



VASAVI COLLEGE OF EDUCATION

MADAGADIPET, PUDUCHERRY-605107

STUDY MATERIAL FOR

B.ED – FIRST YEAR

LANGUAGE ACROSS CURRICULUM

HALF PAPER

Compiled by

VASAVI COLLEGE OF EDUCATION

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Course – 5 Language across the Curriculum (1½)

Unit 1: Nature and Functions of Language

Language – Meaning, Nature, Characteristics, Purposes, Role and Functions - Language as the base for the construction of meaning and thinking - Modes of Language expression: (i) Verbal modes - Listening, Speaking, Reading, Writing (ii) Non-verbal Modes – Viewing, Shaping, Watching, Moving - Place of language in the school curriculum – Essentials of Language for optimal learning of other subjects- Contribution of Linguistics and psychology in understanding language acquisition.

Unit 2: Language Diversity in Classrooms

First Language and Second Language Acquisition – using of First and Second Language in the classroom – multilingualism in the class – meaning and concept- dialects – understanding language diversity of students – home language and school language

Unit 3: Methods of learning language in school subject areas

Methods: definition, types, traditional and modern methods – bilingual method – classroom discourse to oral language – questioning – methods for reading comprehension in specific subject areas – methods for writing in specific subject area – spelling methods, in learning to spell words correctly, philosophy of teaching of spelling, computer use and spelling vocabulary: definition, developing vocabularies, vocabulary acquisition and application.

Unit 4: Fluency in the Language

Communication – meaning and concept – process of communication – types of communication – nonverbal communication – functions and types.

Unit 5: Language assessment in school subjects

Assessment: definition, types, principles and classroom practice – tools: quizzes, projects, test – current reviews and practices – testing auditory comprehension – test the four skills – use of language lab and electronic devices for testing.

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UNIT I: NATURE AND FUNCTIONS OF LANGUAGE

1.1 LANGUAGE- MEANING

Language is the divine gift of the God. It is language that distinguishes man from animals. Language is man's finest asset.

Language refers to all forms of human behavior, what is life is what language is. It is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.

1.2 LANGUAGE- DEFINITION

- Language is one of the most important and characteristic forms of human behavior- **Gleason H.A.**
- Language is purely human and non- instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols- **Sapir**
- Language is the expression of ideas by means of which speech sounds are combined into words, words are combined into sentences and combined of sentences gives answers to ideas and thoughts- **Sweet**
- Language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures or marks having understood meanings - **Webster's Dictionary.**

1.3 NATURE OF LANGUAGE / CHARACTERISTICS OF LANGUAGE

- **Language is a system:** Language is a system like human body. While system of body functions through various organs, the system of language functions through three constituents such as sounds, structures and words (phonological, grammatical and lexical).
- **Arbitrary System:** there is no relationship between a particular symbol and the object denoted by it. It is the matter of convention. It is not for individual to break it.
- **A system of symbols:** Symbols are the representations of things rather than the things themselves.
- **Vocal symbols:** Language uses vocal symbols which are made up of speech sounds produced by human beings through various movements of vocal organs.
- **Learned Activity:** Language does not come automatically, as walking does. One has to acquire it after his birth by listening, speaking, reading and writing.
- **Language for Communication:** Language is the mean for communicating ideas, emotions and feelings with others.
- **Related to the Culture in which it exists:** A language is the product of a particular society and culture.
- **Made up of habits:** Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings. The system of language is to be mastered at the habit level.
- **Social behavior:** Language is a social behavior and not inherited in the biological sense. If a child born in Tamil Nadu and is brought up in London will pick up English.

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- **Unique:** Each language is unique. No two languages have the same sound, grammatical or lexical system.
- **Dynamic:** Language is not static. A living language always changes.

1.4 PURPOSE AND FUNCTIONS OF LANGUAGE

- **Communicative function:** Communicating our ideas is the most widely recognized functions of language. Sharing information or opinions or exchange of facts or ideas are emphasized in any written or spoken interaction, where people learn wish to learn from each other.
- **Non- communicative Function:** Here language is used only for communicative purpose, it would be wrong to think directly. It is used in some other context like emotional expression, social - interaction, the power of sound and the instrument of thought.
- **Emotional expression:** Emotional utterances such as What a sight!, Wow, Lovely provide an outlet for our attitudes while we speak and not to communicate ideas. (Eg- A young girl sitting lonely at upstairs, looks at the full moon and starts singing)
- **Social – interaction:** Here no factual content is involved and no ideas is communicated in usual sense, but rather to maintain a comfortable relationship between people. (Eg- bless you, thank you, pleased to meet you)
- **The power of sound:** Unintelligible words and phrase or rhythmical litanies of religious groups and all can be explained by a universal desire to exploit the sonic potential of language. (Eg- Aroharaa!, singing in the bath or kitchen)
- **The instrument of thought:** people often feel the need to speak their thoughts aloud. Talking oneself as inner speech is a mental use of words to evoke a sequence of thoughts. (Eg-Today is Sunday. On Monday the Psychology exam. Let me sleep a little now, He falls asleep again in the bed for a longer time)

1.5 IMPORTANCE OF LANGUAGE

- **Economic and Social Benefits of Languages:** Language is obviously a vital tool. Not only is it a means of communicating thoughts and ideas, but it forges friendships, cultural ties, and economic relationships.
- **Language shapes thoughts and emotions:** Languages determine one's perception of reality. Language is the light of the mind.
- **Represents a fundamental expression of social identity:** Language is not only a vehicle for the expression of thoughts, perceptions, sentiments, and values characteristic of a community, it also the mere fact of a common speech serves as a peculiar potent symbol of the social solidarity of those who speak the language.
- **Language retention helps maintain feelings of cultural kinship:** Language is not only do we all have the opportunity to learn about other cultures; we instill the values of tolerance and respect in our children. Which is unique "plural identity capacity".

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- **Adoption of official bilingualism:** Language is able to provide to the younger generations the tools and knowledge for them to excel not only here at home, but beyond our national borders. This has allowed them to reach for the dreams and succeed in areas they may not have otherwise.
- **Language is knowledge:** In our world today knowledge is one of the key factors in competitiveness. Brains and knowledge are what create the prosperity and growth we tend to take for granted. In an advanced industrial society in an increasingly interdependent world, the knowledge of other languages becomes indispensable.
- **Common language a tool to communicate between countries:** Language is not only are they able to do this due to the various technological advances, but also because they share a common language. It is a tool of communication between countries, cultural groups, various companies and organizations, communities and friends.
- **Language skills to compete international market:** Language has given our children tools to succeed in a growing world economy. We are giving the next generation skills needed to compete in the international market.
- **The knowledge of languages is an advantage to first-generation:** The knowledge of languages is an advantage that many first-generation Canadians hold. One can argue that it permits them to have a broader outlook on their surroundings, as they are able to look at issues with a broader perspective.
- **Medium of instruction:** Language is the medium through which the teaching and learning process continues in and around curriculum.
- **Language Education:** Like other disciplines language education is also taught in higher education.
- **Language soft-wares:** in the recent, language helps in software development like Microsoft windows.

1.6 ROLE OF LANGUAGE

- **Role of Language in the Perceptual Processes:** Language plays a major role in process of perception in different interpretation. For example "How smart I am! I kissed my own hand and slapped the Nazi." Obviously it was a problem of limited "perception," where mainly "hearing" was involved, with different interpretations.
- **The role of language in education:** In the educational context, language is important for comprehension and making use of knowledge. First, the teacher and the student determine and validate what the student knows. Second, on the basis of what is determined, the teacher may provide additional declarative knowledge. Third, the teacher and the student negotiate the meaning of what is taught. The assumption is that the teacher will clarify points for the student, but in the best exchanges the teacher also gains understanding. Fourth, through repetitions of steps two and three, both the teacher and the student advance in their knowledge, and the student's knowledge is validated by the teacher.
- **Role of language in human life:** Language is the divine gift of the god. It is language that distinguishes man from animals. Language is an extremely important way of interacting with the people around us. Without language we cannot communicate with

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people. By learning more than one language it could open many career doors, it can help us progress in our career, we can gain awareness of other cultures and it can increase our understanding and knowledge towards language.

- **Role of language in personality development:** Language plays very important role in the development of a person personality in terms of cognition, versatile in knowledge.
- **Role of language in intellectual Development:** It is about how individuals organise their minds, ideas and thoughts to make sense of the world they live in.
- **Role of language in Emotional Development:** As languages are affecting us emotionally, sometimes it is enough to say just only one sentence to upset somebody or make somebody happy. Each and every word has a strong power either it is small or it is big. We can notice easily when words can affect us emotionally, but it is important to notice to consider the emotions too, which can control language. Just the fact that each language has a specific word for “love” or “anger” shows that emotions have a certain influence over language.
- **Role of Language in Knowledge Transfer:** Knowledge transfer is one task that is of critical importance to the firm and, as such, has received a great deal of attention as a field of inquiry. We propose and test a model of knowledge transfer which incorporates the effects of linguistic relatedness between the languages of the information source unit and the destination. The structural commonalities arising from linguistic relatedness can influence knowledge transfer at a number of points in the process.
- **Role of language in thinking:** Thinking is a symbolic process carried out in an organism. Anything like ideas, associations, and emotions....can function as symbols. Language is not necessary for thinking. But usage of language can add value to thinking as it can bring in additional universal cues related to one's memory and experiences.
- **Role of language in international business:** Language lies at the heart of international business (IB) activities. It is a necessary constituent of ongoing sequences of decisions and resource commitments that characterize day-to-day organizational life. As firms internationalize and enter new markets, whether as “born globals” or more traditionally, they must navigate across countless language boundaries including national languages. Forms of language such as national, corporate, technical or electronic, its functions in terms of defining hierarchies, exercising power or facilitating integration, as well as its features such as the use of mixed syntax or gender- marking are emerging as critical phenomena for global business.
- **Role of language in cultures:** The role that languages play in culture is infinite. Language unites a group of people. Language is significant in identifying cultures in that it is not just a way to communicate, but is a tool that expresses a set of beliefs, interpretation of the surrounding world, and our concepts of reality. A culture without language is actually not a culture at all. A language is what carries a group's way of life from one generation to another. Traditions, values, and entire religions are preserved by language. Historically, colonization has infringed upon natural patterns

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of language.

- **Role of Language in Shaping International Migration:** Fluency in (or ease to quickly learn) the language of the destination country plays a key role in the transfer of human capital from the source country to another country and boosts the immigrant's rate of success at the destination's labor market. This suggests that the ability to learn and speak a foreign language might be an important factor in the migration decision.
- **The Role of Language in Science:** In essays and lectures Neils Bohr was constantly emphasizing the role played by language in science and in our understanding of nature. Scientific investigations, Bohr pointed out, are not exclusively formal, mathematical affairs for they also involve informal discussions in which key concepts are explored and understood. In Bohr's words, "We are suspended in language in such a way that we cannot say what is up and what is down".

1.7 ROLE OF LANGUAGE IN LIFE OF INDIVIDUAL AND FOR HUMAN CIVILIZATION:

- **Vehicle of thought:** language is the vehicle of our thought. We think through language. Thought is called sub-vocal speech. The thinking process is disturbed if the individual has deficiency in language.
- **Medium of expression:** Language is the medium of expression of our feelings and experiences. In other words we express our feelings and experiences through language. He expresses his feelings and experiences through signs and gestures.
- **Medium of communication:** We communicate with one another through language. With the advent of the concept of globalization, people all over the globe communicate with each other and exchange ideas.
- **Communication with other countries:** Different countries communicate with each other through language only. International community's exchange their views through English language because English is international language.
- **Moral development:** Language is also connected to the moral development in a child. The process begins when the child is about 18 months old. The child learns the right and wrong by listening to what his parents or other adult authorities tell him.
- **Developing and grooming one's personality:** Language aids in developing and grooming one's personality as a whole. Since learning a language is part of our knowledge, it becomes one of the key factors in competitiveness. In the advanced industrial society of today, the basic knowledge of a single or more language has become indispensable.
- **Human developmental process:** Language is one of the key factors of our human developmental process, which sets us apart from the rest of the animal kingdom and knits a strong feeling of kinship amongst us. This is an inherent human tendency, which is extremely important for further growth. Any discrepancy seen in learning a language at such early stage might indicate certain illness in a child.
- **Child's growth:** In the developmental trajectory of a child, language plays an important role since it is connected with various aspects of a child's growth. Learning a language is directly related to emotional development. For instance, a baby gazing at his parent's face is responded by cooing and few words of love by his parents. This

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retains in the baby's mind and when he is a little older, he begins using language to express his emotions as well.

- **Bases of Education:** Language is the bases of all education. School education is predominately language oriented. Reading, writing and arithmetic are all based on language proficiency.
- **Medium of literature:** Language is the medium of literature. All great literature are produced through the medium of language. Language thus helps us to read literature, understand and appreciate the work of great writers and poets.
- **Growth of civilization:** Language contributes to the growth of our civilization. Language and civilization are inseparable.
- **Development of peace:** Language contributes to peace process. International understanding and international peace have been possible through the medium of language.

1.8 LANGUAGES AS THE BASE FOR CONSTRUCTION OF MEANING AND THINKING

Language as the base for Construction of Meaning: Language sets the base in constructing knowledge. Language is commonly understood as a tool to describe and report on reality. However, this is a limited view of language since language is not only content; it also provides context and a way to re-contextualize content. We do not only describe and report with language but we create with it. Language provides the context within which we are able to know. It analyses how constructed or better destructed knowledge through language and meaning. Language significantly influences how we construct knowledge while interacting with each other. Words expressed through language and meaning influence how we perceive and interpret the world around us. Language affects our thinking. While constructing knowledge, we are processing cognitions through language. Therefore, language is considered as a vehicle of thought.

In order to be able to understand the role of language and meaning in knowledge construction it is necessary to deal with epistemological issues, that is how we share and create knowledge. Knowledge creation involves an ongoing process of integrating existing explicit and tacit elements of knowledge. It is a highly personal process depending on the particular situation and people's perception of the situation. The ambiguous, metaphoric and context-dependant role of language is crucial for constructing. We reduce, compile, and/or condense knowledge depending on the meaning we ascribe to it. Values and beliefs are affecting how we assess the meaning of particular elements of knowledge.

In organizations people develop collective values and beliefs affecting meaning and language used. People interact and communicate with each other through language. Meaning arises in interaction. Meaning links the distinctions between various expressions. Meaning is a core element of knowing and evolves through language. It is through language that we are able to draw distinctions and categorize. Language and meaning are something that has to be learned. In creating meaning, the ambiguous, metaphorical, and context-dependant role of language is highly significant.

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Language as the base for Construction of Thinking:

Language shapes how we think about the world. People have been asking this question for hundreds of years. What we have learned is that the answer to this question is complicated. To some extent, it's a chicken-and-egg question: Are you unable to think about things you don't have words for, or do you lack words for them because you don't think about them? Part of the problem is that there is more involved than just language and thought; there is also culture. Your culture—the traditions, lifestyle, habits, and so on that you pick up from the people you live and interact with—shapes the way you think, and also shapes the way you talk.

But people think in language, right? Much of the time, yes. But not always. You can easily conjure up mental images and sensations that would be hard to describe in words. You can think about the sound of a symphony, the shape of a pear, or the smell of garlic bread. None of these thoughts require language. So it's possible to think about something even if I don't have a word for it? Yes. Take colors, for example. There are an infinite number of different colors, and they don't all have their own names. If you have a can of red paint and slowly add blue to it, drop by drop, it will very slowly change. We think in words. The more words you know, the more thoughts you can have.”

1.9 MODES OF LANGUAGE EXPRESSION

Language modes are based on the idea that communication cannot occur without responding and The language modes categorize the different types of skills involved in responding and composing.

Type of Modes of Language Expression

Verbal Modes (Listening, Speaking, Reading, Writing): Verbal modes of expression makes the process of conveying thoughts easier and faster, and it remains the most successful form of communication. Yet, this makes up only seven percent of all human communication!

- **Listening and speaking:** Listening is comprehension of oral input or intake and speaking is the construction of meaningful utterances. In spoken texts, responders **listen** and composers **speak**. For example, the person who delivers (composes) a speech is the composer and the person who listens (responds) to it is the responder. A spoken text without a listener is meaningless.
- **Reading and writing:** Reading is understanding written texts and writing is producing written text or discourse. In written texts responders **read** and composers **write**. For example, the person who writes (composes) a newspaper report is the composer. The person who reads it (responds) is the responder. A written text without a reader is meaningless.

Non-Verbal Modes (Viewing, Shaping, Watching, and Moving): Nonverbal modes entail communicating by sending and receiving wordless messages. These messages usually reinforce verbal communication, but they can also convey thoughts and feelings on their own. By utilizing these non-verbal tools for accessing, exploring, expressing and for the communication of human experience, from the individual's own point of view.

- **Viewing and Watching:** Viewing is attending to visual signs or information and watching is attending the movement. The syllabus recognizes that a very common

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form of communication is visual communication. For this reason it is important that you learn how to respond to and compose visual forms of communication. A visual text without a viewer is meaningless. The viewing and representing language mode requires specific knowledge to understand.

- **Shaping and Movement:** Shaping is using visual signs or means of expression and moving is using the whole body, the whole person. It is the expression of experience through bodily gestures and movement. Every human experience can be expressed directly by most people and be understood. Gesture and movement enhance the imaginative ability inherent in everyone, to create precise mental pictures which can reveal the inner psychosomatic dynamics being explored. The human body is regarded as 'an instrument of meaning, enabling an inner being to live in an outer world'. The body serves as a map for the psyche, through which we can consciously trace and observe our inner life.
- **Sensing:** The sentient mode of knowing – the human sense-ability that receives and retains impressions from the outer and inner worlds. Every experience leaves an imprint on us, taken in through the bodily processes into the soul life where it continues to live. Through the senses we can rediscover and bring into conscious awareness at any point in time a particular experience and become aware of the psychological processes. Every emotional experience can be traced to its origin by the vibrations in the subtle dynamics of the body and through the use of gesture/movement which can directly express the sensations.

1.10 PLACE OF LANGUAGE IN SCHOOL CURRICULUM:

Language occupies a major and important place in School curriculum. After independence various changes occurred in the education system. Various education commissions, appointed by the Indian government recommended progressive switch over to the mother tongue. However, the importance of English too could not be overlooked. It is the language of the world and knowledge of language makes a person a citizen of the world.

Language is central to the whole curriculum process. Oral and written languages are both essential to the thinking process which must take place in all areas of the curriculum.

- The various forms of pictorial expressions are almost always accompanied by language and require language to make them intelligible **John Carrol**
- Language is but one among the many aspects of the semiotic functions even though it is, in most instances, the most important one - **Piaget**
- Language across the curriculum stresses concern for how people learn to use language, how they use language to achieve understanding and appreciation of their experiences (including the curriculum content introduced in schools) and how language use influences cognitive development- **Fillion**

Language across the curriculum is primarily concerned with pupils' ability to use reading, writing and talk for an increasing range of personal, social and educational purposes." Even highly abstract processes in Mathematics, Science and psychomotor activities use the medium

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not only in describing the techniques and processes but also in evoking responses. The student who is articulate in oral and written language, who can use words to manipulate ideas, to shape thoughts and to understand key concepts, has an indispensable tool for all school learning because the ability to communicate through language is a necessary skill in all subject areas. But what do we mean by language across the curriculum? It certainly does not mean that each subject teacher must take responsibility for teaching sentence structure, grammar and composition skills in the subject areas. Rather, language across the curriculum is “verbalization as the fulfillment of understanding within each subject area”. This involves such factors as:

- **Students** (in all subject areas)
 - Using writing to order and classify thoughts
 - Learning the language appropriate to the subject
 - Using the increasing precision the vocabulary of their subject;
- **Teachers** (in all subject areas)
 - Modeling the language of their subject
 - Attending to the conventions of written language
 - Becoming sensitive to the role and varieties of language learning

The following learning skills which are traditionally regarded as the purview of the teacher are shared by all subjects in the curriculum.

- **Locating information** using encyclopedias and reference books and gathering facts from field trips and interviews.
- **Organizing information** through outlining and categorizing
- **Acquiring information** using strategies such as skimming through reading and scanning and understanding the importance of pre-reading strategies. Acquiring information by setting purpose for listening and through listening and observing.
- **Communicating orally** by speaking with accuracy and pose, and in writing with clarity and exactness, using the writing process.
- **Interpreting** pictures, constructing simple graphs, tables charts, graphs, tables, charts and other pictorial pictures material cartoons including cartoons.
- **Evaluating and applying** problem-solving and information critical thinking skills. Each subject area has its special needs although there are many held in common across the curriculum. The subject teacher needs to be aware of this and should provide learning situations which will foster the development and use of appropriate language.

Place of language in school curriculum for language development of a child:

In order to understand the importance of language in school education curriculum for all subjects and across the whole curriculum, we have to identify and summarise the basic tenets on which language across the curriculum rests.

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

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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 learning's 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

Consequently, 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 practice discourse functions

Language is a tool for conceptualizing content and knowledge: 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. 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.

Language for communication: Language is the key medium of communication. Each and every citizen felt proud in speaking his own language.

Language for National and international importance: Each and every language has its unique features through which we can maintain trade, commerce, brotherhood, political relations within nation and worldwide.

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Language the windows for worldwide science and arts: Language is the key which opened the gates of western science arts to us. By learning rich language one can sets a way for worldwide development in science and arts.

1.11 ESSENTIALS OF LANGUAGE FOR OPTIMAL LEARNING FOR OTHER SUBJECTS

Communicative competences an integral part of learning subject: Language is a crucial to learning in subjects in schooling other than Language as Subject. There are many implicit expectations of learners in other subjects with respect to their communicative competences and these competences are an integral part of learning. Learners are thus entitled to be taught the required competences and equally, the expectations that they can use such competences put on learners in other subjects are justified if they are to be successful in learning. The language needed is more than the ordinary communicative skills developed in everyday life and academic language has to be taught and learnt deliberately.

Academic language of schooling: Other semiotic competences are also required as subjects are taught with the help of for example graphs or statistical tables. Some groups of learners need particular help because they do not have in their environment the support needed to acquire ordinary language competence and even less, academic language of schooling.

Implications for curriculum policy and design: There are implications for curriculum policy and design and for teaching methods which include cooperation and a holistic view of language learning in schools.

Development of basic language competences: It is generally agreed that one specific subject in school is particularly responsible for language education, namely Language as Subject, that is for the development of basic language competences such as listening, reading, interacting, speaking and writing. These competences are acquired by learners within the context of many different complex learning situations, leading to the mastery of communicative skills in connection with a number of different genres and discourse settings. Every learner has the right to be equipped with these fundamental language competences for their future learning, for developing their own identity, for finding their place on the job market, and for participating in society as a social agent and democratic citizen.

