UNIT –I
CONCEPTUALIZATION AND PRINCIPLES OF LANGUAGE ACROSS THE CURRICULUM

Conceptualization and principles of language across the curriculum-Introduction- meaning-Concept-Goals of LAC-Aims of LAC-Needs and Importance of LAC-Benefits-Difficulties in Implementing LAC-Needs and Importance of plurilingualism-Meaning-Needs and importance of Plurilingualism- modes of human activities involving language-language objectives-relationship between language and thinking-Basic Tenets of LAC-principles of LAC-Integration across the curriculum

1.1 INTRODUCTION

Languages across the Curriculum (LAC) are a curricular enrichment program that provides students with the opportunity to use their skills in languages other than non-language courses. Language across Curriculum as a methodology and strategy is applied in schools.

- Which experiment newer ways of teaching and learning with the vision of attainment of educational goals
- Reducing wastage of times
- Experiment the energy of both learners and teachers.

Meaning

Language across the Curriculum means, to develop language ability not only through language classes by the language teacher but in the context of other subjects by other teachers also.

CONCEPT:

Language across the curriculum (LAC) is a modern approach to learning languages. According to LAC approach, language learning should occur throughout the school hours in

- Language class room
- Other subject class room

Language

The system of sounds and writing that human beings use to express their thoughts, ideas and feelings.

Curriculum

Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. It helps learners to get understanding of different technical terms related to subject specific concepts. It helps learners to improve their linguistic skills by linking them with content knowledge.

Language across Curriculum:

According to Fillian Language stresses concern for how people learn to use language, how they use language to achieve understanding and experiences and how language use influences cognitive development.

Goals:

Language across Curriculum approach could practice in the class room because

- It focuses the application of language and language skills
- It equip the learners to meet multilingual demands
- It develop thinking process
- It improve and enhance conceptual literacy
- It must be used to understand new ideas ,theories and concepts
- It support self-directed lifelong learning
- It promotes the development of higher order thinking skills

Aims

- To support language development and improve the communication skills in each child

- It aims to motivate the students learning through multilingual approach to content learning

Needs:

- Language is important for cognitive development
- Language and content are closely interlinked with each other.
- Language is needed for higher order thinking skills and make conclusions.
- Languages skills must need to become teachings are more meaningful.

Importance:

- Language strengthens thinking process and knowledge in various fields
- Language is motivating the teachers to develop both content and linguistic comprehension
- LAC improves skills of presentation among students.
- The LSRW skills of the students are developed in an interested and integrated manner
- Language Integration cuts down precious time by combining subjects
- It preserve the students from pressure of learning content and language subjects

1.2 PLURILINGUALISM:

Plurilingualism is the ability to use skills in a number of different languages for effective communication.

The definition of a plurilingual person is someone who can easily and quickly switch from one language to another when communicating   or   preserving.

Characteristics:

According to CEFR (2018). As plurilingual and pluricultural competences foster the development of awareness of language and communications. It has the following characteristics

- Switch between two or many languages easily
- Speak in one language at the same time understanding someone else who speaks in another language
- Recognize the multipurpose of a word from common international language bank
- Able to derive meaning of a text from various languages.
- Mediate between people from different language background.
- Experiment the various forms of expression by use of all known linguistic equipment.
- Utilize paralinguistic factors such as mime, gesture. Facial expression etc.

Uses

According to the Council of Europe, plurilingualism can also be used

- To mediate conflict between those with no common language.
- to understand different dialects and/or regional versions of one language opens the door for someone to be plurilingual
- People who are plurilingual tend to have better communicative sensitivity, creativity, and metalinguistic awareness.
- The knowledge of multiple languages as well as the understanding of different cultures allows for the improved communicative skills.

Plurilingual education

Plurilingual education has been an increasing form of education in Europe. It was first introduced to the education system in 1996.According to the Council of Europe, it is imperative that students

learn to be plurilinguists from a young age so that they can be not only be more competitive in an increasingly globalized world.

Plurilingualism in class room:

- Plurilingual approach in classrooms enhance the learning environments
- Students are encouraging to think by using repertoire (stock of language)
- Plurilingualism helps to increase creativity and critical thinking in the classrooms.
- Plurilinguists develop the ability to communicate between language and different culture.
- Plurilingualism provides better view of the world through experiences of the mind and body constituting a kind of map.

Task

- Comparison of the same text in two different languages.
- Discuss about any one particular product.
- Mediator between two friends speaking on different language
- Using similar grammatical elements of different language to analyse the difference.
- Conduct activity by using paralinguistic elements like intercultural mime, role play etc.

Importance of plurilingualism:

There are many advantages of plurilingualism in education.

- Plurilingualism is important to develop their metacognitive skills.
- Plurilinguistic person can communicate with people of different nationalities in their daily lives.
- Their motivation, self-confidence and skills rise in order to learn languages and other cultures.
- Plurilinguistic person can value and develop their positive attitude towards cultural and language diversity.
- The society needs plurilingual programs in schools, high schools and university in order to compete with most advance societies because we have a global economy.
- Plurilingualism is an educational objective because, it promotes understanding among people and improves relationship among different cultures.

Drawbacks of plurilingualism:

- It is time consuming.
- Teachers may not be well equipped.
- They may not have proper training.
- The students may struggle to achieve their goals
- It force high achievement target.
- They have fear to face a plurilinguistic class room

1.3 MODES OF HUMAN ACTIVITIES INVOLVING LANGUAGE:

Human activities can be classified as Economic and Non-Economic Activities.

An economic activity involves the production, distribution and consumption of all goods and services.

A non-economic activity in done with no intention of earning a profit or any money.

Modes:

There are eight modes of human activities involving language learning. They are

- Listening
- Speaking
- Reading
- Writing
- Viewing
- Shaping
- Watching
- Moving

Listening:

- Listening is a skill that allows a person to receive oral information from others. It is therefore sometimes referred to as a receptive skill and as an oral language skill.
- The language art of listening begins from the birth.
- Listening can be defined as the interpretation of sounds that are heard. When a baby is first born, he immediately begins to receive sensory impressions, including hearing sound.
- Young children learn much language by listening to people those around them.
- The children listen not only to spoken words but also to the rhythms and intonation (different sound) pattern of the language that they hear.
- They take the language they hear and make generalizations based on it.

Speaking:

- Speaking is making use of vocal sounds to communicate with others.

- The new born baby comes into the world making a variety of sounds. These sounds however, are not produced in an effort on the part of the child to convey meaning in his early days.
- Meaningful speech develops as children learn the effects of particular sounds other people around them.
- Speaking is often referred to as an expressive skill and an oral language skill.
- The speaker encodes a thought into an oral message and transmits this message to a listener, who must decode the oral symbols in order to understand the message.

Reading:

- Reading is the interpretation of written symbols.
- It translates visual symbols into auditory ones
- Initial stages of learning to read generally follow those of learning to listen and learning to speak
- Reading is a way of taking information that has been recorded in print by another person. Thus, it is classified as a receptive skill.
- Reading serves many functions for the reader such as entertainment. It offers challenges or relaxation. Each reading activity may be for a slightly different purpose.

Writing:

- Writing involves communicating with others through the printed word or recording ideas of oneself.
- It is classified as an productive or expressive skill
- The writer encodes a message, which is decoded and interpreted by the   reader.

Writing allows a person to record and preserve information or facts which can be read by the successive generations.

Viewing:

- Viewing refers to attending or paying attention to visual signs or information
- Visual signs may include photographs/images, graphs, diagrams, maps etc. found in books.
- Signal lights, some symbols, and some messages are in the form of viewing.
- The messages received from these media helps to improve thinking skills.

Shaping:

- People who speak different languages focus on different things, based on the structure of the word.
- Presenting the text along with visual signs and symbols helps the reader to understand the text better.

Watching:

- Watching refers to attending physical movements of a speaker
- It is a non- verbal communication.
- Physical movements which incorporate someone use hand movements, facial expression or spatial movements of somebody, certain spoken words or written messages.
- Here one who watches the bodily movements is a decoder or the audience before the speaker

Moving

- When someone uses the whole body for self-expression, then the cat is known as moving
- Here one who uses the body or self-expression is the encoder

- The viewer of the action is decoder

1.4 LANGUAGE OBJECTIVES:

Objectives:

An objective is something you plan to achieve

Language objectives

The language objective tells how the students will learn and/or demonstrate their mastery of the lesson by reading, speaking, writing, or listening. The aims of language objectives are knowledge, skills and abilities to learn and essential competence.

Example: You will be able to explain the connection between the French and Indian War and the American Revolution.

The objectives of language learning as per LAC is listed below

- To develop the competence of learners to understand what they hear
- To develop the ability to read with comprehension
- To develop effortless expression
- To develop children's creativity
- To develop sensitivity

Constructing language objectives:

The following steps need to construct language objectives

- **Vocabulary**

  This includes concept words or other general words

  Ex: parts of a plant, concept of velocity, condensation etc.

- **Language function**

  This refers what the language helps to do

  Example: define, explain, describe etc.

- **Grammar**

  This refers to the language structure

Example:

Tense, verb, sentence structure etc.

- **Discourse**

  This refers to the ways students use language

  Example:

  Auto biography, persuasive writing, plays, speeches, newspaper articles etc.

- **Language learning strategies**

  This refers to systematic plan to learn language

  Example

  Determining patterns, previewing text, taking notes etc

## Influence of language and thinking each other:

Language is a tool to represent our thoughts and is symbolic of our cognitive processes. For example, on looking round shaped object, a small child could call ball, thinking only within the boundaries of the language that he knows it could also due to the fact that the child is seeing a round object other than a ball for the first time.

Language as an infrastructure of thought:

Language could be termed as infrastructure or a sub structure that helps in the aim of human beings to communicate. A good infrastructure is usually organized, consisting of building blocks that form the base for a medium known as language.

