mention some of the unique features of the Kothari Commission.

Q7.   What factors necessitated the formation of Kothari Commission?

6.10   SUGGESTED READINGS

Aggarwal, A.K. Development of Education System in India. New Delhi: Anmol Publications Pvt.Ltd., 2000.

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Chaube, S.P. History and Problems of Indian Education. Agra : Vinod Pustak Mandir, 1992.

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Nanda, S.K. Indian Education and its Problems Today. New Delhi: Kalyani Publishers, 1982.

Rawat, P.L. History of Indian Education. Agra : Ram Prasad and sons, 1991.

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Walia, J.S. Development of Education System in India. Punjab :Paul Publishers, 2003.

6.11   ANSWERS TO CHECK YOUR PROGRESS

6.5   Answers: 1.a; 2.c; 3. b.

6.6   Answers: 1. False; 2.True

6.7   Answers-1. b; 2. c

NATIONAL CURRICULUM FRAMEWORK-2005 WITH SPECIAL REFERENCE TO LANGUAGE EDUCATION

Structure

7.1   Introduction

7.2   Objectives

7.3   NCF with Special Reference to Language Education

        7.3.1   Language education

        7.3.2   Home/First Language(s) or Mother-Tongue Education

        7.3.3   Second-Language Acquisition

        7.3.4   Learning to Read and Write

7.4   Let Us Sum Up

7.5   Lesson End Exercise

7.6   Suggested Further Readings

7.7   Answers to Check Your Progress

7.1   INTRODUCTION

The main areas relevant for curricular planning have remained remarkably stable for a long time, despite major changes in social expectations and the academic study of different broad disciplines. It is important that each curricular area is revisited

in depth, so that specific points of entry can be identified in the context of emerging social needs.

7.2 OBJECTIVES

After going through this lesson, you shall be able to :

- describe the types of languages that exist,

- explain the aims which are guiding lines for NCF 2005, and

- discuss in detail, the primary objectives laid down under NCF 2005 with regard to Language education.

7.3 NCF WITH SPECIAL REFERENCE TO LANGUAGE EDUCATION

Aesthetic sensibility and experience being the prime sites of the growing child's creativity, one must bring the arts squarely into the domain of the curricular, infusing them in all areas of learning while giving them an identity of their own at relevant stages. Work, peace, and health and physical education have a similar case. All three have a fundamental significance for economic, social and personal development. Schools have a major role to play in ensuring that children are socialised into a culture of self-reliance, resourcefulness, peace-oriented values and health. Keeping the requirements of the present times and future needs in mind, NFC recommends that-

- Integrated knowledge and understanding should be encouraged.

- Local knowledge and traditional skills should be included in the study material and text books.

- An environment to stimulate the minds of the students at school that is in accordance to their homes and community environment.

Languages as a domain have been an integral part of NFCs. Language as a domain subsumes bi-/ multilingualism. And when we talk of home language(s) or mother tongue(s), it subsumes the languages of home, larger kinship group, street

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and neighbourhood, i.e. languages(s) that a child acquires naturally from her/his home and societal environment. Children are born with an innate language faculty. We know from our everyday experiences that most children, even before they start their schooling, internalise,an extremely complex and rule-governed system called language, and possess full linguistic capabilities. In many cases, children come to school with two or three languages already in place at the oral-aural level. They are able to use these languages not only accurately but also appropriately. Even differently talented children who do not use the spoken languages develop equally complex alternative sign and symbol systems for expression and communication. Languages also provide a bank of memories and symbols inherited from one's fellow speakers and created in one's own lifetime. They are also the medium through which most knowledge is constructed, and hence they are closely tied to the thoughts and identity of the individual. In fact, they are so closely bound with identity that to deny or wipe out a child's mother tongue(s) is to interfere with the sense of self. Effectiveunderstanding and use of languages(s) enables the child to make connections between ideas, people and things,and to relate to the world around. If we wish to launch any sound programme for language teaching in schools, it is important to recognisethe inbuilt linguistic potential of children as well as to remember that languages get socio-culturally constructed and change in our day-to-day interactions.

Language(s) in education would ideally build on this resource, and would strive to enrich it through the development of literacy (scripts including Braille) for the acquisition of academic knowledge. Children withlanguage-related impairments should be introduced to standard sign languages, which can support their continued growth and development to the fullest. Arecognition of the linguistic abilities of learners would encourage them to believe in themselves and their cultural moorings.

7.3.1   Language education:

The linguistic diversity of India poses complex challenges but also a range of opportunities. India is unique not only in that a large number of languages are spoken here but also in terms of the number and variety of language families that are

represented in those languages. There is no other country in the world in which languages from five different language families exist. Even though they are so distinct structurally as to merit classification as different language families, namely, Indo-Aryan, Dravidian, Austro-Asiatic, Tibeto-Burman and Andamanese, they constantly interact with each other. There are several linguistic and sociolinguistic features that are shared across languages that bear witness to the fact that different languages and cultures have coexisted in India for centuries, enriching each other. Classical languages such as Latin, Arabic, Persian,Tamil and Sanskrit are rich in their inflectional grammatical structure and aesthetic value, and can illuminate our lives, as many languages keep borrowing words from them. Today, we know for certain that bilingualism or multilingualism confers definite cognitive advantages. The three-language formula is an attempt to address the challenges and opportunities of the linguistic situation in India. It is a strategy that should really serve as a launching pad for learning more languages. It needs to be followed both in letter and spirit. Its primary aim is to promote multilingualism and national harmony. The following guidelines may help us achieve this aim:

- Language teaching needs to be multilingual not only in terms of the number of languages offered to children but also in terms of evolving strategies that would use the multilingual classroom as a resource.

- Home language(s) of children should be the medium of learning in schools.

- If a school does not have provisions for teaching in the child's home language(s) at the higherlevels, primary school education must still be covered through the home language(s). It is imperative that we honour the child's home language(s). According to Article 350A of our Constitution, 'It shall be the endeavour of every State and ofevery local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups'.

- Children will receive multilingual education from the outset. The three-language formula needs to be implemented in its spirit, promoting multilingual communicative abilities for a multilingual country.

- In the non-Hindi-speaking states, children learn Hindi. In the case of Hindi speaking states, children learn a language not spoken in their area. Sanskrit may also be studied as a Modern Indian Language (MIL) in addition to these languages.

- At later stages, study of classical and foreign languages may be introduced.

7.3.2   Home/First language(s) or Mother-tongue education:

It is clear that through their innate language faculty and interaction with the family and other people around them, children come to school with full-blown communicative competence in their language, or, in many cases, languages. They enter the school not only with thousands of words but also with a full control of the rules that govern the complex and rich structure of language at the level of sounds, words, sentences and discourse. A child knows not only how to understand and speak correctly but also appropriately in her language(s). She can modulate her behaviour in terms of person, place and topic. She obviously has the cognitive abilities to abstract extremely complex systems of language-from the flux of sounds. Honing these skills by progressively fostering advanced-level communicative and cognitive abilities in the classroom is the goal of first-language(s) education. From Class III onwards, oral and literary, will be tools for learning and for developing higher-order communicative skills and critical thinking. At the primary stage, child's languages must be accepted as they are, with no attempt to correct them. By Class IV, if rich and interesting exposure is made available, the child will herself acquire the standard variety and the rules of correct orthography, but care must be taken to honour and respect the child's home language(s)/mother tongue(s). It should be accepted that errors are a necessary part of the process of learning, and that children will correct themselves only when they are ready to do so. Instead of focusing attention on errors and 'hard spots', it would be much better to spend time providing children

comprehensible, interesting and challenging inputs. It is indeed hard to exaggerate the importance of teaching home languages at school. Though children come equipped with basic interpersonal communicative skills, they need to acquire at school cognitively advanced levels of language proficiency. Basic language skills are adequate for meeting situations that are contextually rich and cognitively undemanding such as peer-group interaction; advanced-level skills are required in situations that are contextually poor and cognitively demanding such as writing an essay on an abstract issue. It is also now well established that higher-level proficiency skills easily transfer from one language to another. It is thus imperative that we do everything we can to strengthen the sustained learning of Indian languages at school.

Language education is not confined to the language classroom. A science, social science or mathematics class are all dependent on a language. Learning the subject means learning the terminology, understanding the concepts, and being able to discuss and write about them critically. For some topics, students should be encouraged to consult books or talk to people in different languages, or gather material in English from the Internet. Such a policy of languages across the curriculum will foster a genuine multilingualism in the school. At the same time, the language class offers some unique opportunities. Stories, poems, songs and drama link children to their cultural heritage, and also give them an opportunity to understand their own experiences and to develop sensitivity to others. We may also point out that children may effortlessly abstract more grammar from such activities than through explicit and often boring grammar lessons. While many of the differently- abled learners may pick up basic language skills through normal social interactions, they could additionally be provided with especially designed materials that would assist and enhance their growth and development. Studying sign language and Braille could be included as options for learners without disabilities.

7.3.3 Second-language Acquisition:

A variety and range of English-teaching situations prevail here owing to the twin factors of teacher proficiency in English and pupils' exposure to English outside school. The level of introduction of English is now a matter of political response to people's aspirations rather than an academic or feasibility issue, and people's choices about the level of its introduction in the curriculum will have to be respected, with the proviso that we do not extend downwards the very system that has failed to deliver. The goals for a second-language curriculum are twofold: attainment of a basic proficiency, such as is acquired in natural language learning and the development of language into an instrument for abstract thought and knowledge acquisition through (for example) literacy. This argues for an across-the-curriculum approach that breaks down the barriers between English and other subjects, and English and other Indian languages. At the initial stages, English may be one of the languages for learning activities that create the child's awareness of the world. At later stages,all learning happens through language. Higher-order linguistic skills generalise across languages; reading, (for example) is a transferable skill. Improving it in one language improves it in others, while reading failure in one's own languages adversely affects second-language reading. English does not stand alone. The aim of English teaching is the creation of multilinguals who can enrich all our languages; this has been an abiding

national vision. English needs to find its place along with other Indian languages in different states, where children's other languages strengthen English teaching and learning; and in "English-medium" schools, where other Indian languages need to be valorised to reduce the perceived hegemony of English. The relative success of "English-medium" schools shows that language is learnt when itis not being taught as language, through exposure in meaningful context. Thus English must be seen in relation to other subjects; a language across the curriculum is of particular relevance to primary education, and later all teaching is in a sense language teaching. This perspective will bridge the gap between "English as subject" and "English as medium". We should in this way move towards a common school system that does not make a distinction between "teaching a language" and "using a language as a medium of instruction". Input-rich communicational environments are a prerequisite for language learning, whether first or second. Inputs include textbooks, learner-chosen texts, and class libraries, allowing for a variety of genres: print (for example, Big Books for young learners); parallel books and materials in more than one language; media support (learner magazines/newspaper columns, radio/audio cassettes); and "authentic" materials. The language environment of disadvantaged learners needs to be enriched by developing schools into community learning centres. A variety of successful innovations exists whose general ability needs exploration and encouragement. Approaches and methods need not be exclusive but may be mutually supportive within a broad cognitive philosophy (incorporating Vygotskian, Chomskyan, and Piagetian principles). Higher-order skills (including literary appreciation and role of language in gendering) can be developed once fundamental competencies are ensured. Teacher education needs to be ongoing and onsite (through formal or informal support systems), as well as preparatory. Proficiency and professional awareness are equally to be promoted, the latter imparted, wherever necessary, through the teachers' own languages. All teachers who teach English should have basic proficiency in English. All teachers should have the skills to teach English in ways appropriate to their situation and levels based on some knowledge of how languages are learnt. A variety of materials should be available to provide an input-rich curriculum, which focuses on meaning. Language evaluation need not be tied

to "achievement" with respect to particular syllabi, but must be reoriented to the measurement of language proficiency. Evaluation is to be made an enabling factor for learning rather than an impediment. Ongoing assessment could document a learner's progress through the portfolio mode. National benchmarks for language proficiency need to be evolved preliminary to designing a set of optional English language tests that will balance curricular freedom with standardisation of evaluation that certification requires , and serve to counter the current problem of English (along with Mathematics) being a principal reason for failure at the Class X level. A student may be allowed to "pass without English" if an alternative route for English certification (and therefore instruction) can be provided outside the regular school curriculum.

7.3.4   Learning to Read and Write

Though we strongly advocate an integrated approach to the teaching of different skills of language, the school does need to pay special attention to reading and writing in many cases, particularly in the case of home languages. In the case of second and third, or classical or foreign languages, all the skills, including communicative competence, become important. Children appear to learn much better in holistic situations that make sense to them rather than in a linear and additive way that often has no meaning. Rich and comprehensible input should constitute the site for acquisition of all the different skills of language. In several communicative situations, such as taking noteswhile listening to somebody on the phone, several skills may need to be used together. We really wish children to read and write with understanding. Language – as a constellation of skills, thought encoders and markers of identity–cuts across school subjects and disciplines. Speech and listening, reading and writing, are all generalised skills, and children's mastery over them becomes the key factor affecting success at school. In many situations, all of these skills need to be used together. This is why it is important to view language education as everybody's concern at school and not as a responsibility of the language teacher alone. Also, the foundational role of the skills associated with language does not stop with the primary or elementary classes, but extends all the way up to secondary

and senior secondary classes as new needs arise in the subject areas. Development of life skills such as critical thinking skills, interpersonal communication skills, negotiation/ refusal skills, decision making/ problem-solving skills, and coping and self-management skills is also very critical for dealing with the demands and challenges of everyday life. The conventionally trained language teacher associates the training of speech with correctness rather than with the expressive and participatory functions of language. This is why talking in class has a negative value in our system, and a great deal of the teacher's energy goes into keeping children quiet, or getting them to pronounce correctly. If teachers see the child's talk as a resource rather than as a nuisance, the vicious cycle of resistance and control would have a chance to be turned into a cycle of expression and response. There is a vast body of knowledge available on how talk can be used as a resource, and pre- and in-service teacher education programmes must introduce teachers to this. Designers of textbooks and teacher manuals could also plan and provide precise guidance to teachers regarding ways in which the subject matter can be explored further with the help of small group talk among children, and undertaking activities that nurture the abilities to compare and contrast, to wonder and remember, to guess and challenge, to judge and evaluate. In the orbit of listening, similar detailed planning of activities for incorporation in textbooks and teacher manuals would go a long way in resurrecting the significant skill and value area. It covers the ability to pay attention, to value the other person's point of view to stay in touch with the unfolding utterance, and to make flexible hypotheses about the meaning of what is being said. Listening, thus, forms as complex a web of skills and values as talking does. Locally available resources include folklore and storytelling, community singing and theatre. Storytelling is appropriate not only for pre-school education, but continues to be significant even later. As a narrative discourse, orally told the stories lay the foundations of logical understanding even as they expand the imagination and enhance the capacity to participate vicariously in situations distant from one's life. Fantasy and mystery play an important role in child development. As a sector of language learning, listening also needs to be enriched with the help of music, which includes folk, classical and popular compositions. Folklore and music also deserve a place in

the language textbook as discourses capable of being developed with the help of exercises and activities unique to them. While reading is readily accepted as a focus area for language education, school syllabi are burdened with information-absorbing and memorising tasks, so much so that the pleasure of reading for its own sake is missed out. Opportunities for individualised reading need to be built at all stages in order to promote a culture of reading, and teachers must set the example of being members of such a culture. This requires the nurturing of school and community libraries. The perception that the reading of fiction is a waste of time acts as a major means of discouraging reading. The development and supply of a range of supplementary reading material relevant to all school subjects and across the grades require urgent attention. A great deal of such material, though of varying quality, is available in the market, and could be utilised in a methodical manner to expand the scope of classroom teaching of a subject. Teacher training programmes need to familiarise teachers with such material, and to give them yardsticks by which to select and use it effectively. The importance of writing is well recognised, but the curriculum needs to attend to its innovative treatments. Teachers insist that children write in a correct way. Whether they express their own thoughts and feelings through writing is not considered too important. Just as the prematurely imposed discipline of pronunciation stifles the child's motivation to talkfreely, in his or her own dialect, for instance, the demand for writing in mechanically correct ways blocks the urge to use writing to express or to convey one's ideas. Teachers need to be persuaded and trained to place writing in the same domain as artistic expression, and to cease perceiving it as an office skill. During the primary years, writing abilities should be developed holistically in conjunction with the sensibilities associated with talking, listening, and reading. At middle and senior levels of schooling, note making should receive attention as a skill-development training exercise. This will go a long way in discouraging mechanical copying from the blackboard, textbooks and guides. It is also necessary to break the routine of tasks like letter and essay writing, so that imagination and originality are allowed to play a more prominent role in education.

7.4   LET US SUM UP

NCF 2005 gives the following points to enhance language learning in India:

1)   A renewed attempt should be made to implement the three language formula.

2)   Children's mother tongue, including tribal languages should be used in order to give instructions to the children.

3)   The efficiency with which the child uses the second language should be worked upon.

4)   Reading should be used as tool in order to enhance language learning.

7.5   LESSON END EXERCISE

Short Answers:

Q1)   What does article 350 A of our Constitution say about our language education?

Q2)   What is the difference between first language and second language?

Q3)   What are higher order skills?

Long Answers:

Q1)   Does the second language learning depend on the first language? If yes, then how so?

Q2)   What are the major points covered under the NFC 2005? Discuss in detail.

7.6   SUGGESTED FURTHER READINGS

Arthur, James. The SAGE Handbook of Education for Citizenship and Democracy. SAGE ,2008.

Hirst, P.H. and Peters, R.S. The Logic of Education. London: Routledge, 2012.

Sharma, R.N. History and Problems of Education in India. Delhi: Surjeet Publication, 2004.

Walia, J.S. Development of Education System in India. Punjab: Paul Publishers, 2003.

7.7   ANSWERS TO CHECK YOUR PROGRESS

1)   mother tongue

2)   3-language formula.

3)   disabled.

4)   second language.

DIFFERENT PROCESSES OF LANGUAGE LEARNING AS PER CONSTRUCTIVISM

Structure

8.1   Introduction

8.2   Objectives

8.3   About Constructivism

8.4   Process of Language Learning as per John Dewey

8.5   Process of Language Learning as per John Piaget

8.6   Let Us Sum Up

8.7   Lesson End Exercise

8.8   Suggested Further Readings

8.1   INTRODUCTION

In this lesson, you will learn about the different processes of language learning as per constructivism. The lesson will first give a brief introduction about the broad philosophy of constructivism and also how it impacts the teaching and learning methodologies. In this lesson, the ideas of two great theorists of constructivism— John Dewey and John Piaget, about education in general and language learning in particular will be discussed in great detail. It will be seen how the theoretical ideas

of these eminent thinkers have impacted the modern methods of language teaching and learning in the formal settings.

8.2 OBJECTIVES

After going through this lesson, you shall be able to :

⊙ describe broad introduction about the philosophy of Constructivism,

⊙ explain impact of the philosophy of constructivism on education and learning,

⊙ discuss contributions of John Dewey towards the process of language learning as per his constructivist ideas, and

⊙ evaluate the contributions of Jean Piaget towards the process of language learning as per his theoretical ideas.

8.3 ABOUT CONSTRUCTIVISM

As a broad philosophy, Constructivism argues that humans generate knowledge and meaning from their experiences. It essentially explores the nature of knowledge. As M.F. Mascolol and K.W. Fisher have defined in 2005: "Constructivism is the philosophical and scientific position that knowledge arises through a process of active construction." It is generally believed that there is no single theory of constructivism, but there are many shades and varieties of constructivism spanning a range of perspectives. But one of the important strands of constructivism focuses on how humans make meaning in relation to the interaction between their experiences and their ideas. The philosophy of constructivism has influenced a number of disciplines, including psychology, sociology, education and the history of science. During its earlier stages, constructivism laid focus on the interaction between human experiences and their reflexes or behavior-patterns. The prominent Swiss constructivist, Jean Piaget, called these systems of knowledge Schemes.

Constructivism learning theory has attained wide popularity in the contemporary times. In terms of learning theory, Constructivism argues that learning is an active process in which learners construct new ideas or concepts based upon their current

and past knowledge. The learner selects and transforms information, constructs hypothesis, and makes decisions. It offers scholars with new psychological analysis of exploring the pedagogical issues. As Jacqueline Brook says, "As long as there were people asking each other questions, we have had constructivist classrooms. Constructivism, the study of learning, is about how we all make sense of our world, and that really hasn't changed." In this approach, the learners are actively involved in the process of generating knowledge and ideas as learning is perceived as an active, not a passive, process, where knowledge is constructed, not acquired passively. It all implies that each person has a definite interpretation and construction of knowledge process, based on past experiences and cultural factors. Professor David Jonassen, in 1994, proposed that there are eight characteristics that underscore the constructivist learning approach:

Constructivist learning environments provide multiple representations of reality.

Multiple representations avoid oversimplification and represent the complexity of the real world.

Constructivist learning environments emphasize knowledge construction inserted of knowledge reproduction.

Constructivist learning environments emphasize authentic tasks in a meaningful context rather than abstract instruction out of context.

Constructivist learning environments provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction.

Constructivist learning environments encourage thoughtful reflection on experience.

Constructivist learning environments "enable context- and content-dependent knowledge construction."

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Constructivist learning environments support "collaborative construction of knowledge through social negotiation, not competition among learners for recognition."

Prominent theorists of constructivism include John Dewey (1859–1952), Maria Montessori (1870–1952), Jean Piaget (1896–1980), Lev Vygotsky (1896–1934), Heinz von Foerster (1911–2002), George Kelly (1905–1967), Jerome Bruner (1915–2016), Herbert Simon (1916–2001), Paul Watzlawick (1921–2007), and Ernst von Glasersfeld (1917–2010). Jean Piaget's theory of constructivist learning, in particular, has had wide-ranging impact on learning theories and teaching methods in education, and is a core subject matter of the modern pedagogical reforms.

8.4   PROCESS OF LANGUAGE LEARNING AS PER JOHN DEWEY

The prominent American philosopher John Dewey's treatise on language learning is closely related to his formulations regarding educational methodology as stated above. For him, language is a necessary tool of thinking. It not only provides communicative needs and identity to humans but is also essential for social evolution. Since thought or knowledge are created and communicated through language, the role of language becomes all the more important. There needs to be a proper learning process and this is why traditional schooling has language as its chief instrument.

John Dewey was one of the pioneering thinkers to lay the foundations of constructivism. He was primarily concerned with the learner. According to Dewey, there are two broad contrasting schools of thought regarding educational pedagogy.

The first is centered on the curriculum and focuses almost solely on the subject matter to be taught. Dewey argues that the major weakness in this methodology is the passiveness of the student. He goes on to state that within this particular framework, "the child is simply the immature being who is to be matured; he is the superficial being who is to be deepened."

The second one is learner-centered. He argues that in order for education to be most effective, content/subject-matter must be presented in a way that

allows the student to relate the information to prior experiences, thus deepening the connection with this new knowledge.

Although Dewey believed in the second view of education, he was apprehensive of the overindulgence of "child-centered" education. He argued that too much emphasis on the child could be equally unfavorable to the learning process. The potential flaw in this line of thinking is that it minimizes the importance of the content as well as the role of the teacher. For this reason, Dewey aims to strike a balance between delivering knowledge while also taking into account the interests and experiences of the student. For Dewey, the child and the curriculum are simply two sides. One cannot do without the other. These ideas made John Dewey one of the most famous advocates of "hands-on learning" or "experiential education".

In addition to his ideas about how the learning process should take place, Dewey also re evaluates the role that the teacher should play within that process. According to Dewey, the teacher should not be the sage on stage anymore. The role of the teacher should be that of facilitator and guide. The teacher becomes a partner in the learning process, guiding students to independently discover meaning within the subject area.

The core ideas of Dewey's educational philosophy highlight the role experience plays in education. According to Dewey, powerful educational experiences are a result of two fundamental principles: "continuity" and "interaction". Continuity refers to how experiences, both past and present, influence the future while interaction refers to how one's current situation influences their experiences. Dewey combined these two principles, stating that one's present experiences are a direct result of how their previous experiences interact with and influence their present situation. Simply put, Dewey stated that human experiences-past, present, and future- influence the capacity to learn. He once said that: "Education is a social process. Education is growth. Education is, not a preparation for life; education is life itself." In order to be considered a quality experience, Dewey asserts that the experience must have

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individual perceptions and a lesson environment. "Continuity" would propel learners to continue learning while "Interaction" would meet the learner's needs. For Dewey, these principles are also essential ingredients for language learning.

