LANGUAGE ACROSS THE CURRICULUM (LAC) APPROACH

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M.D.U.

LANGUAGE ACROSS THE CURRICULUM (LAC) APPROACH

(Prepared in accordance with the syllabus prescribed by M.D. University, Rohtak for Two-Year B.Ed. Course)

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Syllabus

COURSE–IV A : LANGUAGE ACROSS THE CURRICULUM

Max. Marks :100

Time : 1.30 Hours   Theory : 40

Credits-2   Internal : 10

Note for Paper Setter

(*i*) Paper setter will set 5 questions in all, out of which students will be required to attempt 3 questions.

(*ii*) Q.No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

(*iii*) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

COURSE CONTENT
UNIT 1

Introduction to Language across the Curriculum Approach

- Meaning, need and benefits of LAC Approach
- Respective roles of Content Subject Teachers and Language Teachers in LAC Approach
- Language learning & Learning through Language General Classroom Language
- Functions of Language in Classroom Learning

Language Acquisition and Language Learning

- Nature of Multingualism : Differential Status of Indian Language Classroom
- Multi-Cultural Awareness & Language Diversity
- Relationship between Language and society : Identity, Power and Discrimination
- Multilingualism as a Resource & a Strategy

Language Discourse in the Classroom

- General Classroom Language
- Classroom Instructions and Language Learning
- Use of Literature across the curriculum
- Role of Questioning & Discussions in the classroom

UNIT–2

Listening and Speaking as Essential Communicative Skills

- Processing and Enquiring Information
- Listening and Speaking to Interact : dialogue, storytelling, poem
- Recitation, Short play
- Respond to Style, Tone and Registers of language

Reading to Learn and Understand

- Scanning, Skimming and Extracting relevant information from the books
- Understand the meaning in reference to context
- Schema Theory ; Text structures, & reading in content areas

Writing to Learn and Understand

- Linkages between reading & Writing
- Learn to write reports, reviews, essays, notices, letters and creative writings
- Presentations of selected papers, questions and answers

Tasks & Assignments : Any one of the following (5 marks)

- Prepare a report on any one of the following :
- Write a Book review considering the following points :
  - Use of different registers of Language
  - Technical aspects of Language
  - Meaning conveyed in the Text
- Design a Newsletter on the Basis of Academic & Co-curricular Activities held in your College.
- Any other project given by the institution

CONTENTS

Unit–II(A)

Listening and Speaking As Essential Communicative Skills

Unit–II(B)

Reading to Learn and Understand

Unit–II(C)

Writing to Learn and Understand

UNIT – I (A)

INTRODUCTION TO LANGUAGE ACROSS THE CURRICULUM APPROACH

1. MEANING, NEED AND BENEFITS OF LAC APPROACH
2. RESPECTIVE ROLES OF CONTENT SUBJECT TEACHERS AND LANGUAGE TEACHERS IN LAC APPROACH
3. LANGUAGE LEARNING & LEARNING THROUGH LANGUAGE GENERAL CLASSROOM LANGUAGE
4. FUNCTIONS OF LANGUAGE IN CLASSROOM LEARNING

MEANING, NEED AND BENEFITS OF LAC APPROACH

LAC (Language Across the Curriculum Approach)

MEANING

Language Across the Curriculum (LAC) as a concept acknowledges the fact that language education does *not only* take place in specific subjects explicitly defined and reserved for it, such as **mother tongue education, foreign language education, second language education** etc.). Language learning and education also take place *in* **each and every subject** in school, in each and every academic/mental activity, across the whole curriculum – whether we are conscious of it or not. This reflects the latest research findings on **Reading Comprehension** (which is required extensively in each non-linguistic subject-matter in learning and teaching) and with insights that LS/L1 as a subject in school cannot be solely responsible for language education; the development of language skills and competences has to be integrated also into subject-specific teaching.

Consequently, we need to develop a comprehensive understanding of language education and language

learning in school that takes place across all subjects – in addition to the central role of language as a subject itself and all that it involves (e.g. shaping the intellectual and social personality). This linguistic dimension in each and every learning activity is sometimes hidden and partly implicit and therefore often underestimated in its importance. However, LAC as a policy has to be understood as a necessary and systematic extension of the standard variety of the language of school education (LE) into subject specific ways of thinking and communicating or, to phrase differently, into disciplinary modes of language use. These follow in part different thematic patterns and rhetorical structures to the ordinary language of school (and certainly to everyday language use). Acquiring conceptual literacy and discourse competence for subject-specific use and thus acquiring new varieties of language use within one and the same language is not to be seen as a luxury, but rather as a preliminary and fundamental form of multilingualism.

A second form of multilingualism develops when a learner acquires other languages, extends his/her repertoire with new languages through foreign language education adding to the new varieties of the language of school education and home language if different. Both types of multilingualism (the first discourse-based or **internal** one as well as the second **external** one, based on adding new language repertoires) are indispensable for learners to become intra-culturally and inter-culturally sensitive, knowledgeable and skilled

and thus to develop towards democratic citizenship and participation within the country. A special case in point concerns the integration of content and second language learning within the framework of CLIL (or multilingual education) leading ideally to support for both types of multilingualism. CLIL here stands for content Language Integrated Learning.

ORIGIN

LAC as a concept has been around for sometime in academic and pedagogic theoretical discourse but less so in school practice. It was developed in the late 70s/ early 80s of the last century. It originated in Great Britain, where the idea of linking LAC with school language policies as a whole received formal recognition in the so-called Bullock Report (entitled A Language for Life) :

"Each school should have an organised policy for language across the curriculum, establishing every teacher's involvement in language and reading development throughout the years of schooling." (DES 1975 : 514)

A decade later this was underlined in the Swann Report (Education for All) :

"Unless there is a school language and learning policy across the curriculum there will be wastage of effort and often confusion." (DES 1985 :419)

The ideas of LAC itself, which had received real impetus in that report, have somewhat changed over time, these were also influenced by work outside Britain.

Nevertheless, the basic tenets on which LAC rests have stayed the same : these focus on the importance of language in and for school education, for all subject-matter learning, across the whole curriculum (cf. Corson 1990 : 74) :

1. Language develops mainly through its purposeful use (domains to be broadened).

2. Learning (often) involves talking, writing, shaping and moving (normally in reaction to perceptions)

3. Learning often occurs through speaking or writing as much as through shaping and moving.

4. Language use contributes to/is a pre – requisite for cognitive development.

5. Language is the medium for reflecting learning, for improving it, for becoming autonomous.

NEED AND IMPORTANCE

The LAC Approach is needed for the following reasons :

1. Language cannot be effectively learnt without a context.

2. Language and content are closely related.

3. It is therefore necessary to integrate language and content.

BENEFITS OF LAC APPROACH

- **For the School**
- To ensure that there is an organizational structure in the school.

– Work for a common target.

- **For the Teacher**

– To use the language to teach more effectively and help.

– Students learn more effectively.

- **For the Students**

– To minimise the problems.

– To learn the subject content better.

– To help to improve.

DIFFICULTIES OF LAC

1. These have to do with the attitudes of the teachers, the objection or even resistance of many subject teachers to become "Language Teachers" on top.

2. There might not have been a clear or precise conceptualization as yet of what it means to do language education across the curriculum.

3. No one centrally responsible in the school for such a cross – curricular approach.

4. This is a structural weakness.

5. Another problem, introducing LAC requires a radical change in the attitudes and mentality of the teachers involved.

6. Unfortunately, all the difficulties mentioned are still valid.

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RESPECTIVE ROLES OF CONTENT SUBJECT TEACHERS AND LANGUAGE TEACHERS IN LAC APPROACH

The concept Language across the Curriculum (LAC), which is old as education is, was researched and introduced as a means of bridging the barriers between content knowledge and language. It is also referred to as Content-based Instruction (CBI), Content and Language Integrated Learning (CLIL), among others (Teaching English, The British Council). In applying LAC, one learns about a subject using the language they are trying to learn, as a tool for developing knowledge and so they develop their linguistic ability in the target language. The approach here is that one needs to understand the language before one can decode the science in the knowledge presented.

- Carrasquillo and Rodriguez (132: 2002) spell out the challenge to chemistry teachers who work with learners through English: Science is, in itself, a language and each different science (biology, physics, chemistry) is a separate language. If chemistry is a language as well as a body of content, then it needs to be taught as a language as well as a body of content.

- Esri (Geography Specialist Forum) President Jack Dangermond (2004) stated "We use languages to describe our world," he said. "Languages are a vehicle for greater understanding because they let us reflect on our experience and organize our reality. Languages help us conceptualize, communicate, and ultimately collaborate. Just as mathematics and music have benefited from specialized languages developed to record and describe concepts in these fields, GIS has emerged as the language of geography. And like all living languages, GIS is evolving and expanding in response to change".

- David Hume (Foundations of Physics Vol. 18, 1233, (1988) states, "Nothing is more usual than for philosophers to encroach on the province of grammarians, and to engage in disputes of words, while they imagine they are handling controversies of the deepest importance and concern."

It is thus important for all subject teachers to understand how language is used in their subjects in order mediate knowledge.

Language across the Curriculum addresses this.

Illustrations :

1. If the value of x is 12, and that of y is 15, what will be the value of z, if z is the difference? Not a good Math example, but the point of departure is the

conditional 'if, which learners should be taught prepares for a comparison of two aspects, the values of x and y in this case. The difference, which is math-speak, should be explained against use of difference as in language use. The science and place of 'therefore' is then scaffold for decoding.

2. Volcano

A study of volcano could be preceded by vocabulary and language structure development.

Eruption (noun) – to erupt (verb) (come out in great force)

Volcano (noun) – volcanic (adjective) eruption

Hot (adjective) lava (noun subject) flows (verb) down (preposition) the (article) mountain (object).

If the above language aspects can be addressed before the actual teaching of the concept, either as a language or introduction to the geography lesson, then more can be acquired. The approach is to teach learners to follow the action words (assassinate), key words (the main *idea* is...), 'leaders' (the tasks of the manager are as follows), prefixes (geography, biography, autocrat, homogenous), language choice (massacre versus murder), etc.

AIMS OF LAC

- To support language development in each learner, in all domains of language use, in each learning activity in school;
- To enhance knowledge acquisition through awareness of language use;

- To create a link through the learning processes;
- To enhance awareness of the relatedness of aspects;
- To develop critical reading, writing and learning; and
- To give learners feedback about their progress.

LAC FOCUSES ON

- The conventional four skills of language, viz. Listening, Speaking, Reading and Writing.
- All non-verbal means of representation and expression that we use when communicate.

The focus is on the areas because these enhance

- Knowledge acquisition
- Interrogation of knowledge
- Expression and presentation of knowledge – in writing or spoken form, and
- Critical thinking, reading and writing

EXAMPLE OF PRACTICAL APPLICATION

The following Learning skills are shared by all subjects in the curriculum.

- Locating information
- Gathering facts
- Organizing information
- **Acquiring information** - using strategies through reading.
- **Acquiring information** - setting purpose for listening.

- **Communicating orally** - speaking with accuracy and pose, and in writing with clarity and exactness, using the writing process.

- **Interpreting pictures** - cartoon analysis. For example, the zebra cartoon after a Soweto derby (soccer game).

- **Evaluating and applying** - applying problem-solving and information critical thinking skills.

- Writing for specific audiences and purposes.

Learners need to be taught these skills and consciously, be made aware that they apply in all subjects. Guidance should be given on how one goes about identifying use of the above. See the following :

- **Locating information** - find the coordinates of Vhembe in the map provided; find the word, in the first paragraph, which means...; which vitamins do you find in the green vegetables?

- **Gathering facts** – list the occurrences that led to the June 16 Soweto uprising, mention the steps you need to take to repair a broken valve.

- **Organizing information** – draw a table in which you present the advantages and disadvantages of over-draft.

- **Acquiring information** - using strategies through reading: skim the text below and give an idea of what the text suggests.

- **Acquiring information** - setting purpose for listening: listen to the recording and follow the

sound of the drum during the transitions. Present your observations.

- **Communicating orally** - speaking with accuracy and pose, and in writing with clarity and exactness, using the writing process. Based on your recent lesson cholesterol, prepare a written presentation, from which an oral presentation will be made, on the diet one must follow to avoid cholesterol build-up.

- **Interpreting pictures** – see the attached cartoon and present your interpretation of the text to the class.

- **Evaluating and applying** – applying problem-solving and information critical thinking skills. Do you think the journalist's article on the game played correct? Give a reason for your answer.

THUS THE RESPECTIVE ROLES OF CONTENT SUBJECT TEACHERS AND LANGUAGE TEACHERS IN A LAC APPROACH CAN BE SUMMARIZED AS :

LANGUAGE TEACHERS SUBJECT TEACHERS

Introduce and teach the skills, Re-teach those skills or introduce related

Reinforcing them from time to time skills/concepts in their lesson, integrating Language and content

Thus, it is of an immense importance for language teachers and content subject teachers to each know what the other is doing in LAC approach.

LANGUAGE LEARNING & LEARNING THROUGH LANGUAGE GENERAL CLASSROOM LANGUAGE

WHAT IS LANGUAGE?

The question 'What is Language?' is comparable with 'What is Life?' Everyone knows what life is but one cannot present a satisfactory definition of life. The same is the case with language. The term 'language' can be understood better in terms of its characteristics. There are several definitions offered by different linguists which bring out the important characteristics of language. Language is, in fact, too complex a phenomenon to be bound by a single definition. Here are some of the definitions :

"Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols".

—Sapir : Language

"Language is a system of arbitrary vocal symbols by means of which a social group co-operates".

—Bloch and Trager

"Language is a system of arbitrary vocal symbols used for human communication". —**Wardaugh**

"Language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements". —**Chomsky**

"Language is a symbol system.....based on pure or arbitrary convention......infinitely extendable or modifiable according to changing needs and conditions of the speakers". —**R.H. Robins**

"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." —**Sweet**

"Language exists only when it is listened to as well as spoken. The hearer is indispensable partner." —**John Dewey**

"Language is nothing but a set of human habits, the purpose of which is to give expression to thoughts and feelings and especially to impart them to others." —**Jesperson**

VARIOUS FEATURES OR CHARACTERISTICS OF LANGUAGE

Now each of these definitions suggests certain features as the defining characteristics of language. These features, mentioned in these definitions can be listed as follows :

1. Language is a means of communication.
2. Language is a means of construction of reality.

3. Language is a means of gaining experiences.

4. Language as an important tool for concept formation.

5. Language is arbitrary.

6. Language is non-instinctive and conventional.

7. Language is symbolic.

8. Language is systematic.

9. Language is vocal.

10. Language is a form of social behaviour.

11. Languages are unique.

12. Language is human.

13. Language uses discrete symbols for conveying infinite messages.

14. Language is open - ended, easily extendable and modifiable.

15. Language is structurally complex.

16. Language has to be learnt.

Now let's try to describe all these one by one :

• **Language is a means of Communication :** Language is primarily a means and form of communication although it is not the only means of communication that human beings use. The signals used to control Traffic, Morse-code, Braille, Short hand, Math symbols, Gestures, Nods, Winks, Smiles, Sketches, Maps, Acting, Miming, Dancing are used to communicate messages but these all are ultimately based on language only. Language is used by human beings to communicate messages, emotions, desires, commands, etc. It is this function of language, in fact,

which distinguished humans from animals. Animals also communicate but their communication is limited to nothing more than joy, hunger or fear. Human communication is far more complex and varied. That's why man is called a Talking Animal (Homo Loguence).

Human beings also use language for Phatic Communion – a type of speech in which ties of cordiality are created by a mere exchange of words. Phatic Communion refers to those utterances whose function is to establish and maintain a feeling of social solidarity and well being rather than to communicate or seek information or make a request. For example – How are you? How do you do? Nice day today, isn't it, etc. Language is also thus used to fulfill a great social need.

Not only that, it is also used for ceremonial and ritualistic purposes as in incantations of primitive tribes to induce rains, prayers to God, etc. the use of language for self expression is found in literature.

Some scholars go so far that even human thinking has become possible only because of language. It is through language alone that human being store and passes on knowledge from one generation to the next. Language thus links the past, present and the future.

• **Language is Arbitrary :** In general there is no necessary inherent relation between the sounds that make a word and the object signified by it. This means that this relationship between the word and the thing or idea conveyed by it is entirely arbitrary. There is no reason why the four legged domestic pet

which is generally thought of as man's best friend should be called a 'dog' in English, 'Kutta' in Hindi, 'Navi' in Kanadda, 'Kutra' in Marathi, 'Chian' in French, 'Hud' in German and so on or why the female human be called a 'Woman' in English, 'La Femma' in French, 'Zen' in Persian, 'Stree' in Hindi, 'Aurat' in Urdu and 'Tinvi' in Punjabi. The use of these words in preference to any other word that could also be used is only an accident of linguistic history. If this had not been so, there would have been only one language in the world. Onomatopoeia or the use of words that imitate the sound of their referents (for example in English : thud, bang, buzz, zoom, etc.) is a part of every language. But such words are comparatively very few in languages and therefore do not invalidate the fact that in general there is only an arbitrary relation between a word and its referent. Even these onomatopoeic words are different in different languages. Thus, the crowing of a cock is represented as Cock-a-doodle-do in English and Kukroon-Ghroon in Punjabi.

- **Language is non – instinctive and conventional :** Language is a set of conventions that have grown as a result of the common living of a large number of people. Each generation learns this set of conventions from the preceding generations. Since a language is made up of only arbitrary selected words, theoretically it is possible to change arbitrary signs but such changes do not normally take place(for fixed and it is difficult to change because a whole society has accepted some conventions which will have to be

changed. Hence, although the arbitrary nature of language permits changes, its conventionality gives it stability. Language conventions become common to the entire social group which uses the language.

This also suggests that particular languages have to be learnt and cannot be transmitted through heredity. The non-instinctiveness of language is partially responsible for the fact that language changes. Each generation has to acquire the particular language of the community in its early childhood from the adults (That's why a child learns the language of the society in which he is placed). This learning process inevitably leads to change, most of which is gradual and does not make itself felt except over a period of times. Hocket terms this transmission of language from one generation to another as cultural transmission, a transmission through learning not through heredity or genes.