Mediation of goal setting for a subject: Language as subject has many more goals to reach and all of these are highly mediated through language, through providing meaningful content, learning activities and opportunities for interaction. The outcome of this should be – in the interest of the learners themselves – certain elements of cultural skills (e.g. spelling correctly or forming understandable sentences), of knowledge, of attitudes and values, of procedural competences in dealing with specific tasks/problems, in dealing with texts and other sources of information and in dealing with people as addressees of appropriate communicative actions.

Language for linguistics: However, language education does not stop with language as subject. Education in the language(s) of schooling is equally necessary in all other subjects, which are sometimes falsely considered as “non-linguistic” subjects (whereas in fact they are subjects with a “non-language content”). There are many different communication requirements in all other subjects e.g. in biology, in history, in mathematics or in sports. They include:

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- reading and understanding expository texts, which are often different in structure depending on the disciplinary context,
- listening to explanations of complex issues by the teacher
- answering questions orally and in a written mode
- presenting results of investigation and study
- participating in topic-oriented discussions.

Language for evaluation and examination: Across the curriculum, for the language dimension in these other subject contexts is closely linked to the thinking processes involved. Without adequate language competences a learner can neither properly follow the content that is not being taught, nor communicate with others about it. He or she will at best be able to recall and repeat without understanding and will eventually fail in examinations and other evaluations.

Language to reality and viewing the world: Language in other subject contexts is not limited to learning new concepts through a new system of terminology which reflects the knowledge structures of a particular subject. It requires new ways of thinking within the framework of one particular subject or group of subjects (a domain such as natural sciences or social sciences) and their specific approaches to reality and viewing the world.

Language for interactive and reflexive discourse: The term text type relates to the possibilities of classifying texts according to certain general/universal criteria (e.g. narration, description/exposition, argumentation, instruction etc). It is not restricted to written texts, but includes all types of oral and written communication in subject-specific contexts (e.g. a summary of observations or a report on the results of a search on the internet) as well as all types of interactive and reflexive discourse including meta-communication (e.g. contributing to the analysis of a specific issue or questioning a certain assumption/hypothesis).

In short, what is at stake in subject learning is to adopt the ways of thinking of each new subject, to understand the major issues, the settled and unsettled questions, to comprehend and participate in the ways of discovering, of categorizing, of modeling and of reasoning, and to develop efficient communication strategies for oral and written exchanges in a cohesive and coherent manner. All of this could be summarized under **the notion of subject-based text or discourse competence**

- a tendency within certain curricula not to restrict subject teaching to content or knowledge transmission, but also to focus on the functioning of science and understanding and appreciating its wider sociological and epistemological significance
- objectives relating to understanding the role and impact of scientific knowledge in daily life in society, often connected to education for citizenship (e.g. concerning sustainable development)
- tasks and activities for pupils geared to the application of knowledge and skills in given social situations.

In short, language in other subjects is linked to the acquisition of knowledge, but also to a critical reflection on the ways knowledge is acquired and the ways in which scientific insights and results are used in social reality.

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Rights to and requirements of language competences in other subjects

All learners are entitled to reach the goals outlined above and not to fail. This requires efficient forms of teaching the language competences needed for successful learning in subject contexts. The first stage in achieving this is to raise awareness of the issues which often remain implicit, and to ensure that they are made explicit in curricula. This then serves the purpose of establishing transparency and reliability for teachers, learners, parents and others responsible for education.

The acquisition of the necessary competences is an entitlement that schools have to provide if learners are to be successful. At the same time they are also requirements put on learners on the part of the subjects, of the school and of society as a whole. In that sense, curriculum planners act equally on behalf both of society and its expectations and of the individual learners and their right to a comprehensive and quality education and training. Both perspectives complement each other and therefore the formulation of competences or more precisely of levels of competence in terms of standards of achievement to be reached by the learner and to be guaranteed by the school is an expression of rights of learners and of demands made on learners in their own interest. There is no contradiction between these two perspectives, as long as they are made explicit and are linked.

In order to promote transparency with respect to these rights and demands, this Platform is an instrument which serves the following purposes:

- to better install language learning and teaching within each subject
- to co-ordinate language learning within and across subject boundaries and thus to optimise it in the interest of the learner (leading to a whole-school language learning and teaching policy)
- to strengthen the professionalism of all teachers by sensitising them to the needs of linguistic support measures in subject learning
- to diagnose achievements and difficulties in both teaching and learning in subject-based contexts
- to help identify the specific problems and needs of certain groups of learners (vulnerable learners) in dealing with the language(s) of content learning
- to focus on ways of reducing and overcoming these problems, for example by supporting the needs of vulnerable learners for a clear orientation and guidance on the concrete level and by adapting the subject teaching accordingly, so that they can experience quality education
- to evaluate and improve the efficiency of relevant support measures and resources
- to develop more appropriate teaching approaches in those subjects and programmes which use a second or foreign language as a medium of instruction and thus establish a clear link between Content and Language Integrated Learning (CLIL) and language learning in subjects using the language of schooling as a medium of instruction.

Subject communication and academic language use: Many features of the language of schooling in subject-specific contexts (as much as in language as subject) have been identified and are already known. They have been characterised as classroom-based “academic”

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language for which cognitive academic language proficiency is needed, in contrast to everyday language and the exchange of a more interpersonal nature, where basic interpersonal communication skills are sufficient.

Forms of discourse which are typically at the heart of school language include among others the following tendencies:

- the language is more specific, it relates to semantic fields and networks of concepts
- it uses a more formal style (e.g. “reduce” instead of “becoming less”) in written texts, though not necessarily in the oral discourse of the teacher,
- it is more abstract in word choice with respect to verbs, adverbs, collocations (e.g. a “curve increases sharply” instead of “goes up quickly”), yet on the other hand it uses many metaphorical expressions
- it uses specific terms for the concepts of the subject (e.g. “precipitation” instead of “rain”)
- it is more explicit and detailed, again depending on the form of discourse (e.g. “from January till March the sales figures rise, whereas from April until September they stay even – at a high level”)
- it is cohesive in that ideas, sentences and parts thereof are linked (this can be realised by explicit anaphoric devices, by the use of super ordinate constructions or simply by repetition of terms)
- it is structured (e.g. concerning the logic of sequencing, of arguing or evidencing) according to the conventions of the text-type or genre
- it is more coherent or goal-oriented in terms of the overall structuring of a discourse or text.

The use of other semiotic systems: In addition to verbal language, there are in subject contexts other modes of semiotic communication, sometimes as a major feature. These other semiotic systems of expressing meaning (e.g. graphs, diagrams, statistical tables, sketches or maps) need to be examined, therefore, as to their specific characteristics as well as to their inter-relations and connections with speech. Learners discover that language is not the only meaning-making system, although the dominant one, in our knowledge societies.

These other semiotic means usually do not appear in isolation; they are linked to oral or written verbal explanations and commentaries. The texts or tasks in subject-related contexts therefore require learners to relate one source of information to another. Learners have to deal with mixed modes or multi-modalities. In addition to processing a large number of verbal texts, there are many non-verbal representations of meaning which the learner has to handle appropriately. These are part of scientific discourse, and also of everyday information flow but they are often very dense in their information structure and difficult to decode. There is a need for constant translation from one symbolic system into the other as much as from everyday language into the language of schooling and vice versa.

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1.12 CONTRIBUTION OF LINGUISTICS AND PSYCHOLOGY IN UNDERSTANDING LANGUAGE ACQUISITION

a) Contribution of linguistics

Linguistics is a science, a systematic body of language and theory. Both linguistics and language teaching are concerned with language. Language is a system. A System is a complex whole. It is a set of connected parts of things. The system of language functions through sounds, words and structures. They are integrated with one another and constitute the organic whole. Language should be thought and learnt as a system. Language is a system of phonetics (sounds), vocabulary (words) and grammar (structure) which in themselves are systems.

Phonology: The study of the actual sound of language is called phonetics and the way in which “these sounds are used, put together and organized” is called phonology. Phonemes are important because of the difference in sound between them and correct pronunciation in spoken form.

Words- vocabulary: The symbols of a language are its words. For better functioning of a language it is essential that both the speaker and the listener know the words. Each word has a definite sound and a definite meaning. For communicating it is essential to attach a meaning to each sound.

Structures –grammar: Teaching of a language should start with hearing the sounds and speaking the language. Going from “simple to difficult”, “familiar to unfamiliar” is very important in teaching the structures or grammar. Learning a language means acquiring the skills of learning the sounds, words and structures together and there is no separation between these systems in a language.

b) Contribution of psychology

In addition to the principle of linguistics, we must also understand the psychological principles and theories of language learning.

Association between stimuli and reflex responses for language acquisition: The Russian psychologist, Pavlov at the beginning of the century conducted a series of an experiment in which he trained a dog to salivate the sound of the bell before giving food, through a procedure that has come to be labeled as classical conditioning. For Pavlov the learning process consisted of the formation of the association between stimuli and reflex responses. The Teachers job is motivate the learner in language acquisition by creating different situations of his interest.

Construct a learning environment for language acquisition: B.F. Skinner published his behavior of organisms and he thus established himself as one of the leading behaviorists in the so called pavlovian conditioning. Skinner’s operant conditioning made a profound impression on language pedagogy. Skinner believed in providing an environment for learning language. Applying his Operant conditioning technique, Skinnners argued that it should be possible to construct a learning environment. These theories talk about stimulus response and reinforcement as the basic requirements of learning language.

Practice makes perfect in language acquisition: It is necessary to remember Thorndike’s “three laws of learning” .i.e. The law of effect, The laws of exercise and The law of readiness. Practice makes a man perfect. According to the law of exercise; the more frequent the learning activity, the better is the learning language. The teacher who readily makes use of exercise like revision, recapitulation, application can teach the students effectively.

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Construct of intelligence for language acquisition: The cognitive theory of learning as per Piaget is a construct of intelligence. The child exposed to a limited number of words and sentences is able to form its rule. The child is able to be productive or creative. It affords scope for self-learning rather than language teaching by the teacher. The learner is able to master the complexities of learning a language.

Meaningful learning for language acquisition: David Asubel championed the cognitive theory of learning. Cognitive theorists lay emphasis on meaningful learning. This does not support “rote learning”. Knowledge is the basis for understanding, understanding leads to application develops skill. Benjamin Bloom has mentioned three domains of objectives in learning a language. They are cognitive, affective and psychomotor domain.

All the psychological principles affect the acquisition language considerably. A good teacher always keeps these principles in mind and thus ensures a good teaching-learning environment in language acquisition.

1.13 ESSENTIALS OF LANGUAGE FOR OPTIMAL LEARNING OF OTHER SUBJECTS

The main uses of language in other subjects are fourfold: it is needed for “talking a subject”, for “learning a subject and interacting”, for “talking about a subject”, and for reflecting on “social uses of a subject”. Acquiring language in other subjects involves new and appropriate discourse varieties within each subject, within a domain and across all subjects.

Language is crucial to learning in subjects in schooling other than Language as Subject. There are many implicit expectations of learners in other subjects with respect to their communicative competences and these competences are an integral part of learning. Learners are thus entitled to be taught the required competences and equally, the expectations that they can use such competences put on learners in other subjects are justified if they are to be successful in learning.

Language does not stop with language as subject. Language of schooling is equally necessary in all other subjects, which are sometimes falsely considered as “non-linguistic” subjects (whereas in fact they are subjects with “non-language content”). There are many different communication requirements in all other subjects e.g. in biology, in history, in mathematics or in sports. They include:

- reading and understanding expository texts, which are often different in structure depending on the disciplinary context,
- listening to explanations of complex issues by the teacher
- answering questions orally and in a written mode
- presenting results of investigation and study
- participating in topic-oriented discussions.

These new requirements are in close relationship with substantial subject-matter, with tackling and solving tasks of a specific nature involving abstract thinking.

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Language is the mediation of learning other subject: Language learning is always part of subject learning, or to put it more radically, subject learning is always language learning at the same time. The learning of subject-specific knowledge as in physics, geography or mathematics cannot happen without linguistic mediation. It is only possible with the help of appropriate skills of language comprehension and use, which have to be acquired or activated simultaneously with subject learning.

Language is an integral part of subject competence: Language competence is an integral part of subject competence – it is not an additional external element nor is it a luxury which can be ignored. It has to be explicitly developed alongside subject competence in all subjects, across the curriculum, for the language dimension in these other subject contexts is closely linked to the thinking processes involved. Without adequate language competences a learner can neither properly follow the content that is not being taught, nor communicate with others about it.

Language is the success of evaluation: Teacher in conducting examination and valuating the achievement of the pupils can be made only if a teacher mastery over the language in his own subject. Learner can best be able to recall and repeat without understanding and will eventually fail in examinations and other evaluations. School itself is often responsible for this failure because the linguistic and communicative demands implied in subject learning are not made explicit enough to learners. They are part of a hidden agenda, a hidden curriculum.

Language for new way of thinking subject: Language in other subject contexts is not limited to learning new concepts through a new system of terminology which reflects the knowledge structures of a particular subject. It requires new ways of thinking within the framework of one particular subject or group of subjects (a domain such as natural sciences or social sciences) and their specific approaches to reality and viewing the world.

Language for semantic relations and meanings underlying in other subjects: Language in Other Subjects is sometimes reduced to a matter of simply learning new words or terminologies in dealing with other subjects and their content. This is too narrow a view. There is indeed the need to establish a shared terminology, yet not in the sense of teaching and learning a multitude of isolated terms (a never-ending exercise in naming and labeling, as is sometimes done in for example chemistry). Instead, the process should be a path to understanding the structures of existing knowledge and thus the semantic relations and meanings underlying it. This places stronger emphasis on the discourse aspects of subject learning, on the forms of speech present in the classroom and not solely on spelling, on accuracy of vocabulary or morpho-syntactic correctness.

Language sets efficient strategies for other subjects: what is at stake in subject learning is to adopt the ways of thinking of each new subject, to understand the major issues, the settled and unsettled questions, to comprehend and participate in the ways of discovering, of categorising, of modelling and of reasoning, and to develop efficient communication strategies for oral and written exchanges in a cohesive and coherent manner. This process can be characterised as one of initiation into the ways of thinking and communicating within a subject, dealing with their specific interests and practices and with their specific approaches towards reality or sections thereof, the teaching of specific subjects may thus involve:

- a tendency within certain curricula not to restrict subject teaching to content or knowledge transmission, but also to focus on the functioning of science and

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understanding and appreciating its wider sociological and epistemological significance

- objectives relating to understanding the role and impact of scientific knowledge in daily life in society, often connected to education for citizenship (e.g. concerning sustainable development)
- tasks and activities for pupils geared to the application of knowledge and skills in given social situations.

Language enhances learning of other subjects: All learners are entitled to reach the goals outlined above and not to fail. This requires efficient forms of teaching the language competences needed for successful learning in subject contexts. The first stage in achieving this is to raise awareness of the issues which often remain implicit, and to ensure that they are made explicit in curricula. This then serves the purpose of establishing transparency and reliability for teachers, learners, parents and others responsible for education.

Language promotes transparency of other subjects: In order to promote transparency with respect to rights and demands of learning any subject, language sets a Platform and serves the following purposes:

- to better install language learning and teaching within each subject
- to co-ordinate language learning within and across subject boundaries and thus to optimise it in the interest of the learner (leading to a whole-school language learning and teaching policy)
- to strengthen the professionalism of all teachers by sensitising them to the needs of linguistic support measures in subject learning
- to diagnose achievements and difficulties in both teaching and learning in subject-based contexts
- to help identify the specific problems and needs of certain groups of learners (vulnerable learners) in dealing with the language(s) of content learning
- to focus on ways of reducing and overcoming these problems, for example by supporting the needs of vulnerable learners for a clear orientation and guidance on the concrete level and by adapting the subject teaching accordingly, so that they can experience quality education
- to evaluate and improve the efficiency of relevant support measures and resources
- to develop more appropriate teaching approaches in those subjects and programmes which use a second or foreign language as a medium of instruction and thus establish a clear link between Content and Language Integrated Learning (CLIL) and language learning in subjects using the language of schooling as a medium of instruction.

Language for Subject communication and academic language use: Many features of the language of schooling in subject-specific contexts (as much as in language as subject) have been identified and are already known. They have been characterised as classroom-based “academic” language for which cognitive academic language proficiency is needed, in contrast to everyday language and the exchange of a more interpersonal nature, where basic interpersonal communication skills are sufficient.

Language sets stage for learning policy of other subject: Transfer of competences in other subjects or from one subject-matter to another, there is little known about these processes of language communication, how they operate and how they could be strengthened and

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supported in a systematic way. These actual and potential links between language and language in other subjects demonstrate the need for a whole school language teaching and learning policy, which requires collaboration among teachers.

As to the relationship between the uses of language in teaching individual subjects and the uses of language across subjects, one can observe a certain interaction. Despite the cross-curricular nature of language in teaching content, its use seems to vary largely according to subject. By way of a first approximation, we could state that

- Mathematics seem to be most abstract and have a language (or languages) of their own, but when it comes to verbalising or “translating” the findings or the steps and procedures taken on the way towards these findings, the same discourse patterns hold true as in other subjects
- Natural sciences and their corresponding school subjects, language serves above all to convey and discuss hypotheses and probabilities, to argue and give explanations, but the products of scientific activity come into existence and are largely established beyond their expression in language (experimentation, measurements, observations etc.)
- Social or human sciences and their corresponding school subjects, language is their very form of existence; history, for example, does not exist as such outside the realms of its expression in language.

In other words, all three areas of knowledge and study are unique to some extent in their uses of language, but they also share common features of communication and in connection with this, ways of thinking and expressing their thoughts within a commonly defined linguistic/semiotic framework which can be described.

The acknowledgement of the important role of language and communication in other subjects poses great challenges for everyone involved in school education and there is a need for a holistic approach to policy for languages of schooling. This involves the teachers of all subjects becoming more language-sensitive and cooperative concerning the management and integration of different communicative layers within their subjects and among them. Curriculum planners too need to develop a more systematic understanding of language/communication across the curriculum and formulate accordingly.

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UNIT - II LANGUAGE DIVERSITY IN CLASSROOMS

2.1 LANGUAGE ACQUISITION

Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate.

2.2 FIRST LANGUAGE ACQUISITION

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

First language acquisition is a rapid process. In the span of just a few years, newborn infants who neither speak nor understand any language become young children who comment, question, and express their ideas in the language of their community. This change does not occur all at once.

First, newborns' cries give way to coos and babbles. Then, infants who coo and babble start to show signs of comprehension such as turning when they hear their name. Infants then become toddlers who say “bye-bye” and “all gone” and start to label the people and objects in their environment.

As their vocabularies continue to grow, children start to combine words. Children's first word combinations, such as “all gone juice” and “read me,” are short and are missing parts found in adults' sentences. Gradually children's immature sentences are replaced by longer and more adult like sentences.

As children learn to talk, their comprehension abilities also develop, typically in advance of their productive speech.

As children master language, they also become masters at using language to communicate. One-year-olds who can only point and label become 2-year-olds who comment, question, and command, and 4-year-olds who can carry on coherent conversations.

First language acquisition is a robust process. The position that language has significant innate support comes from analyses of the nature of language knowledge in both the adult and child. Once language is acquired, speakers and hearers have the capacity to produce and understand an infinite number of novel sentences. This productivity of language poses a challenge to efforts to account for language acquisition on the basis of experience. Somehow children go beyond what they have experienced and construct a grammar that allows them to produce an infinite number

Stages of First Language Acquisition

First-language acquisition is a universal process regardless of home language. Babies listen to the sounds around them, begin to imitate them, and eventually start producing words. There are six stages of first language acquisition,

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Pre-talking stage (0-6 months): At birth, the infant vocal tract is in some ways more like that of an ape than that of an adult human. In particular, the tip of the velum reaches or overlaps with the tip of the epiglottis. As the infant grows, the tract gradually reshapes itself in the adult pattern.

During the first two months of life, infant vocalizations are mainly expressions of discomfort (crying and fussing), along with sounds produced as a by-product of reflexive or vegetative actions such as coughing, sucking, swallowing and burping.

During the period from about 2-4 months, infants begin making "comfort sounds", typically in response to pleasurable interaction with a caregiver. The earliest comfort sounds may be grunts or sighs, with later versions being more vowel-like "coos". Laughter appears around 4 months.

Babbling (6-8 months): During the period from 4-7 months, infants typically engage in **vocal play**, manipulating pitch (to produce "squeals" and "growls"), loudness (producing "yells"), and also manipulating tract closures to produce friction noises, nasal murmurs, "raspberries" and "snorts".

At about seven months, **babbling** appears: infants start to make extended sounds that are chopped up rhythmically by oral articulations into syllable-like sequences, opening and closing their jaws, lips and tongue. Repeated consonant+vowel sequences are often produced, such as [bababa] or [nanana].

Both vocal play and babbling are produced more often in interactions with caregivers, but infants will also produce them when they are alone. These vocalizations are vowel-like sounds, pitch, and intonation contours that resemble adult contours.

No other animal does anything like babbling. It has often been hypothesized that vocal play and babbling have the function of "practicing" speech-like gestures, helping the infant to gain control of the motor systems involved, and to learn the acoustical consequences of different gestures.

Holophrastic / One word (9-18 months): One multipurpose word often usually used to convey the child's needs and world views. At about ten months, infants start to utter recognizable words. Some word-like vocalizations that do not correlate well with words in the local language may consistently be used by particular infants to express particular emotional states.

Young children often use words in ways that are too narrow, called under extensions ("bottle" used only for plastic bottles; "teddy" used only for a particular bear) or too broad, called overextensions ("dog" used for lambs, cats, and cows as well as dogs; "kick" used for pushing and for wing-flapping as well as for kicking.) These under extensions and overextensions develop and change over time in an individual child's usage.

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Two words (18- 24 months): There is often a spurt of vocabulary acquisition during the second year. Early words are acquired at a rate of 1-3 per week (as measured by production diaries); in many cases the rate may suddenly increase to 8-10 new words per week, after 40 or so words have been learned. However, some children show a steadier rate of acquisition during these early stages. The rate of vocabulary acquisition definitely does accelerate in the third year and beyond: a plausible estimate would be an average of 10 words a day during pre-school and elementary school years.

During the second year, word combinations begin to appear. Novel combinations (where we can be sure that the result is not being treated as a single word) appear sporadically as early as 14 months. At 18 months, 11% of parents say that their child is often combining words, and 46% say that he or she is sometimes combining words. By 25 months, almost all children are sometimes combining words, but about 20% are still not doing so often.

Telegraphic stage or early multiword stage (24 - 30 months): The child is still mostly understood by his/her parents and caregivers. "Telegraphic" sentence structures are lexical rather than functional or grammatical morphemes.

In the early multi-word stage, children who are asked to repeat sentences may simply leave out the determiners, modals and verbal auxiliaries, verbal inflections, etc., and often pronouns as well. The same pattern can be seen in their own spontaneous utterances.