In other words, Dewey argues that education and learning are social and interactive processes, and thus the school itself is a social institution through which social reform can and should take place. Thus, Dewey makes a strong case for the importance of education not only as a place to gain content knowledge, but also as a place to learn how to live. In his view, the purpose of education should not revolve around the acquisition of a pre-determined set of skills, but rather the realization of one's full potential and the ability to use those skills for the greater good in society. In addition to helping students realize their full potential, Dewey goes on to acknowledge that education and schooling are instrumental in creating social change and reform. And again for all this, the precedence of language learning is too important as it has both practical and intellectual significance.

According to Dewey, language structures social activity which suggests a functional perspective on "language as communication maintaining group organization" in which the notion of "responsitivity" uncovers a moral space where the linguistic agent not only takes the perspectives of others, but also becomes responsible, that is, responsive to the needs and claims of others, to the obligations implicit in his position. It links language totally to the collective domain of human beings. In one of his essays, "Language and the Training of Thought"(1910), John Dewey argues that since language is necessary for thinking, it implies that signs are necessary as language mainly comprises of signs which we normally call words. It further means that thought deals not with bare or isolated things, but with their meanings and their suggestions. Without meaning, things are nothing but blind stimuli or chance sources of pleasure and pain; and since meanings are not themselves concrete things, they must be affixed by some physical or real time existence. Moreover, it is in the instinctive and natural settings that humans learn and develop their first language. It is purely interactional, or so to say, a social experience if we allude to Dewey's own concepts. He strictly rejects the idea that language exists in

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isolation from its context and functions. It implies that Dewey focuses on the teaching of language on the "experiential" lines. Teaching of language must not be simply a deductive application of the rules. It cannot take place in the isolated setting of the classrooms. Language teaching has to be in consonance with the social interactive process. It is through his stated principles of "continuity" and "interactions" that language learning has to take place. It means moving away from the traditional methods of language teaching and learning, and focusing more on those methods which involve the learner actively, and which aims for an inductive methodology of learning. Such methods must also lay a focus on imparting the meaning of the linguistic items or language contents to be taught. As Dewey says, "The delight that children take in demanding and learning the names of everything about them indicates that meanings are becoming concrete individuals to them, so that their commerce with things is passing from the physical to the intellectual plane… Learning, in the proper sense, is not learning things, but the meanings of things, and this process involves the use of signs, or language in its generic sense." Modern methods of teaching language like the Direct Method, Situational Language Teaching and Communicative methods derive their inspiration from Dewey's formulations.

John Dewey also enlists certain primary purpose for language which, according to him, are as follows: "To influence through the expression of desire, emotion, and thought the activity of others; its secondary use is to enter into more intimate sociable relations with them; its employment as a conscious vehicle of thought and knowledge is a tertiary, and relatively late, formation." For Dewey, thus education holds both practical and intellectual value. Hence language teaching has to also transform itself into an intellectual tool. In order to achieve the practical and intellectual values of language teaching, Dewey states that it is imperative "to direct pupils' oral and written speech, used primarily for practical and social ends, so that gradually it shall become a conscious toot of conveying knowledge and assisting thought." He further adds that the spontaneous and natural motives or habits to which language owes its vitality, force, vividness, and variety should never be compromised. The natural instincts and spontaneity of the language should be given

due consideration in the course of its teaching. Language cannot become a servant of reflective thought or artificial or formal modes of expression or even technicality.

John Dewey further believes that any successful teaching and learning of language should aim at (i) enlargement of the pupil's vocabulary; (ii) rendering its terms more precise and accurate, and (iii) formation of habits of consecutive discourse. To enlarge vocabulary, the storage of concepts among the kids should be enlarged.

Enlargement of vocabulary, according to Dewey, takes place by wider intelligent contact with things and persons, and also explicitly, by gathering the meanings of words from the context in which they are heard or read. To grasp by either method a word in its meaning is to exercise intelligence, to perform an act of intelligent selection or analysis, and it is also to widen the storage of meanings or concepts readily available in further intellectual enterprises. It is usual to distinguish between one's active and one's passive vocabulary, the latter being composed of the words that are understood when they are heard or seen, the former of words that are used intelligently. The fact that the passive vocabulary is ordinarily much larger than the active indicates a certain amount of inert energy, of power not freely controlled by an individual. Failure to use meanings that are nevertheless understood reveals dependence upon external stimulus, and lack of intellectual initiative. This mental laziness is to some extent an artificial product of formalized language education. Small children usually attempt to put to use every new word they get hold of, but when they learn to read they are introduced to a large variety of terms that there is no ordinary opportunity to use. Looseness of thinking accompanies a limited vocabulary. While a limited vocabulary may be due to a limited range of experience, to a sphere of contact with persons and things so narrow as not to suggest or require a full store of words, it is also due to carelessness and vagueness. Scarcity of vocabulary on the part of those with whom the child associates, triviality and meagerness in the child's reading matter (as frequently even in his school readers and textbooks), tend to shut down the area of mental vision. Command of language involves command of things. One must note also the great difference between flow of words and command of language. Most schoolrooms suffer from a lack of materials and appliances except

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perhaps books ⁻ and even these are "written down" to the supposed capacity, or incapacity, of children. Occasion and demand for an enriched vocabulary are accordingly restricted. The vocabulary of things studied in the schoolroom is very largely isolated; it does not link itself organically to the range of the ideas and words that are in vogue outside the school. Hence the enlargement that takes place is often nominal which results in the inert and passive storage of words, terms and their meanings among the pupil rather than the active storage.

Dewey also lays high importance on the accuracy of vocabulary. For him, one way in which the storage of words and concepts is increased is by discovering and naming shades of meaning⁻ that is to say, by making the vocabulary more precise. Increase in definiteness is as important relatively as is the enlargement of the capital stock absolutely. The first meanings of terms, since they are due to superficial acquaintance with things, are general in the sense of being vague. The little child calls all men papa; acquainted with a dog, he may call the first horse he sees a big dog. Differences of quantity and intensity are noted, but the fundamental meaning is so vague that it covers things that are far apart. To many persons trees are just trees, being discriminated only into deciduous trees and evergreens, with perhaps recognition of one or two kinds of each. Such vagueness tends to persist and to become a barrier to the advance of thinking. Terms that are miscellaneous in scope are clumsy tools at best; in addition they are frequently treacherous, for their ambiguous reference causes us to conf use things that should be distinguished. The growth of precise terms out of original vagueness takes place normally in two directions: toward words that stand for relationships and words that stand for highly individualized traits; the first being associated with abstract, the second with concrete, thinking. Some Australian tribes are said to have no words for animal or for plant, while they have specific names for every variety of plant and animal in their neighborhoods. This minuteness of vocabulary represents progress toward definiteness, but in a one-sided way, specific properties are distinguished, but not relationships. On the other hand, students of philosophy and of the general aspects of natural and social science are apt to acquire a store of terms that signify relations

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without balancing them up with terms that designate specific individuals and traits. The ordinary use of such terms as causation, law, society, individual, capital, illustrates this tendency. Words alter their meanings so as to change their logical functions. In similar ways, changes occur constantly in the vocabulary of every student. In Geometry, a pupil must learn both to narrow and to extend the meanings of such familiar words as line, surface, angle, square, circle; to narrow them to the precise meanings involved in demonstrations; to extend them to cover generic relations not expressed in ordinary usage. Qualities of color and size must be excluded; relations of direction, of variation in direction, of limit, must be definitely seized. A like transformation occurs, of course, in every subject of study. just at this point lies the danger, alluded to above, of simply overlaying common meanings with new and isolated meanings instead of effecting a genuine working-over of popular and practical meanings into adequate logical tools. This leads to the fact that there is a high value of technical terms in language learning. Terms used with intentional exactness so as to express a meaning, the whole meanings, and only the meaning, are called technical. For educational purposes, a technical term indicates something relative, not absolute; for a term is technical not because of its verbal form or its unusualness, but because it is employed to fix a meaning precisely. Ordinary words get a technical quality when used intentionally for this end. Whenever thought becomes more accurate, a (relatively) technical vocabulary grows up. Teachers are apt to oscillate between extremes in regard to technical terms. On the one hand, these are multiplied in every direction, seemingly on the assumption that learning a new piece of terminology, accompanied by verbal description or definition, is equivalent to grasping a new idea. When it is seen how largely the net outcome is the accumulation of an isolated set of words, a jargon or scholastic cant, and to what extent the natural power of judgment is clogged by this accumulation, there is a reaction to the opposite extreme. Technical terms are banished; "name words" exist but not nouns; "action words", but not verbs; pupils may "take away," but not subtract; they may tell what four fives are, but not what four times five are, and so on. A sound instinct underlies this reaction ⁻ aversion to words that give the pretense, but not the reality, of meaning. Yet the fundamental difficulty is not with the word, but with the idea. If the idea is

not grasped, nothing is gained by using a more familiar word; if the idea is perceived, the use of the term that exactly names it may assist in fixing the idea. Terms denoting highly exact meanings should be introduced only sparingly, that is, a few at a time; they should be led up to gradually, and great pains should be taken to secure the circumstances that render precision of meaning significant.

Dewey also explains the importance of what he calls consecutive discourse in the process of language teaching and learning. As he sees it, language connects and organizes meanings as well as selects and fixes them. As every meaning is set in the context of some situation, so every word in concrete use belongs to some sentence (it may itself represent a condensed sentence), and the sentence, in turn, belongs to some larger story, description, or reasoning process. It is unnecessary to repeat what has been said about the importance of continuity and ordering of meanings. We may, however, note some ways in which school practices tend to interrupt consecutiveness of language and thereby interfere harmfully with systematic reflection. Teachers have a habit of monopolizing continued discourse. Many, if not most, instructors would be surprised if informed at the end of the day of the amount of time they have talked as compared with any pupil. Children's conversation is often confined to answering questions in brief phrases, or in single disconnected sentences. Expatiation and explanation are reserved for the teacher, who often admits any hint at an answer on the part of the pupil, and then amplifies what he supposes the child must have meant. The habits of sporadic and fragmentary discourse thus promoted have inevitably a disintegrating intellectual influence. Assignment of too short lessons when accompanied (as it usually is in order to pass the time of the recitation period) by minute "analytic" questioning has the same effect. This evil is usually at its height in such subjects as- history and literature, where not infrequently the material is so minutely subdivided as to break up the unity of meaning belonging to a given portion of the matter, to destroy perspective, and in effect to reduce the whole topic to an accumulation of disconnected details all upon the same level. More often than the teacher is aware, his mind carries and supplies the background of unity of meaning against which pupil project isolated scraps. Insistence upon avoiding error instead

of attaining power tends also to interruption of continuous discourse and thought. Children who begin with something to say and with intellectual eagerness to say it are sometimes made so conscious of minor errors in substance and form that the energy that should go into constructive thinking is diverted into anxiety not to make mistakes, and even, in extreme cases, into passive quiescence as the best method of minimizing error. This tendency is especially marked in connection with the writing of compositions, essays, and themes. It has even been gravely recommended that little children should always write on trivial subjects and in short sentences because in that way they are less likely to make mistakes, while the teaching of writing to high school and college students occasionally reduces itself to a technique for detecting and designating mistakes.

Check your Progress - 1

Note :a)   Answer the questions given below

     b)   Compare your answer with above subsection

1.   Explain briefly the process of language learning according to John Dewey

     _____

     _____

8.5   PROCESS OF LANGUAGE LEARNING AS PER JEAN PIAGET

Jean Piaget, the eminent Swiss philosopher, has formulated his ideas about language learning mainly on the basis of the research he carried out about human psychology, notably child psychology and also the child and teacher training. Much of these ideas are contained in his 1926 book The Language and Thought of the Child. He regards the development of language as co-related to the development of the cognitive abilities of the child. Piaget explores the ontogenetic relationships between language, cognition, and social life in line with his constructivist approach. He goes on to ascertain close links between these phenomena. In his research, he finds links between specific cognitive achievements and the acquisition of certain types of early words by the child.

Outlining his general objective for education and learning, Piaget calls for fostering critical growth among the children. He says: "Education, for most people, means trying to lead the child to resemble the typical adult of his society ... but for me and no one else, education means making creators... You have to make inventors, innovators—not conformists." (In Conversations with Jean Piaget, 1980). Piaget goes on to define knowledge as the ability to modify, transform, and "operate on" an object or idea, such that it is understood by the operator through the process of transformation. Learning, then, occurs as a result of experience, both physical and logical, with the objects themselves and how they are acted upon. Thus, knowledge must be assimilated in an active process by a learner with matured mental capacity, so that knowledge can build in complexity by step by step understanding. Understanding is built by the learner through the process of equilibration, whereby the learner balances new knowledge with previous understanding, thereby compensating for "transformation" of knowledge. Learning, then, can also be supported by instructors in an educational setting. Piaget specified that knowledge and by implication, language cannot truly be formed until the learner has matured the mental structures to which that learning is specific, and thereby development constrains learning. Nevertheless, knowledge or language can also be "built" by building on simpler operations and structures that have already been formed. Basing operations of an advanced structure on those of simpler structures thus scaffolds learning to build on operational abilities as they develop. Good teaching, then, is built around the operational abilities of the students such that they can excel in their operational stage and build on preexisting structures and abilities and thereby "build" learning.

To Piaget, cognitive development is a progressive restructuring of mental processes resulting from biological development and environmental experience. He believed that children create an understanding of the world around them, experience

knowledge and understanding acquired through mental development. The result of Piaget's ideas about language learning is the emphasis on child-centered classrooms and "open education." This implies that the educators focus on the learner-centric constructivist approach. Teachers look at students as active individual learners who add new concepts to prior knowledge to construct, or build, understanding for themselves. It provides for experience-based educational opportunities without imposing any deductive application of rules. The experts and teachers involve the learners for suggestion for improving both the curriculum and teaching methodology. The theoretical insights of Piaget also mean that it is absolutely necessary to nourish and support learners' curiosity and that involves taking due care of the learners' emotions and create a learning environment in which students feel free and relaxed.

In the formulation of his famous four stages of cognitive development for children, Piaget observes the development of language in them. He observes that before children can begin to develop language, they must first actively construct their own understanding of the world through their interactions with their environment since they don't think like adults. A child has to understand a concept before he or she can acquire the particular language which expresses that concept. For instance, an infant's experience of a cat is that it meows, is furry and eats from a bowl in the kitchen; hence they develop the concept of cat first and then learn the word "kitty" or "cat" onto that concept. Piaget's cognitive theory states that children's language reflects the development of their logical thinking and reasoning skills in stages, with each period having a specific name and age reference. There are four stages of Piaget's cognitive development theory, each involving a different aspect of language acquisition:

✎ Sensory-Motor Period:- (birth to 2 years) Children are born with "action schemas" to "assimilate" information about the world such as sucking or grasping. During the sensory-motor period, children's language is "egocentric" and they talk either for themselves or for the pleasure of associating anyone who happens to be there with the activity of the moment

✎ Pre-Operational Period:- (2 years to 7) Children's language makes rapid progress and the development of their "mental schema" lets them quickly "accommodate" new words and situations. Children's language becomes "symbolic" allowing them to talk beyond the "here and now" and to talk about things such as the past, future and feelings.

✎ Egocentrism:- Involves "animism" which refers to young children's tendency to consider everything, including inanimate objects, as being alive. Language is considered egocentric because they see things purely from their own perspective.

✎ Operational Period:- (7 to 11 years) and (11 years to adulthood) Piaget divides this period into two parts: the period of concrete operations and the period of formal operations. Language at this stage reveals the movement of their thinking from immature to mature and from illogical to logical. They are also able to "de-center" or view things from a perspective other than their own. It is at this point that children's language becomes "socialized" and includes things such as questions, answers, commands and criticisms.

According to Piaget, there are two differences between the preoperational and concrete operational stages that apply to education. He terms these differences as reversibility and decentration. At times, reversibility and decentration occur at the same time. When students think about the steps to complete a task without using a particular logical, sequential order, they are using reversibility. Decentration allows them to concentrate on multiple components of a problematic task at a time. Students use both reversibility and decentration to function throughout the school day, follow directions, and complete assignments.

For Piaget, an example of a student using reversibility is when he/she learns new vocabulary. The student creates a list of unfamiliar words from a literary text. Then, he researches the definition of those words before asking classmate to test him. His teacher has given a set of particular instructions that he must follow in a

particular order: he must write the word before defining it, and complete these two steps repeatedly. Piaget further observes that a child in the preoperational stage gets confused during this process and needs assistance from the teacher to stay on task. The teacher refers him back to his text in order to notate the next word before he can define it. A child in the preoperational stage does not understand the organization required to complete this assignment. However, a child in the concrete operational stage understands the organization, and he can recall the steps in any order while being able to follow the order given. Using decentration, the child has the two activities on his mind: identify words and find them in the dictionary.

Similarly, Piaget presents a sample of decentration in the form of a preschooling learner who may use a toy banana as a pretend telephone. The child knows the difference between the fruit and a phone. However, in this form of play, he is operating on two levels at once. In an older child at the concrete operational level, decentration allows him to complete subtraction of two-digit numbers and indicate which of the problems also involved borrowing from the other column. The student simultaneously does both. Using reversibility, the student has to move mentally between two subtasks.

Regarding the giving of praise by teachers, Piaget's observations reveal that praise is a reinforcer for students. Adolescents undergo social-emotional development such that they seek rapport with peers. Thus, teacher praise is not as powerful for students who see teachers as authority figures. They give no value to praise provided by adults, or they have no respect for the individual who is giving praise

It is also noteworthy to mention here that for Piaget, language was not merely an instrument of communication; it was much more than that. For him, language could not be reduced to one single function of simply communicating thought as it was an integral component of human cognition. When children speak, a lot of the time they are not talking to anyone in particular. They are thinking aloud. He identifies two types of speech—egocentric and socialized. Within the egocentric type, three patterns are found:

Repetition:- Speech not directed to people; the speaking of words for the simple pleasure of it.

Monologue:- Whole commentaries which follow the child's actions or play.

Collective monologue:- When children are talking apparently together, yet are not really taking account of what the others are saying. (A room of ten children seated at different tables may be noisy with talk, but in fact are all really talking to themselves.)

Piaget notes that until a certain age (seven, he thought), a child has no "verbal continence", but must say anything that comes into his head. A kindergarten or nursery, he wrote, "is a society in which, strictly speaking, individual and social life are not differentiated". Because the children believe themselves to be the center of the universe, there is no need for the idea of privacy or withholding views in sensitivity to others. The adult, in contrast, because of his comparative lack of egocentricity, has adapted to a fully socialized speech pattern in which many things are left unsaid. Only madmen and children, as it were, say whatever they think, because only they really matter. It was for this reason that a child is able to talk all the time in the presence of his friends, but never be able to see things from their point of view. Part of the reason for the egocentricity of the child is that a significant part of their language involves gesture, movements and sounds. As these are not words, they cannot express everything, so the child must remain partly a prisoner of their own minds. We can understand this when we appreciate that the greater an adult's mastery of language, the more likely he or she will be able to understand, or at least be aware of, the views of others. Language, in fact, takes a person beyond themselves, which is why human culture puts such stress on teaching it to children - it enables them to eventually move out of egocentric thinking.

Piaget also focuses on the significance of social interaction for intellectual development. He sees interaction as very important in how an individual, particularly a child, rises above the volatility of the symbols he or she himself constructs prior to the formal learning and experience. But in line with his overall theoretical framework,

Piaget conjoins the role of social interaction to the importance of language, and in turn, the role of language to the development of conceptual and logical understandings of an individual. This gives a hint that Piaget did not entirely discard the role of social interaction in intellectual development and the role of language. It is so because language is naturally seen as a social factor because of the conventional nature of words which is crucial for conceptual development. This means that the role of informal interactions and free conversations is necessary for effective language learning.

Check your Progress - 2

Note : a)   Write your answer in the space given below

b)   Compare your answer with the above sub-section.

Q1   Describe briefly the process of language learning as per Jean Piaget.

_____

_____

8.6   LET US SUM UP

To sum up, we learnt in this lesson the basic definition of the broad philosophy of constructivism. We learnt how constructivism has influenced the methodology of education and learning among other disciplines as it outlines many new innovations and techniques which help us in making education in general and language in particular a learner centric and learner friendly phenomenon.

We also understood how the eminent thinker John Dewey's ideas on language learning are linked to his theoretical ideas about educational methodology. We understood how he sees language as a necessary tool of thinking which not only provides communicative needs and identity to humans but is also essential for social evolution. We also comprehended how John Dewey enlists certain primary purpose for language which, according to him, are the expression of desire, emotion, and

thought, entering into more intimate sociable relations with them, and also its employment as a conscious vehicle of thought and knowledge.

We also learnt how another prominent thinker of constructivism, Jean Piaget, regards the development of language as co-related to the development of the cognitive abilities of the child. We understood how Jean Piaget lays emphasis on teaching and learning which encourages the natural abilities of the students so that they can excel in their natural structures and abilities and thereby "build" and develop learning in the most free way.

✎   Constructivism is a philosophical approach which argues that humans generate knowledge and meaning from their experiences. As M.F. Mascolol and K.W. Fisher have defined in 2005: "Constructivism is the philosophical and scientific position that knowledge arises through a process of active construction." One of the important strands of constructivism focuses on how humans make meaning in relation to the interaction between their experiences and their ideas. The philosophy of constructivism has influenced a number of disciplines, including psychology, sociology, education and the history of science. During its earlier stages, constructivism laid focus on the interaction between human experiences and their reflexes or behavior-patterns. In terms of learning theory, Constructivism argues that learning language or any other field of study is an active process in which learners construct new ideas or concepts based upon their current and past knowledge. The learner selects and transforms information, constructs hypothesis, and makes decisions. It offers scholars with new psychological analysis of exploring the pedagogical issues.

✎   Constructivism learning theory has attained wide popularity in the contemporary times. In this approach, the learners are actively involved in the process of generating knowledge and ideas as learning is perceived as an active, not a passive, process, where knowledge is constructed, not acquired passively. It all implies that each person has a definite interpretation and

construction of knowledge process, based on past experiences and cultural factors. There are various characteristics which underscore the constructivist learning approach. Constructivist learning environments provide multiple representations of reality. Multiple representations avoid oversimplification and represent the complexity of the real world. Constructivist learning environments emphasize knowledge construction inserted of knowledge reproduction. Constructivist learning environments emphasize authentic tasks in a meaningful context rather than abstract instruction out of context. Constructivist learning environments provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction.

John Dewey was one of the pioneering thinkers to lay the foundations of constructivism. He was primarily concerned with the learner. For him, language and its learning is a necessary tool of thinking. It not only provides communicative needs and identity to humans but is also essential for social evolution. Since thought or knowledge are created and communicated through language, the role of language becomes all the more important. There needs to be a proper learning process and this is why traditional schooling has language as its chief instrument. Dewey believed in the learner centric education. The role of the teacher should be that of facilitator and guide. The teacher becomes a partner in the learning process, guiding students to independently discover meaning within the subject area. Language structures social activity which suggests a functional perspective on "language as communication maintaining group organization" in which the notion of "responsitivity" uncovers a moral space where the linguistic agent not only takes the perspectives of others, but also becomes responsible, that is, responsive to the needs and claims of others, to the obligations implicit in his position. It links language totally to the collective domain of human beings. Since language is necessary for thinking, it implies that signs are necessary as language mainly comprises of signs which we normally call words. It further means that thought deals not with bare or isolated things, but with their meanings and their suggestions. Without meaning, things are nothing but blind

stimuli or chance sources of pleasure and pain; and since meanings are not themselves concrete things, they must be affixed by some physical or real time existence. It implies that Dewey focuses on the teaching of language on the "experiential" lines. Teaching of language must not be simply a deductive application of the rules. It cannot take place in the isolated setting of the classrooms. Language teaching has to be in consonance with the social interactive process. It is through his stated principles of "continuity" and "interactions" that language learning has to take place. It means moving away from the traditional methods of language teaching and learning, and focusing more on those methods which involve the learner actively, and which aims for an inductive methodology of language learning. Such methods must also lay a focus on imparting the meaning of the linguistic items or language contents to be taught. Modern methods of teaching language like the Direct Method, Situational Language Teaching and Communicative methods derive their inspiration from Dewey's formulations.