- **Language is symbolic :** A symbol may be looked upon as a concrete object or even which stands for something relatively are also symbols which stand for certain ideas. The word cat, for example, is a sequence of sounds /k/, /æ/, /t/ which stands for the idea of a class of four legged animals. The sequence of sounds forms the concrete object, the meaning of the word; the concept of cat is the abstraction it stands for.

- **Language is systematic :** Language is not merely a collection of symbols, it is a symbolic system. A building for example, is made of bricks, any brick may be used anywhere but it is not so in language. Words and sounds have their limitations and

constraints. There is a particular system that governs language. It is only this systematicity of language which makes it an effective tool of communication.

Language is said to be a system of systems. It is so in at least two ways. It has : (a) a system of organizing sounds into words and (b) a system of organizing words into sentences. This system is given the name : Duality by Hockett. The sounds of a language can be used only in some certain established combinations. For example, although there is no word that begins with 'bz'. Similarly, there is no word ending with /h/ sound.

- **Language is vocal :** The primary medium of language is sound - vocal symbols made up of speech sounds. Language employs vocal symbols made up of speech sounds. Writing and gestures can also be used as a medium to communicate but they are used only to a limited extent. Speech is certainly the primary stuff of language whereas writing is only secondary. A human child learns to speak a language earlier than he learns to write. Writing is, in fact, a way of recording speech only. Even now there exist many pre-literate societies for whom speech is the only manifestation of language since these languages have no script. Even we who live in literate societies use speech more often than writing in the course of our daily life. Total quantum of speech is greater than total quantum of the written material. Our hands and eyes are free when we speak. Speech can be preserved with machines, tapes, CDs and DVDs, etc as writing. Speech can express several

more subtle shades of writing (through pauses, modulation, tone or actions).

- **Language is a Social Behaviour :** As already pointed out, language is a set of social conventions and is learnt by each generation from the adults in a particular social community. No one is born with the instinct to learn Chinese, Russian, Bengali or Punjabi. A Punjabi child brought up in a Punjabi home learns Punjabi but if the same child were to be brought up in a Chinese family instead, he would learn Chinese as easily. Just as a child learns norms of social behaviour, etiquette, ways of greeting, table-manners, etc. of the society in which he grows, he also learns its language. In fact, a language is a very important vehicle of cultural transmission.

- **Languages are unique :** Since languages are arbitrary and conventional systems, vocabularies of individual languages differ from one another to some (less or more) extent. The greater these differences, the greater are the mutual incomprehension. This property is also called specialization.

- **Language is Human :** Language is what distinguishes human communication from animal communication.

Language is regarded as a defining trait of humanness. It is human beings who use language the most as a very effective means of communication. Birds, animals and even insects also communicate but man is the only living species that has the power of speech and that can talk. Human communication (Language)

differs from animal communication in several ways:

Language differs from animal communication system in the following ways :

1. Language makes use of a set of discrete symbols. Animal communication systems are often continuous (non-discrete).

2. Language can convey an infinite set of messages whereas animal communication systems can convey only a limited set of messages.

3. Language can convey messages along with several dimensions (multi-dimensional) whereas animal communication systems are capable of conveying messages only in two dimensions: direction and distance.

Consider, for example, the system used by bees. By means of a dance, bees are able to communicate to one another, information regarding (a) the distance and (b) the direction of the source of nectar. The greater is the frequency with which the dancing bee makes it turn, the greater is the distance. The direction of the source is indicated by the angle of the turn. Thus, in this system the messages are differentiated along two dimensions only (distance and direction). A class of monkeys does use discrete symbols also. They express an aggressive threat by a bark or aarr sound and so on. But, the number of messages is very limited. It is not so in language. In the case of human language the messages that can be conveyed are infinite. No one can write down all the possible sentences in language. It is referred to as creativity or productivity of language.

4. **Language is open-ended, extendable and modifiable :** Animal communication systems are closed systems. The term closed refers to the fact that new items cannot be ended and new words continue to be added to the system. Also, although every language makes use of a limited number of distinctive sounds called phonemes yet these phonemes can be used to form an unlimited number of words. Similarly words can form unlimited number of sentences.

Animal communication systems are not modifiable. A bee's dance today is exactly what it was several hundred years ago. Human language, on the other hand undergoes modification. Thus, the system of English that Chaucer used is not exactly the same found in Dylan Thomas.

Animal communication system cannot be extended to incorporate new experiences. A bee can communicate the distance of the source of the nectar from the hive but it cannot tell another bee how hungry it is. Human languages continue to change to meet the requirements of the language community.

5. **Language is structurally complex :** A crucial difference between human language and animal communication lies in the fact that the signals in the former have great structural complexity. There is very little internal structure either to the bee's dance or to the monkey's cry. A human language however consists of sentences which

display English that we are familiar which uses words built from sounds which come from an inventory of 44 sound units. These units can occur only in clearly specifiable combinations. There is a complex grammatical structure in any language. Such structural complexity is found nowhere in animal communication system.

6. **Non – instinctiveness :** Learning plays an important role in the acquisition of language. Bees acquire the skill in dancing as human beings acquire the skill in walking. But, these activities are innately and biologically specified in their entirety. In the case of language, learning plays a great role.

LANGUAGE LEARNING

The theories of learning do not account for the plethora of different contexts of learning, differences across individuals in the way they learn items, or differences within any one individual. While we all exhibit inherently human traits of learning, every individual approaches a problem or learns a set of facts or organizes a combination of feelings from a unique perspective.

Language learning involves complex cognitive processes that consist of many types of learning, and every individual utilizes a variety of strategies and styles in order to master the language.

DIFFERENT TYPES OF LEARNING

Robert Gagne worked on the conditions of learning and demonstrated the importance of identifying a number of different types of learning which all humans use. Types of learning vary according to the context and subject matter to be learned, but a complex task such as language learning involves every one of Gagne's types of learning-from simple signal learning to problem solving. Gagne identified eight types of learning :

1. Signal learning. The individual learns to make a general diffuse response to a signal. This is the classical conditioned response of Pavlov.

2. Stimulus-response learning. The learner acquires a precise response to a discriminated operant. sometimes called an instrumental response.

3. Chaining. What is acquired is a chain of two or more stimulus-response connections. The conditions for such learning have also been described by Skinner.

4. Verbal association. Verbal association is the learning of chains that are verbal. Basically, the conditions resemble those for other (motor) chains. However, the presence of language in the human being makes this a special type because internal links may be selected from the individual's previously learned repertoire of language.

5. Multiple discrimination. The individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree.

Although the learning of each stimulus-response connection is a simple occurrence, the connections tend to interfere with one another.

6. Concept learning. The learner acquires the ability to make a common response to a class of stimuli even though the individual members of that class may differ widely from each other. The learner is able to make a response that identifies an entire class of objects or events.

7. Principle learning. In simplest terms, a principle is a chain of two or more concepts. It functions to organize behaviour and experience. In Ausubel's terminology, a principle is a "subsumed" – a cluster of related concepts.

8. Problem solving. Problem solving is a kind of learning that requires the internal events usually referred to as "thinking." Previously acquired concepts and principles are combined in a conscious focus on an unresolved or ambiguous set of events.

It is apparent from just definition of these eight types of learning that some types are better explained by certain theories than others. For example, the first five types seem to fit easily into a behaviouristic framework, while the last three are better explained by Ausubel's or Rogers' theories of learning. Since all eight types of learning are relevant to second language learning, the implication is that certain "lower" – level aspects of second language learning may be more adequately treated by behaviouristic approaches and

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methods, while certain "higher" order types of learning are more effectively taught by methods derived from a cognitive approach to learning.

The second language learning process can be rather efficiently categorized and sequenced in cognitive terms by means of the eight types of learning. Signal learning generally occurs in the total language process : human beings make general responses of some kind to language. Stimulus-response learning is quite evident in the acquisition of the sound system of a foreign language in which, through a process of conditioning and trial and error, the learner makes closer and closer approximations to native like pronunciation. Simple lexical items are, in one sense, acquire by stimulus-response connections; in another sense they are related to higher-order types of learning. Chaining is evident in the acquisition of phonological sequences and syntactic patterns- the stringing together of several responses- though we should not be misled into believing that verbal chains are necessarily linear; generative linguists have wisely shown that sentence structure is hierarchical.

The fourth type of learning involves Gagne's distinction between verbal and nonverbal chains, and is not really therefore a separate type of language learning. Multiple discriminations are necessary particularly in second language learning where, for example, a word has to take on several meanings, or rule in the native language is reshaped to fit a second language context.

Principle learning is the extension of concept learning to the formation of a linguistic system, in which rules are not isolated in rote memory but conjoined and subsumed in a total system. Finally, problem solving is clearly evident in second language learning as the learner is continually faced with sets of events that are truly problems to be solved - problems every bit as difficult as algebra problems or other "intellectual" problems. Solutions to problems involve the creative interaction of all eight types of learning as the learner sifts and weighs previous information and knowledge in order to correctly determine the meaning of a word, the interpretation of an utterance, the rule that governs a common class.

CONCLUSION

It is not difficult, upon some reflection, to discern the importance of varied types of learning in the second language acquisition process. Teachers and researchers have all too often dismissed certain theories of learning as irrelevant or useless because of the misperception that language learning consists of only one type of learning. "Language is concept learning" say some. "Language is a conditioning process" say others. Both are correct in that part of language learning consists of each of the above. But, both are incorrect to assume that all of language can be so simply classified. Methods of teaching, in recognizing different levels of learning, need to be consonant with whichever aspect of language

is being taught at a particular time while also recognizing the interrelatedness of all levels of language learning.

LANGUAGE LEARNING AND LEARNING THROUGH LANGUAGE GENERAL CLASSROOM LANGUAGE

LAC offers a different approach to language learning. There are perhaps two basic and intertwining principles behind LAC :

1. 'Language is central to learning. Learning involves language not just as a passive medium for instruction but as the principal means of forming and handling new concepts'.

2. Learning (also language learning) is most successful in a meaningful context. In the LAC classroom the emphasis moves away from language as the subject to be studied and is placed on CONTENT and PROCESS, in short on KNOWLEDGE, knowledge in a scientific or mathematical or geographical or historical or musical or artistic context. The language used in search of this knowledge becomes a 'tool'.

Summarizing :

Normal teaching	LAC
concentrates on language and content	content and process = Knowledge (language as a tool)

In short, LAC is '... a whole-language approach so that children can build up their knowledge of language without specific practice of skills ... in this way, language arises with a purpose ...'

IMPLEMENTATION

'... In this way, language arises with a purpose' : how can this be achieved in the classroom context? A two-fold approach is suggested :

1. Comprehensible linguistic input,

2. Possibilities to implement this linguistic input in other fields of the curriculum.

In the **primary curriculum** this could mean introducing the desired input through a short story, song, chant, or rhyme and then using the related language in :

- art,
- music,
- craft,
- design and technology,
- math,
- physical education.
- any topic in any subject.

In a similar way, in the **secondary curriculum** this could mean introducing the desired input in similar ways then using the related language in any field :

- biology and environmental studies,
- music, art, design and technology,
- geography and economic studies,

- religion / ethics,
- history and social studies,
- physical education.
- maths, chemistry and physics.

CONCLUSION

Like every other development in the field of foreign language learning, LAC is not and cannot be a panacea but it is an exciting new way of looking at language learning. Like in all areas of foreign language teaching there should be an eclectic and well balanced approach. In order to do this teachers need the necessary 'hardware', i.e. :

- progressive curricula,
- and appropriate teaching materials.

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FUNCTIONS OF LANGUAGE IN CLASSROOM LEARNING

Language is usually thought of as means of communication. Feelings, moods, ideas, information, experiences of various types – all these may be communicated by means of language. It has been found that language is the peculiar, unique phenomenon that man uses to communicate with one another. To communicate ideas with one another, signs and symbols are used. A sign is a token, a mark, a device that carries a special meaning or has a specific meaning attached to it. A symbol is a conventional sign and languages are arbitrary symbols. Since languages are arbitrary symbols, they have no intrinsic, natural or inevitable meaning embodied in them.

Language is not a natural phenomenon; it is a creation of man's social needs. Hence society depends on language, as it depends on air, water and the earth around it for its own existence. Language is an extremely complex and highly versatile code that is used to communicate our thoughts, desires and experiences to other persons. We also use other devices such as gestures, signs, drawings, sculptures, etc. However, these are not affable enough to replace language.

Language and human culture are intimately related and the one is indispensable to the other. When man's attention is turning increasingly towards analyzing his culture, it is natural that he should attempt to examine in detail the means of communication, which is essential to his society. Language like society is constantly evolving and is subject to growth and change in much the same way as a living organism.

It is almost difficult to say anything with certainty about the origin and nature of the language. Several theories have been expounded in support of its origin and nature but all are based on speculation and guess. Broadly speaking, language includes all those verbal and non – verbal actions of human being that are related to communication of ideas.

THEORIES ABOUT THE ORIGIN OF LANGUAGE

Diverse views are available to us regarding the origin of formal language.

1. The Divine Gift Theory : According to Indian Philosophy, language is the divine gift of God. The Vedas are eternal and therefore words are eternal since they are gift of God. In Bhagawad Geeta Lord Krishna says, "I am the sacred 'OM' in all Vedas". According to this view 'OM' which is a combination of A+U+M (ओ३म्) is the root of all the sounds and it represents the union of three Gods – Brahma, Vishnu and Mahesh.

2. Onomatopoeic Theory : Onomatopoeia is a word whose sound resembles the object associated with

it. According to this view, the first form of language resembled the cries of animals full of joy, pain or terror and the chattering of leaves and branches of trees. These cries and noises of the woods served as source of inspiration to the primitive man to express himself through speech. He imitated the voices of animals and birds. We can call it imitation theory also. This is also known as bow-wow theory which assumed that some birds and animals were named after the sounds that they produced. According to Thompson, "The mimicry of animals was generalized to other objects and event in nature, e.g., the rumbling of thunder, the scraping of metal on rock, and the gurgling of water. In due course of time, man invented other sounds for naming other objects in his surroundings.

3. The Ding – Dong Theory : This theory believes that there is an inherent quality in certain objects to force the man to elicit certain sounds resembling the sounds of those objects. For example, the sound 'ding-dong' is associated with the ringing of the bell. According to this theory, sound and sense are closely related and everything when struck gives peculiar sound and a corresponding sense are closely related and everything when struck gives peculiar sound and a corresponding sense to the listener.

4. The 'Pooh – Pooh' Theory : This theory holds that the interjections or exclamations of man during his different emotional states, e.g. pleasure, pain, anger and surprise, formed the basis for the origin of language. But

how did such a small beginning lead man to invent the complete language? It is a question yet to be answered.

5. The 'babble – luck' Theory : This theory assumes that language is the result of prattling of man while he worked. It was through chance factors that babbling or murmuring of man became to be associated with particular objects and it resulted in the origin of a private language for the personal use of a particular man. In due course of time, these private words become common for use to all.

6. The 'tongue – tied' Theory : According to this theory, the tongue of a human being is coordinated with the body by subtle bonds of imitative relationship. What our bodily organs do, are readily picked up by our speech organ-the tongue.

7. The 'Yo-He-Ho' Theory : This theory assumes that certain kinds of physical exertions produce certain sounds which give a feeling of relief to our system. For example in the game of 'Tug of War', the physical exertion leads to the letting out of the breath and the players utter a sound of 'Hayi-sha' in order to feel relieved.

All these theories are based on guess. Even if these are accepted to have some truth, these do not justify completely the full range of growth that any language can attain for its perfection through these onomatopoeic theories. So, none of the above mentioned theories give any satisfactory answer regarding the origin of language.

CHARACTERISTICS OF LANGUAGE

1. A language is called progressive if it has past, present and future, as said by Pei.
2. An ideal language expresses the same thing by the same.
3. A language has its own system of words, phrases and sentences.
4. The phonemes, morphemes and syntax are the parts of a language structure.
5. Language has its grammar.
6. It has its own script.
7. It has a vast treasure of literature which touches every part of life.
8. According to Otto Jasperson, a living language has the following characteristics :

   - A living language is subjected to change as "it is in the progress of achieving the ideal".
   - The more advanced the level of its development, the greater the power of expressing abstract ideas or general ideas.
   - Any number of delicate shades of meaning can be expressed with equal case.
   - In a living language, sound and sense are in perfect harmony.

9. There are four main aspects of any language in its relation to society :

- It helps man to live in the society.
- It is an index of personality.
- It restores relationship between man and his environment.
- It is the medium of literature.
10. Every Language has its own importance.

FUNCTIONS OF LANGUAGE

Language plays an important role in human life. The hard fact is that human life has been made better by the use of a language. Language is a means of expression. It helps in the process of communication. In the absence of language, no communication would have taken place. The human life would have been quite different. Language plays some important functions which are briefly explained here below :

1. Expressive Function

Every individual has some feelings, emotion, ideas and he/she wants to give an outlet to those experiences of life. By using a language, the individual is able to express his views. Language thus helps in the process of inter-action between the two individuals. The individual is understood by the other when they have a common language.

Sapir throws light on the communicative functions of language as "..............Thought ....is that form of communication in which the speaker and the person addressed are identified in one person...............

language is primarily a vocal actualization of the tendency to see realities symbolically....and it is this tendency which makes it an efficient vehicle of communication. Language is a great force of socialization probably the greatest that exists. This means that 'significant social intercourse' could have hardly existed without language. But, more important than all this is that the mere fact of common speech serves as peculiarly potent symbol of the social solidarity of those who speak the language."

Language has its aesthetic aspect also. Sometimes we have feelings or experiences of life but we either don't express or are unable to express due to one reason or the other. Later those very experiences are expressed by someone else who may be author or poet and then that very expression gives us a lot of satisfaction. Surely it helps in the proper growth and development of the individual.

The very activity of expressing oneself helps a lot in balancing the proper growth and development of the personality of an individual. Giving an outlet to our pent-up feelings, emotions, ideas and thoughts help us in a number of ways. By expressing, a person can become a good orator, a good poet, a writer and what not. In this way the others feelings can also be aroused to do their exact catharsis i.e. highlighting their pent up emotions.

