

ASSIGNMENT

16/12/19

UNIT TEST-III

DATE / /
K. Vijayalakshmi
B.ED

LANGUAGE ACROSS CURRICULUM PART-A

- 1) Explain in detail about the 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.

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 is the responder. A written text without a reader is meaningless.

①

Non-Verbal modes (viewing, shaping, watching, moving):-

Non-verbal modes entails 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 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.

The body serves as a map for the psyche, through which we can consciously trace and observe our inner life.

Sensing :-

The sufficient 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 soul life where it continues to live.

Through the sense we can rediscover and bring into conscious awareness at any point in time a particular experience and become aware of the psychological processes.

2. describe the role of first language and second 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.

* As their vocabularies continue to grow, children start to combine words. children's first word combinations, such as twining 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.

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.

* The more frequently language learners are exposed to foreign vocabulary the more likely they are to remember it.

* In order for Learners to successfully make the association between a foreign language word and its meaning must be conveyed in a comprehensible manner.

* Forcing language Learners to rush into sentences formation can interfere with vocabulary learning during the beginning stages of acquiring a new language.

* 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.

* Oral approach means speaking should come earlier than reading and writing. A child learns speaking his mother-tongue before writing it. Sameley, this should be adopted in Learning and teaching a foreign language.

* It is to language teaching - to learn in situations, as the natural way in which a child learn his mother tongue. Sameley English language should be taught in situations.

* Learning is a habit forming process. For this purpose sufficient practice and drill must be given while teaching a language.

* 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.

PART-B

DATE / /

1. How languages act as a base for construction of meaning and thinking? Explain.

Language as a 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.

- * Language provides the context within which we are able to know. It analyses how constructed or better deconstructed knowledge through language and meaning.

- * Language significantly influences how we construct knowledge while interacting with each other.

- * 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.

- * 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.

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.

* Part of the problem is that there is more involved than just language and thought; there is also culture.

* You can think about the sound of a symphony, the shape of a pear, or the smell of garlic bread.

2. Enumerate the contribution of Linguistic and Psychology in understanding language acquisition.

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.

* 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.

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.

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.

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 :-

Pavlov the Learning process considered 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 :-

Skinner believed in providing an environment for learning language. Applying his operant conditioning technique, skinner argued that it should be possible to construct a Learning environment.

Practice makes perfect in language acquisition :-

It is necessary to remember that there are "three laws of learning", i.e., the law of effect, the laws of exercise, and the laws of readiness.

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 than language teaching by the teacher. The learner is able to master the complexities of learning a language.

Meaningful learning for language acquisition:-

David Ausubel 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.

3. Describe the place of language in the school curriculum.

place of language in the school curriculum:-

* Language occupies a major and important place in the 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.

* Even if language ceases to be the medium of instruction, it continues to be taught as a subject in school curriculum.

* Language is a compulsory subject at school level and made optional subject thereafter.

4. what is the role and function of language?

Function 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-communication 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.

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:- 'Ariharaa!').

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).

Role of Language:-

Role of Language in personality development: Language plays a very important role in the development of a person's 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 the classroom: The primary role of the teacher in a multidimensional language is to establish conditions and develop activities so that students are able to practise the language in a meaningful context. Positive experiences in the classroom lead to an excellent attitude towards language and culture.

Role of language in thinking: Thinking is a symbolic process carried out in an organism. Anything like ideas, associations, 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.

The various roles are given below such as:

- * Role of language in international business,
- * Role of language in cultures
- * Role of language in shaping international migration
- * Role of language in science

5. What is role of 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 language learner can hardly reliably accomplish.

* Consequently, descriptive empirical studies of languages are usually carried out using only native speakers as informants.

TNPL
DATE / /

* 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 who had mastered both Sanskrit and Persian.

* Indian classical drama used dialects and 'standard' languages.

* 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 nine 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 relevance to the mother tongue or home language in the formula.

6. Explain Dialects.

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.

TNPL

* The language used by the people of a specific area, class, distinct 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.

* Indian English Dialects: Punjabi/Delhi English, U.P./Bihari English, Bengali/Assamese English, Oriya English, Gujarati English and etc.

* Tamil Dialects: Madurai Tamil, Kongu Tamil, Chennai, Kumari Tamil, Malayalam Tamil, Singala Tamil.

Types of Dialects:-

Regional Dialects:-

The most extensive type of dialect 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.

Social Dialects:-

Another important axis of differentiation is that of social strata. In many localities, dialectal differences are connected with social dialects, 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.

1. Differentiate between School language and home language.

Home language and School language:-

Home language is the language spoken in the home.

School language is the language spoken in the school.

In many bilingual homes, they are different. A child who starts school knowing only a home language that is different from the school language frequently needs help learning to speak the school language.

2. Define language.

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.

3. Narrate the scope of second language acquisition.

Second Language Acquisition become a disciplinary of language education and its scope covers various aspects studied by different researchers. This could mean that the more scholars do research on SLA, the more issues needed to be studied.

The last two parts, he shows the acquisition of knowledge for L2 use and second language education.

4. How will use the first language in the class room?

Teacher use

- * to Give instructions
- * Explain complex ideas
- * Explain complex grammar points

Student use

- * clarify meanings
- * Enter communication

5. Write the importance of language in other subjects.

* Traditional view sees language as subject as a service provider to other subjects

* Not entirely wrong but not the whole story

* Language cannot just be summoned to do a specific job without recognition of the importance of context and use