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candidate : S. Ranjani

# LANGUAGE ACTS AS A BASE FOR THE CONSTRUCTION OF MEANING AND THINKING :-

## SYNOPSIS

- \* Introduction
- \* Language - definition, Meaning, Nature.
- \* Language as the base
- \* for construction of meaning
- \* Language as the base for construction of Thinking
- \* conclusion

## Introduction :-

\* Language is the divine gift of the God. It is the 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.

### LANGUAGE - DEFINITION

Language is one of the most important and characteristic forms of human behavior -

or reason H.A.

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

### NATURE OF LANGUAGE

#### Language is a System

\* language is a system like human body. while the system of body functions through various organs, the system of language functions through three constituents such as sounds, structure and words.

### Arbitrary system:-

\* There is no relationship b/w a particular symbol and the object denoted by it.

\* It is matter of convention. it is not for individual to break it

### 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.

\* Language provides the context within which we are able to know

\* 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.

\* knowledge creation involves an ongoing process of integrating existing explicit and tacit elements of knowledge

\* It is a highly personal process depending on the particular situation and people's perception of the situation.

\* The ambiguous, metaphoric and context-dependant role of language is crucial for constructing

\* meaning arises in interaction. Meaning links the distinctions b/w various expressions.

\* Meaning is a core element of knowing and evolves through language.

\* 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.

## LANGUAGE AS THE BASE FOR CONSTRUCTION OF

### THINKING :-

\* Language shapes how we think about the world. 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 talk.

\* you can easily conjure up mental images and sensations that would be hard to describe in words.

\* you can think about the sound of symphony, the shape of a pear, or smell the garlick bread.

### For Example :-

\* There are infinite number of different colours and they don't 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 changing . we think in words .

\* The more words you know, the more thoughts you can have .

### Conclusion :-

The bits of linguistic information that enter into one person's mind from another, cause people to entertain a new thought with profound effects on his world knowledge, inferencing and subsequent behavior

Language neither creates nor distorts  
conceptual life

Thought comes first, while language is  
an expression.

5 Marks :-

3.

ANALYSE THE ESSENTIAL ATTRIBUTES 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"

\* There are many different communication requirements in all other subjects eg. in Biology, in history, in mathematics or in sports. They include

i) listening to explanation of complex issues by the teacher

ii) Answering questions orally and in a written mode

iii) Presenting results of investigation and study

Language is the mediation of learning other subject :-

\* Language learning is always part of subject learning.

\* The learning of specific - subject knowledge as in Physics, geography or mathematics cannot happen without linguistic mediation.

Language is an integral part of subject competence :-

\* Language competence is an integral part of subject competence.

\* it has to be explicitly developed alongside subject competence in all subject across the curriculum.

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.

\* School itself is often responsible for this failure because the linguistic and communicative demands implied in subject learning are not explicit enough to learners.

## Language for semantic relations & 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.

\* The process should be a path to understanding the structures of existing knowledge and thus semantic relations and meaning underlying it.

## Language enhances learning of other subjects :-

\* All learners are entitled to reach the goal outlined above and not to fail.

\* This requires efficient forms of teaching the language competences needed for successful learning in subject contexts.

The acknowledgement of the important role of language and communication in other subject poses great challenges for everyone involved in school education and holistic approach to policy for languages of schooling.

## LSRW SKILLS ARE INTERTWINED :-

### VERBAL MODES

- L  $\Rightarrow$  Listening
- S  $\Rightarrow$  Speaking
- R  $\Rightarrow$  Reading
- W  $\Rightarrow$  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

11  
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 read it (responds) is the responder.