Jean Piaget, the eminent Swiss philosopher, has formulated his ideas about language learning mainly on the basis of the research he carried out about human psychology, notably child psychology and also the child and teacher training. He regards the development of language as co-related to the development of the cognitive abilities of the child. Language cannot truly be formed until the learner has matured the mental structures to which that learning is specific, and thereby development constrains learning. Nevertheless, knowledge or language can also be "built" by building on simpler operations and structures that have already been formed. Good teaching, then, is built around the pre-schooling abilities of the students such that they can excel in their budding stage and build on preexisting structures and abilities and thereby "build" learning. The result of Piaget's ideas about language learning is the emphasis on child-centered classrooms and "open education." This implies that the educators focus on the learner-centric constructivist approach. Teachers look at students as active individual learners who add new concepts to prior knowledge to construct, or build, understanding for themselves. It provides for experience-based educational opportunities without imposing any deductive application of rules. The

experts and teachers involve the learners for suggestion for improving both the curriculum and teaching methodology. The theoretical insights of Piaget also mean that it is absolutely necessary to nourish and support learners' curiosity and that involves taking due care of the learners' emotions and create a learning environment in which students feel free and relaxed. In the formulation of his famous four stages of cognitive development for children, Piaget observes the development of language in them. He observes that before children can begin to develop language, they must first actively construct their own understanding of the world through their interactions with their environment since they don't think like adults. Teachers should look at students as active individual learners who add new concepts to prior knowledge to construct, or build, understanding for themselves while learning.

8.7   LESSON END EXERCISE

Q.1.   Give a brief introduction about the philosophy of Constructivism.

Q.2.   Briefly elaborate the impact of the philosophy of constructivism on education and learning.

Q.3.   Critically analyze the contributions of John Dewey towards the process of language learning as per his constructivist ideas.

Q.4.   Provide a critical assessment of the ideas of Jean Piaget towards the process of language learning as per his theoretical ideas.

8.8   SUGGESTED FURTHER READINGS

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METHODS OF LANGUAGE LEARNING

Structure

9.1   INTRODUCTION

In this lesson, you will learn about the different methods of language Learning. It is an established fact that for any successful teaching programme, it is imperative that we follow a definite method and technique which makes the learning clear and logical free of any ambiguities. The lesson will make you aware about the various

methods of language teaching namely, the Direct Method, the Bilingual Method, the Textbook Method, the Grammar Translation method, and the Inductive and Deductive Methods, alongwith their respective merits and demerits. After critically evaluating these methods of language teaching, you will hopefully be able to analyse the significance and validity of each of these methods in how they could be employed to make our language teaching effective.

9.2   OBJECTIVES

After going through this lesson, you shall be able to :

Ⓣ   explain different methods of language teaching which have been in vogue,

Ⓣ   explain the importance of having well defined methods for effective language teaching,

Ⓣ   discuss various techniques involved in these methods of language teaching, and

Ⓣ   describe various advantages and disadvantages of these respective language teaching methods.

9.3   DIRECT METHOD

In their seminal work, Approaches and Methods in Language Teaching, eminent scholars of language teaching research, Richards and Rodgers, describe an approach or method as "a theoretically consistent set of teaching procedures that define best practice in language teaching." They further opine that particular methods and approaches, if followed precisely, will lead to more effective levels of language learning than alternative ways of teaching. It is thought that the quality of language teaching will improve if teachers use the best available approaches and methods.

Direct Method of language tries to focus on teaching the language directly and not about the language. In the second half of the 19th Century, an interest generated

among the linguists in developing principles for language teaching out of naturalistic principles of language learning like the natural acquisition of mother tongue. This led to the development of the Direct Method of language teaching. Direct Method is also known by various names as "Natural Method", "Phonetical Method" and "Anti-Grammatical Reform Method." In USA, it became popular as "Berlitz Method." In the mid 19th century, Europe experienced a wave of increasing opportunities of communication, due to massive industrialization and international trade and travel. A need was felt to develop oral proficiency in foreign languages. Language teachers had already found Grammar-Translation method inadequate and ineffective in developing communicative ability among the learners. They strongly advocated an alternative method in which language was presented in contexts and the mother tongue was avoided. Its principal advocates were Pendergast and Sauveur who proposed what they called Natural Method that suggested radical change from Grammar-Translation. It is this method that later on came to be known as the Direct Method. The Direct Method is named "direct" because it intends that meaning should be connected directly to the target language without translation into the native language. It is based on the theoretical assumption that language can be learnt only through demonstration. In this method, instead of analytical procedures of explaining grammar rules, students are encouraged to use language naturally and spontaneously so that they infer the grammar themselves. Grammar, in this method, is not regarded as an end in itself but as means to an end. Another theoretical basis is that the learning of second language is seen as parallel to the acquisition of the child's first language (L1) or mother tongue acquisition. This method therefore emphasize the importance of sounds , simple sentences and direct association of language with object and person of immediate environment- the classroom, the home, the garden, etc.

Basic Principles and Techniques:

Classroom instruction is conducted exclusively in the target language. The teacher should only demonstrate, not explain or translate.

Only everyday vocabulary and sentences are taught. In the beginning, only basic vocabulary is introduced. Vocabulary is taught through known words, demonstration, authentic objects (realia), pictures, and miming.

Grammar is taught inductively; it is not taught in isolation. Rules are not just given to the students. Instead, they themselves look for them in the language.

New teaching points are introduced orally. Both speech and listening comprehension are taught.

The teacher, by asking the student to make a choice, gets him to correct his own error. The syllabus is based on situations or topics, not usually on linguistic structures. It is also known as Conceptual or Topical teaching.

Correct pronunciation is emphasized. Students are expected to learn to think in the target language as soon as possible.

In this method, Communication is always given the first preference. The purpose of language learning is communication; therefore students are taught to learn how to ask questions as well as answer them.

The teacher asks questions of any nature and the students answer in the target language. The teacher chooses an appropriate passage and reads the text aloud. Teacher reads the passage three times. Students take turn reading sections of a passage, play or dialogue out loud.

Map Drawing:- Students are given a map without labels, then the students label it by using the directions the teacher gives.

Paragraph Writing:- The students are asked to write a passage in their own words.

Advantages:-

The good point about the Direct Method is that it promises to teach the language and not about the language.

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It is a natural method which teaches language in the same way the mother tongue is acquired.

Only the target language is used and the learning is contextualized.

Its emphasis on speech makes it more attractive for those who have needs of real communication in the target language.

It does help in acquiring fluency in speech.

It is one of the first methods to introduce the teaching of vocabulary through realias (real life objects).

It makes reading an interesting activity.

Disadvantages:-

Despite all of its merits, the Direct Method, it has been found, has fallen short from fulfilling the needs of educational systems.

It is not a complete method and lays all the emphasis on speech while ignoring other aspects.

One of its major shortcomings is that it was hard for public schools to integrate it because it demands high facilities and skilled teachers and has been found full of cost.

As the method aims at directly associating words with meanings and demonstrations, it fails on accounting for the abstract words and concepts.

After a short popularity in the beginning of the 20th century, it soon began to lose its appeal because of these constraints. It then paved the way for the Audio-Lingual Method.

9.4 BILINGUAL METHOD

Bilingual Method of second language teaching was first introduced by C.J. Dodson (1967) as a complement to the audiovisual method and to take it to an

advanced level. As opposite to the Audio-Visual Method and the Direct Method, the printed text is made available from the very beginning and presented simultaneously with the spoken sentence to allow learners to see the shape of individual words. The method operates through what is known as the 'p-p-p' structure (Presentation-Practice-Production). From the very beginning, meanings are conveyed bilingually as it is believed that the mother tongue or L1 does not affect the learning of second/foreign language or L2. The mother tongue is also used in the oral manipulation of grammatical structures by carrying out bilingual pattern drills. It is thought that the mother tongue cannot be simply taken out of the students' minds and as such, its role is considered important unlike the Direct Method. However, the mother tongue is only used to explain the tricky words and not for translating the whole language as was done in Grammar-Translation Method. The pictures are seen primarily as an aid to recall and practice of the related dialogue sentences rather than as transmitters of meaning.

Basic Principles and Techniques:

A lesson cycle starts out with the reproduction of a dialogue, moves on to the oral variation and recombination of the dialogue sentences, and ends up with an exercise for message-oriented communication.

The eight steps in this method lead from imitation to free conversation, i.e. unlike the Grammar-Translation Method, but like the Direct Method and the Audio-Lingual Method, it focuses on the development of oral skills.

The understanding of words and sentences in foreign languages can be made easier by the use of mother tongue.

There is no need to create artificial situations for explaining the meaning of words and sentences of the target language.

Bilingual method tries to combine the different features of the Audio-Lingual Method, Direct Method and the Grammar Translation Method.

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When the students aim to become fully bilingual in terms of language learning, this method is considered to be the appropriate one. When the students begin with the language learning process, their success in the learning depends upon the competence and confidence of their language teacher. As she moves from L1 to L2, the students imitate her and learn.

As the mother tongue is firmly established in the minds of the students by the age of 7 or 8, it becomes easy to learn difficult words and grammar. Thus this method helps to save time by not creating artificial situations unnecessarily to explain or convey meanings in English.

In this method, importance is given to the mother tongue and its culture. Thus it does not lead to substitution of one means of communication for another. However, it is important to note that it is predominantly the teacher who makes use of L1 or mother tongue. The students will not be using their native tongue much in the classroom.

This method of language learning ensures accessibility. When students start learning a language using this method, they find a level of familiarity. Through the use of the mother tongue, the teacher ensures that the learning is taking place.

The bilingual method uses written form of the language which allows students learn the shapes of the words as they repeat the words orally.

Advantages:

It ensures accuracy as meaning becomes clear to the students.

Due to the good time devoted to practice, it does ensure fluency.

Compared to the Direct Method, it is less costly.

It makes judicious use of the mother tongue.

It imparts proper training in all the four skills.

It suits the majority of the teachers; they do not to be extra skilled in creating situations and contexts as in the Direct Method.

Disadvantages:

If the teacher fails to carry out this method properly, then it can degenerate into pure translation method.

This method can confuse the learner while contrasting the features of two languages.

The teacher must be fluent in both the languages in order to make the concepts clear.

Students may develop extra dependency on their mother tongue.

Slows down learning process and takes longer time to learn and be proficient in the target language.

9.5   TEXT BOOK METHOD

The textbook method is one of the more traditional methods of language teaching and knowledge propagation. It has been in vogue since the ancient times and was spurred on further by the invention of the printing press in the modern times. This method involves the use of graded textbooks or workbooks that follow a specific scope and sequence for the teaching of language. A textbook is also alternatively known as a coursebook or schoolbook. It can be defined as an instruction manual or guidebook in any discipline of study. It is important to mention that textbooks or coursebooks are composed according to the requirements of educational institutions. The majority of the contents in the curriculum can only be presented through a textbook. Majority of the textbooks have and are being published in the printed format, but now many are also available in the electronic form which we call online or e-books. Nowadays the textbook method may also include video programs of actual classrooms using accompanying textbooks and other teaching aids.

In this method of teaching, the textbooks are treated as the core resources among many resources which teachers usually rely on to deliver their lessons on a daily basis. At times, the textbooks may serve as a supplementary material. Textbooks play an important role in guiding the teacher towards a clear and systematic lesson. They are especially helpful for an inexperienced teacher given his relative unfamiliarity with the syllabus content and its proper delivery. Textbooks help in saving time, give direction to lessons, guide discussion in the classroom, facilitate in giving homework, making teaching easier, better organized, and relatively more convenient. On the other hand, learners see the textbooks as a "framework" or "guide" within which they take part in the lessons. It helps them to organize their learning both inside and outside the classroom and enables them to learn better, faster and easier. The characteristics of a good textbook are: it covers the specific contents of the curriculum; the materials are lucidly presented; language is clear and unambiguous; it provides necessary resources for ideas and activities for the instruction and learning; and also helps in creating an effective learning situation in the classroom.

As the experience of teaching language reveals and as many experts have also asserted, there is actually no ready-made text that is going to comprehensively cover each and every bit of any language programme. It will always fall short of the required objectives that the language programme has predefined. But yet it seems an essential component of the language teaching since among other things it does provides organization and orientation to the lesson delivery, and also simplifies class preparation for teachers. The teachers, however, have to be careful in not over-relying on textbooks because that hampers the new ways of thinking and additions to the lesson on part of the teacher. In this context, K Graves suggests that, in order to minimize difficulties when selecting textbooks, teachers should: use the textbook as a resource for students, but not the only resource; use a textbook as a guide, be free to modify, evaluate, develop, change, eliminate, or add to the material in the textbook, supplement the textbook with lots of outside readings. In terms of their actual use in the classrooms, textbooks may be used as per the following activities:

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Warm-up activities:- These are usually based on previous topics. It can be considered a review activity and it is usually given at the beginning of a class as a creative way to start a class or break the routine of a class.

Presentation activities:- It involves introduction of the new topics including new vocabulary.

Practice activities:- It is a meaningful opportunity for the learners to practice the taught material.

Consolidation activity:- It is developed after the practice and these activities reinforce the topics that had already been taught.

Advantages of the Textbook Method:

Everything in the textbook is laid out for convenient use as it has definite levels of task completion.

The majority of the contents in the curriculum can only be presented through a textbook.

It serves as an inspiration or a starting point for the classroom activities.

It provides a definite syllabus for the course because the authors/framers of the syllabus have made decisions about what will be learned and in what order.

It provides comfort levels to the students because they have a kind of a road map of the course: they know what to expect and they know what is expected from them.

\   It provides a set of visuals, activities, readings, new vocabulary, etc., and so it saves the teacher's time in finding or developing such materials.

It provides teachers with a basis for assessing students' learning. Some textbooks include tests, evaluation tools like lesson end assessment exercises.

Some textbooks and coursebooks also include supporting materials (teacher's guide, CDs, worksheets, and videos.)

It helps in providing consistency within a program across a given level, if all teachers use the same textbook.

Disadvantages of the Textbook Method:

Most of the textbooks always fall short of the required objectives that the language programme has predefined.

The textbook method doesn't take into consideration children/learner's individual learning style or their inclinations.

The learner and even the teacher has no real role in framing the textbook.

It treats learner as a passive being as it doesn't encourage original, critical thinking as much as the innovative and non-traditional approaches.

This approach assumes there is a set amount of information that constitutes an education and this information can be broken down into daily lessons, and thereby it encourages deductive teaching.

This approach can be expensive when teaching multiple children of different ages.

The content or examples may not be relevant or appropriate to the group and they may not reflect the students' needs since textbooks are often written for global markets and often do not reflect the interests and needs of students.

Some textbooks may contain inauthentic language, since texts, dialogues and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.

The content may not be at the right level and the sequence of units may not be in accordance with the real work-related needs. Also, the timetable for completing the textbook or parts of it may be unrealistic

The excessive activities, readings, visuals, etc., may become boring for the learners.

The textbook doesn't take the students' background knowledge into account.

Check Your Progress - 1

Note :a) Write your answers in the space given below.

b) Compare your answer with the above sub-section.

Q1. Explain briefly direct method of language learning ?

_____

_____

Q2. Write any two wantages of bilinguagal method ?

_____

_____

Q3. List the activities for which text book method of language learning can b e used.

_____

_____

9.6   GRAMMAR TRANSLATION METHOD

Grammar Translation method of language teaching (GT Method) is also known as the Classical Method. It is a traditional teaching method that was used to teach classical languages like Latin and Greek in the western world. This method is still in vogue in many countries around the world. It is perhaps the most common method of language teaching in India. In the classical times, this method mainly aimed to learn the literature contained in the classical languages and a very scant

attention was paid towards learning the languages. It involves an active use of learner's mother tongue, translation of texts, grammar, and rote learning of vocabulary. There was no or very little importance on speaking and listening comprehension because Latin and Greek were taught more as academic subjects rather than a means of oral communication. Till the early part of the 20th century, the method was primarily used for the purpose of enabling students to read and appreciate foreign languages and literature. Afterwards, the method was adopted in teaching English as a foreign language. The main focal point in this method is the teaching and learning of grammar. Grammatical analysis, morphology and syntax are closely studied and students are drilled over and over. The method relies heavily on the textbook.

Principles and Techniques:

Classes are generally conducted in the students' mother-tongue or native language with little active use of the target language.

Vocabulary is taught in the form of isolated word lists, for instance, one column of words is written in the target language and the second column is in English, with a "=" between them.

Elaborate explanations and examples of grammatical items are often provided but always in the form of the deductive application of the rules.

Students are asked to apply the rules to the examples they are given, one by one, or, in bits, so as to get an understanding of the whole.

Reading of difficult texts is started early in the course of study.

Students are taught vocabulary, often rote, because they need vocabulary for the translation of passages.

Students are asked to read a literary passage and then translate that into the target language which means they can understand its meaning.

The teacher asks questions in the native language of the students.

Answers to the questions may be in the reading text or based on the understanding of the students or students' own experiences related to the text.

The students also ask questions in their native language and the teacher answers them in the native language as well.

Advantages:

The Grammar Translation method helps in developing students' reading and writing abilities.

The method of translation of the target language with the learner's native language provides reference for the student which makes it easy for them to learn the target language.

This method helps in the swift expansion of vocabulary of the students which they acquire economically and effectively as they get the exact meanings of words.

The method enables the teacher to easily prepare his lesson as he/she can take luxury in not taking recourse to extra aids and methods.

It allows an easy comprehension of the foreign language, especially at the early stages, as the students can be easily tested by asking them to answer questions in their mother tongue.

Grammar of the target language may be easy to comprehend for the students as it is taught by providing detailed explanations and comparing it with the grammar of the mother tongue

The method proves especially beneficial to use in a class where there is a diverse group of students in terms of their psychological levels and socio-cultural backgrounds.

Though this method, ancient dead languages can be studied and preserved.

This method enables to master the skills in translation from an early stage.

Disadvantages:

It prioritizes reading and writing skills over speaking and communication skills.

It is an unscientific method as in no certain way it measures the competence level in the target language; it teaches about the target language, not the target language itself.

This method makes students habitual at memorizing rules and translating text, but does not prepare them for conversations in the target language.

It puts high focus on teaching grammar deductively and that too in the isolated settings.

Little attention is paid to the context of the text or individual topics which are actually treated as exercises in grammar.

The excessive use of the mother tongue greatly hampers the students' ability to learn the foreign language.

So different new methods like the Direct Method and Communicative Methods were devised to focus on all the four skills of language—listening, speaking, reading and writing.

9.7   INDUCTIVE AND DEDUCTIVE METHODS

Inductive Method of Language Teaching:

Teaching methods can either be categorized as deductive or inductive, although some methods may use both. Inductive approach to language learning involves the learners detecting or noticing patterns and working out a 'rule' for themselves before they actually practise the language. Prominent applied linguist, A

S Hornby defines it as: "An inductive approach (rule-discovery) starts with some examples from which a rule is inferred." It is based on the general philosophical method of Inductive reasoning. Inductive reasoning is a bottom-up approach, moving from the more specific to the more general, in which we make specific observations, detect patterns, formulate hypotheses and draw conclusions. In other words, Inductive reasoning involves moving from any specific experience towards a general theory or rule. Inductive teaching and learning means that the direction of the flow of information is from specific to general. In terms of teaching, the lesson is started with activities or experiments.. There are many advantages of inductive teaching and learning; knowledge is acquired naturally by exposure, and students are encouraged to utilize their reasoning skills, prior knowledge, intelligence, and mental focus. This method also measures how a student makes connections based on the information presented. Since inductive teaching and learning involves the student's perspective, it is easier for the student to learn the concept. Concepts under this method can be personalized and easily remembered and understood. This is a method of discovery and can be time consuming as well as demanding of a student's imagination and creativity. Inductive teaching is perfectly suited for a small group of students with a competent and experienced teacher who knows how to make adjustments throughout the lesson. The inductive method of language teaching is a learner-centric one as it puts onus on the student to understand by his/her own effort. Instead of explaining a given concept and follow.ing this explanation with examples, the teacher presents students with many examples showing how the concept is used. The intent is for students to "notice", by way of the examples, how the concept works. For instance, instead of giving definitions of grammatical items like noun, adjective or verb, the teacher presents the students with a variety of examples about these without giving any introduction about how these are used. As students see by themselves how the grammatical item is used, it is hoped that they will notice how the particular grammatical item is to be used and determine the grammar rule. As a conclusion to the activity, the teacher asks the students to explain the grammar rule as a final check that they understand the concept.

Deductive Method of Language Teaching:

The eminent applied linguist, A S Hornby, defines the Deductive method of language teaching as: "A deductive approach (rule-driven) starts with the presentation of a rule and is followed by examples in which the rule is applied." In it, the learners are first presented with a general rule which they then apply to specific language examples and perfect through practice exercises. It is based on the general philosophical method of deductive reasoning in which we move from a general rule or theory to a particular example or experience. Deductive reasoning is essentially a top-down approach which moves from the more general to the more specific. In other words, we start with a general notion or theory, which we then narrow down to specific hypotheses, which are then tested through examples. The deductive method is the traditional method of teaching and learning. Knowledge is taken from a general reference or source and then communicated to the learner. Unlike the inductive method, the teacher has a central role in this method. In the deductive method of teaching, the teacher conducts lessons by introducing and explaining concepts to students, and then expecting students to complete tasks to practice the concepts. For instance, when teaching a new grammar concept or item, the teacher will introduce the concept, present its definition, explain the rules related to its use, and finally the students will practice using the concept in a variety of different ways. The usual flow of information begins with the concept's introduction and presentation followed by activities. Information is based on facts, statements, and pre-determined logic. The method is easy to apply, leaves little room for mistakes, and the information being taught is valid. There is also a clear and defined scope; the method requires little preparation on the part the teacher. However, deductive teaching also has its disadvantages, which include a very structural and predictable flow. This method also leaves little room for interaction, which makes is most effective for larger groups of students. In terms of application in language, both methods are applied in different language modes, concepts, and instances. For instance, the inductive method is applied in developing a story or work. On the other hand, the deductive method can be useful in explaining literary work.

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Comparison and Contrast:

Inductive Method of Language Teaching	Deductive Method of Language Teaching
✿ The flow of information is from specific to general, and it is more focused on the student. ✿ It is mostly focused on the students and their capacities and abilities, rather than on the teacher. ✿ The activity or test is introduced first before a discussion of the concept is initiated. ✿ Can be effectively used only in a small classroom setting on a small number of students whose competence levels are high. ✿ It is personalized, and the concepts are easily remembered and understood. ✿ It is an approach of discovery and relies on a student's perspective or understanding of a concept. ✿ It is generally more time and energy consuming and more demanding of the teacher and the learner. ✿ It is also possible that during this method, the learner may arrive at an incorrect inference or produce an incorrect or incomplete rule. ✿ May not be helpful for teaching a particularly difficult concept, or for enabling students to prepare well for exams.	✿ The information flows from general to specific, and it is more focused on the teacher. ✿ The teacher has a central role; he/she conducts lessons by introducing and explaining concepts to students, and then expecting students to follow up. ✿ The concept and its process is first introduced before applying it in a test or activity. ✿ Can be effectively used even in a large classroom setting on a large number of students with varied competence levels. ✿ It is traditional, structured, and predictable. ✿ It is a method of verification where information comes from a specific source and is delivered to students directly. ✿ It is generally less time and energy consuming and more demanding of the teacher and the learner. ✿ There is very little chance of incorrectness or error because teacher overlooks everything. ✿ May be helpful for teaching a particularly difficult concept, or for enabling students to prepare well for exams.

Check Your Progress - 2

Note :a) Write your answer in the space given below.

b) Compare your answer with the above subsection.

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Q1. Write any three principles of Grammer Translation method of Language teaching.

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Q2. Reproduce any two three points of Comparisons between Inductive and Deductive method of language teaching.

_____

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9.8 LET SUM UP

To sum up briefly, in this lesson, we learnt about the different methods of language teaching in close detail. We understood that for any successful teaching programme, it is imperative that we follow a definite method and technique which makes the learning clear and logical, free of any ambiguities. In the lesson, we looked critically at various language teaching methods namely, the Direct Method, the Bilingual Method, the Textbook Method, the Grammar Translation method, and the Inductive and Deductive Methods in great detail while outlining the various positives and negatives of each method. We also looked closely at the techniques and principles involved in each of these methods. After critically evaluating these methods of language teaching, we made ourselves aware about the significance and validity of each of these methods in how they could be employed to make our language teaching more effective.

