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SECTION-Aa) classroom discourse:SYNOPSIS

- \* Definition - classroom discourse
- \* History of classroom discourse
- \* classroom discourse - Types.
- \* Parts of classroom discourse
- \* Example of classroom discourse

Definition - 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 process of face-to-face classroom teaching.

History of classroom discourse:

The earliest systematic study of classroom discourse was reported in 1910 and used stenograp-hers to make a continuous record of teacher and student talk in high school classrooms. The first use of audiotape recorders in classroom was reported in 1930s, and during the 1960s

There was a rapid growth in the number of studies based on analysis of transcripts of classroom

### Classroom discourse - types:

Classroom discourse is a special type of discourse that occurs in classrooms. Special features of classroom discourse includes:

- \* Unequal power relationships
- \* Turn-taking at speaking
- \* Patterns of interaction.

### Parts of classroom discourse:

Generally, classroom discourse is composed by several parts of interactions in teaching-learning process. They are opening stage, body stage and closing stage.

### Example of classroom discourse:

An example of classroom is a professor meeting with a student to discuss a book.

The nature of classroom discourse are:

- \* Power belongs to both teacher and students
- \* Teacher and students brings their own agenda to the classroom.
- \* Human interaction creates a context in which further interactions occurs.

(b) Spelling method:

SYNOPSIS

- \* Definition of spelling method
- \* History of spelling method
- \* Procedure of spelling method
- \* Advantages of spelling method
- \* Limitations of spelling method.

Definition and History of spelling method:

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

Procedure of spelling 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 hearts
- d) Combining 2 (or) more letters to form a word  
eg: h-e is 'he', s-h-e is 'she'
- e) Combining words into phrases and sentences
- f) Reading message / passage.

Advantages of spelling 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 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 perpetual learning.

### SECTION-B

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#### Essentials of Language for the optimal learning for other subjects:

Communicative competences as an integral part of learning subjects: Language is a crucial to learning in subjects in schooling other than language as subject. 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 example graphs (or) statistical tables.

Implications for curriculum policy and design: There are implications for curriculum policy and design for teaching methods which include co-operation 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.

Mediation of goal setting for a subject: Language as a subject are highly mediated through language, by providing meaningful content, learning activities and opportunities for interaction.

Language for linguistics: Education in the languages of schooling is equally necessary in all other subjects, which are sometimes falsely considered as non-linguistic subjects.

Language for evaluation and examination: Across the curriculum, for the language dimension in these other subjects contexts is closely linked to the thinking processes involved.

Language to reality and viewing the world: Language in other subjects contexts are not limited to learning new concepts through a new system of terminology which reflects the knowledge structures of a particular subject.

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Importance of non-verbal modes of language expression:

- \* Facial expression are a common form of non-verbal communication. Eg: smiling, crying and grimacing.
- \* Adds value to verbal communication
- \* Helps overcome cultural barriers
- \* Helps communicate with the nonliterate (or) people with a hearing disability
- \* Increases workplace efficiency
- \* Reinforces trust and credibility
- \* More subtle and more effective than verbal communication and convey meaning better than words
- \* Expressing the attitude of the listener and Receiver
- \* Providing information regarding the sender of the written message.
- \* Gaining knowledge about a class of people
- \* Gaining knowledge about status of a person

- \* Communicating common message to all people
- \* Communicating with the handicapped people
- \* Presenting information precisely.

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### Types of Communication:

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

Informal Communication: Informal communication is done using channels that are in contrast with formal communication. It's just a casual talk.

<u>Basis</u>	<u>Verbal Communication</u>	<u>Non-verbal Communication</u>
1. Use of word	Verbal communication uses oral (or) written words	It don't use any oral (or) written words
2. Types	2 types: Oral and written	Various types like visual, audio, silent etc..
3. Understand	Easy to understand	Difficult to understand
4. Structured	Highly structured	Lacks in formal structure
5. Distortion of information	Less possibility of distortion of information	High possibility of distortion of information
6. Continuity	Verbal communication begins and ends with words.	It continues until the purpose is achieved

Interpersonal Communication: Interpersonal communication can be done / described as communication between a small group of individuals, typically in a face-to-face setting, where participants engage in a minimally restricted dialog with each other.

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Electronic devices - Accessing Language Acquisition:

Computer: Language performance can be assessed through different procedures. An integrated procedure in which language performance is elicited and assessed with the help of computer, consisting of three integrated procedures including: Generating the test, interaction with candidate and evaluation of response.

Mobile phones: Mobile devices allows 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 can offer feedbacks. 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 taperecorder 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 and advertisements (or) other examples of written English that they see around them.

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Advantages of First Language:

\* They allow researchers to collect data of a very specific sort about particular phenomena (or) structures. \* Promotes a smooth transition b/w home and school.

Disadvantages of First Language: (Limitations)

- \* Difficult to design such experiments
- \* children's performance may be affected by extraneous factors, eg: inattention, shyness, (or) a failure to understand what is expected of them
- \* Tendency to deviate from standard linguistic norms.
- \* Do not exhibit any inherent deficits.

### Advantages of second language:

- \* Improves memory
- \* Allows to gain the full abroad experience
- \* Strengthens linguistic skills in native tongue
- \* Makes a strong job candidate
- \* Helps connect with foreign family members
- \* Widens the global perspective.

### Limitations of second language:

- \* Hesitation in speaking
- \* Poor vocabulary
- \* Problems with grammar
- \* Thinking in another language
- \* The cost of language courses and the time it requires.

SECTION - C

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Major functions of language:

- |                    |   |                    |   |                   |
|--------------------|---|--------------------|---|-------------------|
| * Regulatory       | } | * Informational    | } | 5 major functions |
| * Interactional    |   | * Expressive       |   |                   |
| * Representational |   | * Directive        |   |                   |
| * Personal         |   | * Aesthetic        |   |                   |
| * Imaginative      |   | * Phatic.          |   |                   |
| * Instrumental     |   |                    |   |                   |
| * Heuristic        |   |                    |   |                   |
|                    |   | 7 major functions. |   |                   |

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Features of Home and school language:

- \* Home language makes the curriculum more accessible for pupils new to
- \* Home language are organized both physically and mentally.
- \* School language - learn from mistakes.
- \* School language - Creative and Practice.

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Questioning is considered as the important aspect in language learning because it develops interest and motivate students to become actively involved in lessons, to develop critical thinking skills and to stimulate students to pursue knowledge on their own.

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ways to overcome barriers in communication:

- \* Clarify ideas before communication
- \* Communicate according to the need of Receiver
- \* Consult others before communication
- \* Be aware of language, tone and content of message
- \* Ensure proper feedback and be a good listener.

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Projects help in language Assessment:

Project-based Assessment are an alternative to tests that allow students to engage with their learning in more concrete ways. Instead of merely studying theory, a hands-on project asks students to apply what they've learned to an in-depth exploration of a topic.