At about the age of two, children first begin to use grammatical elements. In English, this includes finite auxiliaries ("is", "was"), verbal tense and agreement affixes ("-ed" and "-s"), nominative pronouns ("I", "she"), complementizers ("that", "where"), and determiners ("the", "a"). The process is usually a somewhat gradual one, in which the more telegraphic patterns alternate with adult or adult-like forms.

Over a year to a year and a half, sentences get longer, grammatical elements are less often omitted and less often inserted incorrectly, and multiple-clause sentences become commoner.

Later multiword stage (to infinity...) (30+months): By age 5, utterances average 4.6 words per sentence and vocabulary increases by about 20 words per day. By age 6, the child knows about 13,000 words. By age 8, the child knows about 28,300 words.

2.3 SECOND LANGUAGE ACQUISITION

Second-language acquisition assumes knowledge in a first language and encompasses the process an individual goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems.

Stages of Language Acquisition - The Six Stages of Second-Language Acquisition

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

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Strategies for pre- production stage:

1. Emphasize listening comprehension by using read-alouds and music.
2. Use visuals and have students point to pictures or act out vocabulary.
3. Speak slowly and use shorter words, but use correct English phrasing.
4. Model "survival" language by saying and showing the meaning. For example, say, "Open your book," and then open a book while the student observes.
5. Gesture, point and show as much as possible.
6. More advanced classmates who speak the same language can support new learning through interpretation.

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

Strategies for early production stage:

1. Continue the strategies listed above, but add opportunities for students to produce simple language.
2. Ask students to point to pictures and say the new word.
3. Ask yes/no and either/or questions.
4. Have students work in pairs or small groups to discuss a problem. Have literate students write short sentences or words in graphic organizers.
5. Model a phrase and have the student repeat it and add modifications.

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

Strategies for Speech Emergent stage:

1. Introduce more academic language and skills by using the same techniques listed above, but beginning to use more academic vocabulary.
2. Introduce new academic vocabulary and model how to use it in a sentence.
3. Provide visuals and make connections with student's background knowledge as much as possible.
4. Ask questions that require a short answer and are fairly literal.
5. Introduce charts and graphs by using easily understood information such as a class survey of food preferences.

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

Strategies for beginning fluency stage:

1. Model more advanced academic language structures such as, "I think," "In my opinion," and "When you compare." Have students repeat the phrases in context.
2. Re-phrase incorrect statements in correct English, or ask the student if they know another way to say it.
3. Introduce nuances of language such as when to use more formal English and how to interact in conversations.
4. Have students make short presentations, providing them with the phrases and language used in presentations ("Today I will be talking about") and giving those opportunities

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to practice the presentation with partners before getting in front of the class.

5. Continue to provide visual support and vocabulary development.
6. Correct errors that interfere with meaning, and pre-identify errors that will be corrected in student writing, such as verb-tense agreement. Only correct the errors agreed upon.

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

Strategies for Intermediate fluency stage:

1. Create assessments that give students an opportunity to present in English after they have an opportunity to practice in pairs or small groups.
2. Introduce more academic skills, such as brainstorming, prioritizing, categorization, summarizing and compare and contrast.
3. Ask students to identify vocabulary by symbols that show whether the student "knows it really well, kind of knows it, or doesn't know it at all." Help students focus on strategies to get the meaning of new words.
4. Have a "guessing time" during silent reading where they circle words they don't know and write down their guess of the meaning. Check the results as a class.
5. Introduce idioms and give examples of how to use them appropriately.

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

Strategies for Advance fluency stage:

1. Offer challenge activities to expand the student's vocabulary knowledge such as identifying antonyms, synonyms and the use of a thesaurus and dictionary.
2. Demonstrate effective note-taking and provide a template.
3. Offer error correction on academic work and on oral language. Because students at this stage have achieved near-native fluency, they benefit from support in fine-tuning their oral and written language skills.

Principles of Effective Second Language Learning:

1. **Principle of Exposure:** The more frequently language learners are exposed to foreign vocabulary; the more likely they are to remember it.
2. **Principle of Association:** In order for learners to successfully make the association between a foreign language word and its meaning, that meaning must be conveyed in a comprehensible manner.
3. **Principle of Pacing:** Forcing language learners to rush into sentence formation can interfere with vocabulary learning during the beginning stages of acquiring a new language. Instead, learners should be given time to absorb the meanings of individual words at their own pace before being required to use them in a larger context.

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4. **Principle of gradual progress:** In addition to not forcing beginning language learners to immediately produce whole sentences, a vocabulary program should also avoid other kinds of elaboration that might produce negative effects on the learning of new words.
5. **Principle of Small steps:** Vocabulary learning is most effective when learners start off with a small group of words, then gradually add more terms as the first ones are mastered.
6. **Principle of habit-formation:** according to palmer, “language learning is essentially a half forming process, a process during which we acquire new habits.”
7. **Principles of oral approach:** oral approach means speaking should come earlier than reading and writing. A child learns speaking his mother –tongue before writing it. Samely, this principle should also be adopted in learning and teaching a foreign language.
8. **Principle of situational approach:** to language teaching- to learn in situations, is the natural way in which a child learn his mother tongue, samely English language should be taught in situations.
9. **Principle of practice and drill-language:** learning is a habit forming process. For this purpose sufficient practice and drill must be given while teaching a language.
10. **Principles of nature order of learning and multi-skilling:** In nature order of learning, there are four basic language skills: listening, speaking, reading and writing. In the learning process of mother tongue the child first listens to the sounds and then produces himself, i.e. listening and speaking.
11. **Principles of imitation:** At early stage the child learns his mother-tongue by imitation .good speech is the result of imitating good models of speech. In the school a teacher must provide a good model of speech before the students.
12. **Principle of accuracy:** it is very important for an English teacher to know the principles of language learning and teaching. A teacher will not be able to teach English effectively with accuracy without this language.
13. **Principle of motivation:** The principle plays a very important role in learning a language. Child learns his mother-tongue to get his needs fulfilled. The learning of a foreign language like English also fulfills certain needs of our students in our country. To learn English, there should be some motivations among the students.

2.4 THEORIES OF CHILD LANGUAGE ACQUISITION

Language is acquired, not "learned." Language is an instinct and not a learned skill like playing the piano or riding a bicycle. But how do children acquire language? There are currently three general theories of language acquisition:

1. Imitation Theory
2. Reinforcement Theory
3. The Innateness Theory plus Active Construction of Grammar Theory

Imitation Theory

Imitation theory says that children learn grammar by memorizing the words and sentences of their language. Before attacking this view, let's make sure we recognize that language acquisition MUST involve a lot of memorizing. Children born of Tamil speaking

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parents in an English speaking environment will learn English, even if they hear only Tamil from their parents. There's simply no way to get around this problem. Clearly, children must hear the words (or see the signs) of their language in order to go about committing them to their mental dictionaries, and clearly English children learn English because they are getting English input, but memorizing alone is not adequate. Here are some problems with the imitation perspective:

- **Children produce many things not in the adult grammar** (like 'nana' for banana), i.e. they produce things not produced by adults. Some people might say that this is simply a consequence of the difficulty of learning how to speak and not a problem for the imitation theory.
- **Children make consistent, predictable errors that cannot be attributed to mispronunciation and which still are not ever heard in the adult grammar.** Children make errors like saying "goed" instead of "went" or "drewed" instead of "drew". These errors are important. Why? Because they indicate that the child CANNOT simply be memorizing all of the words in her or his language.
- **Children can produce and understand novel sentences.** Children acquire the "rules" of their syntax and thus have a powerful device for producing novel sentences according to the general syntactic rules of their grammar. Back to the problem, then, for imitation theory. It is simply puzzling why children should have this capacity if language acquisition boils down simply to memorization of input. Kids should not be able to produce sentences not explicitly received as input.

Reinforcement Theory

The basic idea here is that children learn to speak like adults because they are taught to do so by being praised and otherwise rewarded for doing things right. At the same time, they are helped because parents "correct" them when they make mistakes. There are two major flaws in this theory.

- **Strangely enough, parents actually don't seem to correct children's grammar as much as we might think, and they don't praise them for using proper adult grammatical constructions either.** What parents (or other caretakers) DO seem to do is praise children for being truthful. So if a child uses a well formed sentence such as "the dog wants to eat", parents tend to correct the child if the sentence is not true, as in "No, Jimmy, the dog doesn't want to eat. It just ate." But if children are truthful but produce sentences that are ungrammatical in the adult grammar, such as "Nancy goed to school yesterday," parents often respond, "Yes, she did" without bothering to correct the incorrect "goed".
- **This isn't to say that parents never attempt to correct their children's grammar.** But even when they do, there is little evidence that this has any great effect on the language development of the child. Often times, children seem determined to continue to produce incorrect forms DESPITE correction from adults. And when adults insist on trying to make the child "do it right", more often than not everyone involved has a frustrating time.

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The Innateness Theory

This brings us to our third (and preferred) candidate. The innateness theory says that the brain of human beings is genetically predisposed for language. Just as we are made to have two arms and are designed to walk, we are made to talk.

Language development in humans seems to exhibit these properties, some of which we'll look at a little more closely below. Briefly, let's note why.

- **The behavior emerges before it seems necessary.** Language does appear to emerge before it is necessary to the extent that we begin to develop and use it before we need it to fend for ourselves, i.e. while our every need is still being taken care of by our primary caregiver(s).
- **Its appearance is not the result of a conscious decision.** Children don't decide to start acquiring language. Language simply develops in them. Compare this to deciding whether or not to join the track team, or deciding whether or not to take an elective, or deciding whether or not to learn golf.
- **Its emergence is not triggered by external events** (though the surrounding environment must be sufficiently rich for it to develop adequately). What this means is that language doesn't emerge because adults suddenly decide that it's time for "language school" or organized "language play sessions". The only thing necessary is that kids live in a world of language. What I said in class, I think, is that we can think of it metaphorically as if we're born ready to sing and need simply to be exposed to the song.
- **Direct teaching and intensive practice have relatively little effect.** This is true. Correcting children and drilling them on grammar won't make them learn language any faster. Compare this to say, piano lessons. Without the drills and intense lessons, it is very difficult to learn to play the piano. Kids acquire language systematically, and cross the same basic milestones at roughly the same time regardless of the language that they are speaking.
- **There is likely to be a critical period.** This means that there is likely to be a period during which language acquisition is possible and after which language acquisition becomes highly unlikely, if not impossible. The idea is basically that there is a window of opportunity for language acquisition.

Similarities between first and Second Language Acquisition:

- In both first and second language acquisition, universal grammar may influence learning. In second language learning, universal grammar may influence learning either independently or through the first language.
- In both first and second language acquisition, there are predictable stages, and particular structures are acquired in a set order. Individuals may move more slowly or quickly through these stages, but they cannot skip ahead.
- In both first and second language acquisition, making errors is a part of learning. Learners need to make and test hypotheses about language to build an internal representation of the language. In the initial stages of learning, learners may

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use chunks of language without breaking them down or processing them as independent units. In later stages, they may make new errors as they begin to process the parts of each chunk according to the rules of their language system. For example, a learner may start out using the correct form of an irregular verb as part of a language chunk, but later over generalize and place a regular affix on that same verb.

- In both first and second language acquisition, the learner uses context clues, prior knowledge, and interaction to comprehend language.
- In both first and second language acquisition, age is an important variable affecting proficiency.
- In both first and second language acquisition, learners can often comprehend more complex language than they are able to produce. In the initial stages of learning, learners go through a silent period.
- In both first and second language acquisition, a learner's proficiency can vary across situations.
- In both first and second language acquisition, learners may overgeneralize vocabulary or rules, using them in contexts broader than those in which they should be used.
- In both first and second language acquisition, learners need comprehensible input and opportunities to learn language in context in order to increase their proficiency.

Differences between first and Second Language Acquisition:

- In first language acquisition, the basis for learning is universal grammar alone. In second language acquisition, knowledge of the first language also serves as a basis for learning the second language. There may be both positive and negative transfer between languages in second language learning.
- In first language acquisition, children spend several years listening to language, babbling, and using telegraphic speech before they can form sentences. In second language acquisition in older learners, learning is more rapid and people are able to form sentences within a shorter period of time.
- In formal second language learning in older learners, learners are able to use more metacognitive processes in their learning. They can consciously analyze and manipulate grammatical structures, and they can explicitly describe how language works. This can speed the learning process.
- In second language learning in older learners, learners bring more life experience and background knowledge to their learning. They have more schemata and more learning strategies to help them learn the second language.
- In second language learning in older learners, there may be less access to universal grammar, and sensitivity to phonological distinctions not present in the native language will be reduced. Students learning in a classroom setting may also have fewer opportunities to learn language authentically. These factors may reduce the likelihood that second language learners will attain native-like proficiency. First-language learners always attain native proficiency, unless they have a disability that affects language learning.
- In first language acquisition, learners have many chances to practice with native speakers (especially caregivers). In second language acquisition, learners may or may not have the opportunity to practice extensively with native speakers.

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- Almost everyone acquires a first language, but not everyone acquires a second language. Acquiring a first language happens naturally, while acquiring a second language often requires conscious effort on the part of the learner.

2.5 USING FIRST AND SECOND LANGUAGE IN CLASSROOM

One of the on-going debates among teachers is that of whether or not to use the students' first language (L1) in second language (L2) classrooms or learning environments. Generally, few instructors feel that the primary language of instruction should be the L1. However, there seems to be a wide range of opinions on the degree of L1 use. One end of this spectrum favors banning the L1 from the classroom totally; the remainder (a fairly large remainder) proposes various types of L1 use or limitation. Factors which affect these decisions include such things as social and cultural norms, student motivation and goals, whether or not English is a primary means of communication in the environment external to the classroom, age and proficiency of the students, and the linguistic makeup of the class (monolingual or multilingual as relates to L1), among others. One interesting point is that the same factors may lead to different conclusions and methodologies for different teachers, and even when different policies and practices are implemented in the classroom, all of them may well lead to successful results.

So the answer to whether or not to allow non-target languages in the classroom is, "Yes. Conditionally." When introducing new vocabulary in which meaning can be expressed through drawings, noises, pantomimes or the like, I use the target language exclusively. However, when attempting to communicate ideas that are abstract, I use/permit first language. All in all, I believe input needs to be comprehensible.

However, the day after an exam we are introducing new material, and it is on these days I tolerate the most negotiation in the first language. I believe this gives students the ability to tap into their prior knowledge in order to learn the new one; an important aspect of critical pedagogy. I also believe that, even at advanced levels, the more abstract the concept, the more important it is to tap into that prior knowledge.

2.6 MULTILINGUALISM IN THE CLASS

Multilingualism is the act of using, or promoting the use of, multiple languages, either by an individual speaker or by a community of speakers. Multilingual speakers outnumber monolingual speakers in the world's population. In linguistics, first language acquisition is closely related to the concept of a "native speaker".

According to a view widely held by linguists, a native speaker of a given language has in some respects a level of skill which a second (or subsequent) language learner can hardly reliably accomplish. Consequently, descriptive empirical studies of languages are usually carried out using only native speakers as informants. This view is, however, slightly problematic, particularly as many non-native speakers demonstrably not only successfully engage with and in their non-native language societies, but in fact may become culturally and even linguistically important contributors (as, for example, writers, politicians and performing artists) in their non-native language. In recent years, linguistic research has

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focused attention on the use of widely known world languages such as English as lingua franca, or the shared common language of professional and commercial communities. In lingua franca situations, most speakers of the common language are functionally multilingual.

Indian literary history shows that people used to switch between Pali and Sanskrit, Tamil and Sanskrit, and Ardhamagadhi and Sanskrit with ease. During the Mogul period, there were many scholars had mastered both Sanskrit and Persian/Arabic. Tulsidas, Vidyapati, and authorsof Apabhramsa of the North, and the Azhwars and Nayanmars of the South emphasized the importance of the language styles spoken by the ordinary people, even as they used the language of high literature. Indian classical drama used dialects and 'standard' languages. Writers used Magadhi, Shaurseni, Prakrit, and Apabhramsa, even as they excelled in the use of Sanskrit. The pattern of language use seemed to be flexible depending upon what roles the individual was playing.

The Indian education system is truly multilingual in its character. The Bombay Municipal Corporation runs primary schools in nine languages. The Karnataka State runs primary schools in eight languages. The secondary schools in West Bengal give their students the option to choose from 14 languages. The three-language formula widely in the country aims at developing and strengthening the multilingual character of our educational system there are many problems in implementing the three-language formula. For example, there is no reference to the mother tongue or home language in the formula. There is no reference to the classical languages and foreign languages. Tamilnadu teaches only Tamil and English, and Gujarat follows it with Gujarati and Hindi. Many Hindi states substitute Sanskrit, a classical language for a modern Indian language. With the expanded version of the eighth schedule of the constitution, more languages are added to the mix, but there is hardly any improvement in the situation.

There are 500 Central Schools with the bilingual medium consisting of English and Hindi. There is also a compulsory language, Sanskrit, in addition. There are 500 Navodaya Vidyalayas where some competence is English and Hindi is imparted simultaneously. But the students who graduate from these schools go to the English medium colleges, because there is no college in the country that offers a bilingual medium of instruction. The Indian education system blocks multilingualism as one move into higher education.

2.7 MEANING AND CONCEPT OF DIALECTS

Dialects are linguistic varieties which may differ in pronunciation, vocabulary and grammar. For the classification of varieties of English in terms of pronunciation only, see Regional accents of English. Dialects can be defined as "sub-forms of languages which are, in general, mutually comprehensible".

Dialect Definition: The language used by the people of a specific area, class, district or any other group of people. The term dialect involves the spelling, sounds, grammar and pronunciation used by a particular group of people and it distinguishes them from other people around them.

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Dialect is a very powerful and common way of characterization, which elaborates the geographic and social background of any character.

Dialects can be defined as "sub-forms of languages which are, in general, mutually comprehensible". English speakers from different countries and regions use a variety of different accents (systems of pronunciation), as well as various localized words and grammatical constructions; many different dialects can be identified based on these factors.

Dialects can be classified at broader or narrower levels: within a broad national or regional dialect, various more localized sub-dialects can be identified, and so on. The combination of differences in pronunciation and use of local words may make some English dialects almost unintelligible to speakers from other regions.

The major native dialects of English are often divided by linguists into three general categories: the British Isles dialects, those of North America, and those of Australasia. Dialects can be associated not only with place, but also with particular social groups. Within a given English-speaking country, there will often be a form of the language considered to be Standard English – the Standard Englishes of different countries differ, and each can itself be considered a dialect. Standard English is often associated with the more educated layers of society.

Examples of Dialects: Indian English Dialects: Punjabi/Delhi English, U.P/Bihari English, Bengali/Assamese English, Oriya English, Gujarati English, Maharashtrian English, Telugu English, Tamil English, Malayalee English

Tamil dialects: Madurai Tamil, Kongu Tamil, Chennai Tamil, Kumari tamil, Malaysian Tamil, Singala Tamil.

TYPES OF DIALECTS: There are two types of dialects. Regional or Geographical and Social dialects

Regional dialects: The most extensive type of dialectal differentiation is geographic or regional. Geographically, dialects are the result of settlement history. Such dialects develop primarily as a result of limited communication between different parts of a community due to various geographical barriers, such as mountain ranges and rivers. Under such circumstances, changes that take place in the language of one part of the community do not spread elsewhere. Thus, in communities between which communication is difficult, differences in dialect can develop. Such distinctive varieties are usually called regional dialects of the language. Linguists observed that language keeps on changing places to places. And at one moment such situation occurs when people don't find any similarity with the main language. This is called dialect continuum.

Social dialects: Another important axis of differentiation is that of social strata. In many localities, dialectal differences are connected with social classes, educational levels, or both. More highly educated speakers and, often, those belonging to a higher social class tend to use more features belonging to the standard language, whereas the original dialect of the region is better preserved in the speech of the lower and less educated classes. In large urban centers, innovations unknown in the former dialect of the region frequently develop. Thus, in cities the social stratification of dialects is especially relevant and far-reaching, whereas in rural areas,

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with a conservative way of life, the traditional geographic dialectal differentiation prevails. It should be noted that social dialects are studied by the sociologists rather than the sociolinguists.

2.8 UNDERSTANDING LANGUAGE DIVERSITY OF STUDENTS

The language of diversity is an evolving one that requires awareness, understanding and skill much in the same way as other areas of diversity competencies. Language provides a means for communication among and between individuals and groups. Language serves as a vehicle for expressing thoughts and feelings. And when it comes to diversity, language can be a bridge for building relationships, or a tool for creating and maintaining divisions across differences. Having a common language for talking about and across difference is essential for breaking down divisions and working towards achieving understanding and partnership. In developing a common language around diversity it is important that language be affirming and not about creating blame, guilt or pity.

Historically our challenge with language as it relates to diversity is that it has often been used as a tool of oppression for the express purpose of establishing and perpetuating systems of dominance and hierarchies between and among groups. As a result, language has in many instances throughout our society's history, served to advance the status of certain groups while relegating other groups to a status of inferiority. Language has systematically helped to minimize and vilify certain groups and justify subsequent patterns of exclusion, mistreatment and exploitation.

While our intentions in the use of language when interacting with or referencing groups may not be as ill-spirited and biased as the examples given above, when we are not conscious of the power of words and labels, our impact can be just as detrimental. For example, when we hear individuals struggle with finding the right terminology for referencing particular groups of people, they routinely express their frustration by stating that the people from these groups "can't make up their minds about what they want to be called" or that they need to "figure out a name once and for all". Unfortunately, more often than not, the individuals demanding that these groups "make up their mind" are not members of these groups and are usually in a position of relevant dominant status. While the desire of these individuals to achieve clarity in these instances is well intentioned, their behaviors reflect an assumed position of superiority. This false sense of superiority becomes even more pronounced when these individuals take it upon themselves to define the group without input from that group. As a result, members of these groups lose their right to define and name themselves on their own terms.

Importance of Language Diversity:

- Provides us with some wonderful insights as to the power that words have to shape our thoughts, convey beliefs and perpetuate attitudes about groups.
- Provides us understanding the challenges that come with creating a common language around diversity that is both affirming and empowering.
- Provides an excellent historical overview that can help us to contextualize the evolution of language around diversity.

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- Understanding each other through easier contacts and networking become more tolerant and peaceful.
- linguistic and cultural diversities are the storehouse of historically developed knowledges

2.9 HOME LANGUAGE AND SCHOOL LANGUAGE

Home language in the classroom:

To encourage students to see connections between their languages and, thus, to better understand how languages are structured and organized, talk to students about their home language — ask them: How is the home language the same and how it is different from English? Are there words in the home language that sound the same and mean the same thing in both languages? Are there words in the home language and English that sound the same but mean different things? As part of phonological and metalinguistic awareness exercises to facilitate reading acquisition, ask students: to say words that start with the same sound(s) in English. how words are changed and formed in the home language — singular and plural forms, present tense and past tense forms of verbs — to enhance their word knowledge who are new to your class, to read books in their home language to show you what they know about reading. By using the collective skills and knowledge of all students in the classroom, even a monolingual teacher can tap into these valuable language resources that students have and do so with the confidence that these methods will promote their language development — in English as well as the home language.