1. Direct Method of language tries to focus on teaching the language directly and not about the language. In the second half of the 19th Century, an interest generated among the linguists in developing principles for language teaching out of naturalistic principles of language learning like the natural acquisition of mother tongue. This led to the development of the Direct Method of language teaching. In the mid 19th century, Europe experienced a wave of increasing opportunities of communication, due to massive industrialization

and international trade and travel. A need was felt to develop oral proficiency in foreign languages. Language teachers had already found Grammar-Translation method inadequate and ineffective in developing communicative ability among the learners. They strongly advocated an alternative method in which language was presented in contexts and the mother tongue was avoided. Its principal advocates were Pendergast and Sauveur who proposed what they called Natural Method that suggested radical change from Grammar-Translation. It is this method that later on came to be known as the Direct Method. The Direct Method is named "direct" because it intends that meaning should be connected directly to the target language without translation into the native language. It is based on the theoretical assumption that language can be learnt only through demonstration. In this method, instead of analytical procedures of explaining grammar rules, students are encouraged to use language naturally and spontaneously so that they infer the grammar themselves. Grammar, in this method, is not regarded as an end in itself but as means to an end. This method therefore emphasize the importance of sounds , simple sentences and direct association of language with object and person of immediate environment- the classroom, the home, the garden, etc.

On the other hand, Grammar Translation method of language teaching aims to teach 'about' the target language, not the target language itself. It is a traditional teaching method that was used to teach classical languages like Latin and Greek in the western world. This method is still in vogue in many countries around the world. It is perhaps the most common method of language teaching in India. In the classical times, this method mainly aimed to learn the literature contained in the classical languages and a very scant attention was paid towards learning the languages. It involves an active use of learner's mother tongue, translation of texts, grammar, and rote learning of vocabulary. There was no or very little importance on speaking and listening comprehension because Latin and Greek were taught more as academic subjects rather than a means of oral communication. Till the early part of the

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20th century, the method was primarily used for the purpose of enabling students to read and appreciate foreign languages and literature. Afterwards, the method was adopted in teaching English as a foreign language. The main focal point in this method is the teaching and learning of grammar. Grammatical analysis, morphology and syntax are closely studied and students are drilled over and over. The method relies heavily on the textbook

2. Bilingual Method of second language teaching was first introduced by C.J. Dodson (1967) as a complement to the audiovisual method and to take it to an advanced level. As opposite to the Audio-Visual Method and the Direct Method, the printed text is made available from the very beginning and presented simultaneously with the spoken sentence to allow learners to see the shape of individual words. The method operates through what is known as the 'p-p-p' structure (Presentation-Practice-Production). From the very beginning, meanings are conveyed bilingually as it is believed that the mother tongue or L1 does not affect the learning of second/foreign language or L2. The mother tongue is also used in the oral manipulation of grammatical structures by carrying out bilingual pattern drills. It is thought that the mother tongue cannot be simply taken out of the students' minds and as such, its role is considered important unlike the Direct Method. However, the mother tongue is only used to explain the tricky words and not for translating the whole language as was done in Grammar-Translation Method. The pictures are seen primarily as an aid to recall and practice of the related dialogue sentences rather than as transmitters of meaning.

3. The textbook method is one of the more traditional methods of language teaching and knowledge propagation. It has been in vogue since the ancient times and was spurred on further by the invention of the printing press in the modern times. This method involves the use of graded textbooks or workbooks that follow a specific scope and sequence for the teaching of language. In this method of teaching, the textbooks are treated as the core resources among many resources which teachers usually rely on to deliver their lessons on a daily basis. At times, the textbooks may serve as a

supplementary material. Textbooks play an important role in guiding the teacher towards a clear and systematic lesson. They are especially helpful for an inexperienced teacher given his relative unfamiliarity with the syllabus content and its proper delivery. Textbooks help in saving time, give direction to lessons, guide discussion in the classroom, facilitate in giving homework, making teaching easier, better organized, and relatively more convenient. On the other hand, learners see the textbooks as a "framework" or "guide" within which they take part in the lessons. It helps them to organize their learning both inside and outside the classroom and enables them to learn better, faster and easier. The characteristics of a good textbook are: it covers the specific contents of the curriculum; the materials are lucidly presented; language is clear and unambiguous; it provides necessary resources for ideas and activities for the instruction and learning; and also helps in creating an effective learning situation in the classroom. As the experience of teaching language reveals and as many experts have also asserted, there is actually no ready-made text that is going to comprehensively cover each and every bit of any language programme. It will always fall short of the required objectives that the language programme has predefined. But yet it seems an essential component of the language teaching since among other things it does provides organization and orientation to the lesson delivery, and also simplifies class preparation for teachers.

4. Inductive approach to language teaching involves the learners detecting or noticing patterns and working out a 'rule' for themselves before they actually practise the language. Inductive teaching and learning means that the direction of the flow of information is from specific to general. In terms of teaching, the lesson is started with activities or experiments. There are many advantages of inductive teaching and learning; knowledge is acquired naturally by exposure, and students are encouraged to utilize their reasoning skills, prior knowledge, intelligence, and mental focus. This method also measures how a student makes connections based on the information presented. This is a method of discovery and can be time consuming as well as demanding of a student's imagination and creativity. The inductive method of language

teaching is a learner-centric one as it puts onus on the student to understand by his/her own effort. Instead of explaining a given concept and following this explanation with examples, the teacher presents students with many examples showing how the concept is used. For instance, instead of giving definitions of grammatical items like noun, adjective or verb, the teacher presents the students with a variety of examples about these without giving any introduction about how these are used. As students see by themselves how the grammatical item is used, it is hoped that they will notice how the particular grammatical item is to be used and determine the grammar rule.

On the contrary, the deductive method is the traditional method of teaching and learning. Knowledge is taken from a general reference or source and then communicated to the learner. Unlike the inductive method, the teacher has a central role in this method. In the deductive method of teaching, the teacher conducts lessons by introducing and explaining concepts to students, and then expecting students to complete tasks to practice the concepts. For instance, when teaching a new grammar concept or item, the teacher will introduce the concept, present its definition, explain the rules related to its use, and finally the students will practice using the concept in a variety of different ways. The usual flow of information begins with the concept's introduction and presentation followed by activities. Information is based on facts, statements, and pre-determined logic. The method is easy to apply, leaves little room for mistakes, and the information being taught is valid. There is also a clear and defined scope; the method requires little preparation on the part the teacher. However, deductive teaching also has its disadvantages, which include a very structural and predictable flow. This method also leaves little room for interaction, which makes is most effective for larger groups of students. In terms of application in language, both methods are applied in different language modes, concepts, and instances. For instance, the inductive method is applied in developing a story or work. On the other hand, the deductive method can be useful in explaining literary work.

9.9   LESSON END EXERCISE

Q.1.   Give a critical comparison between the Direct Method and Grammar Translation Method of language teaching.

Q.2.   Critically evaluate the Bilingual method of language teaching.

Q.3.   Provide a brief assessment of the Textbook method of language teaching.

Q.4.   Provide a critical evaluation of the Inductive and Deductive methods of language teaching.

9.10   SUGGESTED FURTHER READINGS

Billows, F.L. The Techniques of Language Teaching. London: Pearson Longmans, 1961.

Brown, H.D. Principles of language learning and teaching. London: Pearson Longman, 2007.

Graves, K. Designing Language Course, A Guide for Teachers. Boston: Heinle Publishers, 2000.

Richards, Jack and Theodore Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2001.

Sharma, Parveen. Teaching of English: Skills and Methods. New Delhi: Shipra Publications, 2011.

Thornbury, S. About language: Tasks for Teachers of English. Cambridge: CUP, 1997.

Tomkinson, W.S. The Teaching of English in India. Bombay: Oriental Longmans, 1967.

STRUCTURAL AND SITUATIONAL APPROACHES TO LANGUAGE LEARNING

Structure

10.1   INTRODUCTION

In this lesson, you will learn about the two important approaches of language learning— Structural Approach and Situational Approach. The lesson will provide a detailed analysis of the two approaches by elucidating their various techniques and principles. By critically evaluating the merits and demerits of these two approaches,

the lesson will bring to fore the significance of these two approaches for language teaching and learning.

10.2   OBJECTIVES

After going through this lesson, you shall be able to

- discuss various principles and techniques of the Structural Approach to language learning,

- explain the various merits and demerits of the Structural Approach to language learning,

- describe the various principles and techniques of the Situational Approach to language learning, and

- explain the various merits and demerits of the Situational Approach to language learning.

10.3   STRUCTURAL APPROACH TO LANGUAGE LEARNING

An approach pertains to processes and goals of education. An approach of teaching specifies a systematic set of procedures and methods to be adopted in the process of teaching and learning. A systematic plan is essential for realizing and achieving the goals of education. Structural Approach of language teaching and learning treats the target language on the basis of its structures.

Since each language has its own grammar, but instead of teaching grammar of the target language, the Structural Approach focuses on teaching it through its structures. The Structural Approach is a technique wherein the learner masters the pattern of sentence. Structures are the different arrangements of words in one accepted style or the other. It includes various modes in which clauses, phrases or word might be used. It is based on the assumptions that language can be best learnt through a scientific selection and grading of the structures or patterns of sentences and vocabulary. This approach, as Kripa Gautam states "is based on the belief that

language consists of 'structures' and that the mastery of these structures is more important than the acquisition of vocabulary. Since structure is what is important and unique about a language, early practice should focus on mastery of phonological and grammatical structures rather than on mastery of vocabulary." Kulkarni "emphasizes the teaching and learning of the basic items or materials that constitute the framework of language." Whereas according to Yardi, 'structures' are an "internal ordering of linguistic item", and further adds that structures may be defined as "device that we use to make signal, to convey meanings, and indicate relationship." Structures have been described as the tools of language. These tools of language form its sounds, stress, rhythm, intonation, words, and their structure. The Structural Approach is a technique wherein the learner masters the pattern of sentence. Structures are the different arrangements of words in one accepted style or the other. It includes various modes in which clauses, phrases or words might be used. The pattern of structure depends on the arrangement of words, e.g. Raja is good cricketer. Is Raja a good cricketer? Because of the different arrangement of the similar words, these two sentences convey two different meanings. These different arrangements or pattern of words are called Structures. Structural Approach aims to teach language through these inherent structures or patterns.

The Structural Approach is based on the theoretical assumption that language can best be learnt through a scientific selection and grading of structures or patterns of sentences and vocabulary. This is because Structuralism believes that fundamentally language consists of "structures" and that the mastery of these structures is more important than the acquisition of vocabulary. Since structure is what is important and unique about a language, early practice should focus on mastery of phonological and grammatical structures rather than on mastery of vocabulary. In this approach, the whole emphasis is laid on the learning of essential structures of English. Structural approach upholds the teaching of English as a foreign language through the teaching of the structures of the language. These structures are grouped, graded, and put into sequence. Gradation means grouping synonyms. In structural approach, gradation of structure can be taught by using the following patterns that should be taught at early stages:

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Grouping :-

a)   Phonetic grouping:- group according to sound, for instance, cat, rat, mat etc.

b)   Lexical grouping:- grouping according to words used in same situation.

c)   Grammatical grouping:- pattern of sentences similar should be taught together.

d)   Semantic grouping:- Words having similar meaning grouped together.

e)   Structure Grouping:- selecting items that are fit for each other.

Sequencing :-

a)   Grammatical sequencing:- It will tell that it follows which structure, for instance, I was watching a movie. I was watching a movie with my friend.

b)   Semantic sequencing:- A word having different meanings, for instance, The ball is there, under the bed. There are many balls in the bag.

c)   Lexical sequencing:- It tells which word follows which, for instance, sit-stand, come- go, high-low.

It has been found that there are four types of structures in English:

Sentence Patterns:- They are complete sentences, e.g., "I enjoy reading books.", "Salman is a good boy.", "He is a corrupt politician."

Phrase Patterns:- Those patterns which emphasise phrases, e.g., "in the bus", "over the top", "behind the wall".

Idioms:- These must be taught as a whole and not as isolated words, e.g., "A King's chair is always full of thorns.", "Make hay while the sun shines."

Formulas:- They are groups of words used regularly on certain occasions, e.g., "Well done", "Come on", "Thank you".

Basic Principles and Techniques:

Menon and Patel enlist the following objectives of the new Structural Approach:

To lay the foundation of English by establishing through drill and repetition about 275 graded structures.

To enable the children to attain mastery over an essential vocabulary of about 3000 root words for active use.

To correlate the teaching of grammar and composition with the reading lesson.

To teach the four fundamental skills, namely listening, speaking, reading and writing in the order names.

To lay proper emphasis on the auditory-oral approach, activity methods and the condemnation of formal grammar for its own sake.

Prof. F.G. French has earmarked these principles which inform this approach:

Importance of framing language habits.

Importance of Speech: The structural approach is based on the principle of effective use of speech.

Importance of pupil's activity.

The Principles of Oral work: Oral work is the basis and all other activities are built up from it.

10.4 MERITS AND DEMERITS OF THE STRUCTURAL APPROACH TO LANGUAGE LEARNING

Merits

It focuses on a careful selection and gradation of language items which helps the learners by not overburdening them.

High importance is laid on the speaking skills. Language

learning is made like habit formation. Language items

are taught in their appropriate situations.

The regular drills make the learners active participants in the language learning.

Creation of different types of meaningful situations by dramatization, facial expression, actions etc. helps the learner greatly.

The selection of the structures carried out on the basis of simplicity, common use, teachability and learnability proves beneficial for the learner.

Demerits:

Rigid sequencing results in uninteresting reading material.

Due to the overemphasis on speech, other skills get less attention.

The use of learners' mother tongue is not taken into account.

Excessive drills become too boring and mechanical.

The approach has not been found convenient for the senior classes.

Check Your Progress - 1

Note : a) Write your answer in the space given below.

b) Compare your answer with the above Sub Section.

Q1. Write any those Principles of Structural approach to Language Learning.

_____

_____

Q2. What according to you are the main disadvantages of Structural Approach to Language Learning

_____

_____

10.5 SITUATIONAL APPROACH TO LANGUAGE LEARNING

The Situational Approach, also known as Oral Approach to language teaching and learning is an approach developed by British applied linguists between the 1930s and the 1960s particularly by Harold Palmer and A S Hornby. Like the Structural approach, Oral Approach or Situational approach is also based on a structural view of language. In this approach, speech, structure and a focus on a set of basic vocabulary are seen as the basis of language teaching. But what is distinct about the Situational approach is its high importance on the presentation of structures in situations. It had a lasting impact on the approaches and methods of language teaching as it shaped the design of many widely used English as Foreign Language (EFL)/English as Second Language (ESL) courses and textbooks including Hornby's Guide to Patterns and Usage in English and Palmer's Grammar of Spoken English. The behaviorist view of language acquisition/learning forms the foundation of Situational approach. The approach gives primacy to the processes over the conditions of learning. The following behaviourist processes are noted in this approach like the act of receiving knowledge or material, repetition to fix that knowledge or material in memory and the use of the knowledge or material in actual practice until it becomes a personal skill. Since the behaviorist theory of learning is based on the principle of habit formation, in the Situational approach, errors are prohibited so as to avoid bad habit formation. In line with the behaviorist principle, a teacher presents language

orally, then in written form. Another theory of language that underlies the Situational approach is a sort of British structuralism which assumes "speech as the basis of language and speech as the structure of sounds." Hence, the emphasis in this approach is on oral presentations.

The methodology of the Situational approach is based on the systematic principles of selection by which Content (nouns, verbs, adjectives, adverbs) and Grammatical items (pronouns, prepositions, articles, conjunctions,etc.) are organized and presented in a language course. One of the first aspects which is focused in the situational approach was the role of the vocabulary—number of words to be learned to speak. Choosing the vocabulary content of a language course represented the first attempts to establish principles of syllabus design in language teaching. Palmer, Hornby and others analyzed English language and classified its major grammatical structures into sentence patterns (later on called 'Substitution Tables') which were put to use.

Basic Principles and Techniques:

Language teaching is to be started with the spoken language.

Material is taught orally before the written form.

The use of mother-tongue is strictly discarded in favour of the target language.

New language items are introduced and students are made to practise them situationally.

Vocabulary selection procedures are followed to ensure that an essential general working vocabulary is covered.

Items of grammar are graded carefully following the principle that simple forms should be taught before the complex ones.

Reading and writing are introduced only once a sufficient lexical and grammatical basis is established.

A situational approach in presenting new sentence patterns and a drill based manner of practicing them.

Guided repetition and substitution activities—chorus repetition, dictation, drills and controlled oral based reading and writing tasks.

Most of the role is played by teacher; he serves as a Model and sets up the situations in which the need for the target structure is created.

Instructional materials, teaching aids or realia have an important role.

Essential features are shown in the P-P-P model: "Presentation—Practice—Production."

Objectives:

To teach a practical command of the four skills of language through a systematic and structured process.

Accuracy in vocabulary items, pronunciation and grammar is given high focus.

In order to hone the reading and writing skills, control and knowledge of basic structures and patterns is essential.

Errors and mistakes are to be completely avoided.

To be able to respond quickly and accurately in speech situations with an automatic control of basic structures and sentence patterns.

10.6 MERITS AND DEMERITS OF SITUATIONAL APPROACH

Merits :

Situational approach is attractive to many teachers who still believe in the structural practice of language.

It has made the teaching of grammar contextual and practical.

It builds substantial vocabulary.

Its emphasis on oral practice still attracts support among language teachers and learners.

Emphasis is given on learning by play.

Action chains make the classroom atmosphere lively.

Lot of material aid is used to make the learning stable and interesting.

Lot of examples from real situations can be given.

The teacher can make his illustrations clear by using various materials or by pictures etc.

Stress is given on learning through hearing.

Demerits:

In higher classes with more content to learn, this method has proved boring, dull and inauthentic.

With too much focus on grammar and pronunciation, meaning gets ignored.

It is entirely teacher controlled; there is almost negligent interaction and involvement of the learner.

Chomsky had rejected the behaviourist and situational approach because they fail to understand the fundamental feature of language learning.

Hence it becomes less motivating as it comes into conflict with the natural acquisition.

Highly trained teachers are required for it.

Prose, poetry, rapid reader etc. cannot be taught through this approach.

The Structural Approach is a technique wherein the learner masters the pattern of sentence. Structures are the different arrangements of words in one accepted style or the other. It includes various modes in which clauses, phrases or word might be used. It is based on the assumptions that language can be best learnt through a scientific selection and grading of the structures or patterns of sentences and vocabulary. This approach is based on the belief that language consists of 'structures' and that the mastery of these structures is more important than the acquisition of vocabulary. Since structure is what is important and unique about a language, early practice should focus on mastery of phonological and grammatical structures rather than on mastery of vocabulary. Structures have been described as the tools of language. These tools of language form its sounds, stress, rhythm, intonation, words, and their structure. The Structural Approach is a technique wherein the learner masters the pattern of sentence. Structures are the different arrangements of words in one accepted style or the other. It includes various modes in which clauses, phrases or words might be used. The pattern of structure depends on the arrangement of words. Because of the different arrangement of the similar words in two sentences, they convey two different meanings. These different arrangements or pattern of words are called Structures. Structural Approach aims to teach language through these inherent structures or patterns. The Structural Approach is based on the theoretical assumption that language can best be learnt through a scientific selection and grading of structures or patterns of sentences and vocabulary. This is because Structuralism believes that fundamentally language consists of "structures" and that the mastery of these structures is more important than the acquisition of vocabulary. Since structure is what is important and unique about a language, early practice should focus on mastery of phonological and grammatical structures rather than on mastery of vocabulary. In this approach, the whole emphasis is laid on the learning of essential structures of language.

There are various merits of the structural approach. It focuses on a careful selection and gradation of language items which helps the learners by not overburdening them. High importance is laid on the speaking skills. Language

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learning is made like habit formation. Language items are taught in their appropriate situations. The regular drills make the learners active participants in the language learning. Creation of different types of meaningful situations by dramatization, facial expression, actions etc. helps the learner greatly. The selection of the structures carried out on the basis of simplicity, common use, teachability and learnability proves beneficial for the learner.

Besides the merits of the structural approach, various demerits have also been found. The approach has been found to have rigid sequencing which results in uninteresting reading material. Due to the overemphasis on speech, other skills get less attention. The use of learners' mother tongue is not taken into account. Excessive drills become too boring and mechanical. The approach has not been found convenient for the senior classes.

In the Situational or Oral approach, speech, structure and a focus on a set of basic vocabulary are seen as the basis of language teaching. But what is distinct about the Situational approach is its high importance on the presentation of structures in situations. The behaviorist view of language acquisition/learning forms the foundation of Situational approach. The approach gives primacy to the processes over the conditions of learning. The following behaviourist processes are noted in this approach like the act of receiving knowledge or material, repetition to fix that knowledge or material in memory and the use of the knowledge or material in actual practice until it becomes a personal skill. Since the behaviorist theory of learning is based on the principle of habit formation, in the Situational approach, errors are prohibited so as to avoid bad habit formation. In line with the behaviorist principle, a teacher presents language orally, then in written form. Another theory of language that underlies the Situational approach is a sort of British structuralism which assumes "speech as the basis of language and speech as the structure of sounds." Hence, the emphasis in this approach is on oral presentations. The methodology of the Situational approach is based on the systematic principles of selection by which Content (nouns, verbs, adjectives, adverbs) and Grammatical items (pronouns, prepositions, articles,

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conjunctions,etc.) are organized and presented in a language course. One of the first aspects which is focused in the situational approach was the role of the vocabulary— number of words to be learned to speak. Choosing the vocabulary content of a language course represented the first attempts to establish principles of syllabus design in language teaching. Palmer, Hornby and others analyzed English language and classified its major grammatical structures into sentence patterns (later on called 'Substitution Tables') which were put to use.

There are many merits of the Situational approach. It is attractive to many teachers who still believe in the structural practice of language. It has made the teaching of grammar contextual and practical. It builds substantial vocabulary. Its emphasis on oral practice still attracts support among language teachers and learners. It focuses on learning by play. Action chains make the classroom atmosphere lively. Lot of material aid is used to make the learning stable and interesting. Lot of examples from real situations can be given. The teacher can make his illustrations clear by using various materials or by pictures etc. Stress is given on learning through hearing.

Besides its good points, various demerits of the situational approach have also come to the fore. In higher classes with more content to learn, this method has proved boring, dull and inauthentic. With too much focus on grammar and pronunciation, meaning gets ignored. It is entirely teacher controlled; there is almost negligent interaction and involvement of the learner. Chomsky had rejected the behaviourist and situational approach because they fail to understand the fundamental feature of language learning. Hence it becomes less motivating as it comes into conflict with the natural acquisition. Highly trained teachers are required for it. Also, Prose, poetry, rapid reader etc. cannot be taught through this approach.

10.7   LET US SUM UP

In this lesson, we learnt about the two important approaches of language learning— Structural Approach and Situational Approach. We understood that an approach pertains to processes and goals of education which outlines a systematic set of procedures and methods to be adopted in the process of teaching and learning.

We learnt that a systematic plan is essential for realizing and achieving the goals of education. Both the approaches of language teaching and learning treat the target language on the basis of its structures. We went through a detailed analysis of the two approaches by elucidating their various objectives, techniques and principles in how they are useful for the language teaching and learning. By critically evaluating the merits and demerits of these two approaches, we came to know about the significance of these two approaches for language teaching and learning.

10.8   LESSON END EXERCISE

Q.1.   Elucidate the various principles and techniques of the Structural Approach to language learning.

Q.2. What are the various merits and demerits of the Structural Approach to language learning?

Q.3. Describe the various principles and techniques of the Situational Approach to language learning.

Q.4.   What are the various merits and demerits of the Situational Approach to language learning?

10.9   SUGGESTED FURTHER READINGS

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COMMUNICATION: CONCEPT, CHANNELS AND LANGUAGE AS A TOOL OF COMMUNICATION

Structure

11.1   Introduction

11.2   Objectives

11.3   Concept of Communication

11.4   Channels of Communication

11.5   Language as a Tool of Communication

11.6   Let Us Sum Up

11.7   Lesson End Exercise

11.8   Suggested Further Readings

11.1   INTRODUCTION

In this lesson, you will learn in detail about the definition and concept of Communication. The huge importance of communication in our lives will also be brought to the fore. You will also be acquainted with the various types of communication besides the various barriers which affect communication. You will also learn about the different channels or modes through which communication takes place between human beings. The distinct characteristics of each channel of

communication will also be highlighted. By going through a detailed analysis of language and communication in the lesson, you will also understand the high importance of how language acts as the most necessary tool of communication in the world.

11.2   OBJECTIVES

After going through this lesson, you shall be able to :

🕐   reproduce definition and concept of communication,

🕐   explain barriers to communication,

🕐   describe various channels of communication., and

🕐   discuss importance of language as the most important tool of communication.

