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LANGUAGE ACROSS THE CURRICULUM



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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.

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.

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.

- **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 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
concentrates on language
and content

LAC
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,

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.

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.

WHY BILINGUAL/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.

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.

MULTI – CULTURAL AWARENESS 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.

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 emotion. 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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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.

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).

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.

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.

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 Theodore Struct, "by their very nature are educative and they have a very prominent place in all kinds of learning."

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.



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.

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 notes 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:

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.

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.

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

UNDERSTAND THE MEANING IN REFERENCE TO CONTEXT

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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.

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

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 out 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.

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