School Language in classroom:

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Role of Home Language and School Language in classroom Instructions in the Classroom:

Summarizing what they just read, heard or learned: Teachers prompt students to share with a partner important details about what they just studied or read. For example: “Tell your partner three important details from the text you just read.”

Discussing background knowledge and experiences: Students can discuss experiences they have had that relate to the topic in some way. For example, students might discuss the following prompt: “Talk about a time when your parents or caregivers told you to do something, and you really didn’t want to do it. How did you feel about that? What did you do in that situation?”

Brainstorming: Students discuss, or write, ideas around a particular subject. Quick-writes: Similar to brainstorming, students write as much as they can in a short amount of time about a particular subject or topic.

Reading materials: If reading materials are available to students in the native language, reading them may help to build background, increase reading skills or clarify concepts.

Homework and home-school connections: Students can share what they are learning or learn about cultural perspectives in relation to the content through discussion with family members. When students’ home language and culture is validated, it benefits students’ social-emotional well-being, and can instill confidence and nurture risk-taking when speaking in English.

Concluding Thoughts: There are benefits to allowing students to use their native language for instructional purposes in an otherwise English-speaking classroom. Teachers must follow the best teaching methods when students practice the content vocabulary and academic language. In all classrooms, English learners benefit from sheltered instruction practices that help them to learn content while developing English proficiency.

Sheltered instruction practices such as:

- Providing comprehensible input during instruction
- Building in student-to-student interaction opportunities to build oral fluency and for clarification and processing of key concepts
- Linking to students’ prior experiences
- Building background knowledge
- An explicit focus on developing academic English
- All of these practices benefit English learners in particular and each student in general.
- The strategic use of students’ native language should be considered as an important and useful scaffold and instructional tool.

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UNIT III - METHODS OF LEARNING LANGUAGE IN SCHOOL SUBJECT AREAS

3.1 METHOD - MEANING

Method is an overall plan for the orderly presentation of language material. The term method includes the selection and gradation of material to be taught.

3.2 METHOD – DEFINITION

The method determines when and how much is to be taught giving the meaning and the form are conveyed and what is done to make use of language.- W.F. Mackey

3.3 TRADITIONAL AND MODERN METHODS OF LEARNING LANGUAGE

3.3.1 TRADITIONAL OR OLD METHODS: Translation-cum-grammar method, Direct or natural method, Audio lingual method and Oral method.

Grammar-Translation Method:

It is the oldest method of English .in this method every word phrase and sentence are translated into mother tongue .The pupils vocabulary expanded every fast as exact meaning are given in the mother tongue .English sentence structures are taught by using oral drills and explained in the mother tongue. Grammars rules are taught by comparison to the grammar in mother tongue language rules taught at times mislead. Translation does not always help to explain everything .idiomatic expressions are difficult to translate because a language is the result of one's history, tradition, culture and life style . Without any other activity in the class, this method proved to be ineffective and dull-a reason that brought down the standard of English.

Merits of Grammar-Translation Method:

- In Grammar – translation method no visual aids are required.
- Here Grammar and vocabulary are learnt easily.
- Pupil's comprehension to be tested easily as they are asked to give answers in the mother tongue.
- Easy method for the teacher as she need not think and play any other technique.
- This method follows the maxims of learning “ known to unknown”
- It gives correct knowledge of English as it explains grammatical rule.

Demerits of Grammar-Translation Method:

- This method develop bookish English but prevents the delicate expression
- Pupils have little scope of learning to speak the language. So they don't have confidence in speaking.
- They continue to think in their mother toque and try and try and except literal translation for everything.
- Knowing the grammar rules does not really help in the usage
- They find it dull and boring.

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Direct method or Natural method:

The direct method mistrusts the use of mother tongue .Use of mother tongue is viewed as interference and a deterrent to the learning of the target language. One of the language learning principles is that a language should be learnt by using it in the class room .language in a sense is “caught” rather than ‘taught’ if the pupils are encouraged the direct and spontaneous use of it in the class .there is a lot of opportunity for teacher-student and student-student interaction within the class room. A second language learner of English does not have much opportunity to practice it at his home or elsewhere.

Direct method encourages conversations, discussions and reading without any use of mother tongue .vocabulary is taught through pictures, objects or by performing actions. Word meanings are taught with contextual or situational explanations. Synonyms and antonyms are also given for explaining word meanings .attention is paid to pronunciation. Sentence structures are taught through conversations and grammar is taught inductively. Pupils listen to English and begin to think in English.

Merits of Direct method:

- This method saves time and energy for the teacher does not have to translate.
- It gives good training in listening and speaking.
- It encourages pupils to read for pleasure and to study the English language, literature and culture to develop a cosmopolitan outlook.
- Audio- visual aids are used extensively to explain the meaning.
- In this method pronunciation is taught systematically on more or less phonetic lines.

Demerits of Direct method:

- Direct method is considered as laborious method of teaching.
- As emphasis is more on listening, reading and speaking, writing is neglected.
- Without an efficient language teacher this method will not be a successful.
- Most of the classes are overcrowded and hence individual attention cannot be given.

Audio-lingual method:

This method was very popular from the 1940s through the 1960s, is based in structural linguistics (structuralism) and behavioristic psychology (Skinner's behaviorism), and places heavy emphasis on spoken rather than written language, and on the grammar of particular languages, stressing habit formation as a mode of learning. Rote memorization, role playing and structure drilling are the predominant activities. Audio-lingual approaches do not depend so much on the instructor's creative ability and do not require excellent proficiency in the language, being always railed to sets of lessons and books.

Merits of audio- lingual method:

- New material is presented in the form of a dialogue.
- Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning.
- Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills.
- Successful responses are reinforced; great care is taken to prevent learner errors.

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Demerits of audio- lingual method:

- Skills are sequenced: Listening, speaking, reading and writing are developed in order.
- There is abundant use of language laboratories, tapes and visual aids.
- Use of the mother tongue by the teacher is permitted, but discouraged among and by the students
- Little or no grammatical explanations are provided

Oral method

This is the flexible method. The emphasis is on the spoken method. Here the main emphasis laid on oral speaking of language. The oral method is not a complete method in itself, but is a necessary feature or phrase of the complete method. It favors a multiple line of approach, that is, to approach the language from many different sides in many different ways, by means of many different forms of work.

Merits of Oral method

- Learning to speak language is always by far the shortest road to learning to read it and write it.
- This method is able to bring about a practical mastery of speech.
- In accordance with the psychological analysis of speech representation.
- It takes into considerations the pupils natural disposition.

3.3.2 MODERN METHODS: Bi-lingual method, Dr.West's new method, Substitution method, play way method, Group method and Assignment method.

Bi-lingual method:

The use of both English and the mother tongue is known as bilingual method. Here the mother tongue is used only by the teacher to explain difficult concepts or to give a word meaning for a quick understanding .a brief explanation or a brief summary in the mother tongue is given. Important instruction are also given in the mother tongue .This helps pupils not to go wrong in doing activities given by the teacher .A lot of pattern practice drills are given which helps them learn accuracy and fluency in using a language .Bilingual method is used minimally with a purpose of making the pupils understand what they need to learn.

Merits of Bi-lingual method

- Bi-lingual method Ensures that fluency and accuracy is learnt through lot of pattern practice.
- This method is suitable for both rural and urban schools.
- Use of mother tongue minimally helps in the full understanding of the concept and grammar.
- It does not require specially trained teachers.
- As instructions are given in the mother tongue the chances of going wrong is less.
- Teacher is at an advantage as there is no need to think about contextualized presentation of vocabulary. Even an average teacher can teach English.
- No need for audio visual aids.

Demerits of Bi-lingual method

- This method is useful at lower stages of education
- If a teacher fails in handling this method it will degenerate translation method

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- Not a healthy practice for teacher and the taught.
- The teacher's teaching will not improve.
- Except a few ,all the others may wait for mother tongue translation
- No room for developing skills of reading and speaking.

Dr. West's new method:

Dr. West's new method is also known as reading method. It is a new method that emerged as reaction to the direct method which emphasized on speech as an element in language learning .Dr. west's method encouraged learners to read before attempting to speak. According to him, having to read a foreign language would be easier than learning to speak it.

In this method short passages with simple vocabulary and structures are given pupils to read, to test their natural comprehension .translation is allowed vocabulary control is of prime importance. The language learning is geared to a specific purpose that of reading techniques of rapid reading are used in the classroom.

Merits of Dr. West's method:

- This method promotes internationalisms and brotherhood
- It enables to communicate among different parts of the world
- This method lays emphasis on the development of reading abilities.
- Students learn correct forms of English
- It initiates pupils for self activity

Demerits of Dr. West's method:

- The vocabularies are taught without connecting the meanings of the word with experience.
- In actual situation one is required to speak and write English and not to read English
- It ignores three aspects of language learning (understanding, speaking and writing)
- This method is against the psychological principle that we always learn a new language by first speaking.

Substitution method or substitution table method

In substitution method ,words one sentence are substituted by other words .defining this method polymer says, "a process by which any model sentences may be multiplied indefinitely by substituting for any of its words or words-graphs of the same grammatical family and within certain semantic limits".

Merits of substitution method:

- In substitution tables the linguistic material is arranged in a systematic way.
- The learners learn a large number of sentences without memorizing the grammatical Rules.
- It is a natural way of learning a language.
- It ensures correct a) pronunciation b) articulation c) intonation, and d) fluency by oral Drill.
- It helps acquiring command over phrases and idioms.
- It improves thinking power of the students.

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Play way method

In this method, the teacher introduces an element of play into language learning. This will be advantageous since the play impulse is universal in children. There is a lot of scope for play way in teaching and learning English.

Language games may be played on a group basis. Individual language games are also possible but group games are better since they develop cooperation and mutual help and avoid individual unhealthy rivalry.

Reading games, conversation games, questions and answer games, "yes" or "no" game?, spelling games (driving out the rouge, finding the missing friend, silent letter hunt), posters games, word building games, sentence building games "missing words" games, blackboard races, description games, narration projects, dramatics, excursions, gardening and post office games are some of the possibilities. There is the competitive element and the challenge in some and not in some others.

Merits of the play way method:

- In the play way method Pupils show great interest.
- Here the quality of learning is better.
- In this method Pupils develop positive attitude towards school subjects.
- What is learnt stays on longer.

Group method

Learning together by a few individuals is known as group method.. As a skill subject, English requires an enormous amount of practice. In a large class there is a problem for individual practice. The group method is therefore most useful in learning language.

Formation of groups: The group leader is in charge for each group. The teacher goes round and supervises the group working. He helps and guides where help and guidance are required. The linguistically gifted pupils are chosen as group leaders. First, the teacher drills such leaders who, in turn, drill the members of their respective groups.

Merits of group work:

- Drills, language games, projects, dramatics, and composition are capable of being carried out under this method.
- Any type of work can be done under the group plan.
- In this method, language is practiced in a social setting
- The use of language is a social affair, speech, reading and writing can be dealt with in this way.

Assignment method

In this method there is a little or no class teaching. The pupil has to work his way through individually with help of the assignment under his teacher's guidance. This method is also known as "supervised study".

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The teachers prepare the assignment carefully and see to it that all aspects of the lesson are covered. The aim is to attain mastery of the lesson without the constant help or presence of the teacher.

Merits of Assignment method

- Pupils benefits in character and develop self-reliance.
- Pupils benefit in intellect and they increase their knowledge and capacity to acquire it.
- They also benefit in feeling, since they have the satisfaction of having accomplished something out of self-effort.
- Individual attention is possible in this method

INNOVATIVE RECENT TRENDS IN METHODS OF LANGUAGE LEARNING

Case study method, language portfolio, writing essays and doing research, designing and delivering oral presentations and team teaching.

Case study method:

One of the most well-known, though still receiving little use is the case study method, which appeared as a distinctive approach as far as in the beginning of the 20th century.

Case studies for language learning should be based on realistic professional or everyday problems and situations, and designed to motivate and actively engage students. Typically students are involved in discussions on particular problems and work out solutions or recommendations through their active group work. Case studies are also excellent topics for dialogues. It is common that each case study ends with a realistic writing task reflecting the real world of professional correspondence.

To be successful in using case studies a teacher should take into consideration the level of students' language knowledge. The best choice would be using it with the student groups of intermediate or advanced level, who may have certain problems in grammar, pronunciation or vocabulary use, but for the most part are at ease with speaking the language.

Classroom applications of the case study method include: free discussions, directed discussions, group research work, written tasks and other types of activities.

Language Portfolio:

Language Portfolio is a set of documents that contains information about student's language learning experiences, the level of different language skills – writing, reading, speaking, listening, and translation, and samples of those skills. It promotes language learning and the development of cultural competence. Most often it consists of three parts: a language passport, a language biography and a dossier.

Its language passport allows language learners to summarize their language learning experiences and to describe them in a meaningful way using the terminology of an international rating scale.

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The language biography focuses on the five C's of language learning: Communication, Culture, Connections, Comparisons, and Communities. It provides learners with an opportunity to assess for themselves their language learning progress in five skill areas. It also encourages them to set personal goals in language learning and intercultural competence development, and to plan strategies to meet their individual goals. The dossier both stores samples of a learner's speaking and writing, and documents results of the learner's language tests and other professional certifications.

Teachers can use the Language Portfolio technique to help their learners become more autonomous. Besides the Language Portfolio can be used in programmes of teacher education and development (pre-service and in-service) to encourage reflective, learner-centred approaches to language learning and promote awareness of the international language assessment criteria. Thus the Language Portfolio can later be used in recruitment and workplace language training.

Writing Essay:

Writing essay is usually a short piece of writing, which is often written from an author's personal point of view. In each vocational course students should be advised to read books and complete the given tasks related to their study in the essay format. The reading of both exclusively professional and non-professional texts in a selected according to the students' level and the progress made in the study programme is of great significance and should be widely accepted in language learning..

Essay is a good introduction to patterned writing which is the basis for much more complicated writing that is done later in personal and professional life. Students are taught to produce generative essay writing, developing the plan, drafting, seeking and receiving feedback, revising, proofreading, and reflecting along with the development of the skills to searching and selecting information from additional sources such as the Internet, specialized journals and other special publications.

Teachers should not mark errors at all on early drafts, especially with non-linguistic students. Even on later or final drafts not every error should be marked in order not to make the process of writing seem too difficult and de-motivating.

Learning to write essays improves students' critical thinking skills, develops their ability to systematically compare and contrast subjects, and encourages creativity and originality.

Making oral presentations:

Making oral presentations is one of the important components of language learning as it develops students' oral presentation and public speaking skills.

Asking students to give presentations gives the following benefits: It gives the presenting student a good opportunity to practice unaided speaking, it gives the other students good listening practice, it increases the presenting student's confidence, it can be a good diagnostic

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and assessment device, it can be good practice for the real situation when students may actually need to give presentations, it is an excellent generator of spontaneous discussion and/or essay topics.

Team teaching:

Team teaching in the most general sense encompasses a wide variety of arrangements. One specific form, which has become quite prevalent in recent years, is having two teachers in the classroom teaching simultaneously. Very often these are teachers accompanied by the native speaking assistants of the target language. Besides, there is another type of teachers' cooperation – interdisciplinary teaching, which is organized across different curricular disciplines.

For example, an English language teacher and a computer science teacher might work together to form an interdisciplinary unit on professional communication in IT industry. The professional communication would be the unifying idea, but the English teacher would link it to Language Arts by studying vocabulary and formats, and teaching students how to design letters, faxes, documents, etc. The science teacher might teach students about the real communication systems that exist at enterprises in IT industry, present the service hierarchies, highlight the communication flows, and help them research the local companies.

One of the advantages of team teaching is that it inevitably produces a lower teacher- student ratio, but having two teachers in the class sharing turns speaking does not accomplish this. Only by running separate activities, dividing the class into groups having both teachers circulate and interact with students is the ratio effectively lowered. Ideally, both teachers should be actively involved in managing and teaching most of the class time.

Successful team teaching has the potential to benefit all concerned. Teachers stand to gain in terms of their professional development they are provided with partners to help them set objectives, make plans, implement lessons and evaluate the results. They have someone from whom they can draw inspiration and who can provide them with constructive feedback on their teaching. Students benefit from the increased quality of the lessons and a lower student to teacher ratio.

Team teaching requires thorough planning and preparation as well as following some rules and requirements: flexibility of the teachers, their being ready to change the class planning according to the current situation;

- compatibility of the teachers, both personal and professional, implying trust, cooperativeness, conciliatory spirit, and commitment to collaborative practice;
- equal status of the teachers and their responsibilities, regardless of their age, experience and education;
- common goal orientation and joint coordination of activities;
- using teaming approaches for problem-solving and programme implementation.

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Advantages of the teaching methods

- Language learning and intercultural skills.
- Communication skills: written, oral and non-verbal.
- Critical thinking skills.
- Reflective learning abilities.
- Organizational skills and professional knowledge.
- Collaborative learning and team-working skills.
- Life-long learning habits.
- Managerial and workplace communication skills such as holding a meeting, describing a project, solving a problem, negotiating a contract, giving a presentation, etc.

3.4 CLASSROOM DISCOURSE TO ORAL LANGUAGE

The term classroom discourse refers to the language that teachers and students use to communicate with each other in the classroom. Talking, or conversation, is the medium through which most teaching takes place, so the study of classroom discourse is the study of the process of face-to-face classroom teaching.

The earliest systematic study of classroom discourse was reported in 1910 and used stenographers to make a continuous record of teacher and student talk in high school classrooms. The first use of audiotape recorders in classrooms was reported in the 1930s, and during the 1960s there was a rapid growth in the number of studies based on analysis of transcripts of classroom discourse.

It soon became clear from these early studies that the verbal interaction between teachers and students had an underlying structure that was much the same in all classrooms, and at all grade levels, in English-speaking countries. Essentially, a teacher asks a question, one or two students answer, the teacher comments on the students' answers (sometimes summarizing what has been said), and then asks a further question. This cyclic pattern repeats itself, with interesting variations, throughout the course of a lesson.

The following excerpt from a whole-class discussion in a fifth-grade science class illustrates the nature of this typical participation structure. The teacher was reviewing what the students learned earlier in the day during a science activity on light.

Teacher: What's transparent? Something is transparent. What does that mean? We did that this morning, didn't we? What does transparent mean?

Sahana: Ah, it doesn't ... It goes through.

Teacher: Can you explain that a little more? What goes through?

Sahana: Well it goes through like, um ... You can, like, you shine a torch on and you can see.

Teacher: What goes through?

Sahana: The light.

Teacher: The light. Light can pass through something if it's transparent. What's the next one?

Translucent. What does it mean? Sanjai?

Sanjai: Um, just some light can get through.

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Teacher: Absolutely. Some light can get through. Can you look around the room and see an example of something that might be translucent? Well, you all can tell me something in here that's translucent because you discovered something this morning that would let some light through. What was it?

Anusha : Paper.

Teacher: Right. Some paper is translucent. It will allow some light to pass through it. Think of something else that's translucent.

Anusha : Oh, um, the curtains over there, you can see right through them.

Teacher: OK. Yes that's interesting. They do let some light through don't they. Another example? Think about light bulbs. Do you think some light bulbs would be translucent?

Pupils: Yes.

Teacher: They would allow some light through?

Pupils: No. Transparent.

Teacher: You think they're transparent. They let all the light through. I'm not too sure about that one either. So we might investigate that one.

This excerpt contains two episodes, each initiated by a question ("What does transparent mean?" and "Translucent. What does it mean?"). Within each episode the teacher directed the discussion by commenting on student answers and asking further questions. Each question set off a question-answer-comment cycle. At the beginning of the first episode, the teacher set the context by repeating the question several times and reminding the students that they had learned the answer during the morning's activity. This focused the students' attention and let them know (from their previous experiences with this teacher) that they were expected to know the answer.

The first answer (from Sahana) was not in the appropriate language of a definition. Through two further questions the teacher elicited the missing information and, through a summary, modelled the form of a scientific definition ("Light can pass through something if it's transparent.").

In the next episode, after Sanjai copied this model to define translucent, the teacher asked a question to find out if the students understood the term well enough to identify an example ("Can you look around the room and see an example?"). After two answers (paper, curtains) the teacher provided additional help by suggesting an example (light bulb) and asking if the students agreed.

This excerpt illustrates how teachers use questions and student answers to progressively create the curriculum, to engage the students' minds, and to evaluate what the students know and can do. Underlying this exchange are the implicit rules and expectations that determine what, and how, teachers and students communicate. Each statement depends for its meaning on the context in which it occurs and, in turn, adds to the context that determines the meaning of subsequent statements.

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3.5 QUESTIONING

Questioning is the key to gaining more information and without it interpersonal communications can fail. Questioning is fundamental to successful communication - we all ask and are asked questions when engaged in conversation. Gathering information is a basic human activity – we use information to learn, to help us solve problems, to aid our decision making processes and to understand each other more clearly. We find questions and answers fascinating and entertaining – politicians, reporters, celebrities and entrepreneurs are often successful based on their questioning skills – asking the right questions at the right time and also answering (or not) appropriately.

Questions are usually verbal in nature, they can also be non-verbal. Rising of the eyebrows could, for example, be asking, “Are you sure?” facial expressions can ask all sorts of subtle questions at different times and in different contexts. Garbage in, garbage out, is a popular truth, often said in relation to computer systems: If you put the wrong information in, you'll get the wrong information out. The same principle applies to communications in general: If you ask the wrong questions, you'll probably get the wrong answer, or at least not quite what you're hoping for.

Asking the right question is at the heart of effective communications and information exchange. By using the right questions in a particular situation, you can improve a whole range of communications skills: for example, you can gather better information and learn more; you can build stronger relationships, manage people more effectively and help others to learn too.

Reasons Why Ask Questions? / Benefits of asking Questions

- **To Obtain Information:** The primary function of a question is to gain information – ‘What time is it?’
- **To help maintain control of a conversation:** While you are asking questions you are in control of the conversation, assertive people are more likely to take control of conversations attempting to gain the information they need through questioning.
- **Express an interest in the other person:** Questioning allows us to find out more about the respondent, this can be useful when attempting to build rapport and show empathy or to simply get to know the other person better.
- **To clarify a point:** Questions are commonly used in communication to clarify something that the speaker has said. Questions used as clarification are essential in reducing misunderstanding and therefore more effective communication.
- **To explore the personality and or difficulties the other person may have:** Questions are used to explore the feelings, beliefs, opinions, ideas and attitudes of the person being questioned. They can also be used to better understand problems that another person maybe experiencing – like in the example of a doctor trying to diagnose a patient.
- **To test knowledge:** Questions are used in all sorts of quiz, test and exam situations to ascertain the knowledge of the respondent. ‘

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- **To encourage further thought:** Questions may be used to encourage people think about something more deeply. Questions can be worded in such a way as to get the person to think about a topic in a new way. ‘
- **In group situations** Questioning in group situations can be very useful for a number of reasons, to include all members of the group, to encourage more discussion of a point, to keep attention by asking questions without advance warning. These examples can be easily related to a classroom of school children.