1.5 RELATIONSHIP BETWEEN LANGUAGE AND THINKING:

Language provides the structure to express our thoughts. Language is the mirror of thinking, and it is one of the ways in which we communicate our rich cognitive world.
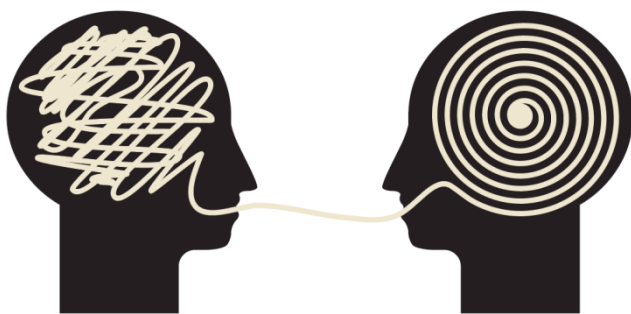
Language is almost the first thing we learn. Infant less than 6months old, could receive sense impressions and form imaginaries in the brain but memory, perception and interpretation which are the components of the cognitive process do not begin. After few months of birth, cognitive process is limited to register in the brain sensory and motor inputs impression.

Thinking without language

- Humans use language for both communication and symbolic reasoning.
- Thinking is strengthens language and facilitates concept formation.
- It is known that animals to communicate thoroughly, give warning cues in case of danger, imitate sounds, and communicate with hand gestures as observed with primates.

For example, hearing-impaired children born to hearing parents, sometimes learn sign language with a delay. Such children can communicate with people inside the home using signs that they develop. However, it is only with a delay that they learn words to describe abstract cognitive and emotional notions such as understanding, thinking, and feeling.

Thinking before language

Many research found that, thinking is already exist before using languages.

The best example children can categorize the objects and actions, understand the cause and effect relationship between events, and see the goals in a movement.

Thinking with language

According to thinking point of view, individuals see and perceive the world within the boundaries of their cultures.

For example the role of anthropology is to investigate how people are conditioned by their culture and how they interact with the world in different ways. To understand such mechanisms, it suggests, implications in culture and language should be studied.

Chomsky's Universalist perspective:

According to Chomsky's grammar theory, all humans are born with natural ability to acquire, develop, and understandable language. In order for this to occur the three main principles of languages are

- All languages are similar
- Humans can understand the similarities in language even if they are not exposed to the language (convergence)
- Poverty of stimulus (language cannot be learned purely through exposure)

Sapir Whorf's linguistic relativity:

The Sapir–Whorf hypothesis, also known as the linguistic relativity hypothesis, refers to the proposal that the particular language one speaks influences the way one thinks about reality.

The Sapir-Whorf hypothesis states that the grammatical and more verbal structure of a person's language influences how they perceive the world. It emphasizes that language either determines or influences one's thoughts.

Cognitive –behavioral theory (CBT):

CBT theory suggests that our thoughts, emotions, body sensations and behavior are all connected and that what we think and do affects the way we feel. CBT is a treatment approach that provides us with a way of understanding our experience of the world enabling us to make changes if we need to. It does this by dividing our experience into four central components

- Thoughts
- Feelings
- Behaviors
- Physiology
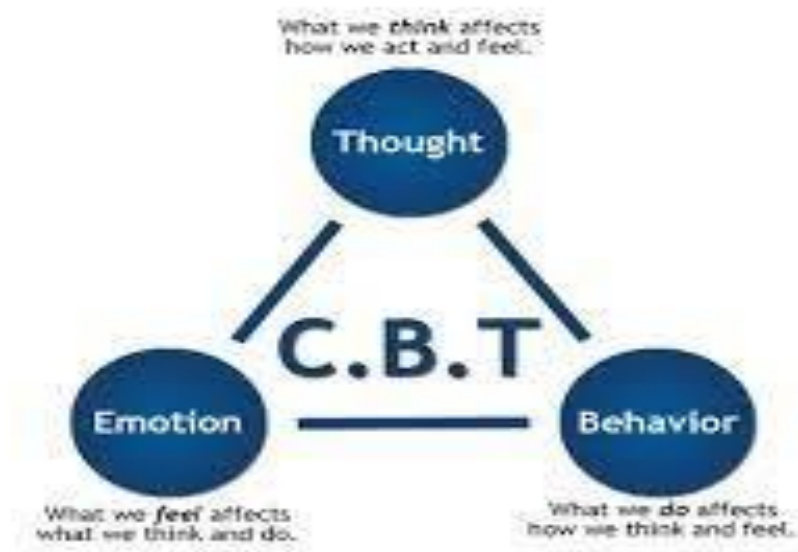
CBT is a cyclic process, a mutually influencing factor where language influence thoughts and thought influence language. It can be said that language is a useful tool for bringing accuracy in thinking and writing.

1.6 CONCEPTUAL LITERACY:

Conceptual Literacy is a process to recognize the specific meaning of the concepts. It needs to recognize and how it drawn from often suppressed, counter –concepts.

Definition of concept

Concepts are defined as abstract ideas or principles, thoughts and beliefs from particular instances. They play an important role in all aspects of cognition.

Developing Conceptual literacy:

Some of the important methods helps to develop conceptual literacy such as conceptual Knowledge, concept- based curriculum, using conceptual metaphors, and conceptual mapping.

Role of conceptual Knowledge in developing conceptual literacy:

Conceptual knowledge involves understanding the interrelationship among the essential elements that constitute a given thing with the use of language. Conceptual knowledge includes knowledge of categories, principles, models and structures

Example:

If the students already knew the principle of Archimedes they learn and understand about rules of floatation easily.

Concept based curriculum to promote conceptual Literacy:

Concept-Based unit builds conceptual schema in the brain to assist students in relating new knowledge to prior knowledge, and to transfer understanding from one context to another. Concept-Based Inquiry educators are intentional and teach with clarity around the knowledge, skills and understandings of their unit.

Use of conceptual metaphors or cognitive metaphors:

Conceptual metaphors are useful for understanding complex ideas in simple terms and therefore are frequently used to give insight to abstract theories and models.

For example, the conceptual metaphor of viewing communication helps to understand a large theory of communication network.

Conceptual literacy and schema Theory

Based on schema theory conceptualization is a construct here the concept is divided into number of units and organize the content in sequential order. The Schema theory thinks that comprehending a text is an interactive process between the reader's background knowledge and the text. Comprehension of the text requires the ability to relate the textual material to one's own knowledge. The knowledge about the contents are transferred to new contexts

Example:

To explain about trees first we have to think and explain about branches, leaves and roots. Then define the Correlation between the contents.

1.7 BASIC TENETS OF LCA:

The language has the following basic tenets

- Language creates a purposeful use among the students through enhancing all the language environment
- Language learning is a process that make the students involve in various events such as speaking, reading, writing and movement.
- Those who have proficiency in their language they can develop their skills because language is prerequisites for the learning.

1.8 PRINCIPLES OF LAC:

LAC is a new idea that says a foreign or second language should be taught outside of the traditional classroom by using methods that are based on context and content during school hours. A lot of new research and

studies have shown that some of the ideas behind the curriculum in CBI (content-based instruction) and CILL are still valid today (content Integrated Language Learning). The most important rules are

- Natural language acquisition occurs in context.
- Content-based language instruction helps to increase acquisition of second language faster.
- The only way to learn a language is to use it.
- Language can be acquired through continuous practice.
- As learning a language is a process that never ends until you become an expert at it.
- These rules say that every subject should be taught not only to teach the material, but also to help students learn the target language.
- The immersion of language with content facilitate more effective language acquisition.

1.9 INTEGRATION ACROSS THE CURICULUM

Introduction

The integrated curriculum is a great gift to experienced teachers. It's like getting a new pair of lenses that make teaching a lot more exciting and helping students take control of their own learning.

Meaning:

The word integration means "an act of combining or adding parts" to make a unified whole. An integrated curriculum is an approach which connects different areas of study "cutting across subject-matters and emphasizing unifying concepts. It helps students to make connection between the subjects, and allow them to involve in meaningful activities that are in the part of real life.

Definition:

"An Integrated study is one in which children broadly explore knowledge in different subjects related to certain aspects of the environment," says Humphreys.

Curriculum designers and instructional designers often work together to make integrated curriculum. There are two main ways to look at these curricula.

- The multidisciplinary approach
- The interdisciplinary approach

Components:

Core skills:

It includes basic skills such as reading, writing, calculating, social, art, and problem solving skills.

Curriculum strands and Themes:

The rules that were used to make a curriculum are known as themes. The word "strands" is used to show the subjects that make up a learning area, like history, geography, and economics in social studies. Domains are groups of related and specific learning outcomes or achievements. (For example, math, which covers things like number sense and operations, algebra, geometry, measurement, and more)

Major themes:

The most successful themes are those that emerge out of the children's interest (often called emergent curriculum"). Common themes include

- My family
- Friendship and caring
- Community Helpers Animals Activities
- Transportation
- Locations etc.

Questions, tests, and activities that build on previous lessons should also be a part of an integrated curriculum. These unified lessons help with both formal and informal testing.

Types of Integrated curriculum:

There are different types of integrated curriculum

Personal Integration:

- Personal integration can be considered as a major part of student-centered curriculum integration
- Personal integration is aims at developing in students a sense of belonging
- This goal can be reached by encouraging more participation in different learning activities that is positive and helpful.
- Personal Integration is used to help students feel good about themselves and their identity.
- Personal integration is highly effective during early stages of school learning.
- Peer monitoring, role models, teachers and family members could play an active role during personal Integration.

Pedagogical Integration:

- Pedagogical Integration is identified as discipline centered curriculum. Pedagogic integration of curriculum involves the following basic elements

Theoretical knowledge:

- It is otherwise known as declarative Knowledge which include all theories and principles related to the topic. Such knowledge can be taught in direct manner

Practical Knowledge:

- This kind of knowledge is also called procedural knowledge or experimental knowledge.
- This can't be taught out loud or through a direct lecture method.
- Most of the time, students learn the material by watching, practicing, and taking part in class discussions.

Self-regulative knowledge:

This type of integration uses what you learn by thinking about yourself. Metacognitive and reflective skills are part of it.

