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SECTION - A

2.

DETAILED OVERVIEW ON METHODS OF LEARNING LANGUAGE

a) CLASSROOM DISCOURSE

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 1930's and during the 1960's 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.

Essentially, a teacher asks a question one or two students answer, the teacher comments on the students answer and then asks a further question.

Teacher: Khatu transparent? something is transparent. What does that mean? Ke did that this morning, didn't we? What does transparent mean?

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

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 and you can see...

Teacher: What goes through?

Sahana: The light.

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

Translucent: What does it mean? Sanjai?

Sanjai: Um, just some light can get through.

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.

5) SPELLING OR ALPHABETICAL METHOD

It was invented by Greeks and Romans, 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 eg: h-e is 'he'
- e) Combining words into phrases and sentences.
- f) Reading passage.

Advantages of spelling / 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 / alphabetical method

⇒ Errors may occur in teaching children who begin in beginning with the alphabet.

⇒ It is 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 spelling

i) To read intelligently

ii) Consult dictionary

iii) Use mnemonic device

iv) Write separately the mis-spelt words

in a notebook.

Single consonant sounds represented by more than one consonant letter.
i.e. consonant clusters, like th, sh, ch, gh, etc

⇒ The students should be taught the rules as well as their expectations because learning of expectations is equally important.

⇒ The learnt should be supported by ample of examples. These examples should be examined by a teacher.

⇒ Develop reading habit.

⇒ Daily the students should be given dictation

⇒ Fifteen minutes a day to learn spellings suggests JK Rice.

Different Method of teaching spelling

Drill: In oral drill pupils repeat the spelling of the word several times.

Visual appeal: Spellings of words remain for a long time for the pupils to observe.

Reading: While doing normal, natural reading pupils may be advised to note spelling.

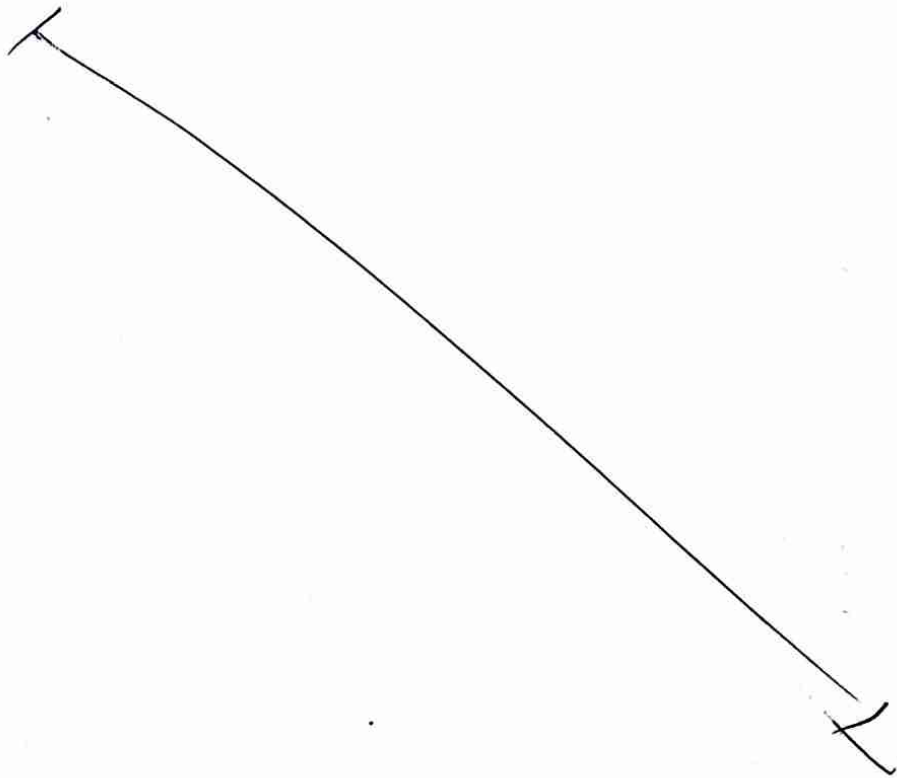
Writing: Transcription and other written exercises are also none of the ways of learning spellings.

Spelling lists: Preparation and permanent or seasonal display of spelling lists contain words with special difficulties.

Play way: Play way is an occasionally useful device here as elsewhere.

Dictation: It is useful to learn the spellings of words, phonetically dict only. In respect of other words, it is useful to recall and to reinforce spelling.

Mnemonics: These provide useful guide the sentences calculated to aid spelling memory.



SECTION - B

4. IMPORTANCE OF NON-VERBAL MODES OF LANGUAGE EXPRESSION

NON-VERBAL MODES

Non-verbal modes entails communicating by sending and receiving wordless messages. These messages usually reinforce verbal communication. But they can be 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 to the movement. The syllabus recognises that a very common form of communication is visual communication.

The syllabus 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

Shaping and Movement:

Shaping is using visual signs or means of expression and moving is using the whole body, the whole body or person is the expression of experience through the 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 dynamic 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 sentiment mode of knowing the human sense-ability that receives and retains impressions from the receiver and also 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 violations in the subtle dynamics of the body and through the use of gesture movement which can directly express the sensations.