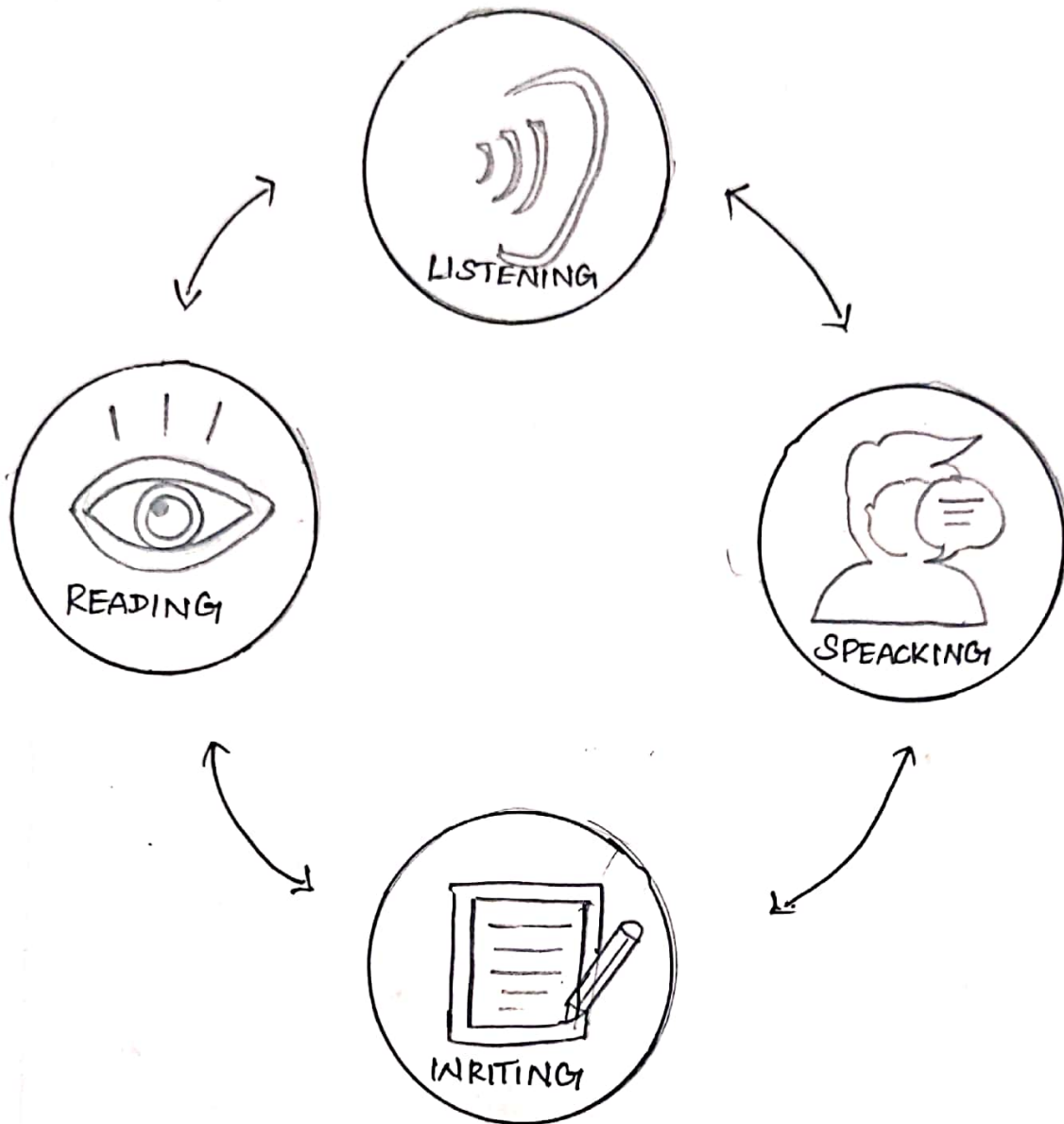
\* A written text without a reader is meaningless.

### IMPORTANCE OF LSRW Skills

\* They help in establishing good communication and mastering the language

\* Teaching in this manner, will guarantee focus around all these four abilities

and provides a stage of the students to sharpen their capability to learn more effectively .



5.

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 serves as a vehicle for expressing thoughts + feelings and when it comes to diversity, language can be a bridge for building relationships or tool for creating + maintaining divisions across differences.

\* 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 system of dominance and hierarchies b/w and among groups.

\* Language has systematically helped to minimize and vilify certain groups + justify subsequent patterns of exclusion, mistreatment + exploitation.