Socio-cultural knowledge:

- Getting information by interacting with people and their culture
- When students took part in activities in their communities, their sociocultural knowledge grew.

Tools for integration:

Some tools are used for curriculum Integration .these tools are

- Discussion with mentors
- Communication with peers
- Tutoring and mentoring
- Written assignment
- Analytic tasks
- Portfolios
- Self-assessment
- Reflective journals

Merits of Integration across the curriculum

- It makes it easier for teachers to deal with issues like Gardner's multiple intelligences.
- Additionally, it helps teachers figure out how ready their students are to learn.

- It focuses on development in all areas, such as social and emotional growth.
- It gives students a chance to try new things and connect with themselves and the world around them. It also supports democracy.
- Using this method helps make teaching and learning more interesting, relevant, and meaningful.
- It helps them learn by doing and make choices on their own.
- The content is more useful and relevant when it is used across the curriculum.
- They are taught together, not separately, but in light of each other
- Learning has a purpose. It is organised, and has meaning.

Conclusion:

In an integrative curriculum, subjects and languages are taught at the same time to help students understand them better. This is called "language across the curriculum."

Important Questions: 5 mark questions:

- State the needs and importance of LAC
- What do you mean by conceptual literacy discuss the methods of developing it?
- State the basic tenets and principles of LAC

Seven-mark questions

- Explain in detail about plurilingualism
- Explain different types of curriculum Integration
- Explain different modes of human activities involving language

UNIT: 2
ACADEMIC AND SOCIAL LANGUAGE

Academic and social language- meaning – definition-concept-aims and objectives-functions of language- Importance of

language-Proficiency of home language- strategies for enhancing language – Nature of text structure-Reading comprehension and developing skills of reading comprehension- Language skills- literacy skills- linguistic education: Academic language and social language- BICS and CALP skills

2.1 Introduction

Language is basically a way for people in a society to talk to each other. Language is an important part of how culture is expressed. It's what shares the traditions and values that make up a group's identity. Language is one of the most powerful ways to show how people act in groups.

Definition of Language

According to Block and trager," Language is a system of arbitrary sound symbols by means of which a social group interacts".

According to Hall, "Language is the institution used by human beings to communicate and interact with each other by means of conventional and voluntary oral-auditory arbitrary symbols".

2.1.1 Meaning of Language

People have always found ways to say what they want to say, even in the strictest and most oppressive societies. Language is alive and changing all the time. Language is actually always coming up with new words to describe new ideas. As Noam Chomsky put it, "language is a set of sentences, each of which is a finite length and is made up of a finite set of elements, which are called words."

Concept of Language

Language is a window into the mind of a person. It is something that human intelligence made. It's always being renewed by everyone at his level. Language is now an important part of everyday life. Language is the only thing that has made civilization possible. Language is the only thing

that has kept people from living in the Stone Age and helped them make big steps forward in science, art, and technology. Language is a way to communicate. It is also random and made up of other systems. We know that talking is more important than writing. Language comes from people, so it's different in many ways from animal communication.

There are many things that make up language, but the most important ones are that it is unpredictable, useful, creative, organized, vocal, social, not instinctive, and common. Because of these things, human language is different from animal communication. Animals may use some of these things to talk to each other, but they are not all that animals do.

Language is Arbitrary:

There is no natural or inherent relation between the words and the meanings they convey.

Example:

There is no reason to explain why stone, tree, animal, woman were named with those names

Language is Social:

Language is a set of standard signs that people use to talk to each other in groups. Language is an important part of society because it helps keep culture alive and builds relationships between people.

Language is Symbolic:

Language is made up of different sound symbols that stand for things, events, or ideas. These symbols were picked at random and are commonly used and accepted. In a language, words are not just signs or numbers; they hold meaning. How well a language can be understood depends on how these symbols are understood.

Language is Systematic:

Language is made up of symbols, but those symbols are put together in a certain way. Every language has its own way of putting things together. Each language is made up of different systems. There are phonological and grammatical systems in every language, and there are sub-systems within each system.

Language is Vocal:

Language is mostly made up of vocal sounds that can only be made by a special part of the human body called an articulator. At first, all that could be heard were vocal sounds. Writing came much later, as a smart way to represent sounds that people made with their voices. Writing is just making pictures of the sounds that language makes. Linguists say that speech is the most important thing.

Language is Productive and Creative:

Language can be creative and useful. The building blocks of language can be put together to make new words.

Language can be broken down into a lot of different groups based on what it's used for.

Types:

Universal language

A universal language is one that all or most of the people in the world speak and understand.

Standard language

A standard language is a type of language that a group of people use when they talk to each other in public. When a variety goes through a process called standardization, it is organized so that it can be described in grammars and dictionaries and stored in these kinds of reference works.

Official language

A language that has special legal status in a certain country, state, or other area is called an official language.

Sister languages

In the field of historical linguistics, sister languages, which are also called sibling languages or brother languages, are family languages. This means that they come from the same ancestor language.

Vernacular language

Vernacular is the everyday language that people use, like slang words. Literary language, also called official language, is not the same as everyday language. This is the real way people talk to each other, like when families talk at home.

International auxiliary language

An international auxiliary language, also called an inter language, is a language that people from different countries who don't speak the same first language can use to talk to each other.

Aims and objectives of Language

Aims of language learning as a discipline

- to get students to use a range of texts, media, and forms from different cultures, time periods, and styles
- Improve the reading, writing, speaking, and listening skills.
- Learn how to interpret, analyses, and judge things. Encourage people to be aware of the formal and aesthetic aspects of texts and understand how they can elicit different responses and provide a range of meanings.
- Learn about the connections between texts, different points of view, cultural settings, and local and global issues, and how they can lead to different responses and different meanings.

- Learn about the connections between studying language and literature and other subjects.
- Build your confidence and creativity in how you talk to others and work together, and develop a lifelong love of language and literature.

Aims of language as a subject

- To get better at speaking a language
- To help people respect and understand other cultures and traditions.
- To help students enjoy a range of genres
- To help students turn a language into a "vehicle of thought"
- To encourage people to learn and be interested in new languages
- To enjoy learning a new language and keep interested in it for life

Objectives of Language

Objectives of language based on development

In language development, the objectives are organised into four communicative processes:

- Oral communication
- Visual interpretation
- Reading comprehension
- writing

Oral communication

Talking and listening are both parts of oral language, which is also called spoken language? The main goal of speaking is to build a strong base for reading and understanding words. It's also important for students to improve their listening skills. Oral skills can also tell you how much a student has listened to something so that they can respond orally to it.

Visual Interpretation

Visual interpretation of a text means being able to understand what it means and communicate with pictures instead of words. It is based on the idea of symbolism. One of the most important goals of visual interpretation is to think critically about, analyse, interpret, and rate how well information is conveyed through diagrams. Visual texts often have pictures, charts, surveys, and timelines as well. One recent trend in visual interpretation is the use of emoji's and GIFs.

Reading Comprehension

The main goal of reading comprehension is to help readers process what they read and figure out how it fits in with what they already know. This can be done by improving reading comprehension skills such as phonological awareness (being aware of speech sounds or phonemes), alphabetic knowledge (being able to decode new words), fluency, vocabulary instruction (getting enough background information), understanding (being able to make sense of what you read), and motivation.

Writing

Writing is a way to communicate that uses symbols in a planned way, like a script. Organizing and accurately expressing thoughts, feelings, ideas, opinions, and information may have been the most important goal of writing as language has grown.

Objectives of language based on teaching and learning

As per the National Curriculum Framework of 2005, the following are the goals of teaching and learning languages:

To develop the skill of coherent writing

It is important to help students gain the confidence they need to say what they want to say in a clear and organised way. Using language for different purposes in different situations must be one of the goals for

English language learning at the elementary level. Everyone needs to be able to write beautifully in both formal and informal situations. For this to work, students' writing needs to be seen as a process, not a finished product.

To develop control over different registers

The idea behind this goal is that students should be able to understand and use language in a variety of circumstances and areas of work and study.

To develop children's creativity

One of the goals of learning a language should be to use your creativity and imagination freely in text conversations and other activities. The language we use should help us think of new ideas and also expose students to different kinds of texts and stories that will help them be more creative.

To develop sensitivity

When you learn a language, you should become aware of how it uses or abuses important emotions and values, like gender and discrimination, as well as different environmental factors, like your neighbourhood, surroundings, community, and the country as a whole.

FUNCTIONS OF LANGUAGE

Functions of language refers to the purpose for which the language is used. Informal and non-formal communication, the role of language is important

Some of the functions or activities of language are

- Language is a basic communication tool
- Language reflects personality of the individual
- Language is required for the development of culture
- Language is essential for the continued existence of society

Three basic functions of language are

Informative language Function

These functions are used to exchanging information. It's used to explain or describe the world. There is a truth value for these sentences, which means they are either true or false.

Example

The earth is round

Expressive language function

This helps in expressing the feelings or attitudes of the speaker about the subject or makes the reader or listener feel something.

Example

Poor people are insensitive to healthcare

Directive function

It is language that is used to cause or stop over activity. Generally in this functions language is used in the form of commands and requests.

For example,

Don't burn plastic, plant trees, or walk while following the rules of the road.

Six functions of language as defined by Roman Jacobson

Roman Jacobson has identified six functions of language in communication they are

- Referential function
- Poetic function
- Emotive function
- Conative function
- Phatic function/courtesy Function

- Metalinguistic Function/reflexive function

Referential function

Referential function of language refers to describe an object, a situation or mental state

Ex:

Rainfall in TamilNadu this year almost high

Poetic function:

The information will be presented with the help of attractive phrases with rhymes and alliterations

Example

Arise, awake and stop not till you reach the goal

Emotive Function:

It is also called Expressive function. This refers to providing information mixed with feelings

Language as a means of communication

Language is, of course, the main way that people talk to each other. It's how we send messages from one person to another. This can be done in writing or in person. For instance, students use a language to talk to each other in the classroom.