11.3   CONCEPT OF COMMUNICATION

The word 'communication' is derived from the Latin word "communis" which literally means "to make common." Communication may be defined as a process by which information is exchanged between individuals through a common system of speech, symbols, signs, or behaviour. Besides the information, the process of communication also involves an exchange of ideas, thoughts, feelings and emotions through speech, signals, writing, or behavior. As Norman Sigband defines it: "Communication is the transmission and reception of ideas, feelings and attitudes both verbally and non-verbally eliciting a response. It is dynamic concept underlying all kinds of living systems." The process of communication is always a two way process as it involves a sender and receiver. The sender is also known as encoder who sends the message to the receiver, who is also known as decoder. In the whole process, the sender (encoder) encodes a message and then uses a medium/channel to send it to the receiver (decoder) who decodes the message and after processing the information in his mind sends back the appropriate feedback/reply using a medium/ channel.

Communication happens every day in our lives. It also takes place among animals and as the modern research has shown, even among plants though of a very low level and intensity. It is impossible to imagine our lives without communication. It makes our interactions possible, making our lives convenient by helping to express ourselves, build relations and build and know the reality. The progress of humanity is closely linked to the effective development of communication among human beings. In the matters of family, interpersonal relationships, academia, politics, business, religion, etc., communication plays a central role in one individual being successful or unsuccessful there. It is generally found that poor communication often leads to gaps and misunderstandings. Communication happens through many channels. Messages can be spoken face to face during conversation. They can be delivered to a group in a meeting room. Or, they can be delivered over the telephone. They also can be written in a letter or e-mail, but these forms don't allow the listener to hear the tone of the message that can be heard if the message were spoken. Face to face communication offers many benefits because the listener receives the spoken message, but it is enhanced by the intricacy of facial expressions and body language. An individual delivering the message must have the skill to be clear about what he/she wants to convey. If the message is unclear, it is impossible for the receiver of the message to understand the communication. This means that the speaker must be able to match his/her vocal tone, body language and expressions with the content of the message. For effective communication, both the speaking skill and listening skill are highly important. The person (receiver) receiving the message must be open to listening to it. One listening skill is not to be distracted by noise or any other thing; otherwise, there is a chance that the message will not be fully received by the receiver. A skillful listener can provide feedback to let the other person know the message was understood or that more clarification is needed. Effective communication occurs when the message is clearly delivered and understood by the other person. The three broad categories or types of Communication are: (i) Verbal communication, in which one listens to a person to understand the meaning of his/her message, (ii) Written communication, in which one reads the meaning of the message which is in the form of signs and symbols, and (iii) Nonverbal

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communication, in which one observes a person and infers meaning from his/her body language or various gestures.

Some common steps found in all communication are as under:

The motivation or reason to communicate any message.

The composition of the message as to what exactly to express.

The encoding of message into sounds, digital data, written text, speech, pictures, gestures, and so on.

The transmission of the encoded message as a sequence of signals using a specific channel or medium.

Noise sources such as natural forces and in some cases human activities, both intentional and accidental, begin influencing the quality of signals propagating from the sender to one or more receivers.

Reception of signals and reassembling of the encoded message from a sequence of received signals.

Decoding of the reassembled encoded message.

Interpretation and making sense of the presumed original message.

Barriers to Communication:

For its sound transmission, communication depends on the environment and psychological states of the sender and receiver. Barriers to communication can impede or distort the message or intention of the message being conveyed. This may result in failure of the communication process. Some barriers to communication are enlisted here:

Physical barriers- Physical barriers are often due to the nature of the environment, mostly because of noise and poor and outdated building or equipment.

Attitudinal barriers- Attitudinal barriers come about as a result of problems which may be due to lack of motivation or dissatisfaction between the sender and the receiver.

Ambiguity of words/phrases- Words sounding the same or put in difficult diction is not easily understood and hence it disturbs the message. Poorly explained or misunderstood messages can also result in confusion.

Physiological barriers- These may result from individuals' personal discomfort, caused—for example—by ill health, poor eyesight or hearing difficulties.

Cultural Barriers:- Cultural diversity makes communication difficult as the mindset of people of different cultures are different, the language, signs and symbols are also different. Different cultures have different meaning of words, behaviors and gestures which affects communication.

Psychological Barriers:- The psychological barrier of communication is the influence of psychological or mental state of the communicators (sender and receiver) which creates an obstacle for effective communication. Communication is highly influenced by the mental condition that the communicators are in and is disturbed by mental disturbance. The causes of psychological barriers are Lack of Attention, Poor Retention, Distrust and Defensiveness, Perception, Viewpoint, Attitudes and Opinions, emotions, closed mind, fear of being insulted or criticized etc.

11.4   CHANNELS OF COMMUNICATION

Channel of Communication may be defined as a system or method that is used for communicating with other people. In other words, it is the medium, mean, manner or method through which a message is sent to its intended receiver. The

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basic channels are written (hard copy print or digital formats), oral or spoken, and electronic and multimedia. Within those channels, communications, especially business communications, can be formal, informal, or unofficial. The channel, or medium, used to communicate a message affects how accurately the message will be received. Channels vary in their "information-richness." Information-rich channels convey more nonverbal information. Research shows that effective managers tend to use more information-rich communication channels than less effective managers. Channel richness refers to the amount and immediacy of information that can be transmitted. Face-to-face communication channel is at the top ladder in the "information-richness" followed by videoconferencing, telephonic conversation, two-way radio, written addressed documents (letters, messages, email), and written unaddressed documents(bulk mail, posters) in the descending order. Thus, face-to-face channel is the most effective one.

Face-to-face communication is very high in richness because it allows information to be transmitted with immediate feedback. A tweet is very low in richness because it allows only 140 characters to be transmitted. On the other hand, face-to-face communication is limited to one person communicating with a few other people in close proximity, whereas a tweet can go out to thousands of followers around the world. As Barry and Fulmer suggest, the key to effective communication is to match the communication channel with the goal of the message. For example, written media may be a better choice when the sender wants a record of the content, has less urgency for a response, is physically separated from the receiver, and doesn't require a lot of feedback from the receiver, or when the message is complicated and may take some time to understand. Oral communication, on the other hand, makes more sense when the sender is conveying a sensitive or emotional message, needs feedback immediately, and does not need a permanent record of the conversation. Like face-to-face and telephone conversations, videoconferencing has high information richness, because receivers and senders can see or hear beyond just the words that are used—they can see the sender's body language or hear the tone of their voice. Handheld devices, blogs, and written letters and memos offer medium-rich channels,

because they convey words and pictures or photos. Formal written documents, such as legal documents and budget spreadsheets, convey the least richness, because the format is often rigid and standardized. As a result, the tone of the message is often lost.

Verbal Communication:

Verbal communication refers to the form of communication in which message is transmitted verbally. In other words, in this form of communication, the messages are uttered by the word of mouth. The main objective of every communication is to have people understand what we are trying to convey. The best way to convey meaningful messages is by adopting the way of keeping them short and simple. When we talk to others, we assume that others understand what we are saying because we know what we are saying. But this is not often the case. The fact remains that people bring their own attitude, perception, emotions and thoughts about the topic which results in creating barriers in delivering the right meaning. So in order to deliver the right message, one must put himself/herself on the other side of the table and think from the receiver's point of view on how he/she thinks and receives the message. Verbal communication is also alternatively known as Oral communication. In oral communication, purely spoken words are used. It includes face-to-face conversations, speeches, lectures, presentations, telephonic conversation, video conferences, radio, television, voice over internet. In oral communication, communication is often influenced by pitch, volume, speed and clarity of speaking. The advantages of Verbal/Oral communication are that it brings quick reply or feedback. In a face-to-face conversation, by reading facial expression and body language one can guess whether he/she should trust what's being said or not.

Written Communication:

In written communication, written signs or symbols are used to communicate the message or information. A written message may be printed, hand written or digitized. In written communication message can be transmitted via email, letter,

report, memo etc. Message, in written communication, is influenced by the vocabulary and grammar, writing style, precision and clarity of the language used. Written Communication is most common form of communication being used in academia and business. So, it is considered core among the academic and business skills. Memos, reports, bulletins, job descriptions, employee manuals, and electronic mail are the types of written communication used for internal communication. For communicating with external environment in writing, electronic mail, Internet Web sites, letters, proposals, telegrams, faxes, postcards, contracts, advertisements, brochures, and news releases are used. The advantages of written communication includes are that the messages can be edited and revised many time before they can be actually sent. Also, written communication provides record for every message sent and can be saved for later study. A written message enables receiver to fully understand it and send appropriate reply or feedback. But unlike oral communication, written communication doesn't bring instant feedback. Also, it takes more time in composing a written message as compared to word-of-mouth, and also many people don't know the skill of writing. Humans are limited in the amount of data they can absorb at one time. Written information can be studied over time. Reports can include supporting data and detailed explanations when it is important to persuade the receiver about a course of action. Written communications can be carefully crafted to say exactly what the sender means. Formal business communications, such as job offer letters, contracts and budgets, proposals and quotes, should always be written.

Electronic Multimedia Communication:

Television broadcasts, web-based communications such as social media, interactive blogs, public and intranet company web pages, Facebook, Twitter, Skype, and other social media networking sites belong to this growing category of communication channels. Electronic communications allow messages to be sent instantaneously and globally. People can talk face-to-face across enormous distances. Marketing and advertising can be targeted to many different types of customers, and business units can easily communicate in real time. This is especially important when customers must be advised of product recalls or security issues.

Although extremely effective, the widespread utilization of electronic communications for business purposes can also be risky. In recent years, the private communications and customer files of many large corporations have been hacked and their data stolen. The growth of e-mail has been spectacular, but it has also created challenges in managing information and increasing the speed of doing businesses. Internet users around the world send an estimated 60 billion e-mails each day. That makes e-mail the second most popular medium of communication worldwide, second only to voice. Learning to be more effective in your e-mail communications is an important skill.

Every organization follows particular pattern of channels of communication. In an organization, information flows forward, backwards and sideways. This flow of information is called communication. Communication channels refer to the way this information flows within the organization and have huge importance in the academic and business organizations. A breakdown in the communication channel leads to an inefficient flow of information. Eventually, this harms the overall organizational objectives as well. With the advent in the modern technology, the number of communication channels have increased manifold in the recent times. Hence, in order for an organization to be run smoothly, communication channels have to be used judiciously. Hence, for a judicious and easy adoption of the existing communicative channels, the aforementioned basic communication channels are further classified into Formal and Informal Channels.

Formal Communication Channel:

It is generally an official communication. It takes place within the line of authority. Under formal communication system, the message flows according to a fixed and prescribed way. A formal communication channel transmits information such as the goals, policies and procedures of an organization. Messages in this type of communication channel follow a chain of command. This means information flows from a manager to his subordinates and they in turn pass on the information to the next level of staff. An example of a formal communication channel is a company's

newsletter, which gives employees as well as the clients a clear idea of a company's goals and vision. It also includes the transfer of information with regard to memoranda, reports, directions, and scheduled meetings in the chain of command. A business plan, customer satisfaction survey, annual reports, employer's manual, review meetings are all formal communication channels. Depending on the organizational structure and direction of flow of communication, formal communication can be classified as follows:

Vertical Communication:- Communication that flows through level of hierarchy is called Vertical Communication. Vertical communication consists of Upward and Downward communication. In Downward communication, the information flows from superiors to subordinates and in upward communication, the information flows from subordinates to superiors.

Horizontal Communication:- Communication between people of equal or comparable status is known as Horizontal Communication. For example, communication from clerk to clerk, manager to manager, etc. Horizontal communication is also known as 'Side Way Communication', 'Lateral Communication', or 'Cross-wise Communication'.

Diagonal Communication:- Diagonal communication is also called 'Consensus' or 'Participative Management'. It is the agreement of opinion between people of groups of people from different levels in the organization. It refers to decisions taken jointly in the interest of the organization. Diagonal communication encourages a combination of vertical communication and horizontal communication.

Informal Communication Channels:

Informal Communication or unofficial communication takes place wherever there is a group of men and women working together. Informal channel takes place

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because of common interest between people in organization who share information with each other. Small informal groups are formed on the basis of work and social relationship. In this type of communication there is no formal organizational hierarchy of superiors and subordinates. Communication does not take place on the basis of positions and lines of authority. There are no formalities, rules, procedures, etc. Within a formal working environment, there always exists an informal communication network. The strict hierarchical web of communication cannot function efficiently on its own and hence there exists a communication channel outside of this web. While this type of communication channel may disrupt the chain of command, a good manager needs to find the fine balance between the formal and informal communication channel. An example of an informal communication channel is lunchtime at the organization's cafeteria/canteen. Here, in a relaxed atmosphere, discussions among employees are encouraged. Also managers walking around, adopting a hands-on approach to handling employee queries is an example of an informal communication channel. Quality circles, team work, different training programs are outside of the chain of command and so, fall under the category of informal communication channels.

Grapevine is the informal communication or collective banter. The meaning of grapevine is a kind of vine on which grapes grow. The plant is very weak and spreads in any direction. In the same way, the informal communication which spreads secretly generally without the knowledge of authority is called as 'Grapevine Communication'. It is called as grapevine communication as it grows in any direction and spreads quickly.

Types of Grapevine Communication:

Chain Grapevine:- In chain grapevine, the information passes from one person to another person and then to another person and so on. For example, 'A' passes information to 'B', 'B' to 'C', 'C' to 'D' and so on.

Cluster/ Probability Grapevine:- In this type of grapevine, one person informs to a few selected persons who in turn may pass on the information to other selected persons.

The Wheel Grapevine:- In this pattern of grapevine one person (usually known as grapevine leader) occupies the central position as he has access to information. He coordinates all the information and passes to the other members in the group. For example, 'A' passes information to 'B', 'C', 'D', 'E', and so on.

Check Your Progress - 1

Note :a) Write your answers in the space given below.

b) Compare your answers with the above Sub-section.

Q1. What are three broad categories of Communication.

_____

_____

Q2. How does Formal and Informal Communication take place ?

_____

_____

11.5   LANGUAGE AS A TOOL OF COMMUNICATION

Language is a special human ability and a system of communication which comprises of a set of symbols or sounds which humans use in an ordered and organized way to communicate meaning in interacting with one another. Language has an enormous significance in the lives of human beings. Through it we are able to convey our thoughts, feelings and emotions. It is simply impossible to think of our daily existence without language; it is inextricably linked to the whole domain of human

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activities—daily interactions, interpersonal relationships, education, art, literature, politics, economics, religion, science, technology, etal. The conventional and the most widely used form of language is undoubtedly the spoken form. But at times, language can also take the form of manual, written or digital symbols. Through language, we come to know about the world. Language is without a doubt directly related to the social existence of human beings in how they interact with one another besides being a medium for the construction of knowledge. Human language, though often taken for granted, is a unique, complex and efficient system of sounds whose properties give human beings remarkable primacy over other species. According to R L Trask, "Human language is arguably the single most remarkable characteristic that most truly sets our species apart."

It is a well established fact that the primary purpose of language is to communicate. Humans use language to communicate and interact with one another and also with the rest of the creatures and objects in the world. It is the language that helps to know the reality of the life and as such has always been the bedrock of the human progress and evolution. Historically, it is out of these deeply felt needs of effective communication that languages have evolved and still continue to emerge. The approach of teaching language as communication is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their innate tendencies for language acquisition will be used, and this will allow them to learn to use the language in a free and natural way. It is now one of the more popular methods of language teaching and learning. The communicative approach to language teaching emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. This method considers using the language to be just as important as actually learning the language.

The skills of language and communication are inextricably intertwined because it is through language that we are able to communicate. The competence that an individual has in language is critical because it allows him/her to communicate effectively with others. If an individual lacks competence in language skills, he/she

encounters difficulties when interacting with others. This drives home the point that language skills are an essential requirement for effective communication. Communication skills refer to the ability that an individual has in interacting with others effectively. This is the close connection between these two skills. A language is an unavoidable requirement for all human beings as it allows us to interact and exchange our ideas with others. Since times immemorial, humans have developed numerous languages which have allowed them to communicate with one another. When we talk about mastery over language, what we imply is that one has to master all the four skills—listening, speaking, reading and writing, while learning the language. The basic skill in language education is the listening skill. The learner is first and foremost exposed to certain listening activities so that he/she achieves a gradual familiarization with the new language. It is only after this that the teacher moves on to the rest of the skills—speaking, followed by reading and finally by writing. When the learner becomes competent enough in all these skills, he can said to be communicating effectively.

In contrast to the four skills of language which are often considered as a more essential pre-condition in learning the language, inculcating communication skills is an advantage especially in real life situations and organizational settings. To put it in the simple terms, communication skills refer to the ability that an individual has in communicating effectively with others. Communication skills typically include a broad variety of skills ranging from listening to speaking. Also, communication can either be vocal or else written. To have effective communication powers in both writing and orally is considered vital to exchange information. The mere proficiency in language of any individual does not guarantee his/her good communication skills. Communication includes not only being proficient in the language but also being able to listen to others and to also express oneself clearly that is being able to interact effectively. It involves being accurate and clear in one's communication with other. It is generally found that any individual with excellent communication skills expresses himself/herself confidently and uses the language to reach across to others.

11.6   LET US SUM UP

To sum up, we learnt in this lesson the basic concept and definition of Communication. We learnt the massive significance of communication in our lives. We also became acquainted with the various types of communication besides the various types of barriers which affect communication. We understood that for effective communication, barriers of various types have to be removed. We also learnt about the different channels of communication which take place in both the organizational and non-organizational settings. The specific characteristics and sub-types of each channel of communication were also be highlighted. We also learnt in detail about the ways in which language acts as the most necessary tool of communication in the world.

Communication may be defined as a process by which information is exchanged between individuals through a common system of speech, symbols, signs, or behaviour. Besides the information, the process of communication also involves an exchange of ideas, thoughts, feelings and emotions through speech, signals, writing, or behavior. The process of communication is always a two way process as it involves a sender and receiver. The sender is also known as encoder who sends the message to the receiver, who is also known as decoder. In the whole process, the sender (encoder) encodes a message and then uses a medium/channel to send it to the receiver (decoder) who decodes the message and after processing the information in his mind sends back the appropriate feedback/reply using a medium/channel. Communication happens every day in our lives. It makes our interactions possible, making our lives convenient by helping to express ourselves, build relations and build and know the reality. The progress of humanity is closely linked to the effective development of communication among human beings. In the matters of family, interpersonal relationships, academia, politics, business, religion, etc., communication plays a central role in one individual being successful or unsuccessful there. It is generally found that poor communication often leads to gaps and misunderstandings. An individual delivering the message must have the skill to be clear about what he/

she wants to convey. Effective communication occurs when the message is clearly delivered and understood by the other person. The three broad categories or types of Communication are: (i) Verbal communication, in which one listens to a person to understand the meaning of his/her message, (ii) Written communication, in which one reads the meaning of the message which is in the form of signs and symbols, and (iii) Nonverbal communication, in which one observes a person and infers meaning from his/her body language or various gestures.

Barriers to communication can impede or distort the message or intention of the message being conveyed. This may result in failure of the communication process. Some barriers to communication are: physical barriers (noise, location, etc), attitudinal barriers(less motivation), ambiguity or difficulty of words/phrases, physiological barriers (body defects), cultural barriers, psychological barriers etc.

The basic communication channels are written (hard copy print or digital formats), oral or spoken, and electronic and multimedia. Within those channels, communications, especially business communications, can be formal, informal, or unofficial. The channel, or medium, used to communicate a message affects how accurately the message will be received. Channels vary in their "information-richness." Information-rich channels convey more nonverbal information. Research shows that effective managers tend to use more information-rich communication channels than less effective managers. Channel richness refers to the amount and immediacy of information that can be transmitted. Face-to-face communication channel is at the top ladder in the "information-richness" followed by videoconferencing, telephonic conversation, two-way radio, written addressed documents (letters, messages, email), and written unaddressed documents(bulk mail, posters) in the descending order. Thus, face-to-face channel is the most effective one.

Verbal communication refers to the form of communication in which message is transmitted verbally Verbal communication is also alternatively known as Oral communication. In oral communication, purely spoken words are used. It includes

face-to-face conversations, speeches, lectures, presentations, telephonic conversation, video conferences, radio, television, voice over internet. In written communication, written signs or symbols are used to communicate the message or information. A written message may be printed, hand written or digitized. In written communication message can be transmitted via email, letter, report, memo etc. Message, in written communication, is influenced by the vocabulary and grammar, writing style, precision and clarity of the language used. Written Communication is most common form of communication being used in academia and business. So, it is considered core among the academic and business skills. Electronic Multimedia Communication involves Television broadcasts, web-based communications such as social media, interactive blogs, public and intranet company web pages, Facebook, Twitter, Skype, and other social media networking sites belong to this growing category of communication channels. Electronic communications allow messages to be sent instantaneously and globally. Communication channels are further classified into Formal (official) and Informal (non-official) Channels which take place in different ways in both the organizational and non-organizational settings.

Language is the primary tool to communicate and interact with one another in the world, and also with the rest of the creatures and objects in the world. The skills of language and communication are inextricably intertwined because it is through language that we are able to communicate. The competence that an individual has in language is critical because it allows him/her to communicate effectively with others. If an individual lacks competence in language skills, he/she encounters difficulties when interacting with others. This drives home the point that language skills are an essential requirement for effective communication. When we talk about mastery over language, what we imply is that one has to master all the four skills—listening, speaking, reading and writing, while learning the language. The basic skill in language education is the listening skill. The learner is first and foremost exposed to certain listening activities so that he/she achieves a gradual familiarization with the new language. It is only after this that the teacher moves on to the rest of the skills—speaking, followed by reading and finally by writing. When the learner becomes competent enough in all these skills, he can said to be communicating

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effectively. In contrast to the four skills of language which are often considered as a more essential pre-condition in learning the language, inculcating communication skills is an advantage especially in real life situations and organizational settings.

11.7   LESSON END EXERCISE

Q.1. Critically elucidate the definition and concept of communication.

Q.2. Briefly enlist the various barriers to effective communication.

Q.3. What are the various types and channels of communication?

Q.4. Provide a critical assessment of how language acts as the most necessary tool of communication.

11.8   SUGGESTED FURTHER READINGS

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ACQUISITION OF LANGUAGE SKILLS FOR COMMUNICATION

Structure

12.1   Introduction

12.2   Objectives

12.3   Listening and Speaking Skills

12.4   Sub Skills of Listening

12.5   Story-Telling, Role Plays, Dialogues and Simulations

12.6   Speeches, Games and Contexts

12.7   Language Laboratory, Pictures, Authentic Materials and Multimedia
        Resources

12.8   Let Us Sum Up

12.9   Lesson End Exercise

12.10   Suggested Further Readings

12.1   INTRODUCTION

In this lesson, you will learn in detail about the two important skills of language—listening and speaking and how to learn them. You will go through the different sub skills of listening which are important to become a proficient listener

for overall language competence. You will also learn about the various activities and techniques like story-telling, dialogues, role plays, speeches, games, etc which help in improving the speaking skill. The lesson will also make you aware about the use and utility of different set of materials and resources like language laboratory pictures and multimedia resources in improving the skills of listening and speaking. All this is essential if one aims to impart successful training in the language skills.

12.2   OBJECTIVES

After going through this lesson, you shall be able to

🖙   figure out the significance of the two important skills of language—listening and speaking,

🖙   describe various activities and techniques involved in learning the two skills, and

🖙   explain various materials and resources which help in improving these two skills.

12.3   LISTENING AND SPEAKING SKILLS

As is obvious, language comprises of four basic skills—Listening, Speaking, Reading and Writing. All the four skills are equally important and need to be taught in an integrated manner. There should be no scope of teaching the skills separately because all the skills are interrelated and mutually reinforce the interactive nature of language and language use. Every language teaching programme should organize a strict sequencing of the four skills in the following order: Listening, Speaking, Reading and Writing. The receptive skill should always precede the productive skill. In simpler terms, the teaching of listening skill should always precede the teaching of speaking skill, and similarly, the teaching of reading skill should always precede the teaching of writing skill.