2. Informative Function

Language helps an individual in giving information to others. Suppose a person has some important information in his mind and that he wants to pass on to others. It will be possible only if he is able to express himself and inform others. Only language helps in giving the information.

Suppose I have information with me and I ask my brother to pass on the information to the parents, he will be able to do so successfully only if he knows the language and if he can use it rightly. In the absence of language, passing on the information will become a difficult task.

Sometimes the teacher in the classroom situation plays the role of information giver only. He will be able to do so only with the help of a language otherwise he fails to do his duty properly. Language has thus, an informative function.

3. Directive Function

Language also helps in giving direction to others. Through a language, any type of direction to proceed or not to proceed can be given. The police standing at crossing shows 'red light' to the traffic. It is not just communication of information. He is rather directing the whole traffic to stop all movement.

In the examination hall, the superintendent uses a language and gives directions to the candidates sitting

there whereby he draws the attention of all to certain rules and regulations which everybody during the examination hours is to follow. By using a language he is able to give directions. Thus we find that language has directive function also.

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UNIT – I (B)

LANGUAGE ACQUISITION AND LANGUAGE LEARNING

5. NATURE OF MULTILINGUALISM : DIFFERENTIAL STATUS OF INDIAN LANGUAGE CLASSROOM
6. MULTI – CULTURAL AWARENESS AND LANGUAGE DIVERSITY
7. RELATIONSHIP BETWEEN LANGUAGE AND SOCIETY : IDENTITY, POWER AND DISCRIMINATION
8. MULTILINGUALISM AS A RESOURCE AND A STRATEGY

NATURE OF MULTILINGUALISM : DIFFERENTIAL STATUS OF INDIAN LANGUAGE CLASSROOM

CONCEPT OF MULTILINGUALISM

Multilingualism is the use of two or more languages, either by an individual speaker or by a community of speakers. Multilingual speakers outnumber monolingual speakers in the world's population. Multilingualism is becoming a social phenomenon governed by the needs of globalization and cultural openness. Owing to the ease of access to information facilitated by the Internet, individuals' exposure to multiple languages is becoming increasingly frequent, thereby promoting a need to acquire additional languages.

People who speak several languages are also called polyglots.

WHYBILINGUAL/MULTILINGUAL EDUCATION BASED ON MOTHER TONGUE?

UNESCO promotes mother tongue instruction in the context of bilingual education (BE)/multilingual education (MLE) from the earliest years of schooling because :

- It lays a solid foundation for learning.
- It improves access to education, especially for girls.
- When used at home and/or at school, it promotes literacy in the mother tongue (L_1) and later in the second language (L_2).
- It facilitates learning both of academic subjects as well as the second language (L_2). At school, children can concentrate on the subject matter instead of struggling to understand the language of instruction as well.
- It improves learning outcomes as it promotes dialogue and interaction between learners and teachers by means of better communication and understanding.
- It raises the quality of education by emphasizing understanding and creativity rather than repetitive memorization.

Despite the known benefits of bilingual/multilingual education, the principle of education in the mother tongue is not always respected. More often than not, children are taught in a language that they do not master.

WHO BENEFITS FROM MULTILINGUAL EDUCATION?

According to UNESCO, Learners who are likely to be excluded from the educational system, either due to poverty, faith, ethnicity, etc. or they belong to minority

language groups. Very often, such individuals do not master the national and/or official language.

Since girls and women often form the majority of out-of-school populations within these groups, a multilingual approach is particularly effective to promote gender parity.

HOW TO IMPLEMENT MULTILINGUAL EDUCATION? (UNESCO)

Creating a favourable environment

Prior to the actual implementation of a multilingual education project, upstream work is needed. This includes inter alia the following :

- Conducting an analysis of the sociolinguistic situation in consultation with concerned stakeholders such as learners, parents and school officials in order to ascertain which languages are used by whom and for what purposes.
- Defining the educational objectives of MLE.
- Ensuring that the concerned populations adhere to the project from the start.
- Launching information and communication campaigns which are helpful notably when implemented through traditional and electronic media.
- Formulating a language policy addressing all levels of education and integrating it in a national plan of education.
- Ensuring sustainable technical and financial

support, with government involvement regarding challenges related to human and financial resources.

Materials

- Teaching/learning materials should be developed in local languages so as to entirely reflect local cultures.

- The use of available computer programmes and local publishing facilities should be envisaged for the production of appropriate teaching/ learning materials at reasonable costs.

- Universities, academic centers and Institutions should invest in language development (standardization of the writing system, lexical development and grammatical description) to support the development of materials in local languages.

Teacher/Educator Training

- Educators and teachers must be trained to teach in a multilingual/multicultural environment.

- Educators and teachers should receive relevant training to enable them to teach in the learners' mother tongue (L_1) as well as in the second language (L_2) should this not be their own language.

- Educators and teachers should be provided with methodology and pedagogy adapted to teaching in the mother tongue.

- Educators and teachers must fully master the

learners' languages and know their socio-cultural backgrounds.

Learners

- School curricula should be based on local cultures and themes should deal with the daily life and activities familiar to the learners.

- Learners' knowledge base should be taken into account when implementing MLE.

- BE/MLE can be set up provided that children have a good command of their mother tongue(s) and know their values and cultures well.

- Learners should be encouraged to use L_1 at home as the mother tongue is generally transmitted in the domestic environment.

- L_2 should become the language of instruction and L_1 a subject only when the children have achieved literacy in L_1.

- Both L_1 and L_2 can be used at school : it is not a question of using one or the other language, but of using both languages.

TRILINGUALISM

India is home to many languages. The nation adopts Hindi as its official national language. There are different regional languages as the first language in different states. English is taught as the second language in many schools. So, a student has to get mastery over at least three languages. "According to Samir Karmakar in his topic 'Multilingual Education

in India : Myth and Reality' In India, the problem becomes acute mainly because of the number of different languages people speak in their day to day conversations."

TECHNIQUES
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1. **Story telling technique :** Story-telling technique is one of the oldest and interesting techniques of teaching young learners. Children love stories. It gives the rationale for using stories as a meaningful content in which new language can be taught and a source for cultural content. The story telling techniques will motivates learners to integrate skills and learn vocabulary and grammar in fun and interesting contexts. "According to Audrey McIlvain young learners are amazing. They are such active learners, processing new experience, asking questions, trying things out, experimenting, trying things out, experimenting, practicing over and over until they master new skills (just watch them learning to ride a bicycle)."

2. **Audio-visual techniques :** This is one of the easiest techniques to teach language to young learners. Through audio and video children learn faster. There is a saying (I listen I forget, I see I believe, and I perform, I remember). The impact of the video on the minds of children is far reaching. It helps children to learn something quickly and effectively. So the language learning can be the best imparted through it.

3. **Able teachers to handle young learners :** Teaching language to young learners requires highly

skilled teachers to handle the matter. Teachers of language for young learners need to have a sound understanding of how students think and operative i.e. how young learners learn a language. Need of able and talented teachers to teach young learners are of paramount importance. They can understand the child's psychology better and create conducive atmosphere for language learning. "According to. Annette Zehler, all children bring unique backgrounds, experiences, and prospective to class room. All students from diverse cultural and linguistic backgrounds can offer many resources for the entire class room including information about other cultures customs, new perspectives about the world about society, about beliefs, opportunities to expose other languages, for sharing ways of thinking and doing things that might otherwise be taken for granted".

4. Games technique : The children should be exposed to various games to acquire language. vocabulary games, picture games, pronunciation games on language should be designed to create interest among young learners. Children learn faster in playing methods than the simple ways.

CONCLUSION

Teaching language to young learners is such a challenging task that needs, to be handled properly by professional teachers if it is to be successful. The teaching learning practices should consider the young learners characteristics which are different from older

learners. A child's preferred learning styles, which include visual, auditory and kinesthetic learning styles, must also be taken into account. The children should be provided with wide range of opportunities as possible and also vivid first hand new experiences. Variety of ways must be used to introduce the same idea. Tasks should be organized to stimulate mental activity. Children should be provided the opportunities for self expressions and opportunities for meaningful conversation.

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MULTI – CULTURAL AWARENESS AND LANGUAGE DIVERSITY

UNDERSTANDING LANGUAGE

Language is at the heart of language teaching and learning and teachers need to constantly reflect on what language is. This is because our understandings of language affect the ways we teach languages.

LANGUAGE AS A CODE

Traditionally, language is viewed as a code. In this view, language is made up of words and a series of rules that connect words together. If language is only viewed in this way, language learning just involves learning vocabulary and the rules for constructing sentences. This understanding of language is, however, a very narrow one. It sees language as fixed and finite and does not explore the complexities involved in using language for communication.

LANGUAGE AS SOCIAL PRACTICE

An understanding of language as 'open, dynamic, energetic, constantly evolving and personal'

(Shohamy, 2007 : 5) encompasses the rich complexities of communication. This expanded view of

language also makes educational experience more engaging for students. Language is not a thing to be studied but a way of seeing, understanding and communicating about the world and each language user uses his or her language(s) differently to do this. People use language for purposeful communication and learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language.

This understanding of language sees a language not simply as a body of knowledge to be learnt but as a social practice in which to participate (Kramsch, 1994). Language is something that people do in their daily lives and something they use to express, create and interpret meanings and to establish and maintain social and interpersonal relationships.

If language is a social practice of meaning-*making* and interpretation, then it is not enough for language learners just to know grammar and vocabulary. They also need to know how that language is used to create and represent meanings and how to communicate with others and to engage with the communication of others. This requires the development of awareness of the nature of language and its impact on the world (Svalberg, 2007).

Our understanding of language, as languages educators becomes part of our professional stance and, as such, influences our curriculum, planning and classroom pedagogies. Teachers who view language

simply as code make acquiring grammar and vocabulary the primary, if not the only, goal of language learning. Within such a limited approach, students do not begin to engage with language as a communicative reality but simply as an intellectual exercise or as a work requiring memorizing.

The understanding of language that is part of our stance also affects what happens in the classroom and the ways in which learners begin to understand the relationship between their own languages and the languages of their learning. If the language learning program focuses on the code, then it models a theory of language in which the relationship between two languages is simply a matter of code replacement, where the only difference is a difference in words. If the language pedagogies focus on the interpretation and creation of meaning, language is learned as a system of personal engagement with a new world, where learners necessarily engage with diversity at a personal level.

Within a professional stance that understands language as a social practice, teachers need to ensure that students are provided with opportunities to go beyond what they already know and to learn to engage with unplanned and unpredictable aspects of language. Learning language as a complex, personal communication system involves ongoing investigation of language as a dynamic system and of the way it works to create and convey meanings. This involves learners in analysis and in talking analytically about

language. Kramsch (1993 :264) notes that : 'talk about talk is what the classroom does best and yet this potential source of knowledge has not been sufficiently tapped, even in communicatively oriented classrooms'. The emphasis on ongoing investigation and analysis assumes that learners are involved in learning which promotes exploration and discovery rather than only being passive recipients of knowledge as it is transmitted to them by others. These learners require learning skills which will give them independence as users and analyzers of language (Svalberg. 2007).

A professional stance that understands language as a social practice requires students to engage in tasks in which they create and interpret meaning. and in which they communicate their own personal meanings and develop personal connections with the new language.

LANGUAGE AND CULTURE

Understanding the nature of the relationship between language and culture is central to the process of learning another language. In actual language use. it is not the case that it is only the forms of language that convey meaning. It is language in its cultural context that creates meaning : creating and interpreting meaning is done within a cultural framework. In language learning classrooms, learners need to engage with the ways in which context affects what is communicated and how.

Both the learner's culture and the culture in which

meaning is created or communicated have an influence on the ways in which possible meanings are understood. This context is not a single culture as both the target language and culture and the learner's own language and culture are simultaneously present and can be simultaneously engaged. Learning to communicate in an additional language involves developing an awareness of the ways in which culture interrelates with language whenever it is used (Liddicoat, Papademetre, Scarino, & Kohler, 2003).

A MATTER OF BALANCE

In developing a professional stance to language teaching, it is important to consider how language as code and language as social practice are balanced in the curriculum. In developing language capabilities, students need to develop their knowledge and understanding of the code and also to come to see language as a way of communicating between people. Both of these goals need to be present in language teaching and learning from the beginning.

WHAT IS CULTURE?

The way in which we understand culture, just as the way we understand language, affects the way we teach culture in language learning. In developing our stance, there are two fundamentally connected issues to consider :

- What we understand culture to be.

- How we understand the place of culture within language learning.

UNDERSTANDING CULTURE

One way in which culture has often been understood is as a body of knowledge that people have about a particular society. This body of knowledge can be seen in various ways : as knowledge about cultural artifacts or works of art; as knowledge about places and institutions; as knowledge about events and symbols; or as knowledge about ways of living. It is also possible to consider this aspect of culture in terms of information and to teach the culture as if it were a set of the learnable rules which can be mastered by students. When translated into language teaching and learning, this knowledge-based view of culture often takes the form of teaching information about another country, its people, its institutions, and so on. Culture is not, however, simply a body of knowledge but rather a framework in which people live their lives and communicate shared meanings with each other.

- Culture can be seen as practices or as information.
- Culture plays a central role in the way meanings are interpreted.
- Cultures are characterized by variability and diversity.
- The intercultural is not the same as culture but is a process which goes beyond the idea of 'knowing a culture'.

- Culture is fundamentally related to language.

MULTI – CULTURAL AWRENESS AND LANGUAGE DIVERSITY

India has a rich heritage of multi-cultures and multi-languages. India richness is due to its diversity in cultures, languages, dresses, food habits and so on. Diversity is not limited to this extent only. The cultures are again divided into many sub – cultures and languages are also divided into many dialects and registers.

Thus, in such a rich diversity, all the needs would not be able to fulfill there in the language class. Therefore the need to make efforts through language across the curriculum approach arises. With the sincere efforts of both the content teachers and language teachers, the targets would be achieved.

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RELATIONSHIP BETWEEN LANGUAGE AND SOCIETY : IDENTITY, POWER AND DISCRIMINATION

LANGUAGE AND SOCIETY

INTRODUCTION

The question 'What is Language?' is comparable with 'What is Life?' Everyone knows what life is but one cannot present a satisfactory definition of life. The same is the case with language. The term 'language' can be understood better in terms of its characteristics. Linguists define language in their own ways.

CONCEPT AND DEFINITIONS

It is very difficult to say in precise words as to what constitutes language. There are several definitions offered by different linguists which bring out the important characteristics of language. Language is, in fact, too complex a phenomenon to be bound by a single definition. Here are some of the definitions :

"*Language is purely human and non-instinctive method of communicating ideas, emotions and desires*

by means of system of voluntarily produced symbols".

—Sapir : Language

"Language is a system of arbitrary vocal symbols by means of which a social group co-operates".

—Bloch and Trager

"Language is a system of arbitrary vocal symbols used for human communication".   —Wardaugh

"Language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements".

—Chomsky

"Language is a symbol system.....based on pure or arbitrary convention......infinitely extendable or modifiable according to changing needs and conditions of the speakers".

—R.H. Robins

CHARACTERISTICS

Now each of these definitions suggests certain features as the defining characteristics of language. These features, mentioned in these definitions can be listed as follows :

1. Language is a means of communication.
2. Language is arbitrary.
3. Language is non-instinctive and conventional.
4. Language is symbolic.
5. Language is systematic.
6. Language is vocal.
7. Language is a form of social behaviour.
8. Languages are unique.
9. Language is human.

10. Language uses discrete symbols for conveying infinite messages.

11. Language is open ended, easily extendable and modifiable.

12. Language is structurally complex.

13. Language has to be learnt.

Thus, we can say that Language is an inseparable part of human society. It is through language that humanity has come out of the Stone Age and has developed.

Language acquisition is the process by which a child acquires its mother tongue. The acquisition of a first language is the most wonderful feat we perform in our whole life and we do it at an age when we can hardly do anything else.

LANGUAGE AND GENDER (SEX)

Sexist or Gender Language is language which, deliberately or unconsciously, is patronizing or contemptuous towards one sex, usually women. Sexism is not specifically a linguistic issue. But it shows up in languages in various ways. As is well – known, English has only the sex – marked singular pronouns 'he' and 'she.' Hence, a speaker addressing or talking about a mixed group has a problem. 'Someone has forgotten his pencil' is sexist, while someone has forgotten his/her pencil' is clumsy. In popular speech this problem can be solved by using 'their' : 'Someone has forgotten their pencil.' But, this does not work always.

Many pairs of sex – marked words have developed very differently. A 'master' is a powerful or skillful man; a 'mistress' is a woman who is looked down socially. Similarly a 'courtier' is a polished man of high social status; a 'courtesan' is just an up-market whore. There is nothing wrong with calling a man a 'bachelor,' but 'woman' a 'spinster' is contemptuous. Even a single word may behave differently.

In American English, when you call a man a 'pro.' you mean that he is experienced, competent and reliable. When you call a woman a 'pro' you mean she is a prostitute.

This type of Gender discrimination has been drawing the fire of Feminists for several decades now. A number of Linguists, Social reformers and Educationists have turned their attention to this issue.

LANGUAGE AND IDENTITY

Language and identity refers to the role of language in providing a speaker with individuality and group membership. Every time you open your mouth, you give other people important clues about what sort of person you are, what you come from, what social class you belong to, even your gender and age (for example on mobile or telephone). This information says something both about your individuality and about the social, national and ethnic groups to which you consider yourself to belong. Socio- linguists have realized that providing each speaker with an individual and

group identity is one of the most important functions of language.

LANGUAGE AND POWER

The link between language and power is very striking. In almost every society of any size or complexity there are notable differences in the type of language used by different sectors of society. For example, in the English speaking world, the contrast is primarily between standard form of English and the various non- standard forms of English. It is obvious that speakers of standard English typically enjoy more power, more prestige and more money than the others who are far more likely to be confined to positions of low prestige with comparatively little money or influence.

LANGUAGE AND CLASS (SOCIETY)

Language is a social activity. Choice of language varies according to social function and personal intention. Language teaching must provide the learner with means to select language which is suitable for the circumstances in which it is used and which is appropriate to express his personal states and ideas. The aim, methods and materials of language teaching vary according to the socio-linguistic status of the target language.