Various Types of Questions:

- Closed Questions: That seek short answers.
- Chunking Questions: Chunk up and down for more or less detail.
- Clear Questions: That are simple and unambiguous.
- Columbo Technique: Asking stupid questions that get the answers you want.
- Double Bind Questions: Whichever way you answer, the result is the same.
- Echo Questions: Repeat what they say as a question.
- Empowering Questions: That release limits on people.
- Funnel Questioning: Seeking more detail or more general information.
- Group Questioning: Tips for asking questions of many people at once.
- Interrogation Questions: Questions that lead to answers.
- Kipling Questions: Rudyard Kipling's six servants.
- Leading Questions: That may or may not be a good thing for you.
- Open Questions: For long and detailed answers.
- Open and Closed Questions: yes/no or long answer.
- Positive Questions: Deliberately leading the other person.
- Probing: Digging for more detail.
- Probing Questions: Specific questions for finding detail.
- Provocative Rider: Wind them up with a secondary question.
- Rhetorical Questions: Questions without answers.
- Socratic Questioning: Socrates' method of questioning in order to elicit learning

Questioning techniques and uses:

Questioning techniques before in your everyday life, at work and at home. But by consciously applying the appropriate kind of questioning, you can gain the information, response or outcome that you want even more effectively.

Open and Closed Questions

A closed question usually receives a single word or very short, factual answer. For example, "Are you thirsty?" The answer is "Yes" or "No"; "Where do you live?" The answer is generally the name of your town or your address.

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Closed questions are good for: Testing your understanding, or the other person's, concluding a discussion or making a decision, Frame setting Open questions elicit longer answers. They usually begin with what, why, how. An open question asks the respondent for his or her knowledge, opinion or feelings. "Tell me" and "describe" can also be used in the same way as open questions.

Open questions are good for: Developing an open conversation, Finding out more detail, Finding out the other person's opinion or issues. A misplaced closed question, on the other hand, can kill the conversation and lead to awkward silences, so are best avoided when a conversation is in full flow.

Funnel Questions: This technique involves starting with general questions, and then homing in on a point in each answer, and asking more and more detail at each level. It's often used by detectives taking a statement from a witness.

Funnel questions are good for: Finding out more detail about a specific point, Gaining the interest or increasing the confidence of the person you're speaking with.

Probing Questions:

Asking probing questions is another strategy for finding out more detail. Sometimes it's as simple as asking your respondent for an example, to help you understand a statement they have made. At other times, you need additional information for clarification.

Probing questions are good for: Gaining clarification to ensure you have the whole story and that you understand it thoroughly, Drawing information out of people who are trying to avoid telling you something.

Leading Questions: Leading: questions try to lead the respondent to your way of thinking.

Leading questions are good for: Getting the answer you want but leaving the other person feeling that they have had a choice, Closing a sale,

Rhetorical Questions:

Rhetorical questions aren't really questions at all, in that they don't expect an answer. They're really just statements phrased in question form: "Isn't John's design work so creative?"

Rhetorical questions are good for: Engaging the listener.

Power of Asking Questions:

Learning, Relationship building, managing and coaching, avoiding misunderstandings, De-fusing a heated situation, Persuading people.

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Levels and Types of Questions:

Questioning should be used to achieve well-defined goals. People often refer to "lower-level" and "higher-level" questions or behaviors, rather than assigning a specific level to those questions or behaviors.

Values of Lower-level questions:

- evaluating students' preparation and comprehension
- diagnosing students' strengths and weaknesses
- reviewing and/or summarizing content

Values of Higher-level questions are most appropriate for:

- encouraging students to think more deeply and critically
- problem solving
- encouraging discussions
- stimulating students to seek information on their own

Steps for Planning Questions:

1. **Decide on your goal / purpose for asking questions:** Your goal should help you determine what levels of questions you will ask.
2. **Select the content for questioning:** Choose material which you consider important rather than trivial. Students will study and learn based on the questions you ask. Do not mislead them by emphasizing less important material.
3. **Ask questions that require an extended response or at least a "content" answer.** Avoid questions that can be answered "yes" or "no" unless you are going to follow with more questions to explore reasoning.
4. **Arranging list in some logical sequence:** Until you are quite skilled at classroom questioning you should write your main questions in advance. Arrange your list in some logical sequence (specific to general, lower level to higher level, a sequence related to content). However, having a prepared list of questions will help to assure that you ask questions appropriate for your goals and representative of the important material.
5. **Phrase your questions so that the task is clear to students:** Questions do not often lead to productive answers and discussion. It is too general unless you are only seeking a review of any material the students remember.
6. **Your questions should not contain the answers:** Avoid implied response questions when you are genuinely seeking an answer from the class.
7. **Anticipate possible student responses:** When planning your questions try to anticipate possible student responses. Anticipating student responses should help in your planning by forcing you to consider whether the phrasing is accurate, whether questions focus on the goal you have in mind, and whether you have enough flexibility to allow students to express ideas in their own words.

Strategies to Strengthen Students Respond:

- **Reinforcement:** The instructor should reinforce student responses and questions in a positive way in order to encourage future participation.

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- **Correctness of the answer:** If a student gives an answer that is off-target or incorrect, the instructor may want to briefly acknowledge the response but not spend much time on it and then move to the correct response.
- **Number of times responded:** Instructors may want to provide a student who has never responded in class with more reinforcement than someone who responds often.
- **Probing:** The initial response of students may be superficial. The instructor needs to use a questioning strategy called probing to make students explore initial comments. Probes are useful in getting students more involved in critical analysis of their own and other students' ideas.
- **Justification :**Analyze a student's statement, make a student aware of underlying assumptions, or justify or evaluate a statement
- **Deducing relationships:** Instructors may ask students to judge the implications of their statements or to compare and contrast concepts. **Too much pressure on grades causes some students to stop learning, freeze, go blank.**
- **Adjust/Refocus:** When a student provides a response that appears out of context, the instructor can refocus to encourage the student to tie her response to the content being discussed. This technique is also used to shift attention to a new topic
- **Strategies for Strategies to Use When Students Don't Respond:**
- **Redirect:** When a student responds to a question, the instructor can ask another student to comment on his statement. One purpose of using this technique is to enable more students to participate. This strategy can also be used to allow a student to correct another student's incorrect statement or respond to another student's question
- **Rephrasing:** This technique is used when a student provides an incorrect response or no response. Instead of telling the student she is incorrect or calling upon another student, the instructor can try one of three strategies:
- **Reword:** The instructor can try to reword the question to make it clearer. The question may have been poorly phrased.
- **Providing more information:** The instructor can provide some information to help students come up with the answer.
- **Using "wait times":** One factor that can have powerful effects on student participation is the amount of time an instructor pauses between asking a question and doing something else.

3.6 METHODS OF READING COMPREHENSION IN SPECIFIC SUBJECT AREA

Reading comprehension:

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

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Definition:

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.

Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly.

It is also determined by an individual's cognitive development, which is "the construction of thought processes".

There are specific traits that determine how successfully an individual will comprehend text, including prior knowledge about the subject, well developed language, and the ability to make inferences. Having the skill to monitor comprehension is a factor: "Why is this important?" and "Do I need to read the entire text?" are examples. Lastly, is the ability to be self-correcting to solve comprehension problems as they arise?

Levels of Reading comprehension:

Reading comprehension involves two levels of processing.

1. Shallow (low-level) processing and
2. Deep (high-level) processing.

Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure and their associated sounds **Brain region activation:**

Comprehension levels can now be observed through the use of a fMRI, functional magnetic resonance imaging. fMRIs' are used to determine the specific neural pathways of activation across two conditions, narrative-level comprehension and sentence-level comprehension. Images showed that there was less brain region activation during sentence-level comprehension, suggesting a shared reliance with comprehension pathways. The scans also showed an enhanced temporal activation during narrative levels tests indicating this approach activates situation and spatial processing.

Principles of reading Comprehension:

1. **Principle of teaching reading comprehension skills and strategies at all levels of reading development:** Teachers at every grade level and every subject area should always be planning how reading assignments will help students develop and practice skills and strategies. Students need teachers to teach and draw attention to appropriate strategy use in textbooks, especially in content areas where there are many reading demands (e.g., language, social studies, and often science). A reading comprehension skill is a developed ability to construct meaning effectively, immediately, and effortlessly with little conscious attention.

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2. **Principle of constructing effective and efficient meaning:** A reading comprehension strategy is defined as an overt process consciously selected and used by a reader to aid the process of constructing meaning more effectively and efficiently. Once a student uses a strategy effectively, immediately and effortlessly with little conscious attention to construct meaning, it becomes a reading skill.
3. **Principle of practice:** Most planning for comprehension instruction is targeted at teaching comprehension strategies and then developing practice activities that help the student become skilled in the use of the strategy so that it is unconsciously selected and used in a variety of situations.
4. **Principle of responsive:** Continually assess progress in learning, make specific instructional accommodations to meet individual student's needs, and provided individualized and elaborated feedback.
5. **Principle of systematic:** Systematic reading instruction is structured, connected, scaffolded, and informative. Structured instruction is characterized by lessons that organize and group new knowledge and skills into segments that can be sequentially presented in a clear manner.
6. **Principle of intensive:** Intensive reading instruction means that sufficient time, used wisely and with high student engagement, is provided direct instruction for students to master the reading skills and strategies they need.
7. **Principle of authentic reading:** Authentic reading involves incorporating a variety of "real" reading materials, such as books, magazines, and newspapers into the instructional process.
8. **Principle of providing opportunities to read for pleasure:** Struggling readers don't read as often or as much as their peers. Reading for enjoyment should be modeled and encouraged at all grade levels. This requires providing ample materials to read at their independent reading level.
9. **Principle of collaboration, shared responsibility and success:** All teachers play either a primary or secondary role in teaching students to read. All classroom teachers who expect students to learn the content of specific subjects need to be teaching reading. Studies have shown that one of the most damaging practices affecting struggling readers is the lack of coordination among educators that are responsible for literacy development. Building staff must work together to plan and implement effective instruction in reading

Factors affecting reading comprehension:

1. **Reader's knowledge:** Different readers will interpret an author's message in different ways. Comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their level of engagement.
2. **Quality of the reading material:** Reading comprehension is also affected by the quality of the reading material. Some writers are better writers than others, and some writers produce more complex reading material than others. Text that is well organized and clear is called "considerate text," and text that is poorly organized and difficult to understand can be called "inconsiderate text."

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3. **Decoding and recognizing:** Students who had trouble learning to decode and recognize words often will have difficulty with reading comprehension. Students who struggle with decoding rarely have a chance to interact with more difficult text and often learn to dislike reading. As a result, these students do not have sufficient opportunities to develop the language skills and strategies necessary for becoming proficient readers.
4. **Poor language skills:** Readers with poorly developed language skills and strategies will not have the tools to take advantage of the obvious structures and comprehension cues that are part of considerate text nor will they have the extra tools needed to overcome the barriers of inconsiderate text.
5. **Type of instruction:** The type of instruction that a student receives will also affect reading comprehension. Strategies for improving reading comprehension must be taught directly by teachers. Simply providing opportunities or requiring for children to read will not teach many students the comprehension strategies they need to be proficient readers. These need to be taught directly as students learn to read simple sentences and this direct instruction needs to continue in different forms throughout a student's elementary and secondary school experience.
6. **Motivation:** Motivation plays a vital role in reading comprehension. The more motivated person learn better than less motivate done.

Components / Strategies of teaching reading comprehension:

There are many ways to think about reading comprehension and many factors that affect reading comprehension. Teachers should keep in mind two over riding questions about how to organize how to teach reading comprehension. These questions are, "What strategies should I teach?" and "How should I teach strategies?"

What strategies should I teach? The most practical way of thinking about teaching reading comprehension is to organize instruction according to how you want students to think about strategies. For this reason, the most straight forward way of organizing comprehension strategies is to think about strategies that one might use before reading, during reading, and after reading.

Before Reading Strategies: Before Reading Strategies consist of those strategies that a student learns to use to get ready to read a text selection. These strategies help the student get an idea of what the author might be trying to say, how the information might be useful, and to create a mental set that might be useful for taking in and storing information.

These strategies could include previewing headings, surveying pictures, reading introductions and summaries, creating a pre-reading outline, creating questions that might need to be answered, making predictions that need to be confirmed, etc.

When a teacher introduces a reading selection to students, walks students through the text, helps the students get ready to read through the use of advance organizers, or creates pre-reading outlines, he/she is ensuring content learning by compensating for the fact that students have not developed good Before-Reading Strategies. Teachers will need to continue to lead

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students in these types of before-reading activities to ensure content area learning occurs until students have been taught to fluently use Before-Reading Strategies.

During Reading Strategies: During Reading Strategies consist of those strategies that students learn to use while they are reading a text selection. These strategies help the student focus on how to determine what the author is actually trying to say and to match the information with what the student already knows.

These strategies should be influenced by the Before Reading Strategies because students should be using or keeping in mind the previews, outlines, questions, predictions, etc. that were generated before reading and then using this information to digest what they are reading. The During Reading Strategies that help a student understand during reading include questioning, predicting, visualizing, paraphrasing, elaborating (i.e., comparing what is read to what is known), changing reading rate, rereading, etc.

When a teacher develops reading guides and outlines that need to be completed during reading, requires students to ask and answer questions, creates summaries as they read, etc., they are compensating for the fact that students have not developed good During-Reading Strategies. Teachers will need to continue to lead students in these types of during-reading activities to ensure content area learning occurs until students are taught to fluently use Before-Reading Strategies.

After-Reading Strategies: After-Reading Strategies consist of those strategies that students learn to use when they have completed reading a text selection. These strategies are used to help the student "look back" and think about the message of the text and determine the intended or possible meanings that might be important. These strategies are used to follow up and confirm what was learned (e.g., answer questions or confirm predictions) from the use of before and during reading strategies.

However, After-Reading Strategies also help the reader to focus on determining what the big, critical, or overall idea of the author's message was and how it might be used before moving on to performance tasks or other learning tasks.

When a teacher reviews a reading selection, leads a discussion on what was important about the author's message, helps students summarize or "look back" at what was read, provides a post-organizer, or asks students to complete a study guide over what was learned from reading text, the teacher is compensating for the fact that students have not developed good After-Reading Strategies. Teachers will need to continue to lead students in these types of before reading- activities to ensure content area learning occurs until students have been taught to fluently use After-Reading Strategies.

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3.7 METHODS OF WRITING COMPREHENSION IN SPECIFIC SUBJECT AREA

As well reading, writing could also improve students' comprehension. Writing is one of the most important skills that students need to master for college level work. Therefore, students should be prepared with these skills because they are required to write numerous assignments that tend to be used for learning assessment. Writing not only helps to assess students, but it also helps students to enhance their reading comprehension; this is because students' writing is formed based on what they have read. Therefore, this means that reading comprehension is a critical skill. Reading comprehension is a complex process. In order to understand a text, the reader needs to recognize its words and access their meaning, the reader needs to activate related knowledge must be activated, and the reader needs to generate inferences as information is integrated during the time of reading. Thus, students' writing is affected by their reading, and how they understand what they have read. The reading comprehension, the connection between reading and writing and the effects of writing on how students learn content will be discussed to illustrate importance in preparing students for writing.

SPELLING OR ALPHABETICAL METHOD

It was invented by Greeks and Romans and was used till the end of middle ages. Also called the 'ABC, method and 'spelling method'. it is used in west as well as in the east.

Procedure of alphabetic method

- a) Letters -> words -> phrases -> sentences
- b) Teaching the pupils names of the letters in their alphabetical order.
- c) Repeating ABC.....XYZ until known by heart.
- d) Combining two or more letters to form a word e.g. h-e is 'he'; s-h-e is 'she'.
- e) Combining words into phrases and sentences.
- f) Reading passage

Advantages of spelling or alphabetical method

- It gives the child ample opportunity for seeing words correctly
- Enables to build up the essential visual image of words
- Makes possible of correct spelling.

Limitations of spelling or alphabetical method

- Errors may occur in teaching children lies in beginning with the alphabet.
- It is a difficult and lengthy method.
- It is not pleasant.
- It is dull and monotonous.
- It is psychological method.
- It does not expand the eye-span.
- It neglects the conceptual and perceptual learning.

Suggestions to Improve Spellings

The following suggestions for improving spellings:

1. To read intelligently
2. Consult dictionary
3. Use mnemonic device i.e. memory phrases.
4. Write separately the mis-spelt words in a notebook.

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If a word of one syllable ends in a consonant that is preceded by a single vowel, the end of consonant is doubled when extended. E.g. drop: dropped.

If a word of one syllable ends in a consonant sound preceded either by i: or any diphthong, the end consonant remains single when extended e.g. heap: heaped, leap: leaped.

Single consonant sounds represented by more than one consonant letter i.e. consonant clusters like th, sh, ch, gh, etc. are not doubled in writing. When single 'e' is at the end of some word, it is dropped if the words are extended by adding such syllables as – ing (move: moving) able (admire: admirable), ous (fame: famous), tion (explore: exploration). but when syllables like ful, ment, are added then 'e' is not dropped are: careful, improve: improvement.

1. The students should be taught the rules as well as their expectations because learning of exceptions is equally important.
2. The learnt should be supported by ample of examples. These examples should be examined by a teacher.
3. Develop reading habit. The more you read, the more you learn spellings.
4. Daily the students should be given dictation.
5. Fifteen minutes a day to learn spellings” suggests J.K. Rice.
6. Language games and spelling games should be made popular among the children .the times of India publishes a spelling game daily.
7. One page of writing by choice would develop the power of expression and at the same time spellings will improve. If in doubt immediately consult a dictionary.
8. All the different methods should be employed to speech spellings. The spellings should be graded according to the level of the students.
9. The spelling should be grouped on the basis of meanings of spellings or pronunciations.
10. Individual attention should be paid by the English language teacher to every student of the class because this is very formative stage of development.
11. Different audio-visual aids should be employed for spellings.
12. Extensive reading and simultaneously using pocket dictionaries would encourage the learning of spellings.

Different method of teaching spelling

1. **Drill** : In oral drill ,pupils repeat the spelling of the word several times ,imposition is a kind of muscular drill .in visual drill pupils face the spelling of a word several times for a short time, each time, till they get it ail right. This is done through flash cards or blackboard work.
2. **Visual appeal**: Spellings of words remain for a long time for the pupils to observe and assimilate.
3. **Reading**: While doing normal, natural reading, pupils may be advised to note the spelling. Their attention may be drawn to the spellings of new and difficult words.
4. **Writing**: Transcription and other written exercises are also none of the ways of learning spellings.
5. **Spelling lists**: Preparation and permanent or seasonal display of spelling lists contains words with special difficulties ,or words with common features ,or

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common relating to a common topic or context will enable pupils to acquire correct spelling .

6. **Play way :** Play way is an occasionally useful device here, as elsewhere
7. **Dictation:** It is useful to learn the spellings of words, phonetically delt only .In respect of other words, it is useful to recall and to reinforce spelling.
8. **Mnemonics:** These provide useful guide sentences calculated to aid spelling memory. (An ear in order to hear)

3.9 LEARNING TO SPELL WORDS CORRECTLY

The following suggestions about spelling are only that—suggestions. Spelling, like vocabulary building, is ultimately a personal matter, and only a planned and sustained effort to improve spelling will have the desired results.

Learn the correct way to pluralize nouns. Learning how to correctly pluralize nouns is another spelling task which often causes difficulties, as there are many different ways of pluralizing words in the English language (though the most common way is just to add the letter "s").

- **Look at the last letters of the word:** The key to correctly pluralizing nouns is to look at the last one or two letters of the word you wish to pluralize, as this will provide a clue to the correct ending. Some of the most common rules are as follows:
- **Most singular nouns which end in the letters "ch", "sh", "s", "x" or "z"** can be converted to plural form by adding the letters "es". For example, the word "box" becomes "boxes", the word "bus" becomes "buses" and the word "prize" becomes "prizes".
- **Most singular nouns which end in a vowel followed by the letter "y"** can be converted into plural form by simply adding the letter "s". For example, the word "boy" becomes "boys" and the word "day" becomes "days".
- **Most singular nouns which end in a consonant followed by the letter "y"** can be converted into plural form by dropping the "y" and adding the letters "ies". For example, the word "baby" becomes "babies", the word "country" becomes "countries" and the word "spy" becomes "spies".
- **Most singular nouns that end in the letters "f" or "fe"** can be converted into plural form by dropping the "f" or "fe" and adding the letters "ves". For example, the word "elf" becomes "elves", the word "loaf" becomes "loaves" and the word "thief" becomes "thieves".
- **Most singular nouns that end in an "o"** can be converted into plural form simply by adding an "s". For example, the word "kangaroo" becomes "kangaroos" and the word "piano" becomes "pianos". However, sometimes when a word ends in a consonant followed by the letter "o", the correct way to convert it into plural form is to add the letter "es". For example, the word "potato" becomes "potatoes" and the word "hero" becomes "heroes".
- **Break words into syllables and look for words within words.** Just because a word is long, that doesn't necessary mean that it's difficult to spell - all you need to do is break the word down into syllables, and look for smaller words within the bigger one.

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- **Breaking into smaller words:** For example, the word “baseball” can be broken down into two smaller words: “base,” and “ball” which aren't difficult to spell at all!
- **Breaking into syllables:** Even if you can't make actual words, breaking a long word down into smaller syllables can be very helpful. For example, you can break the word "hospital" down into "hos-pit-al", or the word "university" into "u-ni-ver-si-ty".
- **Breaking into parts:** You can even remember a seemingly difficult fourteen-letter word such as “hypothyroidism” by breaking it down into parts: one prefix, one full word, and one suffix: “hypo-”, “thyroid,” and “-ism.”
- Keep in mind that you can significantly improve your spelling by learning all of the common prefixes and suffixes, as a large number of words contain either one or both of these.
- **Sound out words.** Sounding out the pronunciation of a word (in an exaggerated fashion) can help you to figure out its spelling. However this only holds true when you are pronouncing the word correctly.
- **Slow down:** When sounding out such words, try to slow down and really enunciate each syllable. Pronounce the word "interesting" as "in-TER-esting" so you don't forget the "e" in the middle, and pronounce the word "comfortable" as "com-FOR-ta-ble" to help you remember where each of the vowels go.
- **Use memory aids or mnemonics.** Mnemonics are devices which help you to remember important information, such as how to spell a word. They come in many different forms, some of which are described below:
- **Silly sentences:** A fun mnemonic device for remembering specific problem words is to make up sentences in which the first letter of each word corresponds with a letter in the word you are trying to spell. For example, to remember how to spell the word "because", you could use the sentence "Big Elephants Can Always Understand Small Elephants". Or to remember the word "physical" you could use the sentence "Please Have Your Strawberry Ice Cream And Lollipops". The sillier the sentence, the better!
- **Clever clues:** Some other creative memory aids use hints found within the words themselves to aid with correct spelling. For example, if you have difficulty in remembering the difference between the word "desert" (meaning arid land) and the word "dessert" (meaning a sweet treat), just remember that the word "dessert" has two "s"s because you always want seconds.^[4]
- **Try to memorize commonly misspelled words.** Even if you learn all of the rules and try all of the spelling tricks, there will probably still be some words you'll have a mental block against and will consistently misspell. For these words, memorization may be the only way to go.
- **Identify problem words:** First you will need to identify the words that you have the most trouble with. You can do this by looking back through previous writings and checking your spelling. This will be easier to do if you have electronic files and run a spell check program but the very best way to get this done is to have an impeccable speller (someone who is excellent at spelling) edit your work. Which are the words you tend to misspell the most often?