The first skill needed to learn speaking, reading and writing, is Listening. Listening and speaking are closely related to each other. Even though listening is a

receptive skill and speaking is a productive skill, both the skills are enormously interdependent. The most basic of all human needs is the need to understand and be understood. Listening always presupposes our understanding and communication with other people. Nearly 50% of our communication time during a day is spent in the listening role. For students in the classroom, it is 90%. As such, it has got an enormous significance as a skill which is highly important for learning to speak and write a language. As an American writer G. Jones admits, "I learned to write by listening to people talk. I still feel that the best of my writing comes from having heard rather than having read." Receiver's careful attention is extremely important. Listening vanishes quickly for we cannot keep a record of everything we hear in our mind. We are likely to skip some details as there is a great range of variety in the type of input we receive, in length or in topic as well as the type of respondents we can be. For instance, in some cases, we can only be listeners; sometimes we are listeners as well as respondents. There are different purposes involved in listening (to get information, to socialize, to learn etc). So the degree of attention and strategies may differ depending upon the purpose involved. Noise and other background sounds have a very important effect on our ability to understand what is being said. A listener is involved in guessing, anticipating, checking, interpreting, interacting, and organizing (Vander Grift, 1999).

As has been traditionally thought, listening is not a passive activity; on the contrary, it is a complex and active process, in which the listener must discriminate between sounds, understand vocabulary and structures, interpret stress and intonation, retain what was gathered in the above activities, and interpret it within the intermediate as well as the larger socio-cultural context of utterance. Coordinating, sequencing and comprehending all this involve a lot of mental activity on the part of a listener, thus making the process of listening a vibrant activity. In certain circumstances, the listener can act as a co-author of certain discourse, instead of merely waiting to be talked or respond. A listener by his responses actually helps to construct the discourse.

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evaluation, for pleasure, for support and empathy, or for underlying and hidden meaning. Listening activities enable the learners to make broader connection between sociolinguistic concept of form and function and psycholinguistic processes of interpretation and expression. The different sources of listening can be classified as instances of either One Way Communication or a Two Way Communication. Radio, TV, Public Address systems at Airports, Bus/Railway stations, Stores, Speeches/ Lectures, Telephone Customer Service Recordings, etc are the examples of a One Way Communication System. In a Two Way Communication, the listener alternates between hearing and speaking. In it, the listener focuses on meaning rather than language. The focus is put on the form only if the meaning is not clear. The different barriers in the listening are noise and other background sounds in the physical environment, unintentional barriers like fatigue, stress and lack of time on the part of listener, and intentional barriers like turning out, wanting to be entertained, avoiding the difficult, writing the superficial, etc.

Speech or Speaking is the main element of the language. As C.C. Fries says, "The speech is the language." In order to read, write and understand a language, learning to speak it is essential. This is the reason that due emphasis is put on the skills of speaking and listening. A child gradually learns to speak the mother-tongue (L1) after its input is generated in the environment for so many years. This involves responding to the stimulus on the part of the child and involves perception, recall, articulation, and practice. Learning to speak a language means the learning of its different sounds alongwith its other features like stress, rhythm and intonation, and then stringing them together in meaningful sequences and arrangements. This speech sequence should then be used to speak with fluency and ease in appropriate social contexts and situations. All the affective factors (psychological, social or pedagogical) hampering the learners' ability to speak should be liquidated in the first stage of the learning of the skill of speaking. Having been comprehensively exposed to the skill of listening, the learner of a foreign language should be exposed to the sounds and structures of the target language which he/she is expected to perceive, recall and

of the language, vocabulary and grammar without the foundation of content and situation. As the learner gradually progresses through the various listening-speaking contexts, he/she begins to take part in the interactions which lead a transition towards the fluency in the language learning.

Speaking has generally been regarded as an active skill. While 'talking' refers to the general ability of humans to speak, 'speaking' refers to talking after appropriate comprehension. For the students to speak effectively in real life situations, and not merely in classroom contexts, there is a need for communicative output activities. Traditionally, in the classroom, language has been taught through activities which are non-interactive and only focus on the specific features of language. As a consequence, students are able to converse only in brief sentences, not in extended discourse which is what speaking in actual life demands. This leads focus only on the isolated features of language which results in speaking as mostly restricted to the classroom contexts without any appliance in the real life situations.

In teaching the skill of speaking, a teacher needs to make the students aware and recognize that speaking involves three areas of knowledge which are Mechanics of Language, Functions of Language, and Socio-cultural Norms and Rules

> Mechanics of Language:- These pertain to the pronunciation, grammar and vocabulary of a language. A teacher has to teach the students to use the right words in the right order with the correct pronunciation. A teacher needs to speak correctly so that he/ she can best motivate the students.

> Functions of Language:- These relate to the transactions and interactions of a language. The teacher should make the student know when clarity of message (transaction/information exchange) is essential and also when precise understanding is not required. This helps in the interaction/relationship building.

> Socio-cultural Norms and Rules:- The teacher should enable the students to understand how to take into account who is speaking to

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whom, in what circumstances, about what, and for what reason? These features include having an awareness of turn-taking, rate of speech, length of pauses between the speakers, relative roles of participants, etc.

The best thing a teacher of language can do in the classroom is to allow the students to practice using all of the language, they know, in situations that resemble real life settings. The teacher should make the students to work together to develop a plan, resolve a problem, and complete a task. Audio-visual drills, speech drills, chorus drills, no use of mother tongue in the classroom, correct use of speech organs, are all helpful in achieving fluency in speaking the target language. Besides, clips of TV shows, plays, dramas, news channels involving native speakers can also be used in the classroom. The most common types of communicative output activities are Role Plays and Discussions. These kinds of activities help in generating language after actually using it. Students have to be taught the distinction between formal and informal language with an awareness and recognition that informal spoken language is less complex than writing because it uses relatively shorter sentences, is less organized and mostly uses vague or non-specific language. Tape scripts containing vague language can be used in the classroom alongwith various spoken test types for this purpose. The students have to be taught the patterns of real life interaction alongwith the ability to cope with different listening situations through the activities of face to face listening, live listening involving teacher speaking to the students, etc. The teacher must work towards teaching intelligible pronunciation to the students through regular practice and speech drills in the beginning of the course. Later on, the students must be taught to focus not on discrete phonemes but on speech chunks as words and sentences do not count in the actual act of speaking. As Brown and Yule (1983) suggest, a teacher should mostly focus on transactional turns, like the instance of ordering food, in which the students need to be able to share information efficiently. The teacher can teach the interactional language, like the instance of a chat between two friends, through, for instance, using a recorded conversation in students' mother-tongue (L_1) followed by a similar recording in the target language/

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foreign language (L_2). In other words, the L_1 learning strategies can be transferred to the L_2 learning which is also known as 'rephrasing'.

12.4   SUB SKILLS OF LISTENING

Listening Comprehension is the act of understanding an oral message which involves speech decoding, comprehending and oral discourse analysis. Listening without comprehension is hearing. A teacher should focus on inculcating listening comprehension among the students. The first step that a teacher has to follow in the teaching of listening skill is to control or eliminate all those distractions which hamper in the process of listening. He/She has to incline students towards careful listening through practice. The listener should never be distracted by the appearance and delivery (speed) of the speaker. One should focus his/her listening on the speakers' main points and the quality of a speakers' evidence and suspend his/her judgement until hearing the full message. There are six sub-skills of the listening process which are covered in the three sequential phases of Pre-listening, While-Listening and Post-Listening:

Hearing.

Focusing on the Message.

Comprehending and Interpreting.

Analyzing and Evaluating.

Responding (Face to face communication needs immediate response, verbal or non-verbal).

Remembering.

A teacher has to teach the skill of listening through its three recognized phases which comprehensively cover these six stages. The three phases of listening process are: Pre-listening, While-Listening and Post-Listening.

Pre-listening:- This is the introductory phase of the process. In this phase, the teacher activates existing knowledge of the students about

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the topic to be discussed. For instance, a teacher may begin by asking, "What do you know about this topic?" Students can brainstorm, discuss, read, view films or photos, write and share journal entries. Teachers provide appropriate background and introductory information about the speaker, topic, concepts, vocabulary, etc. They establish the purpose of their lecture in terms of various activities like comprehension, memorizing, evaluation, pleasure, support, etc. Teachers also need to point out the role of oral punctuation, body language, tone etc. Students' role as attentive and well-prepared audiences is stressed.

An additional strategy which teachers can make the students follow in the classroom in this phase is what is commonly known as TQLR where T= Tune in to the speaker; Q= Question (formulate questions in the mind); L= Listen (Mentally organize the information heard) ; R= Review (Summarize and evaluate what is constantly heard).

While-Listening:- This is the middle phase of the listening process. In this stage, the teacher should ask his students to verify predictions and check for inaccurate guesses. He should teach them to be judgmental in deciding what is and what is not important to understand. The students should again listen/view in order to check their comprehension. The students should ask the teacher for help and support to clear misconceptions.

Post-Listening:- This is the last phase of the process. The teacher should evaluate comprehension in a specific task or area. Also, the overall progress in listening and in particular types of listening tasks should be evaluated. The teacher should check and decide if the employed strategies were appropriate. If necessary, the strategies

ingredients of the listening skill. Lastly, the teacher should be able to subtly integrate listening with other skills.

In the recent times, a technique known as 'Recognizing Lecture Structure' has been developed to train students to nurture listening skills. An active listener recognizes the structure of a lecture. If we train the students to recognize the beginning, middle and end of the lecture, they can become good listeners. Recognizing lecture structure for the development of listening skills is a technique for training the students to become good listeners. The concept behind it is that a listener should constantly struggle to find certain signals or clues for understanding what the speaker wants to put forth or at what stage a speaker is at a particular point of time.

12.5 STORY-TELLING, ROLE PLAYS, DIALOGUES, SIMULATIONS

There are various activities and techniques which help us in gaining competence in language in general and in listening and speaking in particular. Some of these are discussed here and also in the next section:

Story-Telling:

Any language learner needs and requires daily language practice to build both the listening and speaking skills. It is especially important for the young learners. Since they don't get much time to enact the real-life conversations, it is essential that various activities are carried out in the classrooms which enable the students to hone the listening and speaking skills in the most natural way. It is through listening to other people that they gain much of their vocabulary and sentence structure. By listening to other people they also learn the context in which words are used. These children require not only listening to others but also a safe and comfortable environment in which they can practice the skills that they have learned. Children

useful activity to develop the oral language skills of second language learners in a classroom.

In every culture, storytelling has a prominent position. People pass down stories from generation to generation. It serves as a way to explain and understand the world. There are many different types of stories, which are told for many different purposes. Stories help explain different historical facts, cultural beliefs, attitudes, folk traditions, religious figure, and much more. For young learners, it is extremely useful as it develops their creativity and literary taste. What is more important is that it improves our ability to listen, speak and write. Storytelling also expands knowledge of our own as well as other cultures. According to Jack McGuire, "The specific educational and social benefits to storytelling from a child's point of view are numerous and well documented. It helps a child to recognize patterns in language, stimulates his/her powers of creativity, provides him/her with problem solving and decision making activities, strengthens his/her capacity to form objective, rational and practical applications, assisting him/her to develop skills in dialogue and cooperative interpersonal behavior. Moreover, it also familiarizes and introduces a child to symbols, and traditions of different cultural heritages shared among the people around them. There are tremendous gains to be made through storytelling as a strategy to increase the oral language of second language learners in particular."

For the activity to become effective, storytelling begins with the teacher. It implies that the teacher has to be or become a story-teller himself/herself. He/She has to first hone the skills of story-telling by himself/herself. The stories told in the classroom must always be intriguing and exciting, quite in tune with the tastes of the young learners. I make sure to model all the important components of a great storyteller that I expect to see from the students during this unit. The story-telling should be followed by a discussion and questions in which students have to take part actively. Later on, groups may be formed in which the students may themselves start narrating the stories. They me be then encouraged to write stories themselves. The

enormous benefits to the students. Some of the benefits of story-telling for the learners may be enlisted as under:

It allows them to hone their listening and speaking skills generally.

It allows them to get exposed to language in an interesting way.

It develops their vocabulary through listening, speaking, reading and writing.

They listen to and respect the opinions of others about written, oral and visual texts.

They listen to, read and respond to texts about and from many cultures and times.

They are able to use oral language with clarity and voice to communicate a message.

It enables them to read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used.

Role Plays:

Role Play is the act of copying and enacting the character and behaviour of someone who is different from ownself. Role-playing takes place between two or more people, who act out roles to explore a specific situation. It is a useful to help enable people to prepare for unfamiliar or difficult situations. For instance, one can use it to practise sales meetings, interviews, presentations, or emotionally difficult conversations. By acting out scenarios like these, one can explore how other people are likely to respond to different approaches; and one can get a feel for approaches that are likely to work, and for those that might be counter-productive. It is a useful activity which helps in improving the listening and speaking skill. It provides context to the language learning inside a classroom and prepares the learner to use language proficiently in the real life situations besides inculcating experience and self-confidence.

The use of role-play in small groups is an important method to help learners cultivate the skills required to engage in the real life conversations. To be effective, educators utilizing role-play must help learners set realistic goals and know when and how to provide feedback to the learners in a way that allows a deepening of skills and a promotion of self-awareness. The challenge is to do this in a manner that does not cause too much anxiety for the learner. Role-plays can be constructed in several ways, all of which have different strengths that can influence the safety and efficacy of the group. Group size is a practical consideration. For a group of 4–8 learners, using a single role-play with teacher acting as facilitator who solicits feedback and input from the group can be very successful because most or all of the learners can take an active role at some point. The simplest version of this is the demonstration role-play, which is an observed role-play in which a teacher and a student engage in a communication encounter that can then be deconstructed with the small group. Learners can be assigned specific roles for the conversation, e.g., playing the role of legislators in the parliament. The role of the teacher is to act as a guide or facilitator to guide the learners.

Various Steps involved in the Role-play are as under:

Effective role-plays should begin with a clear discussion of the ground rules. These include confidentiality in the group, that time-outs will be used to highlight points for discussion, and that the learner can call a time-out at anytime to ask the group or facilitator for guidance.

The learner should be engaged in setting a goal for his/her own learning by utilizing their background experience and self-knowledge

The roles should be assigned depending on the interest of the learners. Ideally, they should themselves identify areas in which they would like to strengthen their observation skills, e.g., nonverbal communication.

In dyad (pair) role-plays and in a hot-seat role-play, asking the learner to choose just one thing to work on today is a way to focus learner commitment.

Several questions can help the learner with this goal setting: "Where do you get stuck? What do you want to work on today? What will success look like for you today?"

As the role-play unfolds, the teacher should monitor it closely and silently while intervening and calling for pauses at the appropriate moments.

The role-play session should be concluded with feedback and debriefing. Learners long for genuine feedback based on direct observation. Facilitators have the opportunity to provide this during and at the close of a teaching encounter in front of the group and, if necessary, privately at a later time.

In the phase of debriefing, the learner self-reflection and self-awareness should be encouraged.

Dialogues:

A dialogue is generally an oral form of communication between two people. However, at times, it may also take the form of written medium like email or social media messaging. It is a form of conversation where people genuinely try to access different perspectives to enable a new understanding to emerge. Through practice, dialogue skills can significantly enhance conversational and other skills among the students. It also gives them a feel about the real-life speech because often the language in the textbook is too formal to relate it to the real life conversations which are mostly casual. Dialogues help in bridging this gap to a large extent by preparing students for the real life conversations. Dialogues may be practised in the classroom by grouping students into pairs and making them to initiate a dialogue between themselves on any topic they are interested in. It motivates the students to learn because it aims to teach skills through fun-filled activities.

we can hear the true story of the person to whom we are listening. As we listen to understand their whole story we literally stay quiet and just listen. In exercises that we conduct on listening, people often report that they are amazed at how much they can hear when they know that all they have to do is listen. Instead of readying themselves for their turn to speak, the listener focuses on understanding the speaker. Deep listening can occur anywhere, anytime. It could be with a team member while walking down a corridor. It might be with a customer in a busy department store or on the telephone. It might even be with our own partners. Dialogues are interesting ways to learn the language skills because it has been found that the students love to recite and practice dialogues because they can be role-played. For instance, they will love to play a dialogue in the classroom based on a social situation such as visiting a friend, talking on the telephone, or shopping. Students love acting out the ones which call for a lot of body language and emotion. Moreover, as a scholar has revealed through his classroom experiments, through the use of substitution drills, dialogues can introduce the student to new vocabulary and sentence structures.

In the example, "You have a very cute baby," said while giving a compliment, one may substitute the noun "baby" with "dog," "kitten," "puppy" or "rabbit." One could also introduce a tag question in a dialogue like "You're a tourist, aren't you?," and through substitution drills, you could generate sentences such as "You're an American, aren't you?" and "She's your daughter, isn't she?"

Simulations:

It is the process which replicates the behaviour, appearance or properties of a system or environment in order to predict the actual behaviour. In other words, it is the imitation of the operation of a real-world process or system. In such situations, learners spend time learning valuable lessons in a "safe" virtual environment, yet living a lifelike experience, or, at least, as it are made to look like. Often the

in a simulated and structured environment." Similarly, Garcia, Carbonell et al (2001) define Simulation as "an exercise in which participants are competing against nature". What these definitions imply is that the simulation is a learning model that is able to provide opportunities to students, especially young learners to develop thinking skills to respond to anything directly, and also the ability to interact with other students in a real context. Simulation is a language learning model which allows students to express themselves to their fellows in a group setting, groups comprising usually three or four. The advantages of simulation are that it allows students to experiment with new vocabulary and structures and gives students the chance to carry out a task or solve a problem together. It greatly helps in correcting the speaking skill and prepares the learner for the real life conversations in the seemingly isolated setting of the classroom. It is so because simulations offer realistic situations that have handy similarity to the outside world of the classroom. It guides learners to produce actual communication by offering them roles in which to function and communicate meaningful thoughts. This not only makes the learning interesting but also shapes the learners' personal and social development.

One of the greatest advantages of simulations is that they offer an opportunity of enacting a rich communicative environment, or, so to say, a representation of reality where students actively become a part of some real-world system and function according to predetermined roles as members of that group. The learners get more relaxed chances to practise their language grammatically and pragmatically. Theoretically, the technique of simulation is inspired by the interactional view of language. This view sees language as a primary vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. As Richards and Rodgers suggest, language teaching content, according to this view, may be specified and organized by patterns of exchange and interaction or may be left unspecified, to be shaped by the inclinations of learners as interactors. It has been found that simulation helps in building the effective interpersonal relations and social transactions among participants. It also makes them more aware and responsible about their social roles. Simulation is an interactive learning that involves

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students both personally and groups in a real setting. The most common view of simulations is that they provide a way of creating a rich communicative environment (a representation of reality) where students actively become a part of some real-world system and function according to predetermined roles as members of that group. The task for simulation must be that which provides opportunity for students to develop their language skills relevant to their real world needs. The students can themselves decide on this. Before commencing the simulation activity, the teacher should provide language input that is related to what students interact, such as a list of vocabulary or expression because of their limitations in the mastery of vocabulary and phrases used in a particular topic. The teacher observes the activity afterwards and gets back to the students with the feedback.

Various scholars have outlined the advantages of the simulation technique for the young learners to develop their linguistic competence especially in the second language or a foreign language like English. Latest research has proved that simulation motivates learners. Since young learners are naturally curious to explore and discover, when their explorations bring pleasure or success, they will be motivated to learn more. By having some interesting and real activities, simulation encourages them to explore their experience to make decisions so unconsciously they feel that they are not in the process of learning. It has also been found that simulation encourages interaction and provides a relaxed and supportive atmosphere for the students to carry out their conversations and interactions. It enables and gives confidence to the student to interact with the other students and also with the teacher based on a specific topic or material. Moreover, it also provides opportunities for purposeful communication. During the process of simulation, it is inevitable that the students will have some purposeful communication. For instance, the students will communicate with other how to play cricket, how to go somewhere while the others also communicate how to give an offer and how to give direction. Simulation does not focus only on the learners' oral communication abilities, but also trains them in the non-verbal communication like by initiating a Bank or Office simulation.

12.6 SPEECHES, GAMES & CONTEXTS

Speeches :

Speech may be defined as a session of speaking or a long oral message given publicly usually by one person with or without prior preparation. Speeches have different functions. These include being persuasive (e.g. trying to convince the audience to vote for you), informative (e.g. speaking about the dangers of climate change), entertaining (e.g. a best man's speech at a wedding) or celebratory (e.g. to introduce the winner of an award). Some speeches may have more than one of these aims.

As we know, it is always a teacher who delivers speeches in the classroom during the course of his lectures. In other words, they are hearing words but are not using them. Classroom talk is frequently limited and is used to check comprehension rather than develop thinking and other skills. Hence, there arises an immense need to involve the students in making speeches to help them overcome the speaking barriers, give them confidence and improve their speaking skills. Making speeches is a part of the general social communication. Inevitably, one has to take part in

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making speeches at some point in life, and more so in the academic and professional life. Teaching students the necessary skills for doing this will therefore help them to do this more successfully. As a result of the practice, students often report an increase in general confidence as well as a marked sense of achievement. Many students get incredibly nervous the first time they have to do a speech in front of their classmates but with practice the nerves subside and they usually begin to enjoy the whole process. Taking part in speeches in the classroom helps to develop students' overall fluency and requires them to consider how they speak as well as what they say. It also develops the non-verbal communication of the students like the body language, postures and gestures. This will serve as a prelude for speaking in any situation, public or otherwise. A number of students find getting started quite difficult. It is a good idea to give students either a type of speech that you would like them to do, or a particular topic. It is often useful to get students working in groups at the planning stage, helping each other to come up with ideas. It is important in speech to have a beginning, middle and end and keep reminding them of this. You might then like to give them a standard introduction to use for their first speech. For example, "Good Afternoon, My name is A and today I am going to talk about B. I will talk about three main areas, A, B and C. This then gives them a focus for the structure of the rest of the speech. It can seem a little dry, however, so once they get the idea it's worth experimenting with different styles of beginning – e.g. using jokes and anecdotes.

Many students are so relieved to have got to their end of their speech that they rush the conclusion or sometimes completely forget to do one. Again, a suggested format may help them to summarise what they have said.

Games:

It has been generally found that children participate in games with energy and enthusiasm than in any other usual classroom task. It provides them entertainment and fun. While teaching language in the classroom in the most entertaining and friendly manner, engaging students in the games is a useful technique to provide them an opportunity for real communication. It is based on the general principle that

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when learning is channelled into an enjoyable game, children are very often willing to invest considerable time and effort in playing it. It can cater to children of every background as they find playing activities much richer in the learning of language than doing other kinds of practice.

In the classroom scenario, games enable to create a context in which learners' sole attention is focused on the completion of a task without realizing that language items are being practised. As a result, language learning takes place in a context that children can directly relate to. However, it is always necessary to keep in mind the interests and needs of the learners. Games can provide a valuable learning experience in which the children practise and revise language only if they are carefully chosen, according to students' styles of learning. When playing most games participants are almost forced into communicating with each other in order for the game to work. The need for communication during games, and the informal setting games provide encourages students to be unafraid to talk, which practices their fluency, a valuable communication skill. Games are good for shy students and students with low confidence, and that applies specifically when playing takes place in smaller groups because then they get a chance to speak in front of fewer audience instead of having to express themselves in front of the whole class. Moreover, according to Piaget, children's games reflect society and that by playing games children learn many of society's rules and regulations. When games are used in the classroom the teacher must keep this in mind and control the game in the right way. Also he or she must make sure that every participant has a positive experience because the classroom must not become a place where students feel vulnerable or picked on in. Another thing that is important to acknowledge is the fact that not all games fit the classroom environment, or all groups of students, and that it can be hard finding the right game.

Many kinds of games can be used in the classroom for the purpose of language

"Theoretical expression games", "Drawing-and Coloring games", "Educational card games", "Word games", "Story games", and "Question games". The basic principle is that all the games have to be conducted in the target language. Ingvar Sigurgeirsson further explains the language games as follows:

"Introduction-games" include games like: 'Searching for people' where students have to walk around the classroom and find students on the basis of their prior specific experiences. Another game in this category is the game 'Stating the names' where students sit in a circle and one by one they introduce themselves, but the only catch is that before saying their own name they always have to repeat the names of the students who have already introduced themselves.

"Group games" include games like 'Fruit basket' which emphasizes listening, memory and reflexes, all of which are good and necessary skills to possess. The rules of this game are that participants sit in a circle and they all get a name of a certain fruit to "be". One participant does not have a chair and has to stand in the middle. He/She then calls out a name of a fruit, for example an orange, and then all the students who are oranges have to stand up and switch seats. The one in the middle has to try and "steal" a seat while the others are switching and if he succeeds someone else will be left alone in the middle and gets the task of calling out the name of a new fruit.