Few of us are aware of the range and variety of our uses of language even one typical day. Language

will occur almost wherever we come into contact with other people and will be different according to the nature of contact. Language also assails us even in situations in which no other people are present or when other people are present, but, are not producing language for our consumption. Even people whose jobs may not appear to demand extensive use of language are placed in numerous situations which will require characteristic pieces of language. The linguist can study the relations between language forms and social context to understand how the individual's choice of language enables him to perform his social functions. Let us look at some important social functions on language use.

People everywhere need to express the same kinds of motion. We need to display our emotions-surprise, pleasure, sorrow, anger, anxiety, hope, enthusiasm. We need to display our emotional reaction to others-sympathy, condolence, affection, admiration, trust, dislike, ridicule, insult. We need to display our attitudes and obligations-praise, blame, apologies, regret, promises, prohibitions, tolerance, permission, obligation. We have to express possibility, probability, necessity, likelihood, doubt, certainty, ability, agreement and disagreement, persuasion, suggestion, invitation, demands, orders, insistence, warnings, acceptance, caution, refusal, assertion, opposition, admission, emphasis, contrast, tact, etc.

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MULTILINGUALISM AS A RESOURCE AND A STRATEGY

MULTILINGUALISM BOTH AS A RESOURCE AS WELL AS A STRATEGY

Language across the curriculum (LAC) relates to linking different forms and aspects of language education within the school, particularly emphasizing the role of language in all subject-matter learning.

LAC has two meanings : in the narrow sense it is a concept suggesting the importance of language work and language training in all non-linguistic subjects.

In the wider sense, it is a concept demanding a comprehensive model of language education as the basis of a whole school language policy.

The latter includes linking all languages as subjects (mother tongue education, foreign language education, second (or third language education) and the language dimension in all other subjects.

In the following the focus is on LAC in its narrow sense : extending the knowledge and skills acquired through the language of school (LS) into subject - specific language varieties and discourse competencies. leading to a first (internal) or basic form of multilingualism.

A second form of (external) multilingualism develops, when other languages than the language of the school (LS) and thus new language repertoires are acquired, through foreign language education. Both types of multilingualism are indispensible for becoming linguistically and culturally sensitive and knowledgeable and for developing democratic citizenship. Thus, **multilingualism serves both as a resource as well as a strategy for our multilingual country.**

LAC BOTH AS A CONCEPT AND A POLICY

Language across the curriculum is a concept and a policy. As a concept it acknowledges the fact that language education in school does not only take place in specific language subjects such as mother tongue education, foreign language education, second language education, etc., but also in each and every activity in school, across the whole curriculum, LAC leads to new forms of language use of LT or LS (Language of the school), to new types of discourse behaviour, to extended linguistic competences, the bases of which are already laid, mainly through early childhood socialization and through LT/LS education in school.

This is in accordance with the latest research findings on Reading Comprehension (which is demanded extensively in each non-linguistic subject-matter learning) and with insights that LS/LI as a subject in

school cannot be exclusively responsible for language education, but that the development of language skills and competencies has to be integrated also into subject-specific teaching.

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UNIT – I (C)

LANGUAGE DISCOURSE IN THE CLASSROOM

9. GENERAL CLASSROOM LANGUAGE
10. CLASSROOM INSTRUCTIONS AND LANGUAGE LEARNING
11. USE OF LITERATURE ACROSS THE CURRICULUM
12. ROLE OF QUESTIONING AND DISCUSSION IN THE CLASSROOM

GENERAL CLASSROOM LANGUAGE

Language Across the Curriculum (LAC) as a concept acknowledges the fact that language education does not only take place in specific subjects explicitly defined and reserved for it, such as mother tongue education, foreign language education, second language education etc.). Language learning and education also take place in each and every subject in school, in each and every academic/mental activity, across the whole curriculum – whether we are conscious of it or not. This reflects the latest research findings on Reading Comprehension (which is required extensively in each non-linguistic subject-matter in learning and teaching) and with insights that LS/L1 as a subject in school cannot be solely responsible for language education; the development of language skills and competences has to be integrated also into subject-specific teaching.

CENTRAL ROLE OF A GENERAL CLASSROOM LANGUAGE

Consequently, we need to develop a comprehensive understanding of language education and language learning in school that takes place across all subjects – in addition to the central role of language as a subject

itself and all that it involves (e.g. shaping the intellectual and social personality). This linguistic dimension in each and every learning activity is sometimes hidden and partly implicit and therefore often underestimated in its importance.

However, LAC as a policy has to be understood as a necessary and systematic extension of the standard variety of the language of school education (LE) into subject specific ways of thinking and communicating or, to phrase differently, into disciplinary modes of language use. These follow in part different thematic patterns and rhetorical structures to the ordinary language of school (and certainly to everyday language use). Acquiring conceptual literacy and discourse competence for subject-specific use and thus acquiring new varieties of language use within one and the same language is not to be seen as a luxury, but rather as a preliminary and fundamental form of multilingualism.

A second form of multilingualism develops when a learner acquires other languages, extends his/her repertoire with new languages through foreign language education adding to the new varieties of the language of school education and home language if different. Both types of multilingualism (the first discourse-based or internal one as well as the second external one, based on adding new language repertoires) are indispensable for learners to become intra-culturally and inter-culturally sensitive, knowledgeable and skilled and thus to develop towards democratic citizenship and participation within the all affairs of the multilingual country.

10

CLASSROOM INSTRUCTIONS AND LANGUAGE LEARNING

GOALS IN CONNECTION WITH CLASSROOM INSTRUCTIONS AND LANGUAGE LEARNING

In order to understand the importance of language in school education, for all subjects and across the whole curriculum, we have to identify and summarise the basic tenets on which LAC rests and all the classroom instructions will be carried out for language learning. These are :

- Language develops mainly through its purposeful use (domains to be broadened).
- Learning involves talking, writing, shaping and moving (normally in reaction to perceptions).
- Learning often occurs through speaking or writing as much as through shaping and moving.
- Language use contributes to /is a pre-requisite for cognitive development.
- Language is the medium for reflecting on learning, for improving it, for becoming (more or less) autonomous as learners i.e. develop it at the habit level.

Therefore, the goals of LAC are – in simple terms - to support language development in each and every

child, in all domains of language use, in each learning activity in school, and to give children feedback about their progress (through appropriate assessment and evaluation). LAC is no longer narrowly seen as the exclusive domain of L1/LS education nor is it confined solely to the conventional four modes of language : listening, speaking, reading and writing; all non-verbal means of representation and expression are rightly seen as part of the overall semiotic systems that we have at hand and that we use when communicating.

MODES OF CLASSROOM ACTIVITIES INVOLVING LANGUAGE

Thus, we can distinguish eight modes of classroom activities involving language, namely :

- Listening : comprehending oral input/intake
- Speaking : constructing meaningful utterances
- Reading : understanding written texts
- Writing : producing written texts/coherent discourse
- Viewing : attending to visual signs/information
- Shaping : using visual means of expression
- Watching : attending to physical movements
- Moving : using the whole body, the whole person for self-expression.

LANGUAGE LEARNING

The concept of LAC also claims that language and learning as well as language and thinking are deeply

linked. Therefore, wishing to acknowledge and further develop children's existing mental and linguistic capacities, LAC focuses on active, constructive, potentially autonomous learning (more than on teaching) :

"Language plays a central role in learning. No matter what the subject area, students assimilate new concepts largely through language that is when they listen to and talk, read and write about what they are learning and relate this to what they already know. Through speaking and writing, language is linked to the thinking process and is a manifestation of the thinking that is taking place. Thus, by explaining and expressing personal interpretations of new learnings in the various subject fields, students clarify and increase both their knowledge of the concepts in those fields and their understanding of the ways in which language is used in each" (Ontario Ministry of Education, 1984; quoted in Corson 1990, 75).

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11

USE OF LITERATURE ACROSS THE CURRICULUM

In Language across the Curriculum Approach, all teachers are encouraged to participate in developing language skills and competences within their fields of responsibility and thus contribute to a school learning policy as a whole. In summary one can state the following **beliefs** :

- Language is more than communication skills.
- Language is also linked to the thinking process.
- Language is a tool for conceptualising, for thinking, for networking.
- Language supports mental activity and cognitive precision.
- Language for academic purposes helps to express thoughts more clearly (this is especially true for writing).
- Language helps to structure discourse and practise discourse functions.
- The overall goal, therefore, is not just the development of Cognitive/Academic Language Proficiency (CALP. Cummins 1979), but of "Conceptual Literacy" and of "Discourse Competence".

In the last decades, these insights have become firmly established in cognitive linguistics and in constructivist pedagogy (e.g. Bereiter/Scardamalia 1987, 1993). The concept suggests (even demands) that the basic functions of language are acquired in LS/L1 education and should then be extended and widened through continued and conscious language use as well as language reflection in each and every subject, as much as they should be explicitly linked to competence goals defined in foreign and second language learning. The specific role of bilingual education as a bridge between subject-specific learning and elaborated language learning approaches in L2/L3 is a case in point here.

To summarise the main **aims underlying LAC**, it is not only a question of the extension of language competences as such (in its different dimensions and contexts), but rather the development of "conceptual literacy" and "discourse competence". The first of these terms can be defined as the ability to think clearly with the help of language, whereas the second means to apply linguistic abilities acquired for the purpose of communicating clearly about relevant topics and thematic structures. In other words, language is as much a tool for conceptualizing content and knowledge as it is for expressing oneself accordingly in a rational, "academic" style, based on subject-specific conventions and registers (Coetzee-Lachman 2006). The integration of the two related concepts can be labelled academic literacy. This is by no means to be contrasted with

"vocational literacy", as is sometimes suggested. In this writer's view, there is no difference in the basic language competences involved, only a difference in topic, context, level of acquisition and level of application of the same competence.

To give an **example** : If a student (or trainee) is asked to write a daily or weekly report about his or her vocational training at the workbench and what he learned (e.g. filing), the planning and structuring of such a report as much as its linguistic realisation in detail is similar to the creation of other types of texts on other more academic topics. The basic preparation for such a task and the language education involved in performing it, however, require subject-specific ways of perception, observation, conceptualisation and communication (here : writing), all of which are based on the same language competences that form and add up to different types of functional literacy. In documenting and talking or writing about vocational learning experiences and insights, the language chosen has to be appropriate and communicatively efficient. Therefore, this is not different in principle from the language use appropriate for reporting about academic topics and for engaging in academic discourse.

CONCLUSION

In conclusion, LAC in the broadest sense aims at enabling students to manage the diverse discourse functions involved in academic and/or vocational work and thus at developing academic/vocational language

proficiency for satisfactory participation in the relevant discourses. These discourse functions, can largely be divided into a number of mental-linguistic macrostructures, namely : describing/reporting, naming/defining, explaining, exemplifying, arguing/supporting, assessing and evaluating. They reflect fundamental forms of language use in a "pre-scientific" or scientific manner (cf. Zydatiß, 2005 and the critical review by Coetzee, 2006).

Thus, LAC does not imply only the usage of Language across the Curriculum rather it would be most appropriate to give it the connotation that it is the use of Literature across the Curriculum.

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12

ROLE OF QUESTIONING AND DISCUSSION IN THE CLASSROOM

TOOLS OF LANGUAGE LEARNING

1. DISCUSSION

The present age is an age of discussion. We come to definite conclusions and decisions after thorough discussion. Discussion is one of the most valuable tools of language learning. They say, "Two heads are better than one" but when a number of heads combine to solve a problem, wonderful results can be achieved.

An essay/paragraph on current topic, any issue for debate/declamation/extempore, various topics/chapters in prose related to social issues/problems and a situation (for conversation or dialogue) in which there is a difference of opinion, is admirably fit for discussion. Here ideas are initiated; there is an exchange of opinion accompanied by a search for its factual basis. Speech is free and responsible. Values are not quarrel about; these are created. The participants are interrelated in a process of competitive co-operation. Discussion, in fact, is an ordered process of collective decision making. It seeks agreement; it has the value of clarifying and sharpening the nature of agreement.

12

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Discussion as a tool of language learning may be used for the following **purposes** :

1. For laying plans for new work;
2. For making decisions concerning future action;
3. For sharing information;
4. For attaining and gaining respect for various point of view;
5. For clarifying ideas;
6. For inspiring interests;
7. For evaluating progress.

FORMS OF DISCUSSION

Discussion may assume the form of a conference, a symposium or a seminar. Here lies the importance of discussion as a procedure of teaching.

PLANNING FOR DISCUSSION

Discussion as a tool can produce the desired results if the teacher and the students do considerable planning. The whole process may be divided into 4 steps :

1. Leader : The leader, no doubt, is the teacher herself. In organizing a discussion a lot of study, preparation, selection and planning will be done by the teacher, while acting as the leader. But, the teacher must not dominate the entire scene. Such an attitude will block rather than facilitate the "meeting of minds." The teacher should watch carefully while the discussion is going on and act as a instigate guide when pupils are face to face with difficulties.

2. The Group : Then the group is, clearly the students in a language class. The group is generally composed of all types of temperaments and all varieties of minds – there are slow as well as stubborn pupils in the class. The teacher must see that every member of the group participates. She should be sincere, courteous and good natured. She should encourage sincere questions and comments. The teacher must create a good atmosphere. A relaxed and informed climate is essential for the desirable results to be achieved.

3. Problem : The problem or the topic for discussion must be one which the students feel their own. The problems should be made as precise and exact as possible. The selection of the problem should be made by the teacher with the cooperation of her pupils. It must be real and functional and within the capacity and comprehension of the pupils.

4. The Content : The content is the body of knowledge, the needed material of study. It should also include charts, pictures, diagrams and other audio-visual and audio-lingual aids. Thorough preparation of the discussion is very necessary. The teacher should read thoroughly. She should read purposefully and critically and prepare the material carefully. Points to be discussed should arrange logically. These should be written on the chalk-board for guidance. Problem to be discussed should be felt one. If the pupils do not initially feel its need, they should be brought to do so.

5. Evaluation : The discussion must result in certain achievements as expanding information or

lessening or removing misconception, changing attitudes or ideas or increasing the range of her interest or changing her ideas concerning national and international topics, events, etc. or causing her to become a more active citizen. We must evaluate the discussion with these motives in mind.

MERITS

1. Useful at all stages : The method is useful both for the juniors he problem and seniors. On the lower level, children learn through conversation and discussion. They respect the ideas of others, share interests, ask pertinent questions, utilize simple information and comprehend the problem before the group. On the upper level, children plan and discuss problems with the whole group and in smaller units.

2. Helpful in forming new ideas : Discussion helps in clarifying and sharpening the issues; new ground is discovered both for agreement and disagreement. Old ideas and values may be replaced by new ones.

3. Helpful in crystallizing thinking : Discussions help the pupils to crystallize their thinking. The material is collected by both the teachers and the pupils and they study it critically in order to distinguish between the concerned and unconcerned or relevant and irrelevant. Thus, their knowledge of the language becomes more conspicuous.

4. Discovering new ideas : Discussions help the students in discovering what he did not know what he

has over looked and wherein he is mistaken both as to facts and the method of interpreting those.

5. Gives new dimensions to learning : Discussions give knowledge a new dimension as it is not the one way affair of the lecture. Of all the means, it is farthest from rote learning.

6. More valuable : Discussion is valuable in that it represents a type of intellectual team-work, resting on the philosophy and principles that the pooled knowledge, ideas and feelings of several persons have greater merit than of a single individual.

7. Helpful in increasing more tolerance : Discussion engenders tolerance for views which are at variance with those one holds.

8. Helpful in identifying genuine leaders : Discussion can help the teacher in discovering the students who have a dormant for becoming genuine leaders.

9. Develops good attitude : Discussion activates thinking along the lines of self – evaluation. It is helpful in establishing an attitude of looking forward to progress and growth. It is obvious, discussion, as a method of teaching can yield good results.

DEMERITS

1. It is not suitable in all aspects of language teaching and learning.
2. It is applicable only when pupils have an in depth knowledge of the language.

3. It is time consuming.
4. It is likely to be dominated by a few students.
5. It is likely to go off the track.
6. It may lead to unpleasant feeling.
7. It may involve unnecessary arguments.
8. Moreover, there is dearth of efficient teachers who can carry on discussion properly by seeking fruitful results.

CONCLUSION

To conclude, it is very important to mention that in the hands of an efficient and trained teacher it works wonder as an important tool of language learning. But, the teacher has to show immense patience and skills to ensure that discussion takes place on right lines and in appropriate environment.

2. QUESTIONING

Questioning is one of the most important tools of language learning. It was developed by the famous philosopher Socrates. He stressed that the teacher should present the subject matter in such a way that the learner recognizes the truth and he can identify himself with it.

Teaching is a bipolar process. In every lesson, questioning is one of the major tools used by a teacher. While teaching, the teacher goes on lecturing or explaining things verbally or with the help of some aids. It is all one sided affair. The teacher, therefore, puts questions to the class in order to involve the

students fully in the process of teaching-learning. Through, the teacher is able to provide stimuli to the learner.

In this regard Colvin said, "The efficiency of instruction is measured in a large degree by the nature of the questions that are asked and the care with which they are framed. No teacher of elementary or secondary subjects can succeed in his instruction who has not a fair mastery of the art of questioning."

According to Raymont, "The acquisition of a good style of questioning may be laid down definitely as one of the essential ambitions of younger teacher." A good teacher must be a good questioner.

To make language learning fruitful, the language teacher should keep the following things in mind :

1. The question should be relevant and meaningful.
2. It should be pin-pointed.
3. It should aim at one answer.
4. It should not answer in any way.
5. The wording of the question should be accurate.

FUNCTIONS OF QUESTIONING AS A TOOL FOR LANGUAGE LEARNING

In every class room situation, the questions are put keeping in view one purpose or the other. Usually, the following functions through various component behaviors are served :

1. Prompting
2. Seeking further information

3. Refocusing

4. Redirection

5. Increasing critical awareness

1. Prompting : The teacher puts questions with the purpose of prompting the students for speaking. Here the questions serve the function of giving cues or hints. The question itself works in such a way that the students are able to react to it. The different words that constitute the questions act on the minds of the learners in such a way that they start reacting to it.