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- **Make a list:** Once you have identified your most commonly misspelled words, make a neat list, then rewrite each word (using the correct spelling) at least ten times. Go through each word, sound it out, "see" the syllables, and make a conscious mental effort to memorize the spelling.
- **Practice makes perfect:** Do this every day or every other day. What you're essentially doing is "training" your mind and hand(s) to spell the word correctly. Eventually, you might want to quiz yourself by having someone read the words out loud (or making a recording of yourself) and writing out each word as you hear it. Then go back and see which ones you got wrong.
- **Use labels and flashcards:** Another method you can use to learn how to spell problem words is to use flashcards and labels. Stick labels with the correct spellings on everyday household items, such as "faucet", "duvet", "television" and "mirror". Then every time you use one of these items you will be reminded of how to spell it. You can also try sticking a flashcard with 2 or 3 of your problem words beside the bathroom sink or on top of the coffee maker - then every time you're brushing your teeth or waiting for your coffee you can work on memorizing the correct spellings!
- **Use your senses:** You can also try using your finger to 'write out' the spelling -- trace the letters on your book, your desk, even the sand on the beach! The more of your senses you use, the better you will train your brain.
- **Don't be afraid to use the dictionary.** English words come from many different languages. The oldest English words were from either Anglo (Northern German), Saxon (Southern German), Norman or Bordeaux French settlers of England. Many other words are from Latin or Greek root words. A good dictionary can tell you where the word is from, and when you begin to learn them you will begin to recognize patterns.
- **Reading books and newspapers,** catalogues, billboard signs, posters in windows all aid in learning how to spell. If you find a word that is not familiar, write it down, even if all you have is a paper napkin. When you go home, look up the word or words in the dictionary. The more you reference, the more you read, the better you will be at spelling. Take the letters in the word and write a sentence with each of them.

3.10 PHILOSOPHY OF TEACHING OF SPELLING

Philosophy of drafting: Learners of all ages need encouragement to write, write, write, and just to spell words the best they can in first drafts.

Philosophy of inventing spelling: As young children begin to hear separate sounds in words, they benefit from help in writing the sounds they hear: that is, from guidance in inventing spellings. Gradually, their initial invented spellings (usually one letter per word) more or less naturally give way to more complete and sophisticated invented spellings and to conventional spellings, as long as the children are reading and writing extensively.

Philosophy of reading favorite selections: Extensive exposure to print helps children internalize not only the spellings of particular words, but spelling patterns. Young children especially benefit from reading favorite selections again and again. Learners of all ages need to read, read, read, read.

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Philosophy of guidance in developing a spelling conscience: a concern for spelling, and a sense of when something may not be spelled correctly. For instance, as a first step toward correcting their spelling, children who are already spelling many words correctly might be encouraged to circle words in their first draft that they think might be spelled incorrectly.

Philosophy of appropriate strategy: Teaching children strategies for correcting spelling is far more important than giving them the correct spelling of any particular word. Such strategies include: writing the word two or three different ways and deciding which one "looks right"; locating the correct spelling in a familiar text or in print displayed in the classroom; asking someone, consulting a dictionary, or using a spelling checker on the computer or a hand-held electronic speller.

Philosophy of grouping: Spelling strategies and major spelling patterns can be taught much more effectively through mini lessons involving student discussion than through workbook pages or spelling tests. Children benefit especially when, as a group, they are guided in noticing spelling patterns for themselves.

Philosophy of practicing: Studying spelling lists is most useful if children each choose a limited number of words (say five a week) that they want to learn: ideally, words they are interested in, and words they use frequently in their writing but haven't yet learned to spell correctly all the time. At the end of the week, partners can test each other on the words they each have practiced during the week.

Philosophy of Individualized spelling dictionaries: Individualized spelling dictionaries can be helpful as children are trying to get a grasp on the spellings of words. Teachers can make each child a booklet in which the child can enter words he or she is learning to spell. File boxes with index cards, or even computer files or data bases for each child, can serve the same purpose.

3.11 COMPUTER USE AND SPELLING

Use of computer in spell check - Running the spell check

If you use a computer to do your writing, you can run the spell check to see if you have made any spelling mistakes. When you ask the computer to help you correct your work, it reads through every word you have written and checks to see if the word is in its dictionary. If it isn't, it shows you a dialogue box like the one you can see in the picture below (from Microsoft Works).

Here the computer has stopped on someone's name (your own, maybe), because it doesn't have non-English names in its dictionary. If the name is spelled right, you can click the **Ignore** box. This tells the computer that the word is OK and does not need to be changed. Click **Ignore** every time you are happy with the spelling of a word.

In the next dialogue box (from Microsoft Word), the computer has stopped on the word **freind**. This is not a name and it is indeed spelled wrong. The computer has suggested some corrections, and you should find the one you want. Usually, this will be the first word or the only word in the list, unless your spelling is very wrong! Now you have to double-click on the correct word, or click on **Change** if the correct word is highlighted. The computer will then change your word and move to the next problem.

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Sometimes the computer does not show the correct spelling, but you know what it is. (Maybe you just made a typing mistake.) In this case you can click in the **Change To** box and make the change yourself.

Problems in using the spell check

Once you know how to use the spellcheck, it will find and correct most of your mistakes.

But there are one or two things to know about:

- The computer will not find all your spelling mistakes. Let's say you write the sentence: **Baby whales stay with there mothers until they are 2 years old.** The computer will check each of words in its dictionary and not find any problems. In fact, however, the word **there** is misspelled - it should be **their**. The English language is full of these word pairs, which are called homophones -
- e.g. **to/too, where/wear, meat/meet, weather/whether.** To make sure you haven't mixed them up, you will have to read through your writing yourself.
- If you don't leave a space after your punctuation marks, the spellcheck will get confused. For example, look at this sentence: **Baby whales stay with there mothers until they are 2 years old,when they no longer drink milk.** The spellcheck will stop on **old,when** and try to suggest an alternative. This reason for this is that there is no space after **old**, and so the computer thinks that **old, when** is one word. This is easy to fix! You just click in the **Change To** box between the comma and the **w**. Put in a space and then click **Change**. But try to avoid these problems by always making a space after periods, commas etc.
- Most computer spell checks use an American dictionary to check the words in your writing. This means that it will probably stop on words that have been spelled in British English and suggest that they are wrong. So words like **colour, theatre, travelling** etc., will show up in the dialogue box. It's up to you whether you click **Ignore** or **Change**, but try to be consistent. Sometimes the computer will give you a list of suggestions and you don't know which one is right. If you want to be really sure that you have chosen the correct one, you will have to look up the words in a dictionary, one by one, and check which of them has the meaning you want.
- If your word is very wrong, it is possible that the computer will not be able to suggest the correct spelling. Or sometimes you are sure that none of the suggestions it makes is the right one. In these cases, you could try changing one or two letters and checking again. Alternatively, you could decide on the translation of the word in your own language and look it up in a bilingual dictionary. Or, of course, you could ask someone to help you!

More advice on using the spell check

- It's best not to check your spelling until you are happy with the content of your writing. Click here for more suggestions on revising and editing your work as part of the writing process.
- Many of the words you spell wrong in a piece of computer writing are because of typing mistakes. Just let the computer correct them for you and don't worry about them. But some of the problems are because you don't know the right spelling; e.g.

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freind. If you pay a little attention to the computer's correction, you may find you will not make the same mistake again in the future. You could even write the correct spelling down in your notebook to help you learn it faster.

- It's a good idea to run the spellcheck two or three times. It is possible that you will make a new spelling mistake when you make some changes. You may also click on **Ignore** by accident when you in fact need to change a word.
- After printing your work, you should read through your writing yourself one last time before you give it to your teacher. It's usually easier to find mistakes on paper than on the computer screen.
- Finally, if you have written something that is very important to get right, then ask someone else to do a final check for you. We can often find spelling mistakes in other people's writing that we don't notice in our own!
- "Finally, if you have written something that is very important to get right, then ask someone else to do a final check for you. We can often find spelling mistakes in other people's writing that we don't notice in our own!"

3.12 VOCABULARY – DEFINITION

According to strong “the vocabulary is a list of words .the most important criterion of a word is that it is the smallest unit that can in ordinary usage function along as a sentence”. Bloomfield vocabulary defined as “A free form in which is not a phrase, is a word.”

DEVELOPING VOCABULARIES

Vocabulary development is a process by which people acquire words. Babbling shifts towards meaningful speech as infants grow and produce their first words around the age of one year. In early word learning, infants build their vocabulary slowly. By the age of 18 months, infants can typically produce about 50 words and begin to make word combinations.

From an early age, infants use language to communicate. Caregivers and other family members use language to teach children how to act in society. In their interactions with peers, children have the opportunity to learn about unique conversational roles. Through pragmatic directions, adults often offer children cues for understanding the meaning of words.

Throughout their school years, children continue to build their vocabulary. In particular, children begin to learn abstract words. Beginning around age 3–5, word learning takes place both in conversation and through reading. Word learning often involves physical context, builds on prior knowledge, takes place in social context, and includes semantic support. The phonological loop and serial order short-term memory may both play an important role in vocabulary development.

Developing Vocabulary

Every adult has his or her own unique vocabulary. Like fingerprints, no two vocabularies are the same. Writers clothe their ideas in bigger words than most of us use in daily. Conversation; therefore, it is not surprising that students encounter unfamiliar words during their textbook reading.

However, students should remember that authors tend to use the same supply of words throughout the text. Engaged students, then, should learn words the first time they appear so that they are not confused when the author uses that particular word again. Reuse of these

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words lends the student an advantage; several repetitions of a new word build students' vocabularies. Adopting a systematic approach to vocabulary development will benefit every student.

Ways to handle new words:

- If authors deliberately use a word they know is unfamiliar, they usually define it in the text. Students should underline or highlight both the word and its definition.
- Sometimes authors define the word by its context (the sentences around it). In this case, students should write the meaning in the margin of the page for future reference.
- Words are not defined clearly. In this case continue reading. Usually the meaning becomes clear in a page or two. If this doesn't happen, look the word up in the glossary or a dictionary and write the meaning in the margin close to the word.
- Students should plan time after reading (up to 10 minutes is usually enough) to check meanings and pronunciations of underlined words.
- Check the glossary for further classification. A glossary is usually found in the back of the text and acts as a built-in dictionary for the subject. Key words are listed alphabetically and can be used for vocabulary review or to study key concepts.
- Students should make vocabulary development a part of their regular study time, reviewing underlined words to keep them fresh. (Odd bits of time between classes are good for this activity.)

VOCABULARY ACQUISITION AND APPLICATION

Vocabulary acquisition concerns how people expand the number of words they understand when learning a new language. This includes both first and second language acquisition. Vocabulary refers to words and is divided into two types: functional words that perform a role in grammar and lexical words that provide information. The expansion of the mental lexicon is related to, but not part of, grammar and syntax acquisition.

A child's vocabulary acquisition falls into the long-running debate over nature and nurture. Nature theory means children are born with certain linguistic tools, while nurture asserts that all tools are handed down from the people around the child as it grows up. Noam Chomsky believes that children are given basic syntax and structure tools before they are born and use these tools to make sense of the words they learn from their environment.

Linguists are agreed that vocabulary acquisition is 100-percent nurture. If nature provided children with an inbuilt vocabulary, then the child would speak the language of his or her parents or all children would be pre-programmed with the same proto-language. This clearly is not the case, so studies into vocabulary acquisition focus on how children learn words.

Vocabulary is divided into four basic types: listening vocabulary, speaking vocabulary, writing vocabulary and reading vocabulary. Each type has its own conventions and words. A child typically learns listening vocabulary first, then spoken, reading and finally writing. The number of words a child understands increases as he or she grows up and learns or experiences new things. More specialized vocabularies develop in adulthood through studies and hobbies.

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It is important that a word is understood before it is used. This is important for both first and second language learners. This includes learning how to pronounce a word that is first encountered written and how to spell a word that is first encountered through hearing. Errors in both have led to spelling pronunciation and pronunciation spelling.

The importance of vocabulary acquisition has only more recently been recognized. Another stumbling block in second language vocabulary acquisition is the first language. This not only causes confusion in structure, but can also cause confusion in vocabulary.

Knowing words in a first or second language is vitally important. In a first language, it allows for greater social integration and self-expression. It also gives a favorable interpretation of a person's status. In a second language, the speaker will be able to communicate basic ideas through vocabulary even if the person does not understand how to create a grammatically-correct sentence.

Applications / Importance of Vocabulary Acquisition:

Developing a great vocabulary is one of the most overlooked ways to improve our lives. It is often believed that learning many words is only useful for writers and speakers, but the truth is that everyone benefits from it, both personally and professionally.

Vocabulary acquisition is academic investment: Improving your vocabulary is one of the most important academic investments you can make, however, it is often overlooked. Most of us use slang words and phrases, simple words, and at times even improper grammar when we speak and write. Good vocabulary is sometimes ignored and is considered to be somewhat "out of style". Young people and those seeking college or job acceptance need to be careful about their choice of words because a broad vocabulary will enhance their communication skills, thus causing them to be a more effective speaker, a better conversationalist, and a more convincing leader. We have probably all been judged by our vocabulary many times recently without even knowing it!

Vocabulary acquisition linked to success, status, and income: Whether we realize it or not, every time we speak, we use our language to immediately tip others off about how educated, competent, and successful we are. It's not surprising, therefore, that studies have shown that a powerful vocabulary is directly linked to success, status, and income.

Grants you greater respect and credibility- When you are broadening your vocabulary, people will start to pay more attention to you and begin to follow your lead.

Boosts your career – Your superiors at work will likely view you as competent.

Improves your communication & equips you to easily express your ideas - Having the right words to express your ideas effectively will make a difference in getting your point across.

Improves your writing – You will create the impression you intend in your emails and letters.

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Improves your ability to earn high grades at school or college – You will be writing so well that your grades will likely improve.

Improves your confidence with words and conversation – You will reduce the amount of stuttering and stammering for the right word and be able to make your point boldly and clearly without losing others' interest.

Improves your score on tests such as the SAT, ACT, GMAT, and GRE – You will have greater confidence with an advanced vocabulary when taking these type of tests.

Improves your spelling - When your emails and letters contain no spelling errors, people will likely view you as educated and may even assume you have a high IQ.

Empowers you with advanced reading and comprehension skills –You will be able to understand the words and concepts in most everything you read.

Improves opportunities for promotion and career progression – It has been proven by numerous studies that a good vocabulary is a strong predictor of career success. Having this knowledge will give you a distinct edge over your competition.

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UNIT IV: FLUENCY IN THE LANGUAGE

4.1 COMMUNICATION-MEANING

Communication is a process of exchanging information, ideas, thoughts, feelings and emotions through speech, signals, writing, or behavior. In communication process, a sender (encoder) encodes a message and then using a medium/channel sends it to the receiver (decoder) who decodes the message and after processing information, sends back appropriate feedback/reply using a medium/channel.

4.2 COMMUNICATION- DEFINITION

Communication is the transfer of information from one person to another- Koonts and O' Donell
Communication is an interchange of thoughts, opinions or information through speech, writings or signs- Robert Anderson

4.3 PROCESS OF COMMUNICATION

Communication may be defined as a process concerning exchange of facts or ideas between persons holding different positions in an organisation to achieve mutual harmony. The communication process is dynamic in nature rather than a static phenomenon. Communication process as such must be considered a continuous and dynamic inter-action, both affecting and being affected by many variables. There are Seven major elements of communication process which are: (1) sender (2) ideas (3) encoding (4) communication channel (5) receiver (6) decoding and (7) feedback.

7 Major Elements of Communication Process

Sender: The sender is the body who initiates the conversation, whether it is an organization, group, or individual. It is the sender who takes responsibility for the initial success of any message which will be influenced by the sender's cultural influences, perceptions, skills, knowledge, attitudes and experiences. When the sender send message, he will begin with the encoding process, which involves translating the information he wants to convey into a message made up of symbols representing concepts or ideas, which is then used for communication. The symbols can involve different types of communication, such as gestures, words or languages

Ideas: This is the subject matter of the communication. This may be an opinion, attitude, feelings, views, orders, or suggestions.

Encoding: Since the subject matter of communication is theoretical and intangible, its further passing requires use of certain symbols such as words, actions or pictures etc. Conversion of subject matter into these symbols is the process of encoding.

Communication Channel: The sender uses a channel or medium to transmit the message as this is the method used to convey it. The majority of channels are written or oral, but the expansion of technology has led to an increase in the popularity of visual channels as well. The most common channels include the phone, reports, letters and memos with the effectiveness based on the communication's characteristics.

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Receiver: The person or group that the message is directed at is the receiver and they work to decode the sender's messages. Their level of comprehension depends on their topic of the knowledge, the trust and relationship between them and the sender, and how receptive they are to the message. The receiver's interpretation of the message is influenced by the culture, perceptions, skills, knowledge, attitudes and experiences, just like the factors that influence the sender's encoding

Decoding: The person who receives the message or symbol from the communicator tries to convert the same in such a way so that he may extract its meaning to his complete understanding.

Feedback: The final step in the communication process is feedback and this is the receiver's response to the message from the sender. It may be nonverbal or verbal and range from internal feedback like self-examination to external feedback that can actually be seen. The feedback gives the sender the necessary information so that they know whether they need to adjust their message to make it more effective. Feedback is essential to knowing whether the receiver understands the message correctly.

4.4 BARRIERS IN COMMUNICATION PROCESS:

During the process, it is common to experience a miscommunication or misunderstanding because of barriers that occur at any time during the communication process. These barriers prevent understanding the thoughts and ideas of others, and it can be both internal and external.

Internal Barriers: An internal barrier is something that takes place involving one of the participants in the conversation. They can include emotions, lack of experiences in common, problems at home, a negative attitude, past experiences, mistrust, and fear, a lack of interest, poor listening skills and fatigue.

External Barriers: External barriers are not controlled by the sender or receiver; instead they tend to be related to the surrounding environment. These may include the environment, the sender using terms that are too technical for the receiver, the time of day, a poor phone connection, non-functional e-mail, distractions and noise.

4.5 SUCCESSFUL AND EFFECTIVE COMMUNICATION

However, it is possible to overcome barriers in the communication process by following advices for successful communication, which will mainly include four aspects.

Learn to Listen: Listening is a crucial part of effective communication. It involves doing more than just understanding the information and words; you must also work to understand how the sender feels about the topic. By listening effectively, you will create a stronger connection with the sender because they will feel understood and heard. You will also be able to create a safe environment so everyone feels comfortable to express their opinions, feelings and ideas. Effective listening also relieves negative emotions and saves time. To improve your listening ability, focus on the speaker completely, don't interrupt them, avoid being judgmental and show you are interested.

Use Nonverbal Signals: Nonverbal signals are the one of the most important component of communicating topics that we are passionate about. These signals include body movement, gestures, posture, vocal tone, body movements, eye contact, breathing and muscle tension.

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Improve the effectiveness of the communication process by relying on open body language like having your arms uncrossed and being in an open stance. To improve nonverbal signal use, observe people, pay attention to differences between people and group interactions, rely on signals that match your words, and rely on body language to show positive feelings.

Minimize Stress: Stress can create a barrier to the communication process by interrupting your ability to act appropriately or think creatively and clearly. It also increases the chances of misreading someone. You don't always have time to completely eliminate stress before communicating with someone, but you can minimize its effects by recognizing the signs, giving yourself a moment to relax, focusing on deep breaths or muscle contractions, finding humor, being willing to compromise, or simply agreeing to disagree.

Have Emotional Awareness: Being emotionally aware is a final key to effective communication as you may be unable to communicate your thoughts or feelings clearly if you aren't aware of them yourself. That in turn leads to frustration, misunderstanding or even conflict. By being aware of your emotions, you can empathize with others, understand your goals, remain motivated, communicate effectively and clearly, and create relationships filled with strength and trust.

4.6 TYPES OF COMMUNICATION

People communicate with each other in a number of ways that depend upon the message and its context in which it is being sent. Choice of communication channel and your style of communicating also affect communication. So, there are varieties of types of communication.

Types of communication based on the communication channels used: Verbal Communication and Nonverbal Communication

4.6.1 Verbal Communication: Verbal communication refers to the form of communication in which message is transmitted verbally; communication is done by word of mouth and a piece of writing. **Verbal Communication** is further divided into Oral Communication and Written Communication.

Oral Communication: In oral communication, Spoken words are used. It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, voice over internet. In **oral communication**, communication is influence by pitch, volume, speed and clarity of speaking.

- **Advantages of Oral communication:** It brings quick feedback. In a face-to-face conversation, by reading facial expression and body language one can guess whether he/she should trust what's being said or not.
- **Disadvantage of oral communication:** In face-to-face discussion, user is unable to deeply think about what he is delivering.

Written Communication: In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted via email, letter, report, memo etc. Message, in written communication, is influenced by the vocabulary & grammar used, writing style, precision and clarity of the language used. Memos, reports, bulletins, job descriptions, employee manuals, and electronic mail are the types of written communication used for internal communication. For communicating with external environment in writing, electronic mail, Internet Web sites,

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letters, proposals, telegrams, faxes, postcards, contracts, advertisements, brochures, and news releases are used.

- **Advantages of written communication:** Messages can be edited and revised many time before it is actually sent. Written communication provide record for every message sent and can be saved for later study. A written message enables receiver to fully understand it and send appropriate feedback.
- **Disadvantage of written communication:** Written communication doesn't bring instant feedback.

It takes more time in composing a written message as compared to word-of-mouth. and number of people struggles for writing ability.

4.6.2 Nonverbal Communication: Nonverbal communication is the sending or receiving of wordless messages. We can say that communication other than oral and written, such as **gesture, body language, posture, tone of voice or facial expressions**, is called nonverbal communication.

Nonverbal communication is all about the body language of speaker.