"Physical games" include 'Walking the line' where participants have to walk a line and perform various types of tasks at the same time, for example walking backwards, or balancing a book on their heads. In order to make this game more fitting in a language classroom the teacher should give the instructions in the target language.

"Scavenger hunt games" are especially fitting in the language classroom because the clues can be written in the target language, which forces the participants to read and fellow team members to listen and test their understanding.

The game "who am I?" fits perfectly into the theoretical expression category. In this game the class is usually divided into two teams and then one by one students

stand in front of the whole class and act out a specific profession, which the teacher has given them.

An example of a game from the category "drawing- and coloring games" is a game called 'drawing in a foreign language'. In it, the students have to draw on the blackboard instead of acting, and they could be working with other types of vocabulary than professions, for example nouns, verbs or adjectives, etc.

One educational card game is "Bingo", which is an excellent activity to use in language teaching because the teacher can draw words and the students only have pictures on their bingo cards or vice versa. That way the students have to understand the words to be able to match it to the right picture.

"Word games" can be especially good for language teaching. This includes 'Crossword Puzzles' and 'Word Searches' where students get the words in their native tongue but they are hidden in the word search and only match the crossword puzzle in the target language. Also it is easy asking students to use the target language in the game 'Filling in a chart' where participants have to find, for example a country, a city, an animal, or a type of food.

"Story games" may include a game like 'to tell a story'. The participants sit in a circle and one of them gets the role of the story teller. The teacher whispers one word into the ear of each student and asks him or her to remember it. Then the storyteller begins telling a story and every now and then he stops and points at a student who then has to say the word the teacher has whispered to him. The storyteller then has to incorporate this word into the story, and that usually has good results.

Games have rightly been called "the work of children" because it is through games that children learn how to interact in their environment, discover their interests, and acquire cognitive, motor, speech, language, and social-emotional skills. Through various types of play, children learn to discover, create, and solve problems in a safe, caring environment. In this view, indulging students in the games could turn out to

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be an amazing technique which will help them in learning the language in the most productive way.

Contexts:

Learning context is defined as the situation in which something is learned or understood, a situation that can impact how something is learned or what is taught. An example of learning context is the external learning environment including the quality of equipment and facilities and the training level of the teacher. The importance of context in teaching in general and learning in particular is extremely vital in teaching and teacher effectiveness. A very important part of context is the subject matter being taught. Context-based learning, or, CBL, refers to the use of real-life and fictitious examples in teaching environments in order to learn through the actual, practical experience with a subject rather than just its mere theoretical parts. CBL is student centered approach to teaching and learning, utilizing scenarios to replicate the social and political context of the students working/or potential working environment.

To lay foundations for a learning context is extremely important in the classrooms if meaningful teaching and learning is to take place. All learning must be placed in the learners' context if it is to have meaning. According to Gregory Palardy, context is a classroom's characteristics, such as "the composition of the student body, classroom structures, and resources." An instructional context represents all the factors external to the learners within an instructional environment that provide meaning for the messages they receive. These are the factors that influence and define what, when, where, how, why, and with whom individual learners learn from instruction. Individual factors that define instructional contexts have traditionally been grouped into the following categories: (a) Physical, which pertains to the instructional media present in the learners' classroom; (b) Social, which pertains to the opportunities for learners to interact with instructor as well as other learners throughout the learning experience; and, (c) Motivational, which concerns with the degree to which instructional messages gain learner attention, are personally relevant

to the learner, provide the learner with a feeling of confidence in learning and a feeling of satisfaction once learning is accomplished.

There are many advantages of creating meaningful learning contexts in the language classrooms. Within the classroom learning scenarios, context enables a teacher to understand his/her students. It is important for a teacher to deeply consider what students have learned about what they can say or do in a classroom. If a student has been marginalized for whatever reason in a previous classroom, that attitude will certainly carry into the present classroom and will need reshaping. Context helps a teacher to frame the learning; this could be done by enacting a social example of any conversation in the target language in the classroom. Context makes us question not only how we assign children to classrooms, but also how we determine success in the classroom. Research has also shown that context facilitates teachers to question their own ways of teaching in order to improve them. It is important for a teacher to know his/her students and the context from which they come as it enables a better understanding of their position.

There are many ways and methods of creating learning contexts in the classroom. In order to create a meaningful context in the language classroom, in the first place, the teacher may create rich small-group or one-on-one learning opportunities to work with students individually. This helps in building stronger relationships with students and helps the teacher tune into their learning abilities and the strengths that their individual contexts give them. A teacher may build small work groups, and work with a small group while the rest of the class works on a related assignment. The arrangement of desks is also to be considered in the classroom. They should be ordered in such a way that they don't seem to favour one student over another. For instance, a circular arrangement of desks places students on the same level, eliminating the "front-row overachievers." The proper decoration of the classroom sends a positive message to students and helps to create a good learning environment. It is also imperative for a teacher to be approachable to students. Knowing students' names is not the same thing as actually getting to know them.

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Learn something about every one of them, such as hobbies, interests, pets' names, or even favorite sports teams. The teacher can ask them to establish connections between these facts and the learning material by asking them to research their favorite sports star, write a song for their favorite singer, or have them teach the class about their hobbies. Not only does this show your interest in your students, but it also helps make learning more relevant to them. If applicable, get to know your students' parents, and determine ways that they can help reinforce classroom topics at home. This all helps in motivating them towards learning in a better way. Because when the students actually begin to realize that they matter to their teacher, they will naturally become keener to do their best in the classroom to impress the teacher. Enacting the context based learning which means creating rich classroom environments through the aforementioned activities gives a direction to the content and certainly makes the students better learners.

12.7 LANGUAGE LABORATORY, PICTURES, AUTHENTIC MATERIALS AND MULTIMEDIA RESOURCES

Language Laboratory :

The language laboratory is an audio or audio-visual installation used as an aid in modern teaching. They can be found, amongst other places, in schools, universities, and academies. Initially, there used to be tape-based systems using reel to reel, and later on, cassettes. The content that is now used in the current day language labs is much richer and self authored or free: now not just audio, but video, flash based games, internet, pictures, etc. and the speed and variety of the delivery of media from teacher to student, student to teacher, is much quicker and therefore much more engaging for both teacher and student. In the current era, we have moved onto the digital language labs. However, in the majority of language labs in schools and colleges, we still rely on the language labs. The principle of a language lab essentially has not changed. They are still a teacher-controlled system connected to a number of student booths, containing a student's control mechanism and a headset with a microphone. Digital language labs have the same principle. A software-only

language lab changes the concept of where and what a language lab is. Software can be installed and accessed on any networked PC anywhere on a school, college, or university campus. Software-only systems can be located in one room, from room-to-room or campus-to-campus.

Language labs help in developing both the verbal and non-verbal communication skills among the students. It enables the students to have interactive sessions. It provides equal opportunity to all the students to hear the instructor/teacher irrespective of place where they are seated. There will be less miscommunication

because of direct nature of the sound transmission. It also provides the privacy that encourages the shy students to speak without any hesitation. In addition instructor can speak to individual or group of students in privacy without interrupting rest of class. Language labs motivate students to talk freely and lose the shyness when talking in front of their friends. Furthermore, it develops the listening and communication skills, since they hear correct pronunciation through their headphones. Learner will show more enthusiasm and excitement in learning lesson because of learning lab system. Teacher can look after each student, which is not possible in case of the regular classroom. Efficient use of time and learning efficiency is much more than usual classroom learning. The language lab brings variety in teaching learning process instead of boring verbal centered teaching. Finally, the students can learn the lesson at their own pace thus allowing the classroom as student-centered approach.

ENGLISH GRAMMAR THROUGH PICTURES

In language lab, teaching starts with listening skills. Teacher starts giving instruction in the foreign language. In language lab a headphone is connected with each system which makes the listening process enjoyable and productive. Learner can start with the listening skill by listening to simple words and simple sentences. It is also possible to listen to a same sentence again and again until a learner understands it completely where as in traditional class it is not possible. After basic practice of slow listening, learners try to work on listen and compare with picture. Learner listen to a word learner tries to match it with the correct picture as the picture below depicts. The software also provides audio description for any picture and learner follows the instruction like to underline any object or to write names under certain characters. These activities exposes learner to expended listening. This stage is very initial stage of listening, so learner is often provided the picture with the audio to have a visual support. This lays a strong foundation to language learning.

Pictures :

In the lab instruments especially recorders, words are divided according to their sounds so learner can practice the sound in which one needs practice. After this, the learners are shown pictures and asked about them, "What is it?" The learner answers and this starts word production. Picture vocabulary can be used for routine words or objects. Visual learning is one of the cognitive styles of learning. This type of learning works on the visual abilities of the students. There are frequent demonstrations in the visual learning as it makes use of descriptions which are easy

to understand. The words can be memorized. In this, the pictures and videos are very supportive to teach any complicated detail. Most of the learners are visual learners. Visual memory is a very sharp memory. If a learner can see any image can remember it for longer time. In order to teach vocabulary with pictures, language lab can give good result. When we show picture of 'Orange' and speak it, the learner directly catches the image. If we want to teach daily routine we can show pictures of activity and name of the activity. The learners will be able to grasp it properly.

This way it removes the mother tongue barrier or translation process of a learner and makes learning faster as he/she can directly connect with the object in the target language. Language laboratory is best for this kind of teaching as there are many images and graphs or charts which can be put to use. Every exercise is supported with visual support. Moreover, attractive and colourful images and detail helps them in quick learning as their colour sense is very strong. If they want to recall anything, they can just recall it by watching the image again.

Authentic Materials:

There is plenty of teaching material available to second language teachers today; textbooks, charts, pictures, diagrams, audio-visual gadgets, online teaching tools, etc., They can use all these materials to aid and enrich second language lessons. According to Nunan and Miller, "Authentic materials are language materials that were originally designed to be used by first language speakers and were not intended for use by language learners." Authentic materials are resources created for native speakers of the target language. Many teachers also introduce authentic English material into their lessons to expose learners to the language as it is spoken in the real world. Authentic material is any material written in English that is not created for intentional use in the English language classroom. There are no reading comprehension tests and vocabulary sections at the end of an article to quiz students' understanding. Using this content to teach the English language can make the learning process even more engaging, imaginative and motivating for students.

It can also be useful to elicit genuine responses from learners. Authentic materials may include:

> Listening: TV shows, radio, commercials, news broadcasts, documentaries, movies, phone messages, etc.

> Visual: photographs, art works, signs with symbols, postcards, picture books, etc.

> Printed: comic books, restaurant menus, newspaper articles, bulletin board advertisements, company websites, coupons, sales catalogues, travel brochures, maps, telephone books, signs, blogs, movie posters, food labels, etc.

The selection of the best authentic material depends on the learners, their level of English and the course content the teacher wishes to focus on. It is also a good idea to find out the learners' interests – after all, there is no point trying to get students fascinated by a text on the latest sci-fi movie if they are all fans of action films. The materials should reflect a situation that learners may face in an English-speaking environment – this will help them transition into a world where English is the norm. In this world, people use abbreviations, body language is important and they will use "filler" sounds – such as "ummm" – when they are speaking English – and learners will encounter these in authentic material. It is important not to overwhelm learners with the first piece of authentic material. So to begin with, choose articles, songs or sections of TV programmes or movies which aren't too difficult to understand or take too long to get through. Taking recourse to the appropriate authentic materials in the language classroom helps to boost the confidence and motivation of the young learners. Learners are exposed to 'real' language in context, which helps learners to develop a broader language base. Beyond the experience of their textbook and isolated grammar items, authentic teaching materials also enable them to experience "real" language with the support of constructive feedback. Students come across those words and constructions that they would probably never see in the usual textbooks and guides. The will be able to learn the social use of language in the

diverse situations. They will come across the speaking style of native speakers and also their culture. Since the primary goal of language teaching is to understand and use English in real life, so using authentic resources will teach the student what he or she needs to know to get there. Exposure to authentic materials helps language learners to keep informed about what is happening in the world. Authentic materials can be used to develop a range of language skills and strategies, including vocabulary and grammar, speaking, reading, writing, listening and critical thinking skills. One of the greatest advantages of authentic materials is that they are relatively inexpensive and readily available.

One simple illustration of introducing authentic materials in the classroom is to make students go through a sample restaurant menu. You can then either go through the menu and ask students to guess what the meals are, or they can write down what they would order. You could use different menus for each course, which would widen the types of dishes you can cover during the learning activity. You or another team member could pretend to be the waiter or waitress and your students can practise their spoken English by reading their order back to you. This will give them a good exercise in the vocabulary building and also how to use English in a real social setting. Another simple illustration of using authentic materials in the classroom which a teacher may use is to make the students listen to songs with English lyrics is a great way of boosting skills in listening and pronunciation, and confidence in using the language. And students will always respond positively to a lesson that involves their favourite singer or bands. The language used in lyrics can be casual, tell a simple story or convey strong emotions, which should help learners to establish a connection with the language because it will give them new ways to describe their feelings in different situations. You could even ask them to come up with alternative words, as a way of further increasing and using their vocabulary.

Multimedia Resources:

Multimedia resources broadly refer to the content that uses a combination of different content forms such as text, audio, images, animations, video and interactive

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content. Multimedia contrasts with media that use only rudimentary computer displays such as text-only or traditional forms of printed or hand-produced material. Multimedia is a useful educational tool for teachers and students. The use of computers and IT aids can enable distance study, flexible assessment, interactive teaching and learning and can also give students more responsibility for their own learning. Some popular multimedia formats used for the purpose of teaching are Computer presentations, Slide shows, Diagrams, Audio Podcasts, Videos, Animations, Glass screens, Online interactions, web content, blogs, etc.

It is a well established fact that students learn things differently and use different senses to help with their learning. As a multi-sensory approach, employing multimedia to teach means catering to this reality. Computers and media material can engage with all of the learner's senses to incorporate the visual with sound and touch. This can help to teach students who have different learning styles and needs. Computer programs and learning applications like e-dictionaries, thesaurus, language analysis, touch screens and automated assessment prove useful for the learner. Gadgets and tools like TV, radio, video and the internet help in improving the listening practice. Internet can be used for interactions to improve the language skills in the target language. Multimedia has also been found to be beneficial for constructing and performing a needs analysis on a group of learners. Students can easily answer questions and results can be collected and put together in a database in order to analyse the most common needs. For marking students' test papers, computers can help transport students' papers to central locations for marking. Multimedia can be used for automatic dictionaries, spell checkers and text analysis programs. Exams can be taken at remote locations or even at a student's home and can be sat at flexible times while being marked in a set location or by a computer program. This is especially helpful for the distance or open learning. The application of technology and multimedia resources in the classroom teaching also motivates the learners as it proves exciting to a student, regardless his/her age group and social background. Students who are temperamentally reticent or feel less confident to speak freely in the classroom find computers and internet handy for their anonymous, interactive

qualities. Also, programs can be studied over a longer period of time, rewinding and pausing the lesson as the student wishes, something which is not possible with the normal teaching classes. The need of the times is that multimedia be integrated into English language lessons usefully as a positive educational tool for both teacher and student.

Some recent studies on the use of multimedia for language teaching have come up with impressive results especially with regards to the vocabulary instruction among the learners. It has been found that children who are taught with the multimedia content learn more words then those who are not taught with the multimedia content. Multimedia additions to traditional read-alouds have been found highly appropriate to support the speaking, listening and vocabulary needs of the learners.

12.8   LET US SUM UP

In this lesson, we learnt about the huge significance of two important skills of language—listening and speaking and how to learn them. We also became aware of the different sub skills of listening which are important to become a proficient listener for overall language competence. We also became acquainted with the various activities and techniques like story-telling, dialogues, role plays, speeches, games, etc which greatly help in improving the listening and speaking skills. We also understood the use and utility of different set of materials and resources like language laboratory pictures and multimedia resources in improving the skills of listening and speaking. By going though the lesson, we realized that all these activities and techniques have be essentially incorporated in any language learning programme if one aims to impart successful training in the language skills.

All the four skills of language—Listening, Speaking, Reading and Writing are equally important and need to be taught in an integrated and sequential manner. Every language teaching programme should organize a strict sequencing of the four skills in the following order: Listening, Speaking, Reading and Writing. The receptive skill should always precede the productive skill. In simpler terms, the teaching of

listening skill should always precede the teaching of speaking skill, and similarly, the teaching of reading skill should always precede the teaching of writing skill. The first skill needed to learn speaking, reading and writing, is Listening. Listening and speaking are closely related to each other. Listening always presupposes our understanding and communication with other people. Listening is not a passive activity; on the contrary, it is a complex and active process, in which the listener must discriminate between sounds, understand vocabulary and structures, interpret stress and intonation, retain what was gathered in the above activities, and interpret it within the intermediate as well as the larger socio-cultural context of utterance. Listening activities enable the learners to make broader connection between sociolinguistic concept of form and function and psycholinguistic processes of interpretation and expression.

Speech or Speaking is the main element of the language. In order to read, write and understand a language, learning to speak it is essential. This is the reason that due emphasis is put on the skills of speaking and listening. Learning to speak a language means the learning of its different sounds alongwith its other features like stress, rhythm and intonation, and then stringing them together in meaningful sequences and arrangements. This speech sequence should then be used to speak with fluency and ease in appropriate social contexts and situations. All the affective factors (psychological, social or pedagogical) hampering the learners' ability to speak should be liquidated in the first stage of the learning of the skill of speaking. For the students to speak effectively in real life situations, and not merely in classroom contexts, there is a need for communicative output activities. Traditionally, in the classroom, language has been taught through activities which are non-interactive and only focus on the specific features of language. As a consequence, students are able to converse only in brief sentences, not in extended discourse which is what speaking in actual life demands. This leads focus only on the isolated features of language which results in speaking as mostly restricted to the classroom contexts without any appliance in the real life situations.

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There are six sub-skills of the listening process which are covered in the three sequential phases of Pre-listening, While-Listening and Post-Listening. These are enlisted in the sequence as Hearing, Focusing on the Message, Comprehending and Interpreting, Analyzing and Evaluating, Responding (Face to face communication needs immediate response, verbal or non-verbal), and Remembering. A teacher has to teach the skill of listening through its three recognized phases which comprehensively cover these six stages. The three phases of listening process are: Pre-listening, While-Listening and Post-Listening.

The best thing a teacher of language can do in the classroom is to allow the students to practice using all of the language, they know, in situations that resemble real life settings. The teacher should make the students to work together to develop a plan, resolve a problem, and complete a task. There should be an active use of the various activities and techniques to help a learner in improving the language. The most common types of communicative output activities are Role Plays, dialogues, story-telling, simulations, etc. These kinds of activities help in generating language after actually using it. These activities bring a certain context to the classroom learning. They help in bringing a feel of the real life conversations into the classroom. Students have to be taught the distinction between formal and informal language with an awareness and recognition that informal spoken language is less complex than writing because it uses relatively shorter sentences, is less organized and mostly uses vague or non-specific language. The students have to be taught the patterns of real life interaction alongwith the ability to cope with different listening situations through the activities of face to face listening, live listening involving teacher speaking to the students, etc.

In order to achieve fluency and correctness in speaking and to build the listening comprehension, the teacher has to make use of the various resources and materials in the classroom. It helps students to make direct connections between the target language and the objects. Speech drills in the language laboratory are useful. Nowadays multimedia resources are highly useful. Besides, clips of TV shows, plays,

dramas, news channels involving native speakers can also be used in the classroom. Tape scripts containing vague language can be used in the classroom alongwith various spoken test types for this purpose. These are high input activities which yield good results.

12.9   LESSON END EXERCISE

Q.1.   Provide a critical assessment of significance of the two important skills of language— listening and speaking, and how one can learn them effectively?

Q.2.   Critically evaluate the various sub-skills of listening.

Q.3.   Elucidate the various activities and techniques which help in correcting the listening and speaking skills.

Q.4.   What is the role of various materials and resources in helping to learn the basic skills of language? Discuss.

12.10   SUGGESTED FURTHER READINGS:

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LEARNING READING AND WRITING SKILLS

Structure

13.1   Introduction

13.2   Objectives

13.3   Reading, Writing and their Sub Skills

13.4   Importance of Understanding the Development of Reading and Writing Skills

13.5   Reading Aloud and Silent Reading

13.6   Extensive and Intensive Reading

13.7   Study Skills: Using Dictionary, Thesauruses, and Encyclopaedia

13.8   Process of Writing; Formal and Informal Writing

13.9   Let Us Sum Up

13.10   Lesson End Exercise

13.11   Suggested Further Readings

13.1   INTRODUCTION:

In the previous lesson, you learnt that all the four skills of language—Listening, Speaking, Reading and Writing are important to gain competence in language and hence need to be taught in an integrated manner while you understood

the various dynamics about the skills of listening and speaking. In this lesson, we will learn about the other two important skills—reading and writing and how to develop them. We will learn about the various techniques and subskills which help in effectively developing the reading and writing skills. We will also go through the various reading and study strategies like the intensive, extensive reading or making judicious use of dictionary. Additionally, we will also take a look at the various stages involved in the process of writing.

13.2   OBJECTIVES

After going through this lesson, you shall be able to :

⊕   explain the importance of the development of reading and writing,

⊕   describe various reading strategies,

⊕   write various skills of study, and

⊕   discuss various ways of developing effective writing.

13.3   READING, WRITING AND THEIR SUB SKILLS

Reading:

In broad terms, reading is the process of interpreting written language, a symbol, a sign system or a measuring device. In more definite terms, reading can be defined as "decoding, identifying words in print" or "pronunciation, articulation of words in print" or "comprehension, understanding of words in print". A more advanced definition of reading is "comprehending, understanding the words in print and putting those words in context". Reading is an important skill in the language. Reading is a secondary language modality which means it is a reflection of speech. Reading as a skill means to understand, interpret and make a sense of the text through decoding and deciphering. Reading has been traditionally regarded as a passive or receptive skill. However, reading is a sensory skill in which we receive visual input and our mind decodes that input. It, therefore, involves a conscious involvement of

our senses. As such, it can be regarded as an active sense it is only possible through an active interaction between the readers' mind and the text. Reading comprehension involves understanding the meaning of content, grammatical structures, concepts, and ideas, besides the building of vocabulary. Reading is simply asking questions, and reading with comprehension is getting those questions answered. Reading as a skill can be developed through proper training. Different people read for different purposes depending upon their individual contexts and situations. The most important purpose for reading is to get information, knowledge and education. However, reading could also be meant for pleasure. A teacher should try to make his students fluent readers. Some of the characteristics of fluent reading, which a teacher must inculcate in his students, are enlisted as under:

The students should be encouraged to read with purpose, i.e., to get information, for pleasure and understand the purpose of different texts.

The students should be taught the habits of reading quickly and automatically by maintaining a flow, and drawing inferences from the text.

A variety of strategies should be employed in the process of reading like reading with varying speed, predicting, previewing headings and illustrations.

The students should be taught to interact with the text by making an active use of the background knowledge as well as information on the printed page.

A text should always be evaluated critically irrespective of the subjective liking or disliking.

The students should be made to comprehensively understand the text and derive meaning from it.

In the higher classes, silent reading should be encouraged usually. However, in the lower classes, loud reading is essential.

Sub skills of Reading:

There are many sub skills of reading which are covered under the three important phases involved in the process of reading—Pre-Reading, While-Reading and Post-Reading. Pre- Reading is the phase leading to the actual process of reading. It involves warming up and brainstorming session among the teacher and students. In the While-Reading phase, learners work in pairs or groups in the process of reading. In the Post-Reading phase, the learners move away from the specific text into a broader, global understanding, evaluation and responses to the text. Afterwards, the skill of reading is integrated with the other three skills. Various sub skills of reading are enlisted as under:

Skimming:- It means going through the surface of the text to get a general idea, for instance, reading newspapers. Skimming is a top down process. The speed of skimming is 400-500 words per minute. It may vary from reader to reader. In other words, it means going through it quickly to get an overall idea of the content. In this, the reader is not interested in details or any specific information while skimming.

Scanning:- When we read to get a particular piece of information, it is called scanning. This approach is neither top-down nor bottom-up. Speed is redundant in scanning. It involves searching the text for specific piece of information in which the reader is interested.

Global Comprehension:- When we read a text to deduce its overall meaning and not focus on its individual bits and parts. It is known as global comprehension. It is the ability to get "over-all" meaning from a text and it requires the sub-skill of skimming or filtering out. For

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instance, when we read a poem to get its central theme without focusing on its individual components like figures of speech, etc.