Transmission of culture

Language is the main way that culture is passed down from one generation to the next. Language is how we learn the rules and values of our society. In a society, language is how all the parts of culture are passed down to younger people.

Therapeutic function

A mother's or teacher's words mean a lot to a child. Language is used to ease pain, stress, worry, fear, and anxiety. A comforting word can help someone feel better no matter how bad things are.

It unites people

Language, especially linguistic ties, bring people together. As a result, students from different cultures often connect with each other through communication.

Used to express our ideas

Language helps us say what we think, feel, and want in a way that others can easily understand. This is possible because of the way human language works. It can be used to communicate any feelings, wants, or ideas from one person to another.

Roman & Jacobson defines five functions of language:

I) The poetic function

It focuses on "the message for its own purpose" and is what makes poetry and slogans work. The functions below describe something.

ii)The emotive function

Report how the writer or speaker feels or what they think about the subject, or make the reader or listener feel something.

iii) Cognitive function

We learn about new ideas by using simple words that mean something. These functions are mostly used for teaching.

iv) Phatic function or courtesy function

The phatic function is used to establish a social connection without sender or receiver.

Example: the courteous words like 'Good morning', how are you, good bye etc.

v) The Meta lingual function

Meta lingual refers to talking about the language itself, its features, word definitions, clarifying ambiguity and describing deliberate word play are Meta lingual functions.

Importance of Language

1. Language is a means of communication

Language is, a primary means of communications for human beings. We pass on messages to others through both speech and writing.

2. Transmission of Culture

Language is the main way that culture is passed down from one generation to the next. Language is how we learn the rules and values of our society. Young people in a society learn about all the different parts of culture through language.

3. Language is a vehicle of thought

Proficiency in a language helps in undisturbed thought flow. It is the thoughts that shape and get expressed as words, ideas, and gestures later on. Without language, one will not able to find a medium of expressing oneself.

4. Medium of transmission of knowledge

Language is the medium through which the teaching and learning process continues both in formal and informal situation.it is used both homes and schools to spread knowledge. At home grand parents may diffuse knowledge through story telling whereas in schools teachers use language to impart classroom instruction.

5. Represents a fundamental expressions of social identity

Language is not only a vehicle for the expression of thoughts, perceptions, sentiments and values , characteristic of a

community is also a fact that language develops social solidarity among those who speak the language

6. Language soft-wares

In recent times language helps in software development like Microsoft windows.

7. It is a means of cultural identity

Language brings people together based on their shared language. People from different cultures may naturally connect with others who speak the same language.

8. Economic and social benefits of Language:

Language is a vital tool it forges friendship, cultural ties, and economic relationships

9. Therapeutic in function

People use language to ease pain, stress, worry, fear, and anxiety. Even when things are very bad, a soothing word can help someone feel better.

10. Means of socialization

A gathering is incomplete without talking. Communication and socialisation happen through language. Families that live in different places may not live together physically.

11. Used to express our ideas

Language lets us say what we think, feel, and want in a way that other people can easily understand. The way human language works makes it possible for it to be used in this way, no matter what feelings, wants, or ideas need to be communicated.

12. Develop social contacts

Man can't live by himself. People can only live a healthy life when they interact with each other, especially in groups. Language is the only thing that can make interaction work. People use it as a way to talk to each other. Society only does well when people can talk to each other a lot.

13. Flourishing of commerce

Talking is necessary for business to happen. Doing business could involve one or more languages. Working in business also exposes people to different cultures and ways of acting. Multilingualism helps businesses that deal with customers, suppliers, and employees from around the world bond with each other across cultures and build stronger personal relationships that are essential for doing business.

14. Language opens career opportunities

The importance of language is that a person who is proficient in the use of a language that is common and is widely considered ass important and desirable, has several career options open for him.

PROFICIENCY OF HOME LANGUAGE AND SCHOOL LANGUAGE

Home Language

Home language is the language that everyone in the family speaks when they talk to each other every day at home. This language is also called the "family language," "home language," "first language," "mother tongue," or "native language." It's the language a child learns first at home or in the neighbourhood where they live, and it's the main way they talk to each other. It makes the child feel like they are part of the group or community where the language is spoken.

Importance of home language

It is the very first language the child learns in its whole life. So, the best way to talk about emotions, needs, wants, fears, and happiness is in the native language. When the child talks to someone who understands its

home language, it feels at ease. Children learn and gain knowledge in their early years. These are the first few and most important stages.

Home language.

Many people have found that learning their first language helps they learn any other language better later on. In this case, a student might rely on his or her vernacular to help them understand hard or new words in the language they are learning.

Characteristics of first language acquisition:

- **It is instinctive**

  The child has natural flair to learn its mother tongue. But it also needs the help of the appropriate linguistic environment

- **It is very rapid**

  It requires only a short period of time to learn one's mother tongue.

- **It is very complete:**

  Learning the first language is complete.it will be more complete than learning second language.

- **Not requires instruction:**

  Special instruction or tuition is not required to learn speaking in the mother tongue.

Significance of first language acquisition

- The first language serves as personal identity as well as social and cultural identity.
- It presents models in social patterns of acting and speaking.
- Mother tongue is the first language the child learns to speak and hence emotions, feelings, needs, fears, joy etc.
- Stages of childhood-learning and acquiring knowledge takes place in the child's mother tongue.

- Home language seems to facilitate better learning of any other language later in life.

Issues in mastery of home language

- Passive or nil acquisition of home language may due to speech/hearing impairment.
- A physical issue, like stuttering or stammering, could be stopping speech development.
- As a result of speech or hearing problems, a physiological problem may also mean passive or no acquisition of the home language.
- Language-learning parents who speak and use more than one language at home. Parents who speak different home languages mean that one parent can't understand what the other parent is saying to the child.

Improving home language

At home

- Encourage the kids to always use their home language or LI.
- Choosing to speak one LI when people live in homes that are bilingual or multilingual.
- Parents should remain involved by constantly interacting with their kids through jokes and other activities that encourage more LI use at home.
- Monitoring a child's speech development is also a very important job for parents or other close family members. For example, neglect could cause speech or hearing therapy to start later than planned. This could directly impact the child's ability to make friends, especially at school.

At school

A good mix of home and school language is suggested by many linguists. They say that doing so will help people understand the languages they learn at school better. Comparisons between home language and school language can help improve home language.

Eg. Catamaran comes from the Tamil word kattumaram, which means "wooden logs tied together."

School Language

School language, also called "language of schooling," is the language that is mostly used to talk to each other and teach in schools. This term can also be used for the main national, regional, or any other language used to teach in a school. The language spoken at school might be the same as the language spoken at home, or it might be a different language, as in many Indian states.

Importance of school language

➢ A school language plays the most important role in a learner's life.

➢ It is language in which the learner learns the most important concepts and values at school.

➢ Most complex ideas and theories are taught in the language of school

➢ It helps in achieving the level of 'academic language, required by the student. Academic language is a type of school language which is more specialised and formal, needed for thinking, forming and comparing ideas.

➢ It acts as a vehicle of communication between a student and the teacher (in formal situations) and amongst the peers at most times.

Issues in mastering school language

➢ When the school language and home language of a learner is different, mastery takes a long time. The student has to think in a different language in order to complete the academic task.

- Exposure to school language is limited by time, space and boundaries. The number of hours that a learner might involve himself in active language acquisition is always relatively lesser than that of the home language especially in case of the home and second language being different. Therefore the chance of learning the school language is not a quick and easy process.

- Motivation plays a major role in acquiring the language. Not all students have a tendency towards learning languages. While some are motivated by themselves, some learners need extrinsic motivation. In such cases the level of learning the language differs.

- Change in medium of instruction may play a major role in mastering of the school language. Students who shift from one medium of instruction to another, for E.g. From their vernacular to English, may find it hard to execute their work due to low exposure levels to the new language.

Improving school language

- More dedicated and systematic exposure to the school language can help the child learn the school language faster.

- Adoption of newer education technologies like language learning aids with high accuracy may be of great help. Use of such aids (like "Eye speak) may at times be a great relief to the teacher, especially if the teacher is not a native speaker of the school language.

- Use of school language at school in the same way that Ll or home language way taught helps in the acquisition of spoken skills.

- Continuous assessment of school language acquisition must be undertaken by all teachers based on the subject handled as acquisition of subject -specific vocabulary is the key to smart learning.

➢ Exposing students to various category of literature in the language of schooling is a sure way to strengthen the same.

➢ Encouraging the use of School language as a language communication amongst peers is proved to have excellent language learning especially at the spoken level.

Difference between Home and School Language

S:NO	HOME LANGUAGE	SCHOOL LANGUAGE
1	Speech organs are still in the developing stage	Speech organs are completely developed when a child begins to attend school.
2	Exposure to home language is constant and higher when compared to school language.	Access to school and second language is fixed and lesser than that of home language
3	It is a subconscious process. It is naturally acquired.	School language is learnt in an artificial set up.
4	The learners are young. Home language is learnt during the childhood.	Acquisition of school language Takes more time.
5	It is an easy and informal	Learning a school language,

	process.	especially if different from home language is more formal, laborious and time consuming. It may even take years before a student masters the school language.
6	The purpose of home language is communication.	The main purpose of school language is to act as a medium of instruction.
7	Multilingualism may be possible at homes with people from different backgrounds.	The language of school at the content level is more monolingual, i.e., textbooks do not mix languages, while teaching a particular content. Other languages may be taught in isolation for the purpose of acquiring the language.
8	It is integrative in nature. The student can easily identify with the target culture and people in which the language is spoken.	School language may or may not be integrative in nature. Students with a different school language need to get accustomed to a whole set of new culture.
9	Motivation to learn the language is intrinsic. It is	It is used only for practical purposes. Motivation moves from

	also one of the major Survival instincts of man.	being extrinsic to intrinsic.
10	Home language is used amongst the family members in most cases.	School language is used to communicate amongst students, teachers and peers.