2. Seeking further information : Here the language of the questions is such which enables the persons to think more and give some more information as compared to what has already been given. The learners have already given some responses but those are considered incomplete. For example, the questions are : What else do you say? How can you make it more clear? Etc. In this way, the teacher tries to obtain further information from the pupils.

3. Refocusing : Here the teacher puts that type of questions whereby he is able to refocus the attention of the students on some key point or some typical situation.

4. Redirection : Here the purpose of putting the question is to redirect the attention of the students so as to get the desired response. Suppose a student has given a wrong answer, the teacher puts the question redirecting him to think and speak on the right lines. Here the question makes the student reach a situation

which compels him to rethink and speak on the desired lines.

5. Increasing Critical Awareness : Another purpose of putting the questions is to increase the critical awareness of the students. The teacher asks questions starting with 'how' and 'why' that compels the students to think critically and give the possible correct answers.

The students have already given a correct response to the questions put by the teacher. But, the teacher wants to enhance the critical ability of the students. So he asks further. Why is it so? How can you justify what you have said? All these questions increase the critical awareness of the students.

CONCLUSION

Questioning plays a very important role in language learning. "Good questions," writes Thoedore Struct. "by their very nature are educative and they have a very prominent place in all kinds of learning."

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UNIT – II (A)

LISTENING AND SPEAKING AS ESSENTIAL COMMUNICATIVE SKILLS

13. PROCESSING AND ENQUIRING INFORMATION
14. LISTENING AND SPEAKING TO INTERACT : DIALOGUE, STORYTELLING, POEM RECITATION, SHORT PLAY
15. LISTENING AND SPEAKING TO INTERACT
16. RESPOND TO STYLE, TONE AND REGISTERS OF LANGUAGE

PROCESSING AND ENQUIRING INFORMATION

LANGUAGE – PROCESSING AND ENQUIRING INFORMATION

"Language is a mean through which a child contemplates the past, grasps the present and approaches the future."

Language is a skill subject. The power of expression in our language is a matter of skill and not knowledge. This power grows by exercise and not by knowing meaning and rules. The skill lies in the manipulations of speech habits. Language learning is essentially a habit forming process during which we acquire new habits, habits of speaking it, reading it and writing it.

NATURAL PROCESS OF LANGUAGE LEARNING

A good teacher of language knows that language learning is a skill subject. Therefore, she gives a lot of practice to the students in four basic aspects of language viz. – listening, speaking, reading and writing. As a result of this through practice the students acquire a mastery over these language skills.

Thus, the teaching of a language is done with the aim of imparting skills. Pupils should be able to express their thoughts in speech and writing and to receive with comparison whatever is conveyed to them in language. Language is a skill subject like swimming, typing and dancing. These need to be practiced, similarly language demands practice. The four pillars of learning a language are its four basic skills.

Further, to attain mastery over language, reading and writing skill are not enough but we have to first master the listening and speaking skill. Listening and speaking are the foundation of learning good language. Listening and the speaking lay the foundation of language learning. It is the ground work on the basis of which all other skills i.e. speaking, reading and writing are rested upon.

ALL LINGUISTIC SKILLS HELPS IN SEEKING INFORMATION

In the modern world, correct speech habits cannot be over-emphasized. To speak correctly, pupils should listen attentively and learn to make the correct speech sounds. Listening skill make the pupils able to recognize the sounds, the various accentual patterns, rhythm, stress and intonation of expressions in frequent use, response to simple oral instructions, requests and understand the main idea in a narration or description of an event, etc.. By giving training to their ears to listen target language pupils can recognize its sounds. A sensitive ear can be made more sensitive by giving

training. A good ear helps the pupils to utter the sounds correctly.

Thus all the linguistic skills should be enhanced properly to process and enquire the information that a speaker want to convey to its listeners there in the order i.e. listening, speaking, reading and writing.

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LISTENING AND SPEAKING TO INTERACT : DIALOGUE, STORYTELLING, POEM RECITATION, SHORT PLAY

INTRODUCTION

Language is a skill subject: Learning of language is possible through development of four linguistic skills. The following are the major linguistic skills :

(a) Listening skill

(b) Speaking/Oratory skill

(c) Reading skill

(d) Writing skill

The development of all the four skills is essential for leaning any language. All of these skills can be acquired through practice.

SKILL OF LISTENING AND SPEAKING

Speaking skill cannot be developed without proper listening. In the natural way of learning a language, listening and speaking come first. In the case of mother-tongue, the children get opportunities of listening and speaking at their own home. But this facility is not

generally available to them when the language is a second or the third language.

The teacher has to be more attentive and careful and is expected to provide maximum opportunities for listening and speaking in the school environment itself. Listening and speaking have an intimate relationship. Listening is considered to be a passive skill but speaking is taken to be an active skill. Both of these skills depend on learner's knowledge of the pronunciation of words and the articulation of sounds in the language.

In the beginning, listening enables a child to recognize his nearest relations. A teacher has to put in more serious efforts to create environment near to the home conditions of the child. The same can be done by creating real life situations with the help of audio-visual aids or the other devices.

OBJECTIVES

A teacher may have the following objectives in mind while developing the listening skill among her students :

1. To enable the students to recognize speech sounds in isolation as well as in combination.

2. To enable them to understand the lexical meanings of words use in their contextual sense.

3. To enable them to understand the grammatical meanings of structures.

4. To enable them to understand the meaning conveyed by rhythm, stress and intonation patterns.

5. To enable the students to distinguish sounds from similar sounds in their home language.

PROBLEMS IN THE DEVELOPMENT OF LISTENING SKILLS

Generally the students face the following problems related to the listening skill :

1. There in an inadequate range of words and phrases those are understood by students.
2. They fail to sustain interest in listening.
3. They are not able to understand unfamiliar pronunciation.
4. They fail to understand the language when spoken fast.

ROLE OF THE TEACHER

The Teacher can help the students by taking up the following remedial steps :

1. The teacher can enable the students to expand their range of vocabulary.
2. The listening material should be according to the interest and mental level of the learners. The teacher should deliberately select such material for listening practice that is related with the daily life experiences of the students.
3. The teacher should proceed from the known to the unknown or from the familiar to the unfamiliar in order to make listening easier for the students.

4. The teacher should decrease the speed of speaking so as to enable the students to listen properly.

5. Pre-recorded cassettes or other audio or audio-visual devices should be used.

6. The techniques like role play or dramatization should be used.

SPEAKING SKILL

Oral work is the basis of good learning of the language. In fact, this strengthens the foundation of language learning. A student of language who is good in oral work is automatically good in reading and writing of the language. Listening and speaking are important not only in the first year or in the early years of learning the language, it is important throughout. So it should not be cut down or omitted. Oratory is the necessary ground work for every other stage of learning.

DIFFERENT WAYS FOR CONDUCTING ORAL ACTIVITIES FOR ENHANCING SPEAKING SKILLS

1. Reproduction Exercises

(a) The teacher produces a sound and asks the students to reproduce it. It is done in chorus, in group and individually.

(b) The teacher speaks words one by one. The students listen to her and reproduce those worlds one

by one. This practice is carried on chorus, group and individually.

I The teacher speaks full sentences one by one. The students listen to him carefully. Then they are asked to speak those sentences. Sufficient practice is given to them.

2. Question- Answers

(a) The teacher puts questions to the class one by one. The students give the answers one by one. It gives them practice of listening and speaking.

(b) Questions and answers may be between the teacher and the monitor.

I Questions and answers may be between one student and other students. It may be between any two students.

3. Role Play/ Short Play

There may be role play between two or three or four students. They may be asked to play a short role of someone. The dialogue may be between a doctor and a patient, an inspector and a clerk, a police man and a shopkeeper, etc.

4. Performing Actions

The teacher performs actions and the students are asked to observe the actions and speak accordingly. Then the students are asked to do the actions and also speak whatever they are doing.

5. Showing a picture or chat

The teacher shows a picture or a chat in the class and the students of the class are asked to speak on it

one by one. Thus they get a lot of listening and oratory practice.

5. Showing a film

The students of the class are shown a film for a few minutes and then they are asked to speak a few sentences about it. They get listening and oratory opportunities.

6. Giving an outline of a story

The teacher gives and outline of story and the students are asked to think and then speak a few sentences about it. This gives the whole class a lot of listening and oratory practice.

In every teaching class, some time must be reserved for giving listening and oratory practice through the oral work to the students. It paves the way to good learning of the language. While teaching anything, may be grammar, poetry, prose, and composition, oral approach should be made the basis of teaching. It will lead to effective teaching of language.

ADVANTAGES OF ORAL WORK

The following are the advantages of oral work :

1. The students become good in listening.

2. They try to listen comprehensively. It improves the comprehension ability of the students.

3. The students at the early stages of learning the language find a lot of pleasure and excitement in oral approach.

4. They are able to develop the skill of speaking.

5. It helps them to acquire fluency in spoken language.

6. It lays the foundation of good speech.

7. Learning nursery rhymes and reciting them orally gives the students a lot of pleasure.

8. It helps the students to form the habit of using correct sentence patterns.

9. It helps the students much when they are to generalize or they are to formulate a rule in grammar by the inductive method.

10. It helps the students in becoming good debaters, orators and in becoming active participants in discussion.

11. It removes hesitation and shyness of the speaker. Naturally, it induces confidence and encouragement.

12. It makes the students active participants in the process of teaching learning.

13. It enables the learner to make all the links and associations in his mind required to fix words.

14. A good speaker usually possesses a good personality. That is the impact of spoken language on him.

POINTS TO BE KEPT IN MIND FOR MAKING ORAL WORK SUCCESSFUL

1. The class should be divided into small groups. One group may have eight to ten students only. In each group, every student finds time for oral work.

2. In this age of overcrowded classes, it is not easy to have small group but a good teacher is able to have efficient functioning of group work. Thus, a good teacher should be recruited.

3. One or two periods per section to be allotted for oral work exclusively.

4. Activities through situation will help the students learn the language well.

5. The teacher should come well prepared mentally. Then the oral work is interesting and it is better done.

6. When oral practice to an individual is given, no interruption should be there. That would affect fluency and it would discourage the learner.

7. A person should be helped to talk before he is enabled to talk correctly.

8. Some time a student gets stuck up in the middle while speaking. The teacher should have a sympathetic and confederate outlook.

9. Individual attention must be given to the learners.

Oral work is the basis for efficient learning of the language. Determination in the aspect of language teaching should not be tolerated. It must be given top-most importance. It is the foundation for teaching, learning of the language. The foundation need be strong and firm. A good teacher will never like its neglect. Let all efforts be made to improve upon its effectiveness in class room teachings. That is the panacea to remove ills in the arena of teaching language.

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LISTENING AND SPEAKING TO INTERACT

Every language expresses itself in different literary and language modes. Each mode has its own charm as well as its own way of presentation. The students should be given ample practice so that they would be able to listen correctly and would interact or respond accordingly.

SELECTIVE ACTIVITIES

DIALOGUE

Let the students should come out of their shyness and let them gain their confidence first. So to begin with the students should be given practice to listen and to speak short dialogues in the target language.

Advantages of Dialogue

1. Minimize shyness – It helps the students to minimize their shyness and to interact with all there in the class.

2. Increases motivation – A good number of short dialogues would motivate the students for further learning and interaction with others.

3. Break from monotonous routine – It will add excitement to their lives and will help in breaking monotonous routine of the traditional class.

4. Enhancing Communication Skills – It also thereby help the students to enhance their communication skills.

STORYTELLING

The teacher can tell some interesting short stories to students. It will help in increasing their listening habit first and then gradually they would be asked to imitate and enact the story before others. It will further help in increasing his/her speaking skills. One thing that every language teacher should keep in mind is that the stories should be selected according to the chronological age, mental age and interest of the learner.

POEM RECITATION

Poetry is the language of the soul. Poetry is the best words in their best order. The skill to recite a poem really demands special faculty. This faculty is sometimes a natural gift and sometimes it is acquired as a result of patient practice. Rather than imparting a knowledge, it provides aesthetic pleasure and helpful in doing emotional Catharsis (i.e. heightening of the emotions) or simply helps in letting put the pent up emotions off. The beauty of literature lies in the rhythmic musical tones of poem. Its melodious nodes appeal the most to the ears, heart and soul.

SHORTPLAY

It is a creative and exciting activity. While enacting a short play, the learners learn to respond through

varied gestures, facial expressions and modulation of voice and plethora of body movements to convey the desired emotions, feelings and motives. Thus, the learners gradually develop good speech habits, improved their pronunciation and learn to display proper emotions and feelings while delivering dialogues through short play.

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Chapter 16

RESPOND TO STYLE, TONE AND REGISTERS OF LANGUAGE

A skill has to be acquired by making efforts. It does not come to a person automatically. In the case of our mother tongue, listening and speaking skills are developed at home. From birth onwards, the child gets listening and speaking practice at home. Everyone in the family speaks mother tongue and the new born child gets the listening practice. Gradually, the child is enabled to speak the mother tongue. Everyone around the child makes efforts and helps the child speak the language.

Thus, the process of listening involves the following skills to be mastered as it naturally happens after the birth of the child:

1. IDENTIFICATION/DECODING SOUNDS

An act of listening presupposes an act of speech in which certain sounds are placed in an orderly manner so that they become meaningful. Listening involves identification of or decoding of these sounds and understanding meanings behind them. An important part of this activity is to recognize the differences between sounds. The learner must, for example, recognize the differences between

P-like sounds and b-like sounds, as in the words pit and bit

I-like sounds and e-like sounds as in the words pit and pet or bit and bet.

Such words which differ in only one sound are called minimal pairs.

A few more examples of such pairs are:

Come and sum

Leap and lap

Big and beg

Sick and suck and so on.

2. RESPONDING TO STYLE

Identifying information or getting at the meaning behind the spoken word and responding to the style is the primary purpose of any act of listening.

One may treat listening act to 'scan in order to gain information' or to listen carefully 'to separate fact from opinion' and to respond accordingly. In fact, a proficient listener is able to infer information that is not directly stated in what the speaker says or what is the style in which the speaker is conveying his/her message?

3. IDENTIFYING TONE (EMOTIONAL/ ATTITUDNAL TONE)

A successful listening act demands that the listener(s) must also identify the emotional or attitudinal

tone of the spoken message. In fact, no speech is flat nor is it made on straight line pitch. The spoken message or the oral text contains reduced or weak forms of words as well as strong forms of words and phrases. The different parts are interspersed with stress, rhythm and tone patterns which are the result of emotional or attitudinal quality.

Emotional/attitudinal tone also refers to students' sensitivity to the language used for different purposes.

For example :

- The language used by a politician on the stage is different from that used by an academician while addressing a group of scholars.

- Language used by a person at home is entirely different from the language used there with friends and the language used there in society or at social meetings, clubs, etc.

- Language used for a sports commentary is also different from the language used by a lawyer in arguing a case in a judicial court for justice.

In either case, emotional/attitudinal tone is at display and the listeners are expected to understand that.

4. REGISTERS OF LANGUAGE

Register indicates the uses to which a language is put – occupational, emotive and informative. People working in different walks of life use different kinds of vocabulary. The technical terminology used in

computers, scientific, commercial, military and legal literatures are different in each case. Thus, register pertains to the language spoken by a certain class of people. Gradually, the listener should be given practice to listen and speak the registers of language too.

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UNIT – II (B)

READING TO LEARN AND UNDERSTAND

17. READING COMPETENCIES REQUIRED TO LEARN AND UNDERSTAND
18. SCANNING, SKIMMING AND EXTRACTING RELEVANT INFORMATION FROM THE BOOKS
19. UNDERSTAND THE MEANING IN REFERENCE TO CONTEXT
20. SCHEMA THEORY, TEXT STRUCTURES AND READING IN CONTEXT AREAS

READING COMPETENCIES REQUIRED TO LEARN AND UNDERSTAND

After giving sufficient practice of listening and speaking skills, then reading and writing skills should be introduced. These skills are interrelated. Good reading definitely depends upon a lot of practice in listening and speaking. If a person has learnt spoken language carefully, he will not face any problem while reading. A good speaker is always a good teacher.

SKILL OF READING

Reading is one of the fundamental skills in language learning. It is a receptive skill. It is a means of fixing firmly the language items which have already been learnt by the child as a part of listening and speaking.

OBJECTIVES

In teaching children to read, we have three main objectives in view. First, we wish to give them full control over the words and patterns which they first come across during the process of speaking. Secondly, we wish to put them in possession of the power of gaining pleasure and profit from the printed page.

Thirdly, we aim at giving our pupils a technique both accurate enough to make audible the beauty of words and their emotional significance. In a good language scheme, these objectives must be kept in mind.

ANALYSIS OF THE READING SKILL

Before proceeding to talk about the stages and techniques used in teaching reading, it is desirable to state several facts which have resulted from observation and experimentation.

(a) Mechanics of Reading. The reading skill consists of :

1. The acquisition of proper eye-movement.

2. The acquisition of proper eye span.

3. The ability to translate visual symbols into a stream of sounds.

4. The ability to associate meaning with the translated stream of sounds.

(b) The Basis of Reading. In reading the printed symbol the child recalls the sound hidden in that symbol and it is this sound that conveys the meaning of that symbol. So, we not only see and read a printed word but also talk it to grasp its meaning. "Learning thus to talk," observes Prof. C.C. Fries "constitutes the basis upon which a child must build to learn to read."

So, "the process of learning to read is the process to transfer from the auditory signs of language signals which the child has already learnt, to the new visual signs for the same signals."