- Facial expressions are a common form of non-verbal communication. Examples of facial expressions include smiling, crying and grimacing.
- Vocal cues, referred to as paralinguistics, is a form of non-verbal communication that includes such things as pitch, inflection, tone, volume, speed of the speech, quality, non- word sounds, pronunciation, enunciation and even silence.
- Body movement and gestures are also part of non-verbal communication. For example, leaning forward may mean interest, while crossing arms is often viewed as a defensive posture.
- Space can also act as a form of non-verbal communication. Space includes the concept of territoriality and personal space. Territoriality is about making sure others know your territory. A fence is an example of territoriality. Personal space, on the other hand, is a three-dimensional space surrounding you that you don't want people to cross. If they come too close, you get uncomfortable.
- Clothing and artifacts can also send a message, including status, conformity or rebellion. Think about a doctor. Do they really need to wear a lab coat during all examinations? Not really, but it's a cue to their status. Artifacts include such things as hairstyles, jewelry, cosmetics, watches, shoes, tattoos and body piercing.
- Eye Gaze: The eyes play an important role in nonverbal communication and such things as looking, staring and blinking can also be important nonverbal behaviors. When people encounter people or things that they like, the rate of blinking increases and pupils dilate. Looking at another person can indicate a range of emotions including hostility, interest, and attraction. People also utilize eye gaze a means to determine if someone is being honest. Normal, steady eye contact is often taken as a sign that a person is telling the truth and is trustworthy. Shifty eyes and an inability to maintain eye contact, on the other hand, is frequently seen as an indicator that someone is lying or being deceptive.
- Haptics: Communicating through touch is another important nonverbal behavior. There has been a substantial amount of research on the importance of touch in infancy

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and early childhood. Harry Harlow's classic monkey study demonstrated how the deprivation of touch and contact impedes development. Baby monkeys raised by wire mothers experienced permanent deficits in behavior and social interaction. Touch can be used to communicate affection, familiarity, sympathy, and other emotions.

- **Appearance:** Our choice of color, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication. Research on color psychology has demonstrated that different colors can evoke different moods. Appearance can also alter physiological reactions, judgments, and interpretations. Just think of all the subtle judgements you quickly make about someone based on his or her appearance. These first impressions are important, which is why experts suggest that job seekers dress appropriately for interviews with potential employers.
- **Artifacts:** Objects and images are also tools that can be used to communicate nonverbally. On an online forum, for example, you might select an avatar to represent your identity online and to communicate information about who you are and the things you like. People often spend a great deal of time developing a particular image and surrounding themselves with objects designed to convey information about the things that are important to them. Uniforms, for example, can be used to transmit a tremendous amount of information about a person. A soldier will don fatigues, a police officer will wear a uniform, and a doctor will wear a white lab coat. At a mere glance, these outfits tell people what a person does for a living.

4.7 Types of Communication Based on Purpose and Style:

Based on style and purpose, there are two main categories of communication and they both bear their own characteristics. Communication types based on style and purpose are Formal Communication and Informal Communication

Formal Communication: In formal communication, certain rules, conventions and principles are followed while communicating message.

Formal communication occurs in formal and official style. Usually professional settings, corporate meetings, conferences undergoes in formal pattern.

In formal communication, use of slang and foul language is avoided and correct pronunciation is required. Authority lines are needed to be followed in formal communication.

Informal Communication: Informal communication is done using channels that are in contrast with formal communication channels. It's just a casual talk. It is established for societal affiliations of members in an organization and face-to-face discussions. It happens among friends and family. **In informal communication use of slang words, foul language is not restricted.** Usually informal communication is done orally and using gestures. **Informal communication, unlike formal communication, doesn't follow authority lines.** In an organization, it helps in finding out staff grievances as people express more when talking informally. **Informal communication helps in building relationships.**

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Interpersonal Communication: Interpersonal communication can be described in a variety of ways, but when we examine what it means in the context of management, we can define interpersonal communication as communication between a small group of individuals, typically in a face-to-face setting, where participants engage in a minimally restricted dialogue with each other. Interpersonal communication, essentially, breaks down barriers which people put up to protect themselves.

Family communication: Family communication is the study and practice of the communication perspective in a broadly defined family, with intimacy and trusting relationship.^[10] The main goal of family communication is to understand the interactions of family and the pattern of behaviors of family members in different circumstances.

Business communication: Business communication is used for a wide variety of activities including, but not limited to: strategic communications planning, media relations, public relations (which can include social media, broadcast and written communications, and more), brand management, reputation management, speech-writing, customer-client relations, and internal/employee communications.

4.8 NON-HUMAN COMMUNICATION:

Non-human communication includes cell signaling, cellular communication, and chemical transmissions between primitive organisms like bacteria and within the plant and fungi kingdoms.

Animals communication: The broad field of animal communication encompasses most of the issues in ethology. Animal communication can be defined as any behavior of one animal that affects the current or future behavior of another animal. The study of animal communication, called zoo semiotics (distinguishable from anthroposemiotics, the study of human communication) has played an important part in the development of ethology, sociobiology, and the study of animal cognition. Animal communication, and indeed the understanding of the animal world in general, is a rapidly growing field, and even in the 21st century so far, a great share of prior understanding related to diverse fields such as personal symbolic name use, animal emotions, animal culture and learning, and even sexual conduct, long thought to be well understood, has been revolutionized. A special field of animal communication has been investigated in more detail such as vibrational communication.

Plants communication: Communication is observed within the plant organism, i.e. within plant cells and between plant cells, between plants of the same or related species, and between plants and non-plant organisms, especially in the root zone. Plant roots communicate with rhizome bacteria, fungi, and insects within the soil. These interactions are governed by syntactic, pragmatic, and semantic rules and are possible because of the decentralized "nervous system" of plants. The original meaning of the word "neuron" in Greek is "vegetable fiber" and recent research has shown that most of the microorganism plant communication processes are neuron-like. Plants also communicate via volatiles when exposed to herbivory attack behavior, thus warning neighboring plants. In parallel they produce other volatiles to attract parasites which attack these herbivores. In stress situations plants can overwrite the genomes they inherited from their parents and revert to

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that of their grand- or great- grandparents.

Fungi communication: Fungi communicate to coordinate and organize their growth and development such as the formation of Marcelia and fruiting bodies. Fungi communicate with their own and related species as well as with non fungal organisms in a great variety of symbiotic interactions, especially with bacteria, unicellular eukaryote, plants and insects through biochemical of biotic origin. The biochemical trigger the fungal organism to react in a specific manner, while if the same chemical molecules are not part of biotic messages, they do not trigger the fungal organism to react. This implies that fungal organisms can differentiate between molecules taking part in biotic messages and similar molecules being irrelevant in the situation. **Bacteria quorum sensing:** Communication is not a tool used only by humans, plants and animals, but it is also used by microorganisms like bacteria. The process is called quorum sensing. Through quorum sensing, bacteria are able to sense the density of cells, and regulate gene expression accordingly. This can be seen in both gram positive and gram negative bacteria.

4.9 BARRIERS TO EFFECTIVE HUMAN COMMUNICATION:

Barriers to effective communication can retard or distort the message and intention of the message being conveyed which may result in failure of the communication process or an effect that is undesirable. These include filtering, selective perception, information overload, emotions, language, silence, communication apprehension, gender differences and political correctness. This also includes a lack of expressing "knowledge-appropriate" communication, which occurs when a person uses ambiguous or complex legal words, medical jargon, or descriptions of a situation or environment that is not understood by the recipient.

Physical barriers. Physical barriers are often due to the nature of the environment. An example of this is the natural barrier which exists if staff are located in different buildings or on different sites. Likewise, poor or outdated equipment, particularly the failure of management to introduce new technology, may also cause problems. Staff shortages are another factor which frequently causes communication difficulties for an organization.

System design: System design faults refer to problems with the structures or systems in place in an organization. Examples might include an organizational structure which is unclear and therefore makes it confusing to know whom to communicate with. Other examples could be inefficient or inappropriate information systems, a lack of supervision or training, and a lack of clarity in roles and responsibilities which can lead to staff being uncertain about what is expected of them.

Attitudinal barriers: Attitudinal barriers come about as a result of problems with staff in an organization. These may be brought about, for example, by such factors as poor management, lack of consultation with employees, personality conflicts which can result in people delaying or refusing to communicate, the personal attitudes of individual employees which may be due to lack of motivation or dissatisfaction at work, brought about by insufficient training to enable them to carry out particular tasks, or simply resistance to change due to entrenched attitudes and ideas.

Ambiguity of words/phrases: Words sounding the same but having different meaning can convey a different meaning altogether. Hence the communicator must ensure that the receiver receives the same meaning. It is better if such words are avoided by using alternatives whenever possible.

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Individual linguistic ability: The use of difficult or inappropriate words in communication can prevent the recipients from understanding the message. Poorly explained or misunderstood messages can also result in confusion. However, research in communication has shown that confusion can lend legitimacy to research when persuasion fails.

Physiological barriers: These may result from individuals' personal discomfort, caused, for example, by ill health, poor eyesight or hearing difficulties.

Cultural differences: These may result from the cultural differences of communities around the world, within an individual country (tribal/regional differences, dialects etc.), between religious groups and in organizations or at an organizational level - where companies, teams and units may have different expectations, norms and idiolects. Families and family groups may also experience the effect of cultural barriers to communication within and between different family members or groups. For example: words, colors and symbols have different meanings in different cultures. In most parts of the world, nodding your head means agreement, shaking your head means no, except in some parts of the world.

Bypassing: These happen when the communicators (sender and the receiver) do not attach the same symbolic meanings to their words. It is when the sender is expressing a thought or a word but the receiver takes it in a different meaning.

Technological multi-tasking and absorbency: With a rapid increase in technologically-driven communication in the past several decades, individuals are increasingly faced with condensed communication in the form of e-mail, text, and social updates. This has, in turn, led to a notable change in the way younger generations communicate and perceive their own self-efficacy to communicate and connect with others. With the ever-constant presence of another "world" in one's pocket, individuals are multi-tasking both physically and cognitively as constant reminders of something else happening somewhere else bombard them. Though perhaps too new of advancement to yet see long-term effects, this is a notion currently explored by such figures.

4.10 LANGUAGE FUNCTIONS

Language may perform a variety of functions. We employ it to make statements, ask questions, express our emotions, order someone else around, etc. No serious objection can be levied against the view that language performs functions. However, a number of objections can be raised against specific proposals as to what functions language performs, how many, how they should be distinguished, which is the basic one and other proposals of a similar concrete nature.

The Referential Function: corresponds to the factor of Context and describes a situation, object or mental state. The descriptive statements of the referential function can consist of both definite descriptions and deictic words, e.g. "The autumn leaves have all fallen now."

The Poetic Function: focuses on "the message for its own sake"^[3] (the code itself, and how it is used) and is the operative function in poetry as well as slogans.

The Emotive (alternatively called "Expressive" or "Affective") Function: relates to the Addresser (sender) and is best exemplified by interjections and other sound changes that do not alter the denotative meaning of an utterance but do add information about the Addresser's (speaker's) internal state, e.g. "Wow, what a view!"

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The Conative Function: engages the Addressee (receiver) directly and is best illustrated by vocatives and imperatives, e.g. "Tom! Come inside and eat!"

The Phatic Function: is language for the sake of interaction and is therefore associated with the Contact/Channel factor. The Phatic Function can be observed in greetings and casual discussions of the weather, particularly with strangers. It also provides the keys to open, maintain, verify or close the communication channel: "Hello?", "Ok?", "Hummm", "Bye"...

The Metalingual (alternatively called "Metalinguistic" or "Reflexive") Function: is the use of language ("Code") to discuss or describe itself.

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UNIT V LANGUAGE ASSESSMENT IN SCHOOL SUBJECTS

5.1 ASSESSMENT

The term **assessment** refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

3.2 ASSESSMENT- DEFINITION

Assessment involves the use of empirical data on student learning to refine programs and improve student learning.

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences;

Assessment is the systematic basis for making inferences about the learning and development of students.

It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development.

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

5.3 PURPOSES OF ASSESSMENT

Inform and guide teaching and learning: A good classroom assessment plan gathers evidence of student learning that informs teachers' instructional decisions. It provides teachers with information about what students know and can do. To plan effective instruction, teachers also need to know what the student misunderstands and where the misconceptions lie. In addition to helping teachers formulate the next teaching steps, a good classroom assessment plan provides a road map for students. Students should, at all times, have access to the assessment so they can use it to inform and guide their learning.

Help students set learning goals: Students need frequent opportunities to reflect on where their learning is at and what needs to be done to achieve their learning goals. When students are actively involved in assessing their own next learning steps and creating goals to accomplish them, they make major advances in directing their learning and what they understand about themselves as learners.

Assign report card grades: Grades provide parents, employers, other schools, governments, post-secondary institutions and others with summary information about student learning.

Motivate students: Students will be motivated and confident learners when they experience progress and achievement, rather than the failure and defeat associated with being compared to more successful peers.

Identifying the learning need: Assessment information helps teachers and students identify where a student is in terms of their learning, where they want to be, and what next teaching

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and learning steps can help them to achieve their goals. Good assessment practice should identify what next teaching and learning steps are achievable, and enable the teacher and student to move from the student's current state of learning towards their learning goals.

Feedback: Feedback based on assessment is one of the most powerful ingredients in teaching and learning, and maximising the quality, appropriateness and use of feedback should be a core aim of all assessment practice. Knowledge of the learner is essential for knowing what is appropriate and ensuring feedback is delivered in a way that empowers the learner.

Feedback can drive a loop of continuous change and improvement for both the teacher and student, as both learn from each other.

Effective feedback provides clear, descriptive, criterion-based information that enables the student to determine where they are in a learning progression, how their level of understanding differs from their learning goals, and what they need to do to move towards those goals.

Next teaching and learning steps: To be effective in describing next teaching and learning steps, assessment for learning should be linked to some form of learning progression.

A learning progression should clearly articulate what steps make up progress towards an ultimate learning goal. Assessment for learning helps teacher and student locate the student's position along the learning progression.

Recognition of social and cultural aspects of assessment: All aspects of assessment carry a social and cultural dimension. Teachers need knowledge of their students' cultures, backgrounds and experiences to ensure assessment is appropriate and effective.

Social aspects: To be effective, assessment for learning needs to take place within a positive learning environment. Students should be encouraged to take risks and make errors, and understand that wrong answers can assist learning just as effectively as right answers.

Cultural aspects: In the classroom, non-judgmental exploration of teachers' and students' own cultural values, assumptions and understandings about learning and assessment may help them to use the differences that surface to develop their own strengths, and identify areas for improvement.

5.4 ASSESSMENT- TYPES

Formative assessment: Formative assessment is an integral part of teaching and learning. It does not contribute to the final mark given for the module; instead it contributes to learning through providing feedback. It should indicate what is good about a piece of work and why this is good; it should also indicate what is not so good and how the work could be improved. Effective formative feedback will affect what the student and the teacher does next.

Summative assessment: Summative assessment demonstrates the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme, and which contributes to the final mark given for the module. It is normally, though not always, used at the end of a unit of teaching. Summative assessment is

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used to quantify achievement, to reward achievement, to provide data for selection (to the next stage in education or to employment). For all these reasons the validity and reliability of summative assessment are of the greatest importance. Summative assessment can provide information that has formative/diagnostic value.

Authentic or work-integrated assessment: 'Authentic' or work-integrated assessment is an assessment where the tasks and conditions are more closely aligned to what you would experience within employment. This form of assessment is designed to develop student's skills and competencies alongside academic development.

Diagnostic assessment: Like formative assessment, diagnostic assessment is intended to improve the learner's experience and their level of achievement. However, diagnostic assessment looks backwards rather than forwards. It assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It is often used before teaching or when a problem arises.

Dynamic assessment: Dynamic assessment measures what the student achieves when given some teaching in an unfamiliar topic or field. An example might be assessment of how much Swedish is learnt in a short block of teaching to students who have no prior knowledge of the language. It can be useful to assess potential for specific learning in the absence of relevant prior attainment, or to assess general learning potential for students who have a particularly disadvantaged background. It is often used in advance of the main body of teaching.

Synoptic assessment: Synoptic assessment encourages students to combine elements of their learning from different parts of a programme and to show their accumulated knowledge and understanding of a topic or subject area. A synoptic assessment normally enables students to show their ability to integrate and apply their skills, knowledge and understanding with breadth and depth in the subject. It can help to test a student's capability of applying the knowledge and understanding gained in one part of a programme to increase their understanding in other parts of the programme, or across the programme as a whole. Synoptic assessment can be part of other forms of assessment.

Criterion referenced assessment: Each student's achievement is judged against specific criteria. In principle no account is taken of how other students have performed. In practice, normative thinking can affect judgements of whether or not a specific criterion has been met. Reliability and validity should be assured through processes such as moderation, trial marking, and the collation of exemplars.

Ipsative assessment: This is assessment against the student's own previous standards. It can measure how well a particular task has been undertaken against the student's average attainment, against their best work, or against their most recent piece of work. Ipsative assessment tends to correlate with effort, to promote effort-based attributions of success, and to enhance motivation to learn.

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Self and peer assessment: The important aspect is that it involves the student in trying to apply the assessment criteria for themselves. The evidence is that through trying to apply criteria, or mark using a model answer, the student gains much greater insight in to what is actually being required and subsequently their own work improves in the light of this. An additional benefit is that it may enable the students to be set more learning activities on which they will receive feedback which otherwise would not be.

5.5 ASSESSMENT- PRINCIPLES

Principle of Validity: Assessment should be valid Validity ensures that assessment tasks and associated criteria effectively measure student attainment of the intended learning outcomes at the appropriate level.

Principle of Reliability: Assessment should be reliable and consistent There is a need for assessment to be reliable and this requires clear and consistent processes for the setting, marking, grading and moderation of assignments.

Principle of Transparency: Information about assessment should be explicit, accessible and transparent Clear, accurate, consistent and timely information on assessment tasks and procedures should be made available to students, staff and other external assessors or examiners.

Principle of Equality: Assessment should be inclusive and equitable As far as is possible without compromising academic standards, inclusive and equitable assessment should ensure that tasks and procedures do not disadvantage any group or individual.

Principle of Integrity: Assessment should be an integral part of programme design and should relate directly to the programme aims and learning outcomes. Assessment tasks should primarily reflect the nature of the discipline or subject but should also ensure that students have the opportunity to develop a range of generic skills and capabilities.

Principle of Feasibility: The amount of assessed work should be manageable. The scheduling of assignments and the amount of assessed work required should provide a reliable and valid profile of achievement without overloading staff or students.

Principle of Inclusion: Formative and summative assessment should be included in each programme. Formative and summative assessment should be incorporated into programmes to ensure that the purposes of assessment are adequately addressed. Many programmes may also wish to include diagnostic assessment.

Principle of Timely feed-back: Timely feedback that promotes learning and facilitates improvement should be an integral part of the assessment process Students are entitled to feedback on submitted formative assessment tasks, and on summative tasks, where appropriate. The nature, extent and timing of feedback for each assessment task should be made clear to students in advance.

Principle of Responsibility: Staff development policy and strategy should include assessment. All those involved in the assessment of students must be competent to undertake their roles and responsibilities

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5.6 PRINCIPLES OF ASSESSMENT FOR LEARNING

Above all, assessment for learning must be underpinned by the utmost confidence that every student can improve. Assessment for learning should enable reciprocal learning where teachers and students share and value each other's sense-making processes. Knowledge of the learner is vital to ensure assessment is appropriate and fit for purpose.

Learning to learn: Good assessment should focus less on “do they have the right or wrong answer?” and more on making students' thinking visible to both teacher and student. It should help develop understanding of the strategies and patterns students have constructed in order to make sense of the world.

Building students' assessment capability: When students actively participate in assessing their learning by interpreting their performance, they are better placed to recognise important moments of personal learning. This helps them to identify their own strengths and needs, and discover how to make. Students should be educated in ways that build their assessment capabilities, so they can take increasing control of their own learning and, through this process, become more effective and independent learners.

Engagement and motivation: One of the most important purposes of assessment for learning is the role it plays in student motivation. Knowledge and understanding of what is to be achieved is not enough. Students must want to make the effort and be willing to keep on engaging, even when they find the learning difficult.

Developing students' assessment capabilities engages and motivates them, and helps them to become more independent learners. Assessment that encourages learning promotes motivation by emphasizing progress and achievement rather than failure.

Content knowledge: Knowledge of both curriculum and pedagogical content is essential for effective assessment for learning. Teachers require deep knowledge of the content to be taught and how students learn it. This means having a clear understanding of the concepts, a sense of the likely understandings and misunderstandings students will bring to the classroom and how to best facilitate new learning.

To provide effective learning opportunities, teachers need to understand the curriculum, its goals, and how students can progress towards them. Assessment for learning is dependent on knowledgeable teachers who can interpret their observations and act on those interpretations to enhance learning.

The ways in which teaching, learning and assessment are structured by teachers are a direct product of their content knowledge and beliefs about how students think and learn.

Planning and communication: Assessment for learning should be built into teachers' planning as a part of everyday classroom practice. Learning goals, teaching strategies and assessment criteria should be carefully matched. Students should know in advance what they will learn, as well as how and why they are to be assessed. Teachers' programme planning should be flexible so that they can make changes in response to new information,

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opportunities or insights. Their planning needs to include strategies to check students understand the goals they are pursuing and the criteria that will be applied in assessing their work.

Cumulative measurement of progress: Assessment should be valid, fair and suited to the purpose. It should measure progress, not just achievement.

Support for teaching and learning goals: Teachers need to know how a given assessment should enhance learning, and how to check if it has. Assessment should emphasise quality student-teacher learning interactions and be fit for purpose.

5.7 ASSESSMENT CLASSROOM PRACTICE TOOL:

5.7.1 QUIZZES

In language assessment teachers often have to measure students' language abilities, which they achieve by developing tests or quizzes or through more informal methods. In addition, they often select commercially-developed tests for use in their classrooms or language programs. Conducting quizzes enable the students' listening skill, speaking skill, reading skill and writing skills. Quizzes adopt several stages like announcing the area for quizzes, guidelines for reference, sources of information, discussion within groups, taking and writing short notes etc. In each and every step students acquire the skills of language and mastery over in language proficiency. Language proficiency assessed by quizzes enable a teacher to mark the level of the learners' language intensity. Pronunciation, word power, synonyms, antonyms, vocabularies, understanding sentence pattern etc. are some of the examples that learners develop through quizzes.

Application of quizzes:

- Testing identifies gaps in knowledge.
- Testing causes students to learn more from the next study episode. Essentially it reduces forgetting which makes the next related study area more productive.
- Testing produces better organization of knowledge by helping the brain organize material in clusters to allow better retrieval.
- Testing improves transfer of knowledge to new contexts. There are several experiments referenced in the paper where tests and quizzes help transfer and application of knowledge.
- Testing can facilitate retrieval of material that was not tested. Surprisingly there are circumstances where quizzes or tests, particularly if delayed, can help people retrieve/retain information that was related to that asked but not actually asked in the questions.
- Testing improves metacognitive monitoring – by giving students scores or self-assessments, they can better predict their knowledge and be more confident about what they know and what they need to know.
- Testing prevents interference from prior material when learning new material. If you have a test after learning one set of material before learning another set of material, it can make it less likely that the second session will

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- Testing provides feedback to instructors and lets them know what is learned or what is not.
- Frequent testing encourages students to study. Having frequent quizzes and tests motivates study and reduces procrastination.