STRATEGIES FOR ENHANCING LANGUAGE PROFICIENCY

Language Proficiency

In its broadest sense, language proficiency means being able to use language correctly when making sense of it and understanding what it means. Language skills start to develop early on, even before a child says their first word. When learning a language, there are different levels of skill that a person needs to work their way up step by step.

Determining Language Proficiency

Proficiency is usually measured by how well someone can understand and use language, as well as their ability to communicate. These areas include semantics, vocabulary, sentence structure (syntax), and many others. A person's level of proficiency is based on how well they speak a single language: If someone knows three languages, for example, they should each be tested on their own, not next to each other.

1. Drama as a strategy to enhance language proficiency

Introduction

A drama or play is a way to tell a storey through dialogue and a performance or presentation. It's a type of writing, and it's usually written in prose or poetry. It can be written for movies, TV shows, radio shows,

podcasts, and short films on the internet, or theatre. You can have dialogue in a drama or a pantomime during it (mime using actions). Scripts are written by playwrights, characters are played by actors and actresses, and people watch. As well as tragedies and comedies, farces, melodramas, and musicals are all types of dramas.

Functions of a drama

A drama is one of the best types of writing because it makes you feel things, whether you're reading it or seeing it on stage. Since actors on stage or in a play emote in front of the audience, their feelings and emotions are shown as if they were real. This is different from prose, where words are needed to describe how a character feels. People can see a character move and breathe on stage, bringing him to life in front of them. The audience usually goes through an emotional journey with the characters in a drama. If you put it another way, people cry when the character is sad and laugh when they are happy. People leave the drama with memories in their heads.

Role of drama in enhancing the Language proficiency

Drama is a creative form that uses dialogue to show how characters think and feel. In the following ways, it changes how you learn a language:

- Drama is made up of dialogues, which are just sentences and word structures in a certain language. People who watch drama are exposed to sentence structures and other language forms without realising it.
- A play often uses words that are repeated or have something to do with the main idea, which helps people learn the target language.
- A lot of real-life situations are used in plays, which helps students learn new words.

- It is possible to introduce new words by changing the setting, weather, and characters, as well as the drama's main theme.
- Putting on plays can help language learners feel more confident, which is an important part of learning a language.
- It is up to the students to choose how to present their ideas through plays. Putting on plays helps language learners stay motivated and really want to keep learning.
- During the whole process of preparation and presentation, the actors (the learners) talk to each other in the target language, which makes language improvement more likely.
- Drama requires people to work together. It helps them learn how to take on different roles and responsibilities. If language learners talk to each other in the target language, they can improve their language skills.

2. Essay

Introduction

Essays are short pieces of formal writing that are meant to present or defend a single topic for discussion. To present a case is what the Latin word exagium means, which is where the word essay comes from. Britannica says that an essay is "an analytical, interpretative, or critical literary composition usually much shorter and less formal and structured than a research dissertation (presentation) or thesis and usually dealing with its subject from a limited and often personal point of view." There are different kinds of essays. They are analytical, exploratory, argumentative, and narrative, to name a few.

Parts of an essay

There are three parts to an essay: the introduction, the body, and the conclusion. In the introduction, you tell the reader more about the

essay's main idea. The body, which is also called the "meat" of the essay, goes into more depth about the theme. In the last part of an essay, called the conclusion, the ideas that were talked about are summed up.

Role of essay in enhancing the Language proficiency

Sir Francis Bacon, known as the "Father of English Essays," said, "Reading makes a man whole; conversing makes a man ready; and writing makes a man exact." Writing essays helps language learners get better at the following:

➢ It helps students learn important skills and functions, like writing.

➢ If they learn how to write one type of writing well, it helps them write another type of writing even better.

➢ As a result, skills are transferred, which helps people get better at what they already know.

➢ Students have to organise their essays around a main idea and turn them in on time. What this does is help the students get better at organising their thoughts and communicating them clearly.

➢ With it, information can be passed on in a formal and organised way.

➢ It makes it easy to finish tests at the end of the term, homework, and research papers.

➢ When students get good at writing, they feel more confident in other areas as well.

➢ In order to write even a short essay, a student has to gather a lot of information. This makes the learner more interested in things, better able to understand them, and therefore smarter.

➢ Critical thinking skills are learned through analytical essays, which also help you come to a conclusion. Students also learn how to make a good case for their point of view.

> When students regularly write and read essays, they learn how to put together and develop grammatically sound pieces of writing.

Storytelling as a strategy for enhancing language proficiency

Introduction

Folk tales and songs have been used to tell stories for a very long time. A story is a collection of events that are linked together and are told with words, either orally or in writing. A person can use imagery, body language, performance, music, or any other way to talk to someone. Everyone can learn how to tell a storey. Stories can take place now or in the past. There are many types of stories, such as adventure stories, fairy tales, myths, historical fiction, science fiction, epics, and bedtime stories.

Steps in story narration

A good story is told at the right volume and keeps the audience's attention. Talking and tone. Here are some important things to keep in mind when telling a storey:

- Figuring out who will be listening and what they want to hear.
- Putting feelings into the storey
- Using real people and stories that people can relate to
- Being clear and brief, and telling the listener what the benefits are
- Few words and easy to understand

Storytelling for enhancing language proficiency

One of the most common ways that teachers improve students' language skills is by having them tell stories. It was said by the NCTE in 1992 that "the comfort of the oral tale can be a path by which students reach the written one." Storytelling can be used as a way to learn a language in the classroom for the following reasons:

> It is one of the language-learning tools that is easy to get. Because of this, its ease of use makes it a preferred tool.

- Stories are fun ways to tell a story. So, activities that involve telling stories can get even the most reluctant learner to do well.
- No matter if it's about history, science, language, or something else, every storey is told. So, all knowledge comes from stories, and it is also known that language knowledge comes from stories.
- It helps you use all four skills—listening, speaking, reading, and writing—together because telling a storey requires both spoken and written skills.
- Teaching students how to talk to each other through stories is a fun way to do this.
- Storytelling uses a lot of words and makes you think about them, which improves your higher-order thinking skills.
- Using active engagement in storytelling as a way to teach improves reading comprehension by giving students a sense of the storey.

4. Group discussion as a strategy for enhancing language proficiency
Introduction

The word "group" refers to a collection of people who regularly talk to each other and work together to reach a common objective. Discussion is when two or more people share information or ideas with each other in person in order to reach a goal.

Group discussion as a methodology

"Group Discussion," or GD, is a common way for many places (company, institute, business school, etc.) to find out if a candidate has certain personality traits, like the ability to get along with others, be confident when speaking in public, have team spirit, be a leader, be social, and be able to solve problems. GDs are a big part of the short-listing process for jobs or school admissions in a company or institution.

Anyone in the group is given a subject or situation to think about and write down information about. The subject or situation could be factual, abstract, or case-based. After that, the candidates are told to talk about the subject with each other for a set amount of time, usually 30 to 40 minutes (which may vary from one organisation to another).

Enhancing literacy through Group discussion

Good communication skills include being able to actively listen, express yourself clearly, use the right words, and pick up on the right nonverbal cues. To pick up the thread of the conversation and keep going, it is very important to listen very carefully. To be a good leader, someone must actively take part in a group as a listener. There is a leader chosen by the panel. Thought and speech that are clear: Being clear means making yourself known to others. You can only satisfy the team and the panel if your point of view is clear. The way someone speaks is more important than the words themselves. Do not speak too loudly or too softly. A voice that is lively, happy, and modulated in the right way will draw people in. It is very important for slang that words are pronounced correctly, which can be done through phonetic accuracy. Fake accents should be avoided.

5. Peer Tutoring

Introduction

Peer tutoring, which is also known as peer mentoring, proctoring, or extra help, is a way for students to help each other learn and grow. Peer-tutoring is nothing but where a student teaches his peer/classmates or to the lower classes students.

Types of Peer Tutoring

Peer tutoring may be of many types. Some of the major types are discussed below:

1. Unidirectional peer tutoring:

In unidirectional peer tutoring, one child is taught by the trained peer tutor the whole time, while the other child stays in the pair as the student. This choice is good because both the tutor and the student always know what their job is, and the peer tutor is in charge of the whole programme.

Bi-directional, or reciprocal, peer tutoring:

There are two students in a dyad (pair). Each child takes turns being the student and the tutor. Often higher performing students are paired with lower performing students

Class-wide peer tutoring:

Class-wide peer tutoring involves breaking the entire class into dyads. Each child participates in reciprocal peer tutoring by providing prompts, error correction, and help to their partner. Class-wide peer tutoring is unique because all children are given task cards to keep them focused on the objectives of the lesson, the tutor takes the task cards and fills in the skills that are mastered by the student. The main benefit of this approach is that the entire class is involved in the tutoring activity, so no children are singled out because of disability.

Cross-age peer tutoring:

Cross-age peer tutoring occurs when an older child is chosen to tutor a younger child. This method works best when the peer tutor is interested in working with children with disabilities. A cross-aged peer tutor is more effective than a same-aged peer tutor when the student is very young. The cross-aged peer tutor can be chosen according to willingness, physical skills, and availability. The main benefit of this approach is that the tutor gains valuable teaching experience while the student experiences effective individualized instruction and feedback.

Same –age peer tutoring

Students may have similar ability levels or a more advanced student can be paired with less advanced student. When pairing students with different levels, the roles of the tutor and the tutee may be alternated, allowing the lower performing student to quiz higher performing student.

Six essential components of Peer tutoring

According to the Whitepaper, the six essential components of teacher peer coaching, summarized, are:

Establishing and Maintaining Trust:

Trust is at the heart of any successful peer coaching program and school leaders can promote a trusting school culture.

2. Designing Differentiated Professional Learning for All:

Think that all teachers, new and experienced, can grow and improve the way they do their jobs.

3. Establishing Coaching Configurations to Maximize Learning:

Teachers must be involved in creating the teams, which need not be constrained by grade level or content area.

4. Calibrating Individuals' Skills and Needs:

Aim for the team's zone of proximal development to keep your learning attainable.