The development of reading skills among the students is one of the major objectives of teaching a language. A teacher cannot develop such skills in her students unless she possesses the required skills in herself. These **teaching skills** are :

(a) Selection of reading material

(b) Preparation of reading material

(c) Presentation of reading material

(d) Skill of asking questions

(e) Skill of diagnosing reading difficulties

(f) Skill of organizing practice sessions

(g) Skill of organizing reading games

(h) Skill of evaluating reading skills

(a) Selection of reading material : The development of reading skill is essential for proper linguistic development of an individual. Thus, there is some need for reading material; anything or everything cannot be taken to be the reading material. For this the teacher needs to be an expert in identification and selection of the reading material. He knows well to what extent regarding the interests and expectations as well as the psycho-physical requirements of her students. She is to select the reading material bearing in mind all such factors. She has to pay due attention to the language used in the reading material. If the vocabulary or structures pose a lot of difficulty to the students they will not take much interest in reading. Hence, the teacher should go through the reading material under consideration very carefully and judge

its suitability. The content should be of great interest to the learners. It should provide variety to them. The teacher must try to select reading material that helps in the personality development of her students. The students should be provided such reading material as may help them in the cultivation of good qualities and habits. The development of various social-moral values, patriotism and love for humanity should also be the objective while selecting the subject-matter. Expansion of knowledge and keeping pace with the fast developing world can be possible only when our students in schools are kept abreast of the latest knowledge and information in various fields of human activity.

(b) Preparation of reading material : Sometimes it happens that the teacher fails to get any ready-made reading material suitable to her students on the basis of various objective considerations. In such a situation, the responsibility of preparing the proper reading material lies with the teacher.

The teacher should have a good habit of getting the latest information. Unless the teacher is aware of the latest knowledge available, she will not be able to prepare proper reading material for her students. She must pay due attention to all considerations of age, mental level, linguistic background, interest motivation, vocabulary, structure, style, variety, etc. discussed above for the selection of reading material for students.

(c) Presentation of reading material : The language teacher in a school is required to present the reading material to her students in accordance with

their needs. This presentation has been viewed differently. Firstly, the teacher has to ensure that such reading material is available in the school as well as with the students in the form of prescribed books, both textbooks and supplementary books, or that which is prepared by the teacher for. Then she must also try to develop skills for proper organization of the reading materials in the class book-shelves or the school library. For this purpose, she needs to acquaint herself with the various skills required for such organization of reading material. She needs to know how to arrange the reading material systematically. There is need to classify the diverse kind of reading material. For doing so the teacher may also be required to acquire the skills of arranging books or journals, etc. according to the accession number assigned to each using some symbolic abbreviations.

Now it is also expected of a teacher to present the subject -matter for reading in her classrooms.

The teacher has to give the needed treatment to the reading material depending upon the objective of a particular lesson. The teacher is expected to read out the material loudly. This has to be done with correct pronunciation and proper use of stress, rhythm and intonation. The teacher's reading is supposed to be a model which the learners have to imitate. Therefore, each word must be distinctly clear and the effective reading should be done with correct use of the punctuation marks. The teacher should modulate her own voice as per the need and requirement of the

content. The meanings of the difficult words and phrases must be explained. Similarly the reading material for extensive reading has to be taken up in accordance with the objectives of the same. The teacher must find out the common difficulties of learners related to the vocabulary, structures and content. She must put in efforts to explain the same according to the level of the learners. She should also help them to find out relevant question answers.

(d) Skill of asking questions : The skills of teaching reading also include the skill of asking questions. This is a very significant skill because a learner is kept active by the teacher using this skill. Questions can be asked before presenting a reading material, during its presentation, and after the teacher has presented the contents. Sometimes asking questions is considered to be something very easy but in fact it is not so. The teacher has to be very particular in asking questions and ensure that only proper and relevant questions are asked. For this, it is better if the teacher reads the material beforehand and plans for her to decide how many questions or what type of questions she should ask at a particular stage of teaching reading. There is no use of asking question which most of the learners are not able to comprehend. Therefore, the language of the question should be clear, simple and grammatically correct. The relevance of the question is very important. Irrelevant question will become counter-productive and a mere wastage of time and energy. The teacher must ask question one

by one. There must not be a series of questions asked in the classroom. Another thing to be cared for by the teacher is the size or length of the questions. The questions should not be too lengthy. In a class of beginners the teacher has to frame short questions to ask inter- related questions.

The skill of asking questions does include the way a teacher presents the questions in the classroom. The teachers should ask the questions with a correct pitch so that the questions are audible. The pronunciation, stress, pauses and intonation, etc. of the teacher while asking questions should be proper.

Mere asking questions may not be so fruitful unless the teacher develops in her the skill of shaping-responses. That is to say that the teacher is expected to pay due attention to the correct response, respect or reinforce the same in the memory of the learners. The teacher must be sympathetic to her students. More of patience may have to be shown by the teacher with a class of the beginners. She must try to provide a variety of questions; and a variety of activities can be thought of by the teacher. In case, the questions are planned properly and presented interestingly, the same will be extremely beneficial to the students in the achievement of various aims and objectives of learning language.

The teachers must proceed from simple to difficult question gradually. Moreover, the questioning should not be extremely so simple that every learner knows the answer and finds no difficult elements. The teacher

must also ask probing questions in order to get a desired response.

(e) Skill of diagnosing reading difficulties : Most of the students have one difficulty or the other in reading. The teacher's job includes enabling the students to find solutions to their difficulties in reading. The teacher will be able to perform her task efficiently only when she herself is very well aware of this responsibility. This is an important skill required in a teacher both for silent reading as well as loud reading.

The students may have some physical or biological or psychological problems, and reading may be difficult for them. Sometimes the tinge of the home language may cause hindrance in reading because they have not been familiar with the right shape of letters, correct spellings or vocabulary and structures. The inadequate linguistic background and lack of practice in listening and speaking cause a lot of difficulties. Hence, the teacher must be able to find these difficulties out. There are some other students who do not read properly when they are to do so independently but can read effectively with other in a small group.

Therefore the teacher has to be particular in finding out wherein the difficulties or problems of the students lie. She also has to take up remedial measures in order to bring about improvement. The teacher can take up common problems together in the class as a whole or in a small group.

(f) Skill of organizing practice sessions : Language learning is possible mainly by initiation.

Even for the proper development of reading skill also initiation is required. That is why model reading is generally presented by most of the teachers. Even after corrections of the individual or collective mistakes committed by the students in reading there is a need to give sufficient practice for improvement. If such practice is given without any planning or pre-thinking, it fails to give adequate results. Hence, it is expected of a teacher that, bearing in mind the needs and requirements of her students in a particular situation; she must take up the necessary steps so that the students may put in efforts and improve their reading skill.

The teacher must keep the students active. They must be encouraged to read with help of audio-visual aids also. The teacher may use flash cards, command cards, requests, films sliders, etc. Practice in reading poems, short stories parts of some scenes from some one-act play may increase students' interest in reading.

The organization of the nest practice sessions should be done accordingly. The practice in reading aloud as well as silently is required. The teacher must give such practice to maximum number of students in the class, according to some sequence or order already announced. The students will not be attentive if such a definite order is not given and will simply wait for their own turn to come. The teacher is required to give practice in silent reading also. The students must not be allowed to whisper or move their lips, etc. In this

way the students will gradually improve their reading abilities.

(g) Skill of organizing reading games : The teacher can organize some reading games for the benefit of the learners. Some-times the teacher may divide the students in groups and form teams namely A,B and C, etc. Then some reading assignment may be given and each team may put in efforts. The teacher may hold competition and announce scores. She may provide some incentives in the form of words of appreciation, awards of position, merit certificate on the basis of performance in reading during a particular month. Paper-reading competitions in relevant and interesting topics may be held. Such activities should be organized for reading of words, phrase, complete sentence and short paragraphs. The teacher may organize such reading games for opposite words, synonyms, forms of verbs, degree of adjectives i.e. word building exercises.

The teacher may teach composition lessons in a play way method. The teacher may write down the difference of sentences on small pieces of thick paper on each slip and write a part of some sentence. Then the students may be asked to search for the matching parts of sentence or matching sentences. The students may be grouped in some small groups and each group may be asked to compose one paragraph each with the help of slips provided to them by the teacher. The group which is able to compose the paragraph first of all is declared as the winner and so on.

(h) Skills of evaluating reading skills : The teacher is required to assess the reading skills. She has to plan the evaluation work properly, keeping in mind the level of the learners. Simple words and short sentences can be given to the students for evaluation of reading aloud. The teacher has to assess their reading abilities on the basis of correctness of pronunciation of sounds, stress, rhythm, speed, pause and fluency, etc. The teacher may plan activities where the learners are required to read out from the text, the teacher must assess reading of each student. Similarly some pictures with brief descriptions may be shown and the students may be asked to respond to some relevant question on the basis of their reading. Similarly the evaluation of silent reading by the students is to be done. The students may ask to give some title of the reading material provided to them.

READING PROCESS

The following are the essential skills in the reading process :

1. Eye-Movements : Eyes play an important role in the reading process. If we just watch the eyes of a person who is reading, we find that eye-movements are not steady or even or smooth along the lines of the print. A series of jumps or jerks are visible. There are a few pauses or short stops or fixations during the uneven jumps. It is during these fixations that the eyes get to recognize the words or phrases. In most of the Indian languages, the eye-movement is from left

to right, back left and down a line, left to right again, and so forth.

(i) Perception-Span : The number of words taken in one pause in known as the 'perception-span.'

(ii) Eye-Span : If we divide the number of letters in the line just read by the number of pauses, we get the number of letters read in each pause. This is known as the 'eye-span'. It varies with the size of the print the bigger the size of letters, the smaller the eye span. Moreover, different readers see different number of letters in one pause. Besides, the number of fixations or pauses per line depends on the difficulty of the material that is given for reading, age and the maturity of the reader.

2. Word Discrimination : Good reading involves the ability to discrimination letters and recognizes words. This depends upon :

(i) The type of letters : Projecting and non-projecting. Words containing the former type of letters are more easily recognized than words containing non-projecting letters.

(ii) The shape of words : Words similar in shape often confuse the beginner.

(iii) The range of learner's experience : Words which are associated with objects and ideas within the learner's experience, and also words the child has already heard or practiced in speech, are easily recognized.

3. Association : It is the mental link formed between visual signs (letter, words) and the speech

sounds and which they represent. Association implies the ability to recall sounds and meaning immediately on the sight of group of letters.

4. Interpretation : It is the ability to unlock meaning by adding together a number of associations.

The reader's ability to unlock meaning will depend upon :

(i) his/her knowledge of the syntax;

(ii) sound and meaning associated with each individual word; and ,

(iii) his/her ability to relate the sentence to its total context.

5. Reading Speed : Speed is an important factor in reading. A slow reader is usually a bad reader. Speed much depends upon age and maturity of the learner. Good Speed in reading is the normal speed for a particular age level and maturity reached.

6. Comprehension or Understanding : The whole reading activity is useless if the material read is not understood by the reader in first instance or the child has to move backward and forward to comprehend the material here and there. Of course, general intelligence, interest in a particular subject and previous knowledge of the subject discussed in the reading material, etc. help a lot in reading comprehension. Still the teacher should carefully help the child in overcoming some of the common reading faults which inhibit the reading process. These faults are : faulty eye-movements, slow speed, head movements, poor word recognition, background eye movements, etc.

HOW DO WE READ?

It is important to know how we actually read. According to experts, when a good reader is at work, he does not look at letter, not even at words, one by one. The eyes of a person who is reading do not move smoothly along the lines of the print but move in a series of jumps with very brief stops or fixations in the midst of jump.

The number of letters a person reads at each fixation is called the 'eye-span'. The longer the eye-span, the more rapidly will the reader be able to read. The eye-span of a good reader is comparatively wide.

The teacher's job, therefore, is clear : it is to train pupils to take in several words at a glance and to remove the necessity for going backward to read something a second time.

Need for developing reading ability is one's own home language. It is as much important in a second language, in fact, in all language learning.

At the **early stage**, it is important to develop the child's reading ability to enable him :

(a) To pronounce words correctly.

(b) To recognize words and understand their meanings in phrases, sentences, and paragraphs.

(c) To acquire the habit of rhythmic and uniform eye-sweeps across the printed page which means proper eye-jumps, right pauses, no backward movements, etc.

(d) To read rapidly and fluently and get at the thought with accuracy and normal speed.

(e) Above all, to develop the habit of reading with a purpose.

WHEN SHOULD READING BE INTRODUCED?

We might ask now : What is the optimum time for introducing reading in a programme of school language learning? The answer to this question lies in the child's readiness to receive the printed matter quite different from that of his home language. The success of children in reading depends on their readiness to read. The principle of readiness cannot be uniformly applied to all children as it depends upon a number of factors. Some children are well-prepared to receive the printed material while others are to be prepared for the task. The teacher should bear in mind the individual differences, both psychological and social, when deciding to introduce reading. Linguists are of the opinion that beginning to read is nothing but a transfer stage from auditory signs to visual signs. This means that oral background is necessary for reading to begin.

So, reading should be introduced :

(i)   When the pupils have gained sufficient knowledge of the auditory signs and they can tell the difference between sounds and words.

(ii) When the pupils can recognize shapes of printed words and can associate them with spoken words and their meaning.

(iii) When the pupils can understand and carry out simple oral instruction related to class- work;

(iv) When they can ask question and enquire about the surrounding environment, including even the printed words;

(v) When they can memorize some material and recite it;

(vi) When the pupils are motivated enough to get new experiences, etc.

Mechanical reading should be introduced as early as possible. It is advisable to start it just after the students have mastered first two or three basic structures because it will lend variety to the teaching. More over whatever has been learnt orally will be reinforced. Besides, oral drill alone becomes monotonous after sometime; the introduction of reading at such a stage keeps up their flagging interest.

TEACHING READING TO THE BEGINNERS

Much of the early reading work may be done with the help of simple material and techniques. The early reading material should be taken from the early speech material used. No attempt should be made to puzzle the child with the unfamiliar words or sentence patterns. Let the child gain confidence by leaning to read those words and sentences whose meaning they already know. "The work of associating written forms with their corresponding spoken form and so with their meaning is quite enough for the present. This is essential first step toward fluent reading and the understanding."

(A) Preparatory Reading

The pre-reading stage may be the stage of preparatory reading. At this stage, the teacher will begin by teaching structures and vocabulary till she has laid a reasonable foundation for reading proper. The work at the pre-reading stage may be accomplished with the help of the following **materials and techniques** :

(i) Flash cards or reading cards which include word cards, sentence cards, picture cards, etc.

(ii) Use of chalk-board.

(iii) Substitution tables.

(iv) Reading games.

(i) THE USE OF READING CARDS

Reading Cards are simply cards which are flashed at the class, i.e., shown to the class for a brief span of time. What is written on the cards should be bold enough to be seen clearly by children sitting in the back row. Sometimes commercially produced reading cards are available in the market. But at the initial stage, reading cards should be prepared be the teacher herself. Children's help may also be sought, but only at the later stage.

It has been very rightly pointed out that the purpose of these cards is to form a bridge from the oral lessons to the first reading book. It is very important that when the pupils open their reading books for the first time, they should at once find at least some sentences which they can read with very little difficulty. The reading cards link the reading book with the oral lesson.

Miller's grouping of Reading Cards :

Prof, A Miller has suggested three groups of reading cards :

1. First a group of easy sentence cards.
2. In the second group, there are reading cards which contain merely single words.
3. The third group of reading cards shows longer sentences.

Procedure for Using Reading Cards

The following procedure can be adopted for using the different groups of reading cards.

1. Easy Sentence Cards.

(i) The teacher tells the class in their own language that they are going to read sentences. The teacher writes the sentences on the chalk-board in print script. She points to each sentence in turn and read it aloud. (Repeat these two or three times).

Thus we direct the pupil's attention to the whole sentences.

(ii) Next, the teacher points to one of the sentences and says, 'Read this sentence.' The Pupils put up their hands and the chosen pupil reads the sentence.

(iv) Repeat this with other sentences and with different pupils.

(v) Now the teacher shows a reading card to the class for about ten seconds. Then she puts it down, and the pupils put up their hands. The

chosen pupil says the sentence from the reading card (Repeat this with other cards).

(vi) Let some pupils show the reading cards and let others read them aloud.

(vii) Then, the teacher, asks the pupils to use different words in the sentences.

2. Word Cards

(i) The teacher displays the matching real objects on the table.

(ii) The teacher takes one of the reading - cards, shows it to the class and says the word (Repeat this with each reading card).

(iii) Now the teacher puts the cards in different places where all the students can read them.

(iv) The teacher can also give word cards to the pupils and ask them to frame sentences according to her instruction.

(v) Now the teacher directs the pupils' attention to the letters of words. For this she gives practice in word building exercise with the help of letter cards.

But working with words and letters alone is apt to be dull, because meaning is less clearly to be seen. Therefore, for the purpose of better recognition, it is wiser to use sentences. These sentences are visually the same except for a single letter-group or letter.

3. Longer Sentences. The last step in these preparatory reading exercises is the use of the cards with longer sentences.

One Last Step : After the various groups of cards are presented and learnt, the teacher should prepare sentence, word, letter and rhyme charts with the help of the pupils and display them in the class at the pupils' eye level.

"Reading from flash card should go on for six to eight weeks before the pupils read the first lesson in their book. If the procedure is followed, the teacher will not be required to read and translate the sentences in the text book. The pupils will automatically understand what they read."

(ii) The use of the chalk-board

The chalk-board can be used in a number of ways during the preparatory reading stage.

Let the teacher start with the names of common, objects. She writes a few words on the chalk-board, and then reads these names as she shows the objects to the class. The children repeat these words after her as they try to associate the words with the objects. If some of these objects cannot be brought into the class-room, simple drawings may be drawn on the chalk-board and the names of the objects may be written under each drawing. Drill and repetition will help in fixing these words in the pupil's memory.

(iii) Reading from Substitution Tables :

A good device that can be used for visual reinforcement is the use of substitution tables. Simple Substitution tables using the known content words and structures can be prepared by the teacher and

pupils are asked to read sentences in sense-groups from the table.

(iv) Reading games

Reading games are useful at the preparatory stage of reading. Here are some examples :

(i) **Commands.** The pupils read the commands on flash cards and obey them, thus open the door, shut the window, stand up, go to the door, sing a song, etc.

(ii) **Sort and read.** The teacher speaks a sentence and the pupils have to sort out the flash card containing the sentence and read it aloud.

(iii) **Postman.** The names of objects or animals are written on slips of paper and each pupil assumes one of these names as his own e.g., Mr. Cock. Then the slips are folded and put into a bag. and one pupil is made a postman while the other stands. He takes out a slip, read the name, and the boy or girl named sits down. The 'Postman' failing to read properly is replaced by another.