\* 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"

\* Individuals demanding that these groups "make up their mind" are not members of these groups.

\* 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 power that words have to shape our thoughts, convey beliefs and perpetuate attitudes about groups

\* understanding the challenges that come with creating a common language around

diversity that is both affirming and empowering

\* understanding each other through easier contacts and networking become more tolerant and peaceful

\* linguistic and cultural diversities are the storehouse of historically developed knowledges.

6.

### METHOD OF SPELLING VOCABULARY FOR VOCABULARY ACQUISITION AND APPLICATION:-

#### SPELLING:-

\* 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 was used in west as well as in the east.

#### VOCABULARY ACQUISITION:-

\* 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.

\* vocabulary is divided into four basic types :- listening vocabulary, speaking vocabulary, writing vocabulary + reading vocabulary.

\* More specialized vocabularies develop in adulthood through studies and hobbies

### APPLICATION OF VOCABULARY ACQUISITION:-

\* Developing a great vocabulary is one of the most overlooked ways to improve our lives

### VOCABULARY ACQUISITION IN ACADEMIC INVESTMENT:-

\* Improving your vocabulary is one of the most important academic investment you can make, however it is often overlooked.

## GRANTS YOU GREATER RESPECT AND CREDIBILITY

\* when you are broadening your vocabulary . people will start to pay more attention to you + begin to follow your lead

## BOOSTS YOUR CAREER:-

\* Your superiors at work will likely view you as competent

## IMPROVES YOUR WRITING:-

\* You will be able to create the impression you intend in your emails and letters.

## 7. TYPES OF COMMUNICATION:-

Types of communication based on the communication channels used : verbal communication and Non-Verbal communication .

## 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 influenced 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 expressions and body language one can guess whether one should trust what's being said or not.

### DISADVANTAGES OF ORAL COMMUNICATION:-

\* In face-to-face discussion, users

is unable to deeply think about what he is delivering.

## ii) WRITTEN COMMUNICATION:-

\* In written communication written signs are used to communicate.

\* A written message may be printed or hand written.

### Example:-

\* In written communication message can be transmitted via email, letter, report, memo etc.

## NON VERBAL COMMUNICATION:-

\* Non verbal communication is the sending or receiving of wordless message.

\* we can say that communication other than oral and written such as gesture, body language, posture, tone of voice or facial expression is called non-verbal communication.

\* Facial expression are a common form of non-verbal communication.

eg: smiling, crying and grimacing.

11. FUNCTIONS OF LANGUAGE :-

- ⇒ communicative function
- ⇒ Non-communicative function
- ⇒ Emotional Expression
- ⇒ Social - Interaction
- ⇒ The power of sound
- ⇒ The instrument of thought

12. HOME AND SCHOOL LANGUAGE

| HOME LANGUAGE                      | SCHOOL LANGUAGE                          |
|------------------------------------|------------------------------------------|
| Begins with telegraphic speech     | can begin with full sentence             |
| It is a natural part of daily life | It is a new aspect in the learner's life |
| It is started no basis in grammar  | It has a basis in grammar                |
| Doesn't require conscious effort   | Requires conscious effort                |
| Doesn't require instruction        | It's require instruction                 |

13.

QUESTIONING IS CONSIDERED AS AN IMPORTANT

ASPECT :

- ⇒ Drives learning
- ⇒ creates a language rich environment
- ⇒ reviews learning
- ⇒ encourages engagement & Motivation
- ⇒ develops critical thinking

14)

BARRIERS IN COMMUNICATION PROCESS

Internal Barriers :-

An internal barrier is something that takes place involving one of the participants in the conversation

External Barriers :-

External barriers are not controlled by the sender; receiver instead they tend to be related to the surrounding environment

15. "PROJECTS" HELPS IN LANGUAGE ASSESSMENT OF  
SCHOOL SUBJECTS :-

⇒ A content was established which provided us with an authentic topic to talk about and as a starting point to organise our project.

⇒ Increased motivation was evident because learner become personally involved in the project.