Local Comprehension:- Local comprehension is the skill of reading a piece of text closely or intensely for the purpose of extracting specific information from the text. This involves scanning and intensive reading skill. After reading through the text quickly to form an overall impression, one should focus on the details of the information provided by the writer, which will generally be located in different parts of the text. For instance, when we read any book or essay for any specific factual information without focusing on the entire theme of the text.

Understanding the Organization of a Text:- This skill pertains to understanding the manner in which different ideas are related to each other in a text. It is usually regulated by the topic, the writer's purpose and the audience that he/she has in mind. Understanding the organization of the text, the reader is better able to get meaning from a difficult text.

Making Predictions and Informed Guesses:- It is a skill through which a reader, after exploring a few sentences, paragraphs or pages, is able to form a fairly accurate picture and predictions about what the author is trying to say in the text.

Guessing the meanings of Unfamiliar Words:- While going through any text, it is inevitable that the reader will come across unknown words. He/She will try to guess their meanings from the context as it is not possible to look up the meanings of all unknown words in the dictionary.

Note-Making:- It is a sub-skill of reading that is highly useful for close study purposes. It involves understanding the organization of

the text and being able to identify the main points and the supporting details, in skeleton or outline form.

Writing:

Writing can be defined as the physical expression of one's thought. Writing, as a process is closely related to the mental thoughts and processes of a human being (imagination) through which one manipulates the external experiences. Thus writing and thinking are closely related to each other. Writing thereby helps in the improvement of thinking skills which is essential for generating new ideas and arguments. Writing skill helps in firm fixing of the learnt language items in the learners' mind by reinforcing the grammatical structures, idioms and vocabulary that is taught through the other skills. As Francis Bacon said famously, "Reading makes a full man, conference a ready man and writing an exact man." Writing helps us to survive in an increasingly dynamic and complicated society as written language is nothing but communication. Writing depends upon the world's knowledge. A writer must have at his disposal necessary skill with which to prepare, organize and present his write-ups. A writer not only needs to be well informed but must also be creative. He must use words in a wise manner so as to catch the attention of the readers and to create an impact on their minds. In the contemporary age of information technology, writing skills have acquired newer dimensions which are of world standard and demand some extra expertise than the traditional writing.

As we know, writing is essentially a means of communicating ideas and information. A teacher has to work actively to nurture and enhance the abilities of students so that they can express themselves effectively. It is imperative for the students to learn how to think critically and creatively. It is the teacher's responsibility to initiate this thought process. Renowned linguist and teaching expert, George Hillocks believes that learning grammar in isolation, that is, by using instructional work sheets or lessons specified to be focused on grammatical items does not improve student writing. On the contrast, Hillocks argues, it proves highly detrimental. For Hillocks, grammar only consists of punctuation, spelling, and usage. This grammar

instruction needs to be addressed in the intermediate level of elementary education. The approach in such lessons or instructions does not have to be addressed in a formal designated time period. The grammatical structures of sentences and spelling should be addressed as the problems are presented in the context of their own work. Quite opposite to the view of George Hillock is the view of Rosemary Buck which lays out the importance of teaching grammar in isolation. For Rosemary, the teaching of grammar in isolation helps to develop high-order critical thinking skills through a gradual improvement in the thought processes and analytical abilities of the students. These, as mentioned earlier, Rosemary believes, are important for the development of 'good writing'. This type of method can be employed in the elementary classes. For any effective teaching of the writing skill, the teacher has to decide and select the exact vocabulary depending on its usefulness, validity and application for the learners. He/She has to maximize the learners' resources by making good use of their prior learning. He/She has to effectively make use of the dictionary, word games and contextual clues for introducing and enhancing the vocabulary among the students. Lastly, in order to create a relaxed and conducive environment in the classroom for the students to learn to write effectively, a teacher needs to understand the diverse background and competence level of the students. He needs to help and support children's experiments with the new language. The writing programme has to be formulated around the child's need to convey something to an engaging audience because the primary motivation for writing comes from the need to communicate or convey an idea.

Sub skills of Writing:

There are various subskills of writing which are covered under the three phases of writing—-Pre-writing, Writing and Editing. Students also need to be made aware of the commonly used and very effective theory of writing—CODER, which covers the following subskills of writing:

C stands for collection of ideas,

O stands for ordering of collected ideas,

D stands for drafting,

E stands for editing,

R stands for revision, review, or redrafting.

Collection of ideas belongs to the prewriting stage. For the collection of ideas there are some techniques, which commonly include Brainstorming and Clustering. In brainstorming, we write our topic on the top of a sheet of paper, in a word or in a phrase. We then list any information we have about that topic. Order is not important in brainstorming. It is like thinking aloud, except that we are recording our comments on paper. As we brainstorm we should not stop to delete, rearrange or rewrite anything, and we should not dwell on any a single idea. In brainstorming we don't care for pronunciation, syntax, spellings, etc. The result of brainstorming can be an odd combination of details, comments and opinions. Time allowed for brainstorming is 10-15 minutes. In clustering, we write the topic of concern in a phrase or sentence, in the middle of the sheet and write whatever comes to our mind regarding the topic, around it in clusters.

Organizing and Drafting are part of the writing phase. After collection, the ideas are ordered in a particular way, so we can get a rough and somewhat organized sketch of the collected ideas. In drafting, we fully organize the material as per introduction, body and conclusion. Order is important in drafting. We cannot write things haphazardly. A draft must be a well organized piece of writing.

Editing and Review belong to the editing phase. After the drafting is complete, the material is edited for any kind of mistakes or errors. These mistakes may include spelling mistakes, grammatical errors, errors of punctuation, etc. The collected material is then finally reviewed for a final look-up.

Some more characteristics of good writing are as under:

Syntax:- It involves the correct use and building of sentence structure and choices, etc.

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Content:- It is related to the relevance, clarity, originality, and logical connection of the ideas to be presented.

Grammar:- Grammatical rules pertaining to use of verbs, nouns, articles, adjectives and adverbs, etc should be correctly employed.

Mechanics:- Due care should be taken of handwriting, spellings, punctuation, spacing, etc.

Objectivity:- Subjectivity should be avoided at all costs.

Organization:- Writing should have an attractive organization. It should be rhythmic, cohesive and logically connected. It should not be broken up or unorganized.

Economy:- The write-up should neither be too long or too short. It should be written in simple and clear language with judicious use of vocabulary, idioms, tone, etc.

Reviewing:- After finishing, a write-up should always be revised and evaluated by reading, examining, changing, and correcting the text.

Audience:- While writing, a writer should keep the audience in mind. The write-up should seem relevant to those who are reading it or listening to it.

Purpose:- A write-up should be purposeful, productive and generative. It cannot be vague and ambiguous. It should generate new ideas among the readers.

13.4 IMPORTANCE OF THE DEVELOPMENT OF READING AND WRITING

In the recent times, in the domain of language learning, there has been an increased focus on the concept of communicative competence. It pertains to the

ability to use language correctly and appropriately in order to achieve specific communication objectives. This often involves the use of all the four skills, i.e. Reading, Writing, Speaking and Listening, in an integrated and combined way. Adopting comprehensive measures in teaching, learning and evaluating all the skills of language helps in achieving a good level of proficiency.

It is highly important to develop the skill of reading. Reading builds knowledge and allows us to be the inquisitive knowledge seekers that we ought to be. In order to be successful in today's world, for an individual working in any field, the development of the reading skill is immense. Not only does it help students tremendously when they need to study for tests and exams, but also it improves writing skills. Reading well allows one to spend less time figuring out the words, and it increases speed and concentration. Because our brains are adaptable and capable of continuous development, it may even be possible for reading to increase one's intelligence. Learning to read is a sequential process; each new skill builds on the mastery of previously learned skills. Early on, for example, children learn to break down words into their most basic sounds in a process called decoding. Later, they begin to comprehend the meaning of words, sentences and, ultimately, entire passages of text. Decoding creates the foundation on which all other reading skills are built. For many, decoding comes naturally, quickly becoming an automatic process. For people who struggle to decode words, however, the process requires such extreme concentration that they often miss much of the meaning in what they read. Indeed, according to many experts, decoding problems are at the root of most reading disabilities.

The development of the writing skill is indispensable for a number of reasons. Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. One of the first reasons is that it helps in the sharpening of thinking skills. This helps greatly in generating new ideas and arguments. Writing skill helps in firm fixing of the learnt language items in the

learners' mind by reinforcing the grammatical structures, idioms and vocabulary that is taught through other skills. Writing helps us to survive in an increasingly dynamic and complicated society as written language is nothing but communication. Writing depends upon the world's knowledge. A writer must have at his disposal necessary skill with which to prepare, organize and present his write-ups. A writer not only needs to be well informed but must also be creative. He must use words in a wise manner so as to catch the attention of the readers and to create an impact on their minds. In the contemporary age of information technology, writing skills have acquired newer dimensions which are of world standard and demand some extra expertise than the traditional writing. Writing is essentially a means of communicating ideas and information. In this context, a teacher has to work actively to nurture and enhance the abilities of students so that they can express themselves effectively. It is imperative for the students to learn how to think critically and creatively. It is the teacher's responsibility to initiate this thought process.

13.5   READING ALOUD AND SILENT READING

Loud Reading:- It is a reading type or strategy which means reading by producing sounds audible to others. This kind of reading is usually prescribed for the beginners or the junior level. It does help in reducing the errors particularly in pronunciation but it has also been found that meaning is often overlooked in this type of reading. While teaching loud reading, the teacher should lay emphasis on correct pronunciation. He/She should correct the wrong pronunciation immediately and give a drill of correct pronunciation to the whole class. There is a controversy on the point whether silent reading-should be followed by loud reading or vice versa. Reading aloud is a wonderful tool to help the students learn to read smoothly and build fluency skills, continuity and confidence. It also allows the student to listen back to their voice. Hearing their own voice enables the children to identify their unique writing voice. Learning to read aloud with confidence and clarity reaps many benefits as it cultivates internal listening skills, which in turn assist the students in discovering their unique writing voice, improving diction, expression, visual memory, spelling, and other speaking skills.

Among the various disadvantages of loud reading is that it is bit taxing, does not encourage self education and critical study.

Silent Reading:- It is a reading type or strategy which means reading something without producing sounds which may be audible to others. The learner reads everything very quietly and tries to focus on the meaning and sense contained in the words. This kind of reading is generally helpful for the senior level. In silent reading, there is no movement of the lips or the tongue. In loud reading, the students are to read aloud so that their voice is audible. There is a great difference between these two kinds of readings. There is also a great difference in the teaching of the correct forms of these types of reading. In silent reading, the students should be taught to read in such a way that there is no movement of their lips and tongue. But there should be full concentration on the part of the students. Their thoughts should not wonder aimlessly while they are reading silently. Moreover, they should not use their finger between the lines and move to forward along with the forward movement of the reading.

Among the various advantages of silent reading is that it saves time because it is quick and saves energy also. It initiates self-education and deep study and also develops the ability to read with interest. But the method has also some disadvantages. It is not advantageous for beginners as it becomes uninteresting. Sometimes students cannot understand some parts of the passage, but they cannot take the help of teachers. The mistakes done by students during silent reading cannot be corrected. It does not teach correct pronunciation. It cannot be checked if students are really reading.

13.6 INTENSIVE AND EXTENSIVE READING

Intensive reading:- It means a detailed study of the text. In other words, this type of reading is done in order to read between the lines. A reader intensively reads the denotative and connotative meanings in a text and searches for major ideas and arguments alongwith the hidden meanings in the text. Intensive reading is also called reading for comprehension or silent reading or real reading. The speed of intensive reading is 200-400 words per minute. In it, a learner usually works through a relatively

short passage under the guidance of the teacher and examines it in close detail. The intensive reading aims at a detailed and thorough understanding and analysis of the text. Example is when you read texts or study material for your exams.

Extensive reading:- It means a non-detailed study of the text. It is also called reading for pleasure. It usually concentrates upon the subject matter rather than the deep ideas and meaning. It gives exposure which leads to the development of strategies to handle different texts and also gives proficiency to a reader enabling him/her to read in sense groups rather than going through the text word by word. This activity can be carried out both inside the classroom and outside it. It has been found useful in building vocabulary among the students through less stress and effort and hence, a good complement to the intensive reading which is mostly focused on in the classroom. The reading material for extensive reading should be brief, easy and appealing. Example is reading a typical newspaper story.

Check Your Progress - 1

Note :a) Write Your answer in the space given below.

b) Compare your answer with the above Sub-section.

Q1. Why is it important to develop the skill of reading one writing ?

_____

_____

Q2. Write two advantages each of loud reading and silent reading ?

_____

_____

13.7 STUDY SKILLS : USING DICTIONARY, THESAURUSES AND ENCYCLOPAEDIA

During the course of study, the use of Dictionary, Thesauruses and Encyclopaedia are important skills which one needs to hone to become a proficient learner. All these are helpful in giving important references regarding vocabulary, pronunciation, meaning, and information. Both a dictionary and an encyclopedia are reference works, but there are slight differences. While as an encyclopedia conveys knowledge about the world as we know it like things, individuals, places and ideas, the purpose of the dictionary is to provide information about words and phrases in the language. A further distinction can be made between a dictionary and a thesaurus, where the latter can be seen as a word book which is structured around lexical items of a language according to sense relations, most notably synonymy (words having the same or very similar meanings).

Using Dictionary:

A dictionary is a book or electronic resource that lists the words of a language in alphabetical order and gives their meaning, or gives the equivalent words in a different language, often also providing information about pronunciation, origin, and usage. It is a reference book about words and as such it describes the functioning of individual words (sometimes called lexical items). It does so by listing these words in alphabetical order in the form of headwords, the words listed as entries in the dictionary. It is an important tool in the teaching and learning of vocabulary. A dictionary helps in looking for spelling, pronunciation, grammar, word families, prepositions, phrasal verbs, idioms, collocations, word sense, and more. Students should be encouraged to use a dictionary when they need to understand how to say a word. The students should be asked to identify the part of speech of a word and use it in an original sentence. New words should be presented to students in the context of a sentence; and they should be asked to figure out which definition best fits the word as used in the sentence. A beginning skill teachers must teach to students before using a print dictionary is how to use guide words. Guide words can be a

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word or words at the top left and right corner of each page of a dictionary. Students should learn that they need to look at the first and last word to determine if the word they are looking for fits in between alphabetically. If it happens so, they have found the page where their word appears. The students may be given random words and asked to look for their pronunciation, meaning and usage. They should also be organized in small groups and given word cards in the alphabetical order to look for meaning.

A dictionary that deals only with one language is called a monolingual dictionary. For a beginner, an English-English (monolingual) dictionary is not very helpful by itself. A good bilingual dictionary, however, is a better choice than a translator. A dictionary that deals with two languages (e.g. English-Hindi) is called a bilingual dictionary. Thirdly, a dictionary that deals with more than two languages is called a multilingual dictionary. All these types of dictionary can furthermore be divided into general or specialized dictionaries. The general dictionaries, as the name implies, deal with the more general side of one or several languages. A specialized dictionary, on the other hand, focuses on a more narrow and specialized part of a language, for example the words used in engineering, medicine, aviation, experimental psychology, etc. The specialized dictionary is thus typically a subject-specific technical dictionary. The typical uses of dictionary are: looking up unknown words that are encountered when listening or reading, confirming the meanings of partially known words and conforming guesses from context.

The most important use of the dictionary is to find out the meaning of words, and here the problem is that the learner has to choose the meaning appropriate to a given context when several meanings are defined. The most obvious exercise in this area is also the most useful and valid one. This is simply to take a passage and, after discussing its general sense, to give the students a list of words from it, the meanings of which have to be found from the dictionary. However, the over-reliance on the dictionary should be avoided because it hampers the interest while studying. Try to guess meaning from context as much as you can, and then use your dictionary to confirm your guesses afterwards. For example, if you wait until you reach the end of

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a paragraph or page, or wait until your teacher has finished talking, you will have more information at the end, or you can consult your friends. Some students are not aware of the most efficient way to use a dictionary. Others go to the other extreme and are over-conscious of the importance of checking individual words. Whenever they come across a new word in a passage, they will immediately stop and not proceed until they have checked it up in a dictionary. This can kill all interest and even interfere with comprehension because the reader is so concerned with the individual words that he is less aware of the context which gives them meaning. It also results in very slow and inefficient reading.

Using Thesauruses:

It may be defined as a book that lists words in groups of synonyms and sometimes antonyms, and other related concepts. Synonyms are words with similar meanings, and antonyms are words with opposite meanings. The word "thesaurus" comes from Greek, and it means "treasure," so we can think of a thesaurus as a treasury of words that can help us better understand the meanings of those words and use them more effectively and efficiently in our writing. It is generally believed that it was Dr. Peter Mark Roget, a British doctor and mathematician, created the first thesaurus. He started collecting synonyms in about 1805 and pretty soon had a nice, little index of them that he used for his own writing projects. In the 1840s, he decided that his list might be of some benefit to others, so he quit his job as a doctor and started to work full time on expanding his collection and getting it ready for publication. The first thesaurus hit the market in 1852 and has remained in print ever since.

There are many different types of thesauri (the plural of thesaurus) with the advent of the online technology. Print books are still quite popular. Some of these are dictionary-style with entries that are listed alphabetically. Others are concept style and group words into categories of meaning. Users have to look in an index in the back of the book to find particular entries. The dictionary-style of thesaurus is by far more popular and easier to use.

These days, electronic thesauri are taking the lead over print versions. Several good options are available online, including thesaurus.com, the Collins Thesaurus, and the Oxford Thesaurus. Users simply have to type in a word to see a whole bunch of synonyms and antonyms. What's more, most word processor programs have a thesaurus built right in. With just a right click on a word and the right menu selection, users can access a whole list of synonyms and even a pop-up thesaurus.

Thesaurus helps the students to expand the way they study their texts. A thesaurus contains groupings of words that are collected in terms of their meaning. A simple way of using thesaurus as a skill for your study is as follows:

Choose a word as a starting point.

Like a dictionary, find the word in the alphabetic arrangement.

Once you find the word, look at the words that are listed alongside the main word.

Choose another word that will work to replace the word that was your starting point.

Using Encyclopaedia:

It may be defined as a book or set of books giving information on many subjects or on many aspects of one subject and typically arranged alphabetically. It is a comprehensive reference work containing article on a wide range of subject or a numerous aspect of a particular field usually arranged alphabetically. It contains a comprehensive summary of information from either all branches of knowledge or particular branch of knowledge. Encyclopaedias are divided into articles, which are usually accessed alphabetically by article name. Its entries are longer and more detailed than those in most dictionaries, which focus on linguistic information about words, it also focus on factual information concerning the subject for which the article is named. The purpose of an encyclopaedia is to collect knowledge disseminated around the globe; to set forth its general system to the students with

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whom we live, and transmit it to those who will come after us, so that the work of preceding centuries will not become useless to the centuries to come; and so that our offspring, becoming better instructed, at the same time become more virtuous and happy.

Encyclopedias can be general, containing articles on topics in every field; for instance, the English-language Encyclopædia Britannica is a famous example. General encyclopedias may contain guides on how to do a variety of things, as well as embedded dictionaries and gazetteers. There are also encyclopedias that cover a wide variety of topics from a particular cultural, ethnic, or national perspective, such as the Great Soviet Encyclopedia. Works of encyclopedic scope aim to convey the important accumulated knowledge for their subject domain, such as an encyclopedia of medicine, philosophy, or law. Works vary in the breadth of material and the depth of discussion, depending on the target audience. Some systematic method of organization is essential to making an encyclopedia usable for reference. There have historically been two main methods of organizing printed encyclopedias: the alphabetical method (consisting of a number of separate articles, organized in alphabetical order) and organization by hierarchical categories. The former method is today the more common, especially for general works. The fluidity of electronic media, however, allows new possibilities for multiple methods of organization of the same content. Further, electronic media offer new capabilities for search, indexing and cross reference.

As a study skill, encyclopaedia use can serve the following purposes:

It helps in reading skills directly using and adapting materials of the encyclopaedia of a different language level.

It improves listening comprehension skills on the basis of authentic sound texts of the encyclopaedia adapted by the teacher to the learning process.

It helps in improving the writing skills while answering to partners, questions, and participating in preparation of reports and compositions.

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It greatly helps in enlarging the vocabulary, both active and passive, of the current foreign language that reflects a certain stage of development of culture of people, social and a political system of a society.

It helps to get acquainted with culture that includes speech etiquette, features of speech behavior of various people, traditions of the country.

13.8   PROCESS OF WRITING; FORMAL AND INFORMAL

Formal Writing:

Formal writing is a depersonalized or professional writing includes business writing, formal letters, and academic writing. It is less personal than informal language. It is used strictly for professional or academic purposes. Formal language does not use colloquialisms, contractions or first person pronouns such as "I" or "We". A formal writing style is not necessarily "better" than an informal style, rather each style serves a different purpose and care should be taken in choosing which style to use in each case. Each is simply appropriate for certain circumstances and requirements. Writing for professional purposes is likely to require the formal style, although individual communications can use the informal style once you are familiar with the recipient.

When one is contemplating to write a formal piece, he/she should consider who will be reading the piece and why?. If your audience is just your friends and the purpose of your piece is to let them know about your garage sale, you probably don't need to use the rules of formal writing. However, if you are presenting a proposal to your boss or writing a research paper for a teacher, formal rules of writing typically apply.

Some rules of formal writing are enlisted below:

Most sentences should be complex and add specific meaning to the writing. One should use a sophisticated vocabulary with terms that are accepted in the topic's field.

It should be objective and no personal emotions should be described.

Keep a serious tone with literal meanings. Formal writing should not be filled with clichés and metaphors, like phrases such as "hot cake through knife."

The piece should have a specifically-stated purpose or theme which should be outlined.

Contractions should be completely avoided.

The piece should usually be written in the third-person perspective, which means avoiding the use of First and Second Person pronouns like "I" or "you".

The use of spelling should follow the standard pattern. For instance, no use of texting-style words like "lol" or "btw").

Standard punctuation should be used.

References must be properly cited for academic or published writing.
One should organize the writing into paragraphs that fit together.
Informal Writing:

Informal language is casual and spontaneous writing unlike the formal writing. It is used when communicating with friends or family either in writing or in conversation. It is used when writing personal emails, text messages and in some business correspondence. The tone of informal language is more personal than formal language. Informal writing is similar to a spoken conversation. Informal writing may include slang, figures of speech, broken syntax, asides and so on. Informal writing takes a personal tone as if you were speaking directly to your audience or the reader. You can use the first or third person point of view "I" and "We", and you are likely to address the reader using second person "you" and "your". In it, short sentences are acceptable and sometimes essential to making a point in informal

writing. There may be incomplete sentences or ellipsis(…) to make points. Words are likely to be simplified using contractions (for example, I'm, doesn't, couldn't, it's) and abbreviations (e.g. TV, photos) whenever possible. The author can show empathy towards the reader regarding the complexity of a thought and help them through that complexity. Informal writing has its utility too, especially for the students. It is useful in developing particular skills like invention, drafting, and revising. It also helps in developing awareness among students of their writing processes, and motivates students to write and master ideas. Additionally, it sharpens their instinct in the process of communication.

Some examples of formal and informal statements are as:

Informal	Formal
I donD believe that the results are accurate.	The results are not believed to be accurate
I considered various research methods for the study.	Various research methods were considered for the study.
It was raining cats and dogs.	It was raining very heavily.

Check Your Progress - 2

Note :a) Write Your answer in the space given below.

b) Compare your answer with the above Sub-section.

Q1.   Write Short note on the followiug study skills ?

a)   Wring Dictionary

_____

_____

_____

b)   Formal Writting

_____

_____

_____

13.9   LET US SUM UP

In this lesson, we learnt about the enormous significance of two important skills of language—reading and writing and how to learn them. We also became aware of the different sub skills of reading and writing which are vital to gain proficiency in becoming a good reader and writer. We learnt that the imparting of reading skill has to precede writing. We also became acquainted with the various activities and techniques which help in developing the reading and writing skills. We also understood the use and utility of various strategies of reading which help in the systematic development of the said skill. We also understood the importance of learning dictionary and thesauruses use as a skill. We also got an understanding of the various stages involved in the process of writing.

13.10   LESSON END EXERCISE

Q.1.   What are the various ways of developing the reading and writing skills effectively?

Q.2.   Evaluate the various strategies and sub-skills of reading.

Q.3.   Describe the various strategies and sub-skills of writing.

Q.4.   What are the various benefits of using Dictionary, Thesauruses and Encyclopaedia for studying effectively?

Q.5.   Differentiate between Formal and Informal writing.

13.11 SUGGESTED FURTHER READINGS

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