5. Using Reflection as an Integral Part of Coaching:

Reflection can aid communication, critical thinking, and commitment to the goal and the process.

6. Providing Descriptive Feedback:

Adults often hesitate to provide descriptive feedback, but it's one of the most important gifts one educator can give another.

Characteristics of Peer Tutoring

All peer tutoring approaches have the following characteristics:

- In peer tutoring a peer can act as tutor or tutee

- Children are paired according to specific considerations same age or cross-age Reciprocal or unidirectional.
- one-way Whole class or targeted group Similar ability or cross ability
- Specific procedures for interaction between tutor and tutee
- Training for pairs in the technique
- Both pupils experience cognitive challenge
- Usually a time-limited intervention

Advantage of peer tutoring

- Peer tutoring provides skill practice
- It provides immediate feedback about performance
- In peer tutoring errors are corrected promptly
- Effective learning behaviour is modelled by the tutor
- It provides for individual attention
- It is socially inclusive all can participate and benefit
- Active, interactive, individualised learning.
- Highly Cost- effective
- Cooperation not competition-reflecting school ethos.
- Helps develop communication skills.

Nature of text structure

Text vary according to their structure, purposes, characteristics and applications.

Expository text vs. Narrative text

Expository text:

Expository text is a text that informs, explains, describes, or defines the author's subject to the reader. The style of expository essays is concise and simple. All in all, an author should aim to make the essay as clear as possible.

The main characteristics of expository text are as follows;

- Often about topics not known
- New information makes forecast harder
- Key vocabulary often new
- Cause and effect not known
- Abstract concepts
- Thing or subject oriented
- Facts make text more concept dense
- Explanations have impersonal meaning
- May have no relation to own life and interest
- Purpose is to explain

The most common examples of expository essays are:

- ➤ Directions, scientific articles and other texts that follow the cause – effect structure
- ➤ Recipes, biographies, history texts that follow some definite chronology
- ➤ Some newspaper articles that provide detailed descriptions of events
- ➤ Medical and scientific texts that follow the problem-solution structure.

In general, expository essays can be characterized by lack of descriptive elements and simple structure. They must be based on facts and require extensive research of the subject.

Narrative Text:

The narrative text is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. The basic purpose of narrative is to entertain, gain and hold readers interest. Presenting a vivid oral picture of an object, event, One's past experience

or an accident that took place, by describing it in a well ordered sequence is called narration.

Characteristics

- Many narrative text based on common events from life
- Familiarity makes prediction easier
- Simple vocabulary
- Concrete, real concepts
- People oriented
- May give insight for own life/interest
- Purpose is to entertain or share experience
- Familiar story types

The core difference between narrative and expository essays is their style. While narrative paper allows the author to be creative and tell a story in a way he or she likes, expository essays follow some strict rules that one must accept. Narrative texts are versatile in structure and style, but they also require some through research of the subject.

Transactional text Vs. Reflexive text

Transactional Text:

This kind of text will be either in the form of giving a response to an idea expressed by a person or initiating others to respond i.e. it will be a continuous exchange of ideas between any two persons. This kind of text may be either in the form of exchange of letters, e-mail sharing or conversation that took place between two persons put in the written form.

Reflective text:

Reflective text contain the reflection or recollection of incidents and sceneries one came across or the experience gained that are described in an interesting manner.

For example

What I admired in the U.S.A?

How I felt life in U.S.A?

What impact they made on me?

READING COMPREHENSION SKILLS, LITERACY SKILLS AND LANGUAGE SKILLS

1. Reading Comprehension Skills

Reading is an activity that begins at a very early age. Reading involves the acquisition of basic decoding skills i.e. the ability to decode the letters in words in print form as sound (pronouncing). A child who enters school is taught to read using the symbols of a language and pronunciation follows suit. It is a joyful activity that most children love.

Factors:

- The reason for poor reading comprehension as follows

- Deficiency in the skill of decoding letters as sounds

- Lack of previous knowledge of word meaning

- Minimum level of proficiency in language.

- Poor reading skills

- The nature of reading material being difficult

- No involvement in knowing through reading

- Lack of patience and effort

- Books not written with simple words

Strategies to help students read fluently:

The following are the strategies to help students read fluently

Previewing:

This refers to reviewing titles, section headings and photo captions

Predicting

This refers to using previous knowledge of the subject matter to make predictions about the content and check comprehension

Skimming:

This refers to using quick survey of the text.

Scanning

This refers to glancing through text to locate specific details lik names dates etc.

Guessing from text:

This refers to using prior knowledge of the subject content and ideas in the text as clues.

Summarizing and paraphrasing

This refers to reducing larger texts to focus on important elements

What is Comprehension?

Comprehension is the ability to make meaning out of a text. Comprehension is a cognition based activity. It requires combination of vocabulary, background knowledge and verbal reasoning ability. It is known to be the ultimate or supreme goal of reading.

Reading comprehension

Reading comprehension can be understood as the process through which recognized words are transformed into a meaningful idea. It is a complex process that requires the activation of numerous cognitive skills. There are also different depths of understanding. At the most basic level,

reading comprehension may involve the picture that comes to mind when reading any word; say for example the word tree.

Developing skills of reading comprehension

- Flash cards containing one word each and spelling cards forming words
- Teacher demonstrate   in the class, reading textual portion with proper pronunciation
- Teacher giving explanation for new words
- Teacher use fill in the blank exercise
- Training in loud reading should be given
- Use school bulletin board to display important headlines
- Students may be divided into groups and each group assigned a portion in the lesson to read
- While   should be paid to giving pauses at proper places.
- When the meaning of a word is not known the practice of referring dictionary should be encouraged
- Students should be trained in using encyclopaedia

Four basic steps to good reading comprehension

- **Figuring out the purpose for reading.** Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.
- **Attending to the parts of the text** that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.
- **Selecting strategies** that are appropriate to the reading task and use them flexibly and interactively. Student's comprehension improves

and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.

➢ **Checking comprehension** while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

Reasons for comprehension failure Baker and Brown (1980) have identified three main reasons for comprehension failures:

❖ the learner does not have enough information about the topic to interpret the message (written or oral1)

❖ the learner has the appropriate schemata, or prior knowledge, but there aren't enough clues in the message to suggest them to the learner

❖ the learner interprets the message consistently, but the interpretation is different from the one intended by the author or speaker

Language Skills

What is a skill?

According to the Cambridge English Dictionary, "a skill is an ability to do an activity well, especially because one has practised it. There are many types of skills which include technical skills, hard skills, life skills, people skills, social skills and soft skills amongst many others.

Language Skill

Language is considered to one of the most essential skills for a person. Language is more a skill than knowledge. Since acquisition of language involves attainment of skills about which a person has exemplary understanding. It is both an intellectual exercise and a skill. Hence language

skills may be considered to be part of both the cognitive domain and the psychomotor domain.

Macro skills or fundamental skills of language

Acquisition of four skills namely Listening, speaking, reading and writing are considered to be the basic skills for any language with a written script. These can be broadly categorised into two: productive skills and receptive skills. Receptive skills are passive skills, meaning that the learner acquires these skills without any active reproduction. Listening and reading known to be receptive skills. Productive skills are learnt by the active practice or production of skills like speaking and writing. On the other hand listening and speaking are oral skills and reading and writing are written skills.

Importance of Language Skills

Language is an important skill. One cannot make sense of a written text or speech content without mastering the language skills. The importance of language can be generalised as follows:

- ❖ in order to understand and make the most effective use of the content or study materials
- ❖ to develop the specialised language and vocabulary relevant to any subject
- ❖ interpret assignment questions and select relevant and appropriate material for a response
- ❖ to write well-structured and coherently presented assignments, without plagiarism
- ❖ to communicate your needs to your tutors
- ❖ to work productively with other students

Receptive Skills

- Listening

- Reading

Listening is a basic skill or activity that involves a person who receives sounds of speech and processes them into words and sentences. Listening is of two types: active listening and passive listening. While active listening requires focus and attention, passive listening may have reduced or no active levels of focus and attention. Listening activities could be live or recorded sessions. Listening skills help mastering reading and speaking skills both directly and indirectly.

Importance of Listening skill

- It acts as an aural input
- Listening improves the language overall language ability, especially the communicative skills
- Listening with focus and attention helps in bringing out the literary beauty of the language
- It helps to improve the other three skills and develop self confidence

Strategies for effective teaching of Listening

Listening strategies are techniques or activities that contribute directly to the recall of listening input. In the recent days, a number of listening strategies have been formulated to match with every different listening situation. Listening strategies can be broadly classified as

1. Top-down strategies
2. Bottom-up strategies.

Top-down strategies are listener based; they include

- o listening for the main idea
- o predicting
- o drawing inference
- o summarizing

On the other hand, Bottom-up strategies are text based where the listeners use linguistic knowledge to understand information. Here the listener relies on the language in the message, that is, the combination of sounds, words, and grammar to arrive at the final message. Bottom-up strategies are

- o to concentrate on specific details while listening
- o Recognize word-order patterns.

But listening comprehension is not constrained either to top-down or bottom-up processing, but it should be an interactive, interpretive process where listeners apply both their prior knowledge and linguistic knowledge in understanding messages.

Reading as a receptive skill

Reading is a receptive exercise. It is a skill that involves print recognition, comprehension, fluency and motivation. Learners in the process of acquisition try to integrate the above techniques to make meaning.

Steps involved in the process of reading

Identify the words-this is also known as word recognition. This process is called phonemic awareness. Here, the sound units in a word are put together to make a meaningful word. For example: the word look is make of three distinctive sounds: 1-oo-k (/1/, /u/, /k/).

Build meaning from the recognised words- also known as comprehension.

Once the words are identified using the knowledge of the letters of the target language, the meaning of the same is identified.

For example: /look/- to see something

3. Integrate and coordinate the words comprehended to make meaningful sentences fluently. This involves increasing the vocabulary bank of the learners.

4. Develop a background knowledge about the topics or content presented

5. Use a variety of strategies for constructing meaning Understanding the print medium, the format and the colour codes if any of the content.