5. AS A TEACHER HIGHLIGHTING THE NEED AND SIGNIFICANCE OF UNDERSTANDING LANGUAGE DIVERSITY OF STUDENTS.

The language of diversity is an evolving one that requires awareness, the understanding and skill much in the same way as other areas of diversity the competencies. Languages provide 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 the 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 to a status of inferiority. The language has systematically helped to minimize and vilify certain groups and justify patterns of exclusion.

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 wake up their minds about what they want to be called" or that they need to "figure out name once and for all".

Importance of Language Diversity:

- ⇒ Provide us with some wonderful insights as to the power that words have to shape our thoughts, convey beliefs and perpetuate attitudes about groups.
- ⇒ Provide 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.
- ⇒ Understanding each other through varied

contacts and networking become more tolerant and peaceful.

⇒ Linguistic and cultural diversities are the storehouse of historically developed with knowledges.

9. CLARIFICATION ELECTRONIC DEVICES ARE USED
IN ASSESSING LANGUAGE ACQUISITION

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 1950's up until the 1990's. They were tape based systems using reel to reel or cassette. But the current installations are generally multimedia computers.

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 students learning attitude, providing an interactive

Learning environment.

Electronic devices for testing language:

Computer:

The use of computers and electronic devices has become widespread all around the world 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.

Micro phones:

Learners can record themselves speaking English and share it with friends, who microphones learners can offer feedbacks. This is the great opportunity to practice pronunciation. 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.

Camera phones:

Camera phones provide a great way to learners to notice grammar around them. You can encourage students to take photos of street signs, menus, advertisements or other examples.

8. LSRW SKILLS & ILLUSTRATIONS

Four Skills (LSRW):

- * Testing Listening
- * Testing Speaking
- * Testing Reading
- * Testing Writing

Listening:

Listening is a receptive skill. The main purpose of listening activities is to obtain the gist of what is listened to. They are some considerations in creating texts

for listening as follows.

Techniques of listening:

- ⇒ Multiple choice
- ⇒ Short answer
- ⇒ Gap filling
- ⇒ Information transfer
- ⇒ Note taking

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 the skill are fluency, accuracy (grammar), pronunciation, vocabulary and comprehension.

Types of speaking:

- ⇒ Interview
- ⇒ Questions
- ⇒ Requests for information
- ⇒ Pictures
- ⇒ Role play

Responses to audio or video recordings

- ⇒ Described situation
- ⇒ Remarks in isolation
- ⇒ Responds to retell a story.

Reading:

However before discussion the reading test the specific skills involved in reading will be highlighted first.

- * Selecting as representative a sample as possible.
- * 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.

Techniques in reading:

- ⇒ Multiple choice items
- ⇒ True/False items
- ⇒ Gap fillings
- ⇒ Information transfer

Writing:

The best way to test writing is to get the students. Therefore to know the students skills in writing, it is better for teacher to ask the students to write the composition test.

Writing tasks based on the level of learners:

- ⇒ Basic Level

⇒ Intermediate level

⇒ Advanced level

7.

TYPES OF COMMUNICATION

Based on style and purpose, there are two main categories of communication and they both have 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 the 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 organisation and face-to-face discussions.

It happens among friends and family. Informal communication use of slang words, foul language is not restricted.

Interpersonal Communications:

Interpersonal communication can be described in a variety of ways, but when we examine what it means in the context of management as communication between a small group of individuals.

Family communication:

Family communication is the study and practice of the communication perspective in a broadly defined family with intimacy and trusting relationship.

Business communication:

Business communication is used for a wide variety of activities including but not limited to strategic communication planning, media relations, public relations, brand management, reputation management, speech-writing, etc.

Non-Human Communication:

Non-human communication includes cell signalling, cellular communication and chemical transmissions between primitive organisms like bacteria and within the plant and fungal 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 animal.

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.

Fungi Communication:

Fungi communicate to coordinate and organise their growth and development such as the formation of Marcelia and fruiting bodies.

SECTION - C

11.

MAJOR FUNCTIONS OF LANGUAGE

i) 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.

ii) Non-communicative function

Here language is used only for communicative purpose, it would be wrong to think directly. It is used in some other like emotional expression, social-interaction, the power of sound and the instrument of thought.

(iii) Emotional expression

iv) Social-interaction

v) The power of sound

vi) The instrument of thought

FEATURES OF HOME AND SCHOOL LANGUAGE

12.

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.

13. QUESTIONING - IMPORTANT ASPECT IN THE LANGUAGE LEARNING

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.

Benefits of asking questions:

⇒ To obtain information

- ⇒ To help maintain control of conversation
- ⇒ Express an interest in the other person
- ⇒ To clarify a point
- ⇒ To test knowledge

14. WAYS AND MEANS OF OVERCOMING BARRIERS IN THE COMMUNICATION PROCESS

* 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 nature rather than a static phenomenon. Communication process as such must be considered a continuous and dynamic interaction both affecting and being affected by many variables.

15. 'PROJECTS' HELP IN LANGUAGE ASSESSMENT OF SCHOOL SUBJECT

* 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.

Benefits of projects

- ⇒ Increased motivation was evident because learners become personally involved in the project.
- ⇒ Authentic tasks were proposed and therefore the language input was more authentic.
- ⇒ Autonomous learning was promoted as learners become responsible for finding their resources, materials, information and become more responsible for their learning.