(iv) **Word Lotto.** Pieces of cardboard, 6x8 inches are divided into 25 squares and the words to be learned written in them, the arrangements of the words being different on each cards. As the teacher calls out a given word, the pupils look at their cards carefully to recognize it and to put a small piece of paper on it. The First pupil who covers all words in a designed row is the winner

(v) **Rhymes and Songs :** "These offer a pleasant and effective approach to reading and can be used in addition to sentence cards, etc. The Method of getting to grips with the language in its visual forms is especially good when the mother tongue alphabet is a very different one."

The pupils can say or sing the rhyme. If they cannot, it is first taught orally. It must be fairly simple. If some words occur several times, that is an advantage. It should be short enough to be printed on a chalk-board or sheet.

The Skill of Silent Reading

It is important to initiate the students in the skill of silent reading as soon as they have learnt to read aloud reasonably well. This can be profitably done at the time when pupils are given matching exercise. They will naturally be required to read their word-strips and sentence strips silently before they can produce the right match. They may read aloud after they hit the right match in words and sentences.

Command cards are quite useful in this regard. Command cards can be prepared and flashed before the pupils. The pupils read them silently and perform the action given in the command card.

The advantage of this is that while everyone in the class is required to read the flashed sentence, the one whose name is on the card is required to act, whereas others are required to sit and watch.

It is desirable to achieve speed in reading. Speed in loud reading can be gained by asking the students

to read sentences and phrases. Speed in silent reading can be achieved by reducing the flashing time gradually.

VARIOUS METHODS OF TEACHING READING

"The old-fashioned type of reading lesson in which children stood up in turn and stumbled through unprepared passage while the rest of the class listened (or pretended to) is now discredited. But, it is a sad fact that teachers moving in the old rut still follow the same old hackneyed way and the off-beaten path when they take up a reading lesson. A few more formal methods of teaching reading are briefly described below :

1. The Alphabetic Method

As the name of the method suggests, this method begins with the parts and reaches the whole. Every letter in the word is taken as an independent unit quite significant in constituting the word itself. So the pupils are taught first the names of the letters in the alphabetic order of the language. Then they join these letters to form the complete words. In this way, each pupil goes from word to word and finishes the sentence.

As a method of teaching reading, we find the following **deficiencies** in it :

(i) It is unscientific because it goes against the basic scientific fact that a language has unity and not otherwise.

(ii) It is based on wrong assumption that letters of the alphabet in themselves have meaning.

(iii) It is unreal and wasteful, for the pupils do not show any interest in the individual letters. They have to be taught words and word group not letters.

(iv) It gives a wrong idea to the pupils that there is one-to-one correspondence between letter and sound.

(v) It is un-psychological. We never see letters but word groups.

(vi) Pupils learn to read without understanding because they are lost in describing the word in letters.

2. The Phonic Method

This method is the result of the feeling of inconsistency between the letters and their sounds. This method consists in teaching the sounds rather than the letters. These sounds are joined together to give words and sentences. So from the very beginning the child is acquainted with the sounds and sound-patterns. A good feature of this method is its rationalization of the approach to the symbols of the language through pertinent sounds. The teacher also concentrates on teaching words in somewhat regular pattern.

This method has some demerits too :

(i) We do not have the same sound for each letter always.

(ii) It goes against the principle of language unity. The unit of thought is complete sentence, not

individual word. This method encourages reading one word at a time.

(iii) In order to make a particular sound in a particular order, uncommon words are made to occur in the sequences.

(iv) This method involves the grasp of certain rules, certain logic. Logic has no place in language study and rules have so meaning for the pupils.

3. Look and Say Method

This method is also known as word method and. as the name suggests, this method seeks to teach word as a unit of thought. In this sense, it has similarity with the phonic method. In this case, the pupils are taught to associate the word with its accompanying picture and thus read at sight. This method covers the disadvantages if the previous method in which meaning was lost in the sound. Here the child learns the word and its sound and at the same time the meaning that the world carries form the accompanying sketch or picture. This method is best brought into action with the help of flash cards. The teacher shows the flash card, pronounces the word and gets it drilled after her by the pupils. This has its own **limitations** :

(i) It encourages the bad habit of reading one word at a time and thus breaks the unit of the language which lies in complete sentence.

(ii) Individual words do not convey proper meaning. Meaning has to be taught in context.

(iii) This method involves unnecessary jumps and

jerks which are harmful in acquiring good reading habit.

4. The Sentence Method

This method is based on the psychological principle of language teaching that the sentence is the unit of thought. Meaning is better emphasized. Proper stress and intonation can also be taught with this method. From short sentences, the pupils proceed to long ones, and this reading becomes a continuous activity. The language of the sentence to be taught has already been made familiar to the class through oral work.

Flash cards and sentence cards can be usefully employed for teaching with the Sentence Method.

No single method is itself satisfies all the requirements of good reading habit. The teacher should be free to combine different methods to suit her needs at a particular time. The teacher, in fact, chooses the way to enable the pupils read fluently. with understanding, interest, ease and economy.

CONCLUSION

We may conclude our discussion in the words of Prof. A.W. Frisby : "There is no difficulty in teaching children to read. The young teacher should bear in mind that it is easier to teach pupils to read a new language than to speak it. At the same time. children should not be rushed into learning to read. The basis of sound early reading method is that it presents in the form of signs material about which we have spoken and we must see that this principle is maintained.

The material of reading follows the material of speech and when the pupil find that he already knows that material and only to learn to recognize the printed symbols for it. he will soon demonstrate his ability to read to write labels for his picture and attempt to read new material. There must be ample language background before reading is attempted in earnest and the richer that background is. the more easily will the pupils learn to read."

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SCANNING, SKIMMING AND EXTRACTING RELEVANT INFORMATION FROM THE BOOKS

Scanning and skimming are very important techniques of reading. Both of these go hand in hand and help the learner to seek relevant information more easily and quickly.

SKIMMING is the technique of reading in order to get a general overview of the text before beginning to read it in detail. Skimming helps one to decide where to place one's greatest focus. While skimming a material, the learner is only looking for the main idea of the text and does not concentrate on anything else. It is looking through the material quickly to grab the general sense of idea or the information about the topic.

For example

- Skimming through the newspaper hastily to gather information and the gist of the main events or headlines.

- Going through the report quickly in few minutes to find out the subject, the tone and the most important points of it.

- Going through the prose paragraphs to get the essential points of it.

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Practice of skimming is very important for the mature learners. It instills a lot of confidence among them.

SCANNING is basically a skimming but slightly with a difference that it is practiced with a more tightly focused purpose. We can also say that it is needed to find out the more specific facts, ideas or information.

For example

- In writing detailed reports, the detailed facts and figures are needed to mention with more accuracy and concentration through scanning.

- For writing research papers, scanning is needed, when the learner goes through many books and articles to concentrate on the subject.

- **To find out the relevant information from the books, skimming is needed to find out the relevant and specific information and to ignore irrelevant information.**

Both skimming and scanning should be encouraged as where scanning is an act of briefly reading through the passage so as to know about what the passage is talking and skimming is reading the passage with great precision so as to interpret the details of the event it aims to focus upon.

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UNDERSTAND THE MEANING IN REFERENCE TO CONTEXT

It is a matter of serious concern that much of the reading works that is done at the school level remains half the way as the learners never gets to understand the matter given for the purpose of reading. The fault lies on both the shoulders i.e. teacher and the learner. As neither the teacher aims at enabling his learners comprehend the general and specific information contained in the reading material nor are the learners able to answer accurately about the specific information.

UNDERSTANDING THE MEANING IN REFERENCE TO CONTEXT

Reading is basically a cognitive process. Our eyes see certain symbols and mind receives the message and decodes it. But, merely seeing and decoding is not reading. It involves understanding and that too about the understanding of the meaning there in the context as the meaning of a particular word vary from situation to situation. Thus, a same word can be used to convey different meanings in different contexts. In this process, the role of the teacher is to "act as a guide, showing his class how to uncover all that is there in the subject matter, all that is to be examined in the construction

patterns and planned paragraphs in which the material is presented."

DIFFICULTIES THAT HINDERS THE UNDERSTANDING OR COMPREHENSION

The following difficulties are likely to hinder the learners understanding of what the learner wants to convey :

1. Presence of unfamiliar words : It is the first difficulty. In order to understand the major theme of the paragraph, the learner needs to know the meanings as well as pronunciation of the new words and the context in which these new words occur is the most important of all.

2. Presence of unfamiliar structures : These also pose another difficulty for the reader. In most of the traditional readers, the language structures do not occur in graded form. The upgraded language material causes confusion.

3. Special references to places, processes, objects, events, etc. previously unknown to the learners go unnoticed, rather intentionally ignored. That's why the learners go only half – way and their understanding remains shallow.

TYPES OF READING

1. LOUD READING : This is also known as oral reading. It is introduced after two months of reading. This means that when pupils learn what they have to

read in a book, it should be introduced. The objectives of loud reading are :

- To enable the learners to read with correct pronunciation, articulation, stress, rhythm and intonation.
- To enable the learners to read with expression.
- To test learner's knowledge of speaking words, phrases and sentences.
- To give ample practice.
- To understand the meaning.
- To prepare the learners for effective silent reading.

2. SILENT READING : It is regarded as the most important type of reading. Mehta points out, "We all read faster than we speak and children must be initiated into the silent reading habit as early as possible". Silent reading is preceded by loud reading. Morrison says, "Loud reading by students should be followed by silent reading". In fact, loud reading is latent in silent reading which is a kind of mental whispering to oneself. The objectives of silent reading are :

- To enable the learners to read without making sounds and moving lips so that they may not disturb others.
- To enable learners to read with speed, ease and fluency.
- To make learners read with comprehension.
- To get learners' vocabulary expanded.
- As per Ryburn, "The aims of silent reading are

pleasure and profit; to be able to read for interest and to get information".

3. INTENSIVE READING : It is a type of loud reading with a minute and detailed study of the text. It concentrates upon Assimilation of language which consists of study of words, phrases and sentence structures. Study of sentence structures including grammar, word order and syntax. Grasping of the sense and getting information. The main objectives of intensive reading are :

- To enable students to speak the language correctly.
- To improve and extend their knowledge and command over the language.
- To enable them to use the language without fear and to develop in them the habit of thinking in that language.
- To increase the learner's active vocabulary.
- To foster in them the taste for the study of the language.
- To concentrate upon the language.

4. EXTENSIVE READING : Indian Education Commission (1966) has immensely emphasized the extensive reading. It is also called 'Rapid Reading' or 'Independent Silent Reading'. Extensive Reading means : (a) to read silently (b) to read quickly (c) to understand the subject matter and meaning as quickly and efficiently as possible (d) read without the help of the

teacher (e) to read to pass words to passive vocabulary. The main objectives of extensive reading are :

- The main aim of extensive reading is intellectual i.e. to understand the meaning as quickly as possible.
- To increase passive vocabulary.
- To develop a taste for reading.
- To inculcate a habit of reading for pleasure and profit.

5. SUPPLEMENTARY READING : It is exactly like the extensive reading. But, its function is to supplement intensive reading of a detailed topics and chapters. It is introduced in the middle stage with one to three supplementary readers.

6. LIBRARY READING – It is also supplementary reading but :

- It is not a supervised reading.
- It is not done in a formal situation of a classroom.
- It is not done in set lessons.

Library reading is an unsupervised reading done :

- To supplement extensive reading.
- To have private reading.
- To have enjoyment and
- To have information and knowledge.

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SCHEMA THEORY, TEXT STRUCTURES AND READING IN CONTEXT AREAS

INTRODUCTION

The term "schema" was first used in psychology with the meaning of "an active organization of past reactions or experiences". Linguists, cognitive psychologists, and psycholinguists have used the **concept of schema** (plural : schemata) to understand the interaction of key factors affecting the comprehension process. Simply put, **schema theory** states that all knowledge is organized into units. Within these units of knowledge, or schemata, is stored information.

It assumes that written text does not carry meaning by itself. Rather, a text only provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge. The theory of Schema can be used to help guide students to comprehend a text from the global point of view. Therefore, the roles of Schema theory in comprehension or understanding cannot be ignored.

DEFINITION OF SCHEMA

Schema theory is an explanation of how readers **use prior knowledge to comprehend** and learn from text (Rumelhart, 1980). The term "schema" was first used in psychology by Barlett as "an active organization of past reactions or experiences" (1932,p.201). later schema was introduced in reading by Rumelhalt (1980), Carrell (1981) and Hudson (1982) when discussing the important role of background knowledge in reading comprehension. Rumelhart (1980, P.34) define schema as "a data structure for representing the genetic concepts stored in memory ". Anderson and Pearson (1984, p.42) define it as "an abstract knowledge structure". Medin and Russ (1992, p.246) simply put schema as "a general knowledge structure used for understanding".

The fundamental tenet of schema theory assumes that **written text does not carry meaning by itself.** Rather, a text only provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge. This previously knowledge is called the readers' background knowledge (prior knowledge), and the previously acquired knowledge structures are called schemata (Barrlett, 1932; Adamsand Collins. 1979; Rumelhart, 1980). The schemata of a reader are organized in a hierarchical manner, with the most general at the top down to the most specific at the bottom.

According to schema theory, **comprehending** a

text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. As Anderson (1977, p.369) point out, "every act of comprehension involves one's knowledge of the world as well".

Reading comprehension operates in two directions, from bottom up to the top and from the top down to the bottom of the hierarchy. Bottom-up processing is activated by specific data from the text, while top-down processing starts with general to confirm these predictions. These two kinds of processing are occurring simultaneously and interactively, which adds to the concept of interaction or comprehension between bottom-up and top-down processes (Carrel and Eiserhold, 1983).

TYPES OF SCHEMATA

According to the nature of contents, different types of schemata have been suggested :

- formal schemata, relating to the rhetorical structure of the text;
- Content schemata, relating to the content of a text read; and
- Cultural schemata, more general aspects of cultural knowledge shared by larger sections of a cultural population,
- Carrell(1988) had also added linguistic schemata (Urquhart and Weir, 1998, p.71).

SCHEMA ACTIVATION AND INSTANTIATION IN READING

Schema activation is generally recognized as the process in which some textual stimuli signal the direction or area for the reader to look for and evoke the relevant schema from memory into the present reading task (Li and Cheng, 1997, p.295-296). One assumption about schema activation is that some words, or groups of words, or the title of a text, are highly suggestive and they can signal a certain schema.

Textual stimuli affect a schema in two ways. If a stimulus is highly suggestive of a certain schema, that schema as a whole can be activated.

For example, the mention of a fire brigade may activate a "fire accident" schema. But more often than not, one such stimulus is insufficient for schema activation, it can just remind one of a certain slot which can fit into several schemata.

Schemata instantiation refers to the particularized representation of the general **abstract and stereotypical** schemata which the reader brings to task. The schemata are abstract in the sense that they contain a slot or place holder for each constituent element in a knowledge structure. They are stereotyped in that they indicate typical relationships among the elements. The reader is involved in a process of constructing a correspondence between the relevant schemata and the givens or knows of a message.

TYPES OF TEXTS

The text can be classified according to text-external criteria and the text-internal criteria. The text-external criteria are related to the communication situation, such as the report, poem, joke, letter, advertisement, note, story, lecture etc, while the text-internal criteria are related to the form and content.

A text can be classified as an **expository text, a descriptive text, a narrative text, an argumentative text, a persuasive text, an evaluative text, and a procedural text.**

Kinneavy (1980) grouped text into 3 parts starting from the discourse purpose : the expressive texts with the focus on the author, the persuasive texts with focus on the readers, and the inferential texts with the focus on the topics. He further classified texts from the angle of facts : the descriptive texts focusing on the static state, the narrative texts focusing on the dynamic state, and the evaluative texts focusing on whether they have other choices on the current state. (Liu Chendan, 1999, p.125-126) Once readers have got the style of passage, they can make prediction to the passage they are going to read, and then the passive reading can be replaced by the active participating reading.

FUNCTIONS

The reading schema mainly has three functions as follows :

1. Anticipating Function. With the schemata, the readers can guess the type of the text, can have different anticipation towards the topics of different types of texts, and especially, the readers can guess the latter context of the text with the help of the former context of the text.

2. Supplementary Function. When readers find certain specific or essential information is insufficient in the reading material. They will activate the corresponding psychological schema and supplement the information related to the material during the reading process.

3. Selective Process. One aspect of this function is that when the schema is activated during the reading process, it constantly selects the most appropriate part to explain the reading material from the schema net structure. Another aspect is that when reading is finished, the schema will help to sort up its own instrument.

The three functions relate to each other and work together to understand the text. Reading is a dominant skill in learning. With the development of cognitive science, especially the cognitive psychology and information processing theories, many applied linguists

and psychologists place different weight on reading. They tend to describe reading as a complicated process, which acquires an active involvement rather than a passive one.

MODELS OF READING

Some researchers have become concerned about reading **process rather than products**. In consequence, **three models of reading** have been proposed to account for the comprehension process, such as **bottom-up model, top-down model, and interactive model**. It is the interactive model that fundamentally promotes the development of theories in reading, especially schema theory. In the schema-theoretical view reading is an interactive process. The interaction occurs at three levels : interaction between bottom-up and top-down processing, that between lower-level and high-level skills, and between reader's background knowledge and the background knowledge presupposed in the text. Bottom-up processing is activated by specific data from the text. Top-down processing starts with general predictions based on higher level schemata, then searches in the more specific level to confirm these predictions. Bottom-up processing and top-down processing always occur simultaneously and interactively in reading.

CONCLUSION

Readers consciously or unconsciously use the two types of processing interchangeably to construct comprehension. Schema theory guides readers as they make sense of new experiences and also enable them to make predictions about what they might expect to experience in a given context.

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UNIT – II (C)

WRITING TO LEARN AND UNDERSTAND

WRITING TO LEARN AND UNDERSTAND

INTRODUCTION

While teaching a language, we develop a number of skills in our students. Writing is one of those communication skills. Through writing, a person is able to convey his thoughts or ideas to others who are not present in front of the writer. Moreover, writing makes the record permanent. Whatever is written one remains forever; unless it is knowingly destroyed. While writing, a person has to be very exact.