Improve the speed of reading

Make reading a pleasure

Introduce learners to a variety of genres available in literature

Productive skills

- Speaking
- Writing

Speaking as a productive skill

Speaking is a complex activity involving both cognitive and linguistic skills. It is a verbal skill which is a combination of words and sounds. Some secondary aspects of speaking may involve meaning making, social relationships and cultural understanding. These secondary skills are important to use the right registers based on the situations.

Functions of speaking

The three main functions of speaking are

a. Interaction

b. transaction

C. performance

Interaction

Speaking is a social activity. It reflects the roles, responsibilities and relationships between two or more speakers involves in communication with each other.

Transaction

A transaction involves giving, taking or both. In a speech transaction, the speaker tries to present the message to the listener and the listener tries to receive it. Such speaking activities are usually informative in

nature. For example: giving directions to reach a place, a telephonic conversation.

Performance

As the name suggests, speaking to transmit information in front of a group of people or a large audience is called speaking for performance. Public speaking is one important form of performance. Example: orations, debates and lectures

Writing as a productive skill

The skills-based approach views writing as a collection of separate skills, including letter formation, spelling. Punctuation, grammar, organization, and the like. This approach also views writing as a product-oriented task.

The importance of writing

The ability to write acceptable scientific English is essential for post-graduate students who must write their dissertations in English. Moreover, writing allows for communication to large numbers of people all over the world. It also provides students with physical evidence of their achievement. This in turn helps them to determine what they know and what they don't know.

Writing can also enhance students' thinking skills. Learners observes that, Writing stimulates thinking it forces us to concentrate and organize. Talking does, too, but writing allows more time for introspection and deliberation. Additionally, writing can enhance students' vocabulary, spelling, and grammar. Finally, writing skills often needed for formal and informal testing.

The teaching and learning of writing

The skills-oriented teachers teach writing in fragmented pieces with the assumption that students cannot compose until they master the sub

skills that stem from writing. These sub skills are taught explicitly through the use of techniques such as the following:

- Copying model compositions
- Organizing a set of disorganized notes into topic areas with topic sentences and secondary points;
- Rearranging scrambled sentences to make up a paragraph;
- Predicting the method (s) of developing a topic sentence;

Steps for teaching a productive skill

A productive skill procedure involves the following steps:

1. Providing a model text

Comprehension and model analysis (e.g. studying the genre's distinctive features).

2. Practice

Working on the language continuously and practising the skills needed to perform the task.

3. Task setting

Understanding the topic/situation and framing the task and its requirements. (Thinking about the desired outcome).

4. Planning

Planning involves structuring the output that is to be expected at the end of writing something. Good planning makes better writing.

5. Production

Production is nothing but preparing for the spoken task which involves going through the process of drafting, revising. and editing

6. Feedback

Self or peer-regulated feedback using a checklist or teacher-regulated.

Literacy Skills

Literacy is the ability to read, write, speak and listen in a way that helps a person communicate effectively and make sense of the world. They include such activities as awareness of sounds of language, awareness of print, and the relationship between letters and sounds. Other literacy skills may include spelling. Vocabulary and comprehension.

1. Skills based on reading literacy

Among the many literacy skills that contribute to the child's ability of reading, listed here are a few important ones:

- **Decoding-** recognising and identifying the meaning and pronunciation
- **Phonemic awareness-** ability to focus on specific individual sounds in spoken words
- **Reading fluency-** reading without faltering
- **Reading comprehension-** understanding and processing what is read

2. Skills based on writing literary

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Similarly to reading literacy skills, there are a lot of different writing literacy skills that come together to form written literacy.

3. Early literacy skills

- **Phonological awareness -**awareness of sound units and its alphabetic association
- **Awareness of print-** introduction to the alphabet of the language and touch and feel of print medium
- **Vocabulary-** promote the learner's knowledge of the active and passive (dormant) vocabulary.

Strategies to develop literacy skill

Expand the vocabulary

A large vocabulary is required at a very early age. Early reading demands the knowledge of decoding. Stakeholders like teachers, parents and peers are responsible for the learners increase in vocabulary through the introduction of books and the like.

Introducing multi-sensory learning and technology

As older children learn to read and write, it can be helpful to introduce a multi-sensory learning course that combines audio, visual and touchable learning, fosters literacy skills development and introduces keyboarding skills at the same time.

Making connections and visualising

Learners make a lot of comparison of new concepts with the already existing ones. During the process of reading, they recall previously stored knowledge or schema. This concept could be used deliberately in reading materials to which the learners are exposed.

Questioning and inferring

Learners, especially children are naturally have curiosity. They love to ask questions. By asking questions, learners could be engaged in a deeper fashion which allows them to comprehend the text in a powerful manner. Learners can be motivated to think of higher order questions, for which teachers Could help them find answers from the reading content.

Synthesizing

Synthesizing is the process of merging ideas over the course of a text in order to further understanding.

Importance of Literacy skills

> Gaining of literacy skills improves a person's personal and professional development at every stage of their life. People with low literacy levels may not be able to read newspapers, important personal documents, names of medicines, route maps etc.,

- The communication level of a person is directly proportionate to the literacy skills of a person.
- Information, digital and media literacy skills are all essential for children to learn. In today's world, we receive information through various channels all the time. It's important for children to learn how to digest this information, evaluate it, and use it to form and share their own thoughts and opinions.
- Learning these types of literacy skills also prepare children for life outside of school and beyond their education. We need these skills to communicate with others and understand the world around us.
- Without literacy skills, children can be left behind when they grow up. For example, many job advertisements are now posted online. One needs to be digitally literate to understand how to use the Internet and find these job adverts. But even before that, it is to be information literate essential to know how to read.

CALP SKILLS, BICS SKILLS AND CONCEPTUAL LITERACY

Cummins makes the distinction between two differing kinds of language proficiency. BICS are Basic Interpersonal Communication Skills; these are the "surface" skills of listening and speaking which are typically acquired quickly by many students; particularly by those from language backgrounds similar to English who spend a lot of their school time interacting with native speakers.

1. Cognitive Academic Language Proficiency (CALP)

CALP is Cognitive Academic Language Proficiency, and, as the name suggests, is the basis for a child's ability to cope with the academic demands placed upon her in the various subjects. Cummins states that while many children develop native speaker fluency (i.e. BICS) within two years of immersion in the target language, it takes between 5-7 years for a

child to be working on a level with native speakers as far as academic language is concerned.

According to Baker (2006) "BICS is said to occur when there are contextual supports and props for language delivery. Face-to-face context embedded [boldface in original] situations provide, for example, non-verbal support to secure understanding. Actions with eyes and hands, instant feedback, cues and clues support verbal language. CALP, on the other hand, is said to occur in context reduced' academic situations. Context-reduced language refers to communication where there are few clues about the meaning of the communication apart from the words themselves. The language is likely to be abstract and academic. Where higher order thinking skills (e.g. analysis, synthesis, evaluation) are required in the curriculum, language is 'disembodied from a meaningful, supportive context. Where language is 'disembodied' the situation is often referred to as 'context reduced."

Characteristics of CALP: Academic Proficiency

- Includes formal and academic registers of the language.
- Acquired mostly after the age of five, and acquisition continues throughout life.
- Includes high levels of literacy.
- Includes tens of thousands of specialized words relating to academic and formal register.
- Proficiency strongly correlated with academic success.

Cummins believes that in the course of learning one language a child acquires a set of skills and implicit metalinguistic knowledge that can be drawn upon when working in another language.

2. Basic Interpersonal Communication Skills (BICS) Definition

Basic Interpersonal Communication Skills (BICS) is often referred to as playground English" or "survival English. It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context called context-embedded language. "Basic Interpersonal Communication Skills" refer to the kind of language that is used in communication among friends, or with strangers, or in real communication about any and all aspects of life. "Good morning!" is BICS."

BICS is part of a theory of language proficiency developed by Jim Cummins, which distinguishes this conversational form of language from CALP (Cognitive Academic Language Proficiency).

Characteristics of BICS: Conversational Proficiency

➢ The basic language system used in face- to- face communication in informal contexts.

➢ Largely acquired in the native language by children in all societies by the age of five

➢ Does not include literacy

➢ Includes the vocabulary of conversations

➢ Proficiency only weakly correlated with academic success

BICS, which is highly contextualized and often accompanied by gestures, is cognitively undemanding and relies on context to aid understanding. BICS is much more easily quickly acquired than CALP, but is not sufficient to meet cognitive and linguistic demands of an academic classroom.

Conclusion:

In this unit meaning, concept, and definitions of language, aims and objectives of language teaching, Functions and importance of language, proficiency of home language, enhancing language proficiency, nature of text, academic and social language, BICS skills and CALP skills were discussed in detail.

Important Questions:

5 mark questions:

1. Explain meaning and functions of Language
2. Discuss the aims and objectives of Language
3. What is home language? list the characteristics of home language
4. What do you mean by school language and how does it differ from first language
5. Explain the nature of Narrative texts and expository text differentiate them
6. What are BICS and CALP skills

Seven mark Questions:

1) Explain the strategy for enhancing Language proficiency
2. Explain different types of peer tutoring
3. Explain any three language skills in detail
4. Explain in detail about conceptual literacy
5. Give the comparison of i) home language and school language
ii) Social language and academic language

UNIT: III

Integrated curriculum and language Education- Introduction-Types of Integrated Curriculum-Key Features of Integrated Curriculum-Objectives-Levels of curriculum Integration- models of Curriculum Integration-Multi disciplinary curriculum Integration- Inter Disciplinary curriculum Integration-Trans disciplinary curriculum Integration-Spiral

INTEGRATED CURRICULUM AND LANGUAGE EDUCATION

Meaning

An integrated curriculum implies learning that is synthesized across traditional subject areas and learning experiences that are designed to be mutually reinforcing. This approach develops the child's ability to transfer their learning to other settings.

Definition

"An integrated study is one in which children broadly explore knowledge in various subjects related to certain aspects of the environment".