Benefits of classroom quizzes:

Motivation: Educators can use classroom quiz shows as a motivational tool for students. Students will naturally be motivated to study more and pay attention during class if they know that later they will be tested on the material in front of their peers. Add further motivation by explaining to students before the lesson that the winners of the classroom quiz show will be rewarded with no-homework passes or extra credit on an upcoming test.

Review: Students will enjoy reviewing the concepts they have recently studied. Classroom quiz shows allow students to build on prior knowledge and reinforce concepts which may have been unclear to them. Students will take time to go over recent lessons to perform better during the quiz. Classroom quiz shows provide an excellent way to reinforce material that needs to be covered before an upcoming state test.

Increase Participation: Classroom quiz shows will motivate every student to participate. Educators often have trouble getting every child to pay attention to the lessons, complete work and not cause a disturbance to other learners. A classroom quiz show demands participation from students. Students begin to encourage each other instead of working independently. Students who often appear to be bored during school will enjoy the fast-paced type of learning they experience during a classroom quiz show.

Build Teamwork: Educators will be able to build a sense of teamwork with the incorporation of classroom quiz shows. Students will enjoy working together to earn a reward. Encourage students to cheer each other on. Remind students that they should display good sportsmanship as they work toward a common goal. If time allows, instruct students to spend time practicing with their team. Monitor students and help them build a strong sense of teamwork.

5.7.2 PROJECTS

Projects occupies major and important role in assessing language proficiency of students. Project is planned and systematic work. It under takes in a single or group work. Project encompasses steps like identifying the issues and problems, selecting topics, planning for project action, field work, data collection, analysing, interpreting, results and recommendations.

Benefits of Projects:

- A context was established which provided us with an authentic to topic to talk about and as a starting point to organise our project.
- Increased motivation was evident because learners became personally involved in the project.
- Authentic tasks were proposed and therefore the language input was more authentic.
- Cross-curricular connections because we checked concepts and information with teachers from other subjects A break from routine was very beneficial because it offered us the chance to do something different and we all enjoyed that.
- All four skills, reading, writing, listening and speaking were integrated and practised.

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- Autonomous learning was promoted as learners became responsible for finding their resources, materials, information and became more responsible of their learning.
- There were learning outcomes that could be displayed at school and could be sent to participate in the national contest.
- Interpersonal relations were developed through working as a group. Among the disadvantages I could observe the following:
- Learners used their own language which was inevitable as they all speak the same L1, but the importance of the topic dealt with and the tasks proposed outweigh this factor.
- Use of translators on line which many of the groups did in order to find help to write phrases in language. However the problems caused by this practice were solved with corrections I carried out personally with each group.

5.8 TESTING AUDITORY COMPREHENSION (TAC)

Each item is composed of a word or sentence and a corresponding picture plate that has three full-color drawings. One of the three pictures for each item illustrates the meaning of the word, morpheme, or syntactic structure being tested. The other two pictures illustrate either two semantic or grammatical contrasts to the stimulus, or one contrast and one decoy. The examiner reads the stimulus aloud, and the subject is directed to point to the picture that he or she believes best represents the meaning of the word, phrase, or sentence spoken by the examiner. No oral response is required on the part of the subject.

Testing auditory comprehension is a receptive language test that assesses a student's ability to understand spoken language. Three subtests assess word classes, such as nouns, verbs, and adjectives, grammatic morphemes in simple sentences, such as prepositions, suffixes, and noun-verb agreement and elaborate sentence constructions.

Administration and Scoring: Each stimulus item is composed of a word, phrase, or sentence and a corresponding picture plate that has three full-colour drawings. The examiner reads the stimulus aloud, and the child is directed to point to the picture that illustrates the meaning of the word or words spoken. The test items are ordered according to difficulty within each of the three categories of items. The test can be completed in 15-25 minutes. Standard scores, percentiles, and age equivalents are provided for subtests and for total test performance.

Auditory Comprehension: Auditory memory is a part of the auditory comprehension aspect of auditory function. We have spent time building skills from awareness, patterning and discrimination skills, looking at identification skills and now we are in the comprehension area of auditory function. Basically, when we show that a child understands the input that we are giving, we would look for some sort of novel response from the child, something that is measurably different than the stimulus that is presented. In other words, repeating the word that they hear does not necessarily indicate that they understand the word. That would show only that they can identify the word.

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However, comprehension would be something more than that. Examples include answering a question, continuing a thought or, in the case of the single word, indicating the object that goes with it, describing an object or paraphrasing. These are all actions that we would look for from a child that would show that they understand the input that they are getting.

Auditory memory is a critical component of overall auditory comprehension. No matter how we categorize the steps or the aspects of comprehension itself, we do see that it is a critical component. We can go all the way back to early comprehension skills. Even comprehending a single word is a culmination of using auditory memory to put together the spoken word with an object or a concept. Being able to retrieve that connection at a later time does require auditory memory. From the very beginning, a child needs to utilize auditory memory skills to begin to build other comprehension skills. If we look for a definition of auditory memory, we could say that, in general, this is a process in which we use our hearing to encode, store and then retrieve information. In order to go through these steps, it is critical that a child have auditory attention. We will not be able to encourage auditory memory if we have not developed that basic skill for a child in which they will pause what they are doing because auditory information is worth listening to. Auditory attention is a prerequisite for this auditory memory process.

Next, the sub-skills of auditory comprehension that we would be expecting our children to develop. Consider these for a moment:

- developing memory and concept for a single word
- showing understanding of learn-to-listen sounds
- responding appropriately to common expressions
- following simple directions
- answering common questions
- completing a known linguistic message using auditory closure
- sequencing two, three and four critical elements in a message
- identifying a picture related to a story
- answering common questions about a familiar topic or story

If we really think about each of these levels, we cannot identify a single one that does not utilize auditory memory skills to some degree for a child to achieve each subskill under auditory comprehension. This makes the point that auditory memory is a critical component of this entire auditory comprehension level.

When we present spoken language stimuli- words, sentences or digits- that presentation and the interaction between what the child already has stored in their knowledge base is what working memory is. It is a temporary storage system. It is the manipulation of information necessary for complex cognitive tasks.

For example, language comprehension requires the information to be stored in the working memory temporarily in order to manipulate that information for the next step. It is an extension of short-term memory. What is important for us to recognize is that there are four subsystems or processes, phonological loop being one of those four subsystems.

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A temporary storage system keeps bursts of information, but memory traces decay unless they are refreshed. So we hear the information, and we have it held there for a moment, but that information would leave us if we did not rehearse the information with what is called sub-vocal rehearsal. First we have the temporary storage, but then we do the sub-vocal rehearsal in order to keep it longer in that temporary storage and as part of that phonological loop.

Sub-vocal rehearsal is the process to hold on to that information by practicing it, and we typically do this without speaking. A little voice might go on in our head, but it is not something that we do out loud. This routine also happens in order to allow us to process visual information. Wherever possible, we convert visual information into a phonologically-based system, where even visual sequences of letter or numbers are transposed into a speech-based system in our memory. We remember the sounds associated with the symbols B, K, W, R, X and Z versus the visual input. That is part of this working memory.

Building Auditory Memory Skills

Some of the keys to maximizing success might be to consider the research findings, use effective strategies, emphasize thinking skills while targeting auditory comprehension and then teach across contexts. We will take each of these areas in turn to consider how we might impact auditory memory, comprehension and success with the implant.

5.9 TESTING FOUR SKILLS

Introduction to Language Tests:

Providing good test for students is not an easy thing. Since teachers have to consider some such things, such as the appropriateness of the tests, types of tests, accurateness in measuring certain skills, etc. Therefore, teacher has to have a clear view about the purposes of making some tests, the types of the tests; and procedures in making good tests.

Testing has some purposes: The purposes of conducting tests are as follows: (1) to measure learners' language ability; (2) to know someone's achieving after following the teaching and learning process; (3) to diagnose learners' strengths and weaknesses, to identify what they know and what they do not; (4) to place the student in the right level; and (5) for educational decision makers, to give them information about the achievement of groups of the learners, and then to make some decisions for their following program.

Testing 4 skills (LSRW): Testing listening, and followed by testing speaking, reading, and testing writing respectively.

Testing Listening: Listening is a receptive skill. The main purpose of listening activities is to obtain the gist of what is listened to. There are some considerations in creating texts for listening, as follows:

- **Text type:** it may be conversation, announcement, talk, or lecture, instructions, directions, etc.
- **Text forms:** it may be in form of description, exposition, argumentation, instruction, narration, etc.

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- **Length:** the length of the text may be expressed in seconds and minutes, depends on the students' level.
- **Speed of speech:** it may be expressed as words per minute (wpm) or syllables per second (sps). Moreover, the speed used is also based on the students' level.
- **Dialect:** it may include standard or non-standard variety.
- **Accents:** regional or non-regional.

Techniques used to test students' listening:

1. **Multiple choice:** Multiple choices are given to students to test their comprehension towards the listening. It can test their vocabulary as well. However, this technique has some disadvantages. One of it is it can give the students chances to guess the answer by randomly choosing the options.
2. **Short answer:** The students are asked to answer the questions shortly and in a straight forward manner. This kind of technique can work well because it can assess students' listening by checking their answer.
3. **Gap filling:** This technique allows students to fill the blanks provided, based on the listening given.
4. **Information transfer:** This technique requires minimum demands on students' productive skills. The examples of this technique are labeling of diagrams or pictures, completing forms, making diary entries, or showing routes on a map.
5. **Note taking:** Teacher may ask students to take a note about the topic that is mentioned in the tape. It can be a retelling story or noting the important information.
6. **Partial dictation:** This technique is in form of gap filling. The teacher dictates the whole passage, include the blanks, and the students fill the blanks provided
7. **Transcription:** In this technique, the students are asked to transcribe numbers or words which spelled by the teacher letter by letter. In short, in creating listening test, teacher should give clear instructions and provide good recordings. They are important to make the students done the tests well and to measure their real ability in listening. In terms of scoring the listening tests, teacher can count the correct responses from the students' works.

Testing Speaking

Testing speaking is the most important aspect of language testing. However, it is become a difficult skill to test for the students. Since, there are some elements involved in this skill: fluency; accuracy (grammar); pronunciation; vocabulary; appropriateness; and comprehension. Besides, the students have to cope with their confidence and nervousness in dealing with this test.

As a matter of fact, there are some ways to create friendlier environment for the students, to help them to be confidence and make their nervousness become less; so the general purposes can be achieved. The ways are: personalize the test to the students; not interrupting them too much; they must not be discouraged from making a second attempt at a task that they have difficulties with; and they should avoid being seen, making notes on their performance, because it is highly stressful. Furthermore, the general purposes of this testing speaking are to figure out the students' ability to perform in a range of situation and to collect the evidences in a systematic way (through elicitation techniques or tasks).

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Ways of testing speaking:

1. **Interview:** Interview is the most common format in testing oral ability. There are a variety of elicitation techniques in interview format, among others.
2. **Questions and requests for information:** The students are asked some questions that is relate to the topic being tested, and then they answer. The questions can be in both forms: open (wh-questions) and close (yes/no questions). However, close questions should be given at the very beginning of the interview, just for warming up; since the answers are short and do not explore students' ability in speaking.
3. **Pictures:** Students can be asked to describe the pictures given. The picture may only consist of one picture where they are asked to describe what is happening, or it may consist of several pictures in sequences for narrative speaking.
4. **Role play:** Students can be given some situations and asked to play a role. They can play it alone or with the interviewer.
5. **Interpreting:** Interpreting can be used to elicit speaking data from the students. Moreover, simple interpreting tasks can test both production and comprehension in a controlled way.

Interaction with their friends

The interaction with their friends can be also used to elicit speaking data from the students. The advantages of this format are: students can be more confident and have better performance than when dealing with the interviewer directly, face to face.

1. **Discussion:** In this technique, teacher can give the students a topic to be discussed; and then let them discuss it and make a decision.
2. **Role play:** Role play can be done by the students in groups. They can perform a play based on the topics given by the teacher.

Responses to audio- or video recordings

Audio and video can be sources in exploring students' oral ability. The students can be asked to respond toward the audio and the video given. Thus, there are some possible techniques, by using audio or video, which can be used in testing the speaking skill, as follows:

1. **Described situation:** Teacher gives the students some situations, in audio or video format, and then s/he asks them to describe the situations given.
2. **Remarks in isolation to respond to:** The students are given some isolation remarks then they have to respond towards the remarks. For instance, they may hear "I'm broke because yesterday I spent my money for fixing this car," then they are asked to respond to the remark.
3. **Retell a story:** Students may be given a story, in audio or video format, and then they are asked to retell the story.

In terms of assessing speaking, the scoring of this skill tests can range from an impression mark to a fairly detailed mark which is in form of scale, for instance using a 6-point scale. Excellent, Very good, Satisfactory, fairly satisfactory, Much difficulty and Extreme difficulty in communication.

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Testing Reading

However, before discussing the reading test, the specific skills involved in reading will be highlighted first. The following is the skills that relate to reading skills; recognize words and word groups; deduce the meaning of words; understand explicit and implicit information; understand relations between parts of the text; perceive temporal and spatial relationship; understand the conceptual meaning; anticipate and predict what will come next in the text; identify the main idea and other salient features in a text; generalize and draw conclusion; read critically; skimming and scanning; adopt a flexible approach and vary reading strategies, it includes the bottom-up and top-down approach.

After knowing the skills involved in reading, teacher can create the reading test for the students. Furthermore, there are some considerations that teacher should take into account in selecting the reading texts for students. They are as follows:

- Selecting as representative a sample as possible.
- Choosing a text with appropriate length. The appropriate length will vary according to the level of the students. Teachers may give fairly long text for the upper intermediate students, but short text for the elementary.
- Having a number of text presented within each test. It means that in giving a test, teachers should provide some texts to avoid boredom in concentrating to one text only.
- Selecting text content that matches the skills being tested. Thus, the text provided should be familiar to the students in order objectively test their skills.
- Selecting content that is interesting and engaging.
- Considering the range of vocabulary. The range may be expressed more generally (e.g. non- technical). The using of technical vocabulary must be clearly explained in the text.
- Measuring the difficulty of the text, to create the readability. This is an objective in reading test.

Teachers can get the texts from various sources, such as the internet, newspaper articles, magazines, advertisement, public notices, maps, manual instructions, or even they can make the texts by themselves as long as the texts are appropriate for students. Moreover, after deciding the texts used, teacher can start to make the reading test for the students.

Techniques in testing reading:

1. **Multiple choice items:** Teacher can give students some multiple choices based on the text given to know their comprehension towards the text. Beside it tests students' understanding of the texts; it also can used to test their vocabulary which is related to the text.
2. **True/False items:** This test is one of the tests that are widely used to know students comprehension toward the reading.
3. **Short answer:** The best short answers are those with a unique correct response. It works well for testing the ability to identify referents, for testing the ability to predict the meaning of unknown words from context, and for testing the ability to make various distinctions, such as that between fact and opinion. Besides, scanning can be tested with this technique.

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4. **Gap filling:** The aim is to know whether or not the students had grasped the main ideas of the paragraph. This technique is used to test the ability to recognize detail presented to support the main ideas and to test scanning items as well. Nevertheless, the possible weakness of this technique is that the students have to provide one word which is not in the passage.
5. **Information transfer:** As in the listening skill, this technique requires minimum demands on students' productive skills. The aim of the technique is to supply simple information in a table, following a route on a map, labeling a picture, and so on.

Testing Writing

The best way to test writing is to get the students. Therefore, to know students' skills in writing, it is better for teacher to ask the students to write the composition test. Furthermore, there are some elements that teacher may consider in making writing tests operations; types of text; addressees; length of texts; topics; dialect; and style.

Writing task based on the level of the learners:

1. Basic level: The students at this level may be asked to write: letter, postcard, diary entry, forms, etc. The minimum criteria of this level: no confusing errors of grammar or vocabulary; a piece of writing legible and readily intelligible, able to produce simple unsophisticated sentences.
2. Intermediate level: The examples of writing task for this level are: as basic level, but plus guide; set of instruction; etc. Moreover, the minimum criteria of this level: the grammar, vocabulary and spelling are accurately written, though possibly with some mistakes which do not disturb the meaning of the text; legible handwriting; clear and appropriate expression; coherence themes and points.
3. Advanced level: At advanced level, the students may be asked to write: as intermediate level, plus newspaper report; notes; etc. The minimum criteria of this level: Extremely high standards of grammar, vocabulary, and spelling; legible handwriting; the language used is accurate and appropriate; the students are able to produce organized and coherent writing.

Moreover, there are two types of scoring: Holistic and analytic scoring.

- **Holistic scoring** "involves the assignment of a single score to a piece of writing on the basis of an overall impression of it. Thus, teacher reads the student's writing and then s/he can judge the writing, whether it is good, medium or bad, in just couple of minutes or even less. There are some classifications used to score the writing: score it by giving the number 1-6, 1 is for the worst and 6 is for the best; American Council for the Teaching of Foreign Languages use advance low, intermediate high, intermediate mid, and intermediate low scale to judge their students' writing.
- On the other hand, **analytic scoring** is a method of scoring which separates each aspect of writing to be scored and they are summed up. Hence, teacher has to read the whole writing. The example of this scoring is John Anderson's model which has 1-6 scale for each aspect: grammar, vocabulary, mechanics, fluency, and form. This scoring gives complete score and represents the writing. However, it needs a lot of time to do this kind of scoring.

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5.10 USE OF LANGUAGE LAB AND ELECTRONIC DEVICES FOR TESTING LANGUAGE PROFICIENCY:

5.10.1 LANGUAGE LAB

Language laboratory is an audio-visual installation used in modern teaching methods to learn the foreign languages. Perhaps the first lab was at the University of Grenoble. In the 1950s up until the 1990s, they were tape based systems using reel to reel or (latterly) cassette. But the current installations are generally multimedia computers.

The language lab is a technological break for imparting skills in English. The language lab offers an exclusive result oriented and efficient to enrich the English language learning process. The multimedia based language lab helps to learn and enhance the language proficiency by sharing the course materials with in a second where the teacher and the students involved effortlessly. The language lab is developed on the methodology of LSRW skills. With the most advance computer hardware performance and multimedia technology, pure software solution will become more and more common. Most of the software companies with the experience in teaching software, providing pure software based language lab solution. It contains the following advantages: Using “Function Oriented” design concept, divided teaching method, with the user-friendly interface, user can use it easily.

By using professional sound technology with video broadcasting function, the language lab provides a rich environment to learn the language. Break through the traditional teaching method with the rich teaching material contents, the digital language lab motivates student’s learning attitude, providing an interactive learning environment.

Today's educational climate is increasingly diverse. Art has long been seen as a visual language. The language lab plays a key role to learn the language in a happy atmosphere and in a successful way. Both the teacher and the students’ inputs are very important in this kind of learning activity. The efforts of the both make the above points victorious.

The computers are just an aid and not a solution. The well planned contents and practice help the learners learn the language very quickly. Though the language lab is believed as self learning accessible, we need an expert to handle the classes. Multicultural countries like India, students are taking taut try to learn the English language and its proficiency. So we need a solution that facilitates the second language learning in a trouble-free way.

Foreign language learning lends itself naturally to the use of media. The content that is now used in the new language labs is much richer and self authored or free: now not just audio, but video, flash based games, internet etc and the speed and variety of the delivery of media from teacher to student, student to teacher, is much quicker and therefore much more engaging for both teacher and student.

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The students feel different when they learn in different atmosphere. Apart from the traditional classroom, lab creates an easy atmosphere. Language lab plays a pivotal role in learning the spoken English. The basic proficiency in spoken English is imparted to students through the language lab.

It is concluded that the language lab is the solution and need of the hour to learn the language. The quality of the language proficiency will be more when they learn it from the multimedia, digital and computerised Language Lab. We need some trained expert to teach the faculties to know how to handle the language lab and the students in a proper way.

Surely language laboratories represent the single largest investment and installment of audio resources in education. By high merit of its unique equipment and its unambiguous pedagogy, it stands alone. The computer now fulfills all the need of language educators and gives life to language for many learners.

Advantages and Benefits of Language Lab

- **Auditory Oriented:** The direct sound transmission gives step by step guidance from the teacher to the heads of the students with crystal clear clarity.
- **Better Attention:** The Lab software is more attention enthralling for the students, where they are engaged with individual systems.
- **Comprehensive quickly:** The Lab increases the pace of comprehension as students coaching is purely based on the level of study.
- **Damper the idea:** The Lab regulates the language through the different thoughts created in the mind of the students.
- **Effective learning:** The lab provides to learn the foreign language practice in a focused setting that eliminates the feelings of self-consciousness.
- **Focus Veracity:** By using text, audio and video can easily be integrated with actuality in everyday situations.
- **Guide the group:** It is easy to guide the groups by monitoring each student independently without disturbing the others students.
- **Have the self evaluation:** the students can do a periodical self evaluation to measure the progress as well as evaluate his/her language with that of the expert.
- **Independent learning:** access to resources beyond the timetable encourages independent learning.
- **Janitor for learners:** It care takes the learners to become skilled at the language that they are learning.
- **Kaput the fear:** The automated learning environment removes one's fear and creates a happy learning situation. Learn the need: The lab fulfills the need of the learner that is learning the language skills in an effective way.
- **Medium of interactivity:** The students can record their own voice and play back the recordings, interact with the each other and the teacher, and store the results.

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5.10.2 ELECTRONIC DEVICES FOR TESTING LANGUAGE PROFICIENCY

Computer: The use of computers and electronic devices has become widespread all around the world. Language performance can be assessed through different procedures. An integrated procedure in which language performance is elicited and assessed with the help of a computer, consisting of three integrated procedures including Generating the test, Interaction with candidate and Evaluation of response.

Mobile phones: Mobile devices allow you and your learners to interact seamlessly with each other, in both formal and informal learning contexts. For example, a teacher can encourage students to create a personal visual story about their daily routine. The student can take a series of snapshots of moments in their day. For example, their alarm clock, a toothbrush, a cup of coffee, their walk to work, etc. and describes the actions to the teacher. For example, ‘I take a shower and get dressed...’ This will often highlight aspects of language that require teacher input.

Micro phones: Learners can record themselves speaking English and share it with friends, who can offer feedback. This is a great opportunity to practice pronunciation. Learners can record conversations with native speakers on a range of topics and integrate them into projects. Learners can use the microphone creatively, and incorporate voice recordings into edited videos.

Tape Recorder: With the help of tape recorder learners can record the spoken voice and then listen. The recorded voice will be matched with the correct pronunciation and evaluated.

Camera phones: Camera phones provide a great way to ask learners to ‘notice’ grammar around them. You can encourage students to take photos of street signs, menus, advertisements, or other examples of written English that they see around them. Spotting the misuse of apostrophes (‘s) or noticing incorrect spelling are my favorites.