In some of the institutions, it is found that too much emphasis is laid down on writing and oral aspect of the language is neglected. No doubt, this type of practice helps the learners in the present day type of examinations, but it does not help them in the long run-the different aspects of language learning should be given due importance.

TEACHING HOW TO WRITE?

Teaching how to write involves manual skill - the skill of controlling the small muscles of the fingers, and the wrist and securing co-ordination of the hand and the eye. Secondly, it involves doing various exercises

in written work. The exercises cover a vast field ranging from copying the phrases and sentences to composing a long essay.

PLACE OF WRITING IN SCHOOL WORK

Writing is now more or less a regular feature of the school work. However, the importance of written work is not the same for all pupils because written work cannot be compared with oral work for making sound progress in language learning. One expresses one's thoughts and opinions mainly through writing which is a valuable means of self expression. Consequently children should daily be encouraged to write at least a few of their ideas and experiences. Writing is an essential aid to expression and should be taught so that it becomes a smooth and efficient means of expressing thought.

QUALITIES OF GOOD HANDWRITING

The qualities of a good handwriting are :
- **Distinctiveness :** each letter should have a characteristic form of its own.
- **Simplicity :** It should not have any unnecessary flourishes.
- **Spacing :** There should be no overcrowding of letters or words.
- **Uniformity :** Whatever style the individual adopts should be uniform in size, spacing and alignment, especially straight strokes.

- **Speed :** Writing should not be labored but should have reasonable speed and fluency.

CONCLUSION

Writing is a slower process than either spelling or reading. The learner's mind can move at its own pace. He has plenty of time to think over what he is doing. As he writes, he thinks about the sentence both as a whole and in its separate parts. For these reasons, the writing exercise has a powerful effect on the child's mind and provides a very good way of fixing vocabulary, spelling and sentence patterns of all kinds. Thus, it's not a means of teaching but also a means of fixing what has been learned.

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LINKAGES BETWEEN READING AND WRITING

For many years reading and writing were (and sometimes still are) taught separately. Although the two skills always been taught by the same person either by the Language teachers or by others rarely made explicit connections between the two. Over the last ten years, research has shown that reading and writing are more interdependent than we thought. These are inter-linked with each other. The relationship between reading and writing is a bit like that of the chicken and egg. Which came first is not as important as the fact that without one the other cannot exist. A child's literacy development is dependent on this interconnection between reading and writing.

THE LINKAGES BETWEEN READING AND WRITING

Basically put : reading affects writing and writing affects reading. According to recommendations from the major English/Language/Arts professional organizations, reading instruction is most effective when intertwined with writing instruction and vice versa. Research has found that when children read extensively they become better writers. Reading a variety of genres

helps children learn text structures and language that they can then transfer to their own writing. In addition, reading provides young people with prior knowledge that they can use in their stories. One of the primary reasons that we read is to learn. Especially while we are still in school, a major portion of what we know comes from the texts we read. Since writing is the act of transmitting knowledge in print, we must have information to share before we can write it. Therefore reading plays a major role in writing.

At the same time, practice in writing helps children build their reading skills. This is especially true for younger children who are working to develop phonemic awareness and phonics skills. Phonemic awareness (the understanding that words are developed from sound "chunks") develops as children read and write new words. Similarly, phonics skills or the ability to link sounds together to construct words are reinforced when children read and write the same words. For older children practice in the process of writing their own texts helps them analyze the pieces that they read. They can apply their knowledge about the ways that they chose to use particular language, text structure or content to better understand a professional author's construction of his or her texts.

HARNESSING THE READING-WRITING RELATIONSHIP TO HELP CHILDREN LEARN

Simply knowing that reading and writing are intimately connected processes isn't enough. In order

to help children develop these two essential skills, parents and teachers need to apply this knowledge when working with them. Here are a few strategies for using reading and writing to reinforce development of literacy skills.

1. Genre Study : One of the most effective ways to use the relationship between reading and writing to foster literacy development is by immersing children in a specific genre. Parents and teachers should identify a genre that is essential to a grade level's curriculum or is of particular interest to a child or group of children. They should then study this genre with the children from the reading and writing perspectives. Children should read and discuss with adults high quality examples of works written in the genre focusing on its structure and language as well as other basic reading skills including phonics and comprehension. Once children have studied the genre to identify its essential elements, they should be given opportunities to write in the genre. As they are writing, adults should help them apply what they have learned from reading genre specific texts to guide their composition. This process should be recursive to allow children to repeatedly move between reading and writing in the genre. In the end children will not only have a solid and rich knowledge of the genre, but will also have strengthened their general reading and writing skills.

2. Reading to Develop Specific Writing Skills : Parents and teachers do not have to engage in an extensive genre study to foster their children's reading

and writing abilities. Texts can be used on limited basis to help children learn and strengthen specific writing skills. Parents and teachers should first identify writing skills that a particular child or group of children needs support in developing. For example, many students in a seventh grade class might have difficulty writing attention getting introductions in their essays. One of the most effective ways to help children build specific writing skills is to show and discuss with them models that successfully demonstrate the skill. Adults should select a number of texts where the authors "nail" the area that they want to help their children grow in.

3. Integrating "Sound" Instruction in Reading and Writing : Phonemic awareness and phonics are two of the pillars of reading. Without understanding the connection between sounds and letters, a person cannot read. The connection between reading and writing can help solidify these skills in young readers. Parents and teachers should help children "sound out" words in both their reading and writing. When a child comes to a word in their reading that is unfamiliar, the adult(s) working with her can model or guide her in sounding out the word using knowledge of phonemes (sound "chunks"). Similarly, if a child wants to write a new word the adult(s) can use the same technique to help her choose which letters to write. If the child is younger, accurate spelling is not as important as an understanding of the connection between particular sounds and letters. Therefore helping the child pick

letters that approximate the spelling is more appropriate than providing him with the actual spelling. For example, if the child is older and has an understanding of some of the unique variations in the English language (such as silent "e"), the parent or teacher should encourage him to use that knowledge to come up with the spelling of the word.

4. Choice in Reading and Writing : Another effective method for using the relationship between reading and writing to foster literacy development is simply giving children the choice in their reading and writing experiences. We learn best when we are motivated. If children are always told exactly what to read and what to write, they will eventually either come to see reading and writing as impersonal events or will "shut down". Often in classrooms, teachers allow children to select their own books to read during independent reading time, but they rarely give them the opportunity to pick their own writing topics. In order to encourage ownership over their reading and writing, children should be given chances to read and write what is interesting and important to them.

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Chapter 23

LEARN TO WRITE REPORTS, REVIEWS, ESSAYS, NOTICES, LETTERS AND CREATIVE WRITINGS

LEARN TO WRITE REPORTS

What is a Report?

In academia there is some overlap between reports and essays, and the two words are sometimes used interchangeably but reports are more likely to be needed for business, scientific and technical subjects and in the workplace.

Whereas an essay presents arguments and reasoning, a report concentrates on facts.

Essentially, a report is a short, sharp, concise document which is written for a particular purpose and audience. It generally sets outs and analyses a situation or problem, often making recommendations for future action. It is a factual paper, and needs to be clear and well-structured.

Requirements for the precise form and content of a report will vary between organization and departments and in study between courses, from tutor to tutor, as well as between subjects, so it's worth finding out if there are any specific guidelines before a start.

Reports may contain some or all of the following elements :

- A description of a sequence of events or a situation;

- Some interpretation of the significance of these events or situation, whether solely one's own analysis or informed by the views of others, always carefully referenced of course;

- An evaluation of the facts or the results of research;

- Discussion of the likely outcomes of future courses of action;

- Recommendations as to a course of action; and

- Conclusions.

Not all of these elements will be essential in every report.

If one is writing a report for the workplace first of all checks whether there are any standard guidelines or structure that is needed to use.

Sections and Numbering

A report is designed to lead people through the information in a structured way but also to enable them to find the information that they want quickly and easily.

Reports usually, therefore, have numbered sections and subsections, and a clear and full contents page listing each heading. It follows that page numbering is important.

Report Writing

Getting started : prior preparation and planning

Step 1 : Know the brief

First of all consider the brief very carefully and make sure that you are clear who the report is for and why you are writing it, as well as what you want the reader to do at the end of reading : make a decision or agree a recommendation, perhaps.

Step 2 : Keep your brief in mind at all times

During your planning and writing, make sure that you keep your brief in mind : who are you writing for, and why are you writing?

The Structure of a Report

Like the precise content, requirements for structure vary, so do check what's set out in any guidance. However, as a rough guide, you should plan to include at the very least an executive summary, introduction, the main body of your report, and a section containing your conclusions and any recommendations.

Executive Summary/Abstract

The executive summary or abstract, for a scientific report, is a brief summary of the contents. It's worth writing this last, when you know the key points to draw out. It should be no more than half a page to a page in length.

Remember the executive summary is designed to give busy 'executives' a quick summary of the contents of the report.

Introduction

The introduction sets out what you plan to say and provides a brief summary of the problem under discussion. It should also touch briefly on your conclusions.

Report - Main Body

The main body of the report should be carefully structured in a way that leads the reader through the issue.

You should split it into sections using numbered sub-headings relating to themes or areas for consideration. For each theme, you should aim to set out clearly and concisely the main issue under discussion and any areas of difficulty or disagreement. It may also include experimental results. All the information that you present should be related back to the brief and the precise subject under discussion.

Conclusions and Recommendations

The conclusion sets out what inferences you draw from the information, including any experimental results. It may include recommendations, or these may be included in a separate section.

Recommendations suggest how you think the situation could be improved, and should be specific, achievable and measurable. If your recommendations have financial implications, you should set these out clearly, with estimated costs if possible.

LEARN TO WRITE A REVIEW OF LITERATURE

What is a review of literature?

The format of a review of literature may vary from discipline to discipline and from assignment to assignment. A review may be a self-contained unit - an end in itself or a preface to and rationale for engaging in primary research. A review is a required part of grant and research proposals and often a chapter in theses and dissertations. Generally, the purpose of a review is to analyze critically a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles.

Writing the introduction

- Define or identify the general topic, issue, or area of concern, thus providing an appropriate context for reviewing the literature.

- Point out overall trends in what has been published about the topic; or conflicts in theory, methodology, evidence, and conclusions; or gaps in research and scholarship; or a single problem or new perspective of immediate interest.

- Establish the writer's reason (point of view) for reviewing the literature; explain the criteria to be used in analyzing and comparing literature and the organization of the review (sequence); and, when necessary, state why certain literature is or is not included (scope).

Writing the body

- Group research studies and other types of literature (reviews, theoretical articles, case studies, etc.) according to common denominators such as qualitative versus quantitative approaches, conclusions of authors, specific purpose or objective, chronology, etc.

- Summarize individual studies or articles with as much or as little detail as each merits according to its comparative importance in the literature, remembering that space (length) denotes significance.

- Provide the reader with strong "umbrella" sentences at beginnings of paragraphs, "signposts" throughout, and brief "so what" summary sentences at intermediate points in the review to aid in understanding comparisons and analyses.

Writing the conclusion

- Summarize major contributions of significant studies and articles to the body of knowledge under review, maintaining the focus established in the introduction.

- Evaluate the current "state of the art" for the body of knowledge reviewed, pointing out major methodological flaws or gaps in research, inconsistencies in theory and findings, and areas or issues pertinent to future study.

- Conclude by providing some insight into the relationship between the central topic of the

literature review and a larger area of study such as a discipline, a scientific endeavor, or a profession.

LEARN TO WRITE ESSAYS

Template for Excellent Essays

1. Write down the topic you are writing about – simple and just straightforward.

2. Brainstorm ideas that someone interested in your topic would also be interested in.　This helps you think of related ideas.

3. Select a title for your essay – like, tips for x, or top 10 things you must do if you want Y, etc.

   Example : How to create higher grades in 14 days using your personal learning style?

4. Pretend that reader knows absolutely nothing about your topic. What is the first sentence you would use to give them peak their interest? Perhaps it might be a question, or a simple statement.

   Example : Would you like to have higher grades in 14 days?

5. Keeping in mind your title, explain why you are taking the position you take, or why you believe your title to be true. This is the part where you use as many facts to support your idea as possible. Write several sentences, using some of the brainstorms you had in step 2.

   Example : Learning can be tough, but you don't

have to do it alone. Many learning experts say that learning is not about being smart – it's about strategy.

6. After you've written your supporting ideas and facts, go back and ask yourself if you would like to write a short introductory paragraph.

7. Then ask yourself if you would like to write a conclusion tying everything together.

LEARN TO WRITE NOTICES

A notice is the most common method of communication which gives information regarding an important event that is about to take place. A notice conveys information in a very precise manner. With the help of the notice information is displayed publicly for others to know and follow.

FORMAT OF A WELL WRITTEN NOTICE

Name of the institution

The word "NOTICE"

Date of issue

Proper heading /titleRelevant content

The content should answer the questions like

–what

–when

–where

–from whom

–Accurate expression

Name and designation of the issuing authority

EXAMPLE

You are Roopa/Ritesh, the cultural secretary of M.R.V High School, Hyderabad. You have been asked to inform students of class IX and XII about an Inter School Dramatics Competition. Draft a notice in not more than 50 words for the students' Notice board with all necessary details. Put the notice in a box.

M.R.V PUBLIC SCHOOL, HYDERABAD
NOTICE

14 October, 2016

DRAMATICS COMPETITION - AUDITION

An Inter School Dramatics Competition will be held on 30-08-2014 at Nalanda Hall .An audition will be held to select students for the school team. Interested candidates may give their names to the undersigned. The details are given below :

Date : 13-12-2016

Time : 10.30 am

Venue : School Auditorium

Eligibility : Class IX and XII

Last date for giving names : 02-11-2016

Roopa

Cultural Secretary

LEARN TO WRITE LETTERS

Social letters

Letters to friends and family should be written in a conversational style. These are a bit like a friendly

chat. These should be spontaneous compositions and as such these should be unpremeditated. Compared with essays, social letters have a free style. When we engage in a friendly conversation, we touch on many topics. In the same way, you can write about just about any topic in a friendly letter. You can also present them in whatever order you like.

How to write a rejection letter?

A rejection letter is one of those letters that are not very easy to write. Although writing a rejection letter can be difficult, there are situations that make it absolutely necessary. For example, banks usually send rejection letters to customers whose loan application they cannot approve. Organizations send rejection letters to applicants they cannot hire.

Letter writing tips

In letters to members of your family, the salutation should be :

My dear Father/My dear Brother/My Dear Sister, etc.

Personal Letter Writing Tips

Letters to friends and close relations should be written in an easy, conversational style. A personal letter should have the same tone as a friendly chat and as a general rule these should be unpremeditated and spontaneous compositions.

The body of the letter

The style in which the body of the letter is written depends upon the kind of letter you are writing. The

style or tone of a personal letter will be quite different from that of a business letter. The following hints, nevertheless, apply to letters of all kinds.

LEARN TO WRITE CREATIVE WRITINGS

With the guidance of the teacher, the learner learns the cult of free composition writing which ultimately leads to creative writing. A person later on may write reviews, short stories, dialogues, etc. In order to teach free composition which paves the way for creative writing, the following points should be observed :

- Good oral expression ability in the learner is to be developed.
- Lots of practice in controlled composition should be given and then free composition should be taught.
- The learner should learn to have good handwriting and correct spellings.
- Correction work and follow – up work should be done on regular basis. The teacher plays a great role here.
- A flexible control over the language will produce good results.

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PRESENTATIONS OF SELECTED PAPERS, QUESTIONS AND ANSWERS

Many presentations today are followed up with a question and answer period. To some people this can be the most exciting part of the presentation. To others it can be their worst nightmare. In fact, there are some presenters who purposely avoid the question and answer period all together. Below is provided a 5 step approach to handle questions along with some additional tips to make the question and answer session go smoother.

Listen to the entire question

Listen to the entire question BEFORE you begin to answer any questions. Too many students start responding to a question before the entire question is even asked. Not waiting to hear the entire questions can result in you providing a response which had nothing to do with the question. Force yourself to LISTEN to the entire question and make sure you understand the question.

Pause and allow yourself time to value the question and listener. REPEAT the question out loud so the entire audience can hear it. It is important that everyone

"hear" the question or the answer you provide may not make sense to some of them. By repeating the question, this will allow you some additional time to evaluate the question and formulate a response.

Credit the Person for asking the question. You may say something like, "That was a great question" or, "Glad you asked that question" or even, "I get asked that question by many people". **One word of caution** - If you credit one person with asking a question - be sure to credit EVERYONE for asking a question. You don't want others to feel their question was not as important.

Respond to the Question honestly and the best you can. If you do not know an answer to a question, do not try to fake it. Be honest, and tell them you do not know but do promise to research the answer for them and do get back to them.

Bridge to the next question by asking them a question. "Does that answer your question?", "Is that the kind of information you were looking for"? This is critical. Once they respond to you. "YES" you now have permission to go on to the next person. This also gives them one more opportunity to say, "No" and allow them to clarify their question more by asking it again.

Additional Tips on Handling Questions

A. Ask others to stand up when they ask a question. This does two things : (1) It shows you more readily who is asking the question, and (2) It makes it easier for the audience to also hear the question.

B. Have small sheets of paper available for people to write down their questions during your presentation. They may forget what they were going to ask earlier.

C. Allow others to pass the questions to you if they feel uncomfortable standing up and asking the question out loud. This gives the person who truly wants to ask a question an option.

D. Always repeat the question - this does three things : (1) it makes sure you understood the question, (2) it gives you a chance to value the question and think of an answer and (3) it assures the other people in the audience can hear the question since you are facing them.

E. Always take time to think "before" you answer all questions. This allows you time to think, especially for those difficult questions. Do the same for those questions you readily know the answer for. Responding too quickly to those questions you are most comfortable with will only bring attention to those questions you do not.

F. Have a pencil and paper available for you to write down questions you can't answer. You select someone to record the questions on paper. This way, you can properly follow up with the person who asked the question you couldn't answer. Be sure to get their name & phone number or address. Promise to get back to them and do get back to those.

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LANGUAGE ACROSS THE CURRICULUM (LAC) APPROACH

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M.D.U.

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