An integrated curriculum implies learning that is synthesized across traditional subject areas and learning experiences that are designed to be mutually reinforcing. This approach develops the child's ability to transfer their learning to other settings.

Example

Integrating reading, writing, and oral communication in language arts is a common example. Teachers often integrate history, geography, economics, and government in an interdisciplinary social studies program.

Integrated curriculums allow students to have a deeper understanding of the course subject matter and how to apply the material that they have learned in the classroom in a real-world situation. This ultimately helps prepare them for their future studies, career and life in general.

INTEGRATED CURRICULUM

Key features of integrated curriculum:

- The curriculum must be aligned to both state and national standards
- A clear focus for the curriculum must be present and the teacher must aware about the area of the study and particular topics
- Educators must have an interest to develop the basic skills such as reading writing, computational and other art and humanities based subjects
- A team effort is needed to implement the integrated curriculum
- The units in the curriculum must be included both formal and informal assessments
- Differentiation of instruction within a unit is essential.

LEVELS OF INTEGRATED CURRICULUM

The five levels of curriculum integration identified in this study are identified as departmentalized, parallel, complementary or shared units, webbed, and integrated themes.

Departmentalized-

This is when topics surrounding disciplines are connected which allows students to review and re-conceptualize ideas within a discipline. However, it has its shortcomings because the content focus still remains in one

discipline.

Parallel –

This is when similar ideas are taught together although in different subjects which facilitates learning across content areas, but requires a lot of communication among teachers of different disciplines.

Shared –

This is when teachers use their planning to create a integrated unit among two disciplines. However, this method of integration requires a lot of communication and collaboration between the two teachers.

For example, a social studies teacher and a science teacher can decide to plan a unit in which the students will be completing a research paper on the Civil War. The social studies teacher can use this as an opportunity to teach about the Civil War and it's causes and effects as well as how we gather information using first and second hand sources, while the English teacher can use this as an opportunity to teach proper MLA format when citing a paper, how to format a research paper, as well as grammar, spelling, and other writing techniques.

Webbed –

This is when a teacher decides to base all subjects' areas around a central theme which motivates students to see the connection to the theme within the different subjects.
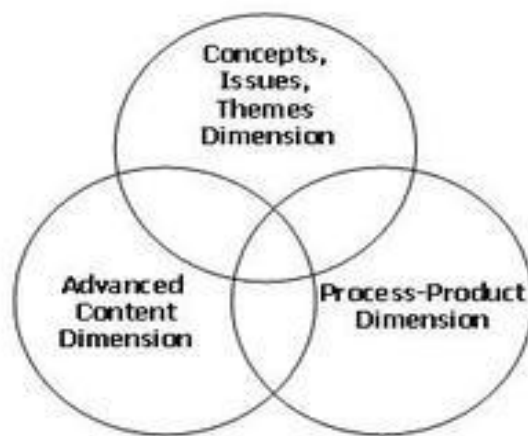
Objectives of integrated Curriculum

An integrated curriculum **allows children to pursue learning in a holistic way, without the restrictions often imposed by subject boundaries.** In early childhood programs it focuses upon the inter-relatedness of all curricular areas in helping children acquire basic learning tools.
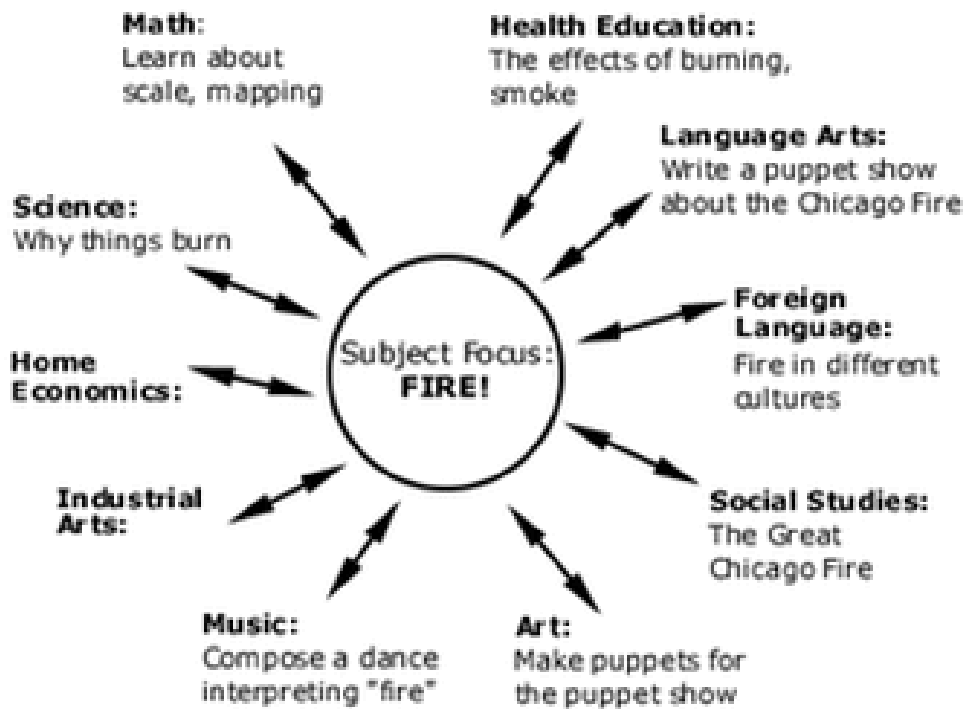
MODELS OF INTEGRATED CURRICULUM

The Integrated Curriculum Model (ICM) is an approach to teaching gifted students in a way that is sensitive to their needs. This model places an emphasis on advance content knowledge, relies on higher order thinking skills, and focuses learning on major issues that cross several disciplines. The ICM features three components: Overarching Concepts, Advance Content, and Process-Product.

The Integrated Curriculum Model for Gifted Learners

Concepts, Issues, Themes Dimension

Advanced Content Dimension

Process-Product Dimension

(VanTassel-Baska, 1987)

An example of the Integrated Curriculum Model in action:

Math:
Learn about scale, mapping

Health Education:
The effects of burning, smoke

Language Arts:
Write a puppet show about the Chicago Fire

Science:
Why things burn

Foreign Language:
Fire in different cultures

Home Economics:

Subject Focus: FIRE!

Industrial Arts:

Social Studies:
The Great Chicago Fire

Music:
Compose a dance interpreting "fire"

Art:
Make puppets for the puppet show

Types:

The three categories include Multidisciplinary Integration, Interdisciplinary Integration and Trans-disciplinary Integration

D MULTIDISCIPLINARY APPROACH

Multidisciplinary approach is a method of curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject or issue. In a multidisciplinary curriculum, multiple disciplines are used to study the same topic.

A multidisciplinary curriculum means studying the same topic from the viewpoint of more than one discipline. It is also called cross-disciplinary which indicates the aim to cross boundaries between disciplines.

Multidisciplinary approach is a method of curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject or issue. In a multidisciplinary curriculum, multiple disciplines are used to study the same topic.

A multidisciplinary approach in education is a way of learning which gives a major focus on diverse perspectives and different disciplines of learning to illustrate a theme, concept, or any issue. It is the one in which the same concept is learned through multiple viewpoints of more than one discipline. It helps the students to gain perspectives and knowledge in different ways.

Advantages of Multidisciplinary Approach In Education

- **1: The Privilege To Choose**

    With multidisciplinary education in colleges, students get a right to choose their favourite subject, the subject that they want to learn

- **Reach Within To Discover Passion**

    Even when your students are clueless about their passion initially, they can discover it during the teaching-learning journey.

- **Pragmatism & Flexibility**

    Multi-disciplinary education helps the students to develop their pragmatic attitude by allowing them to decide what subjects they will opt for and what could be their possible benefits. They get time to make a decision by calculating the risks & advantages. Thus, a multi-disciplinary program brings pragmatism and flexibility to the table.

Disadvantages of Multidisciplinary Approach in Education

Distractions

Sometimes, the students may feel a little bit distractions or lost as they hop on to a variety of subjects & courses.

Need experts:

. The students need to have expertise in one domain that they like. With multi-disciplinary college education, faculties have to be extra careful when they evaluate the students' performance. They need to ensure that their students achieve mastery in one domain at least.

May create confusions:

The students may feel confused about the choosing subject and courses

TRANSDISCIPLINARITY APPROACH

Jean Piaget introduced this usage of the term in 1970, and in 1987, the International Center for Transdisciplinarity Research (CIRET) adopted the Charter of Transdisciplinarity at the 1st World Congress of Transdisciplinarity, in November 1994.

In this approach which dissolves the boundaries between the conventional disciplines and organizes teaching and learning around the construction of meaning in the context of real-world problems or themes.

Example:

Marxism, structuralism, and feminist theory are sometimes cited as examples of a Transdisciplinarity approach.

Features

Going beyond bringing together multiple disciplines, Transdisciplinarity research:

(1) is driven by urging matters from the society,

(2) Transcends and integrates different disciplines into common conceptual framework,

(3) Engages relevant stakeholders in the research process, and

(4) Produces applicable solutions

Transdisciplinarity skills

There are five Transdisciplinarity skills students develop as they involve themselves in the learning environment.

- Thinking Skills.
- Research Skills.
- Self-management Skills.
- Communication Skills.
- Social Skills.

INTER DISCIPLINARY APPROACH

An interdisciplinary approach involves drawing appropriately from several disciplines (or separate branches of learning or fields of expertise) to redefine problems outside of normal boundaries and reach solutions based on a new understanding of complex situations.

Steps:

The following steps prescribed to implement interdisciplinary integration approach

- Pre- instructional planning:

  Plan and establish the topic. Develop an action plan, set of notes and open ended questions

- Introduce the methodology to students

  The teacher introduce the interdisciplinary methods o solve problems for our students.

- Take it to the classroom :

  Analyze the capabilities of the students by asking questions.

- Practice interdisciplinary thinking:

- In these steps students may consider an issue using one discipline then ask them to use knowledge from different discipline to inform their analysis and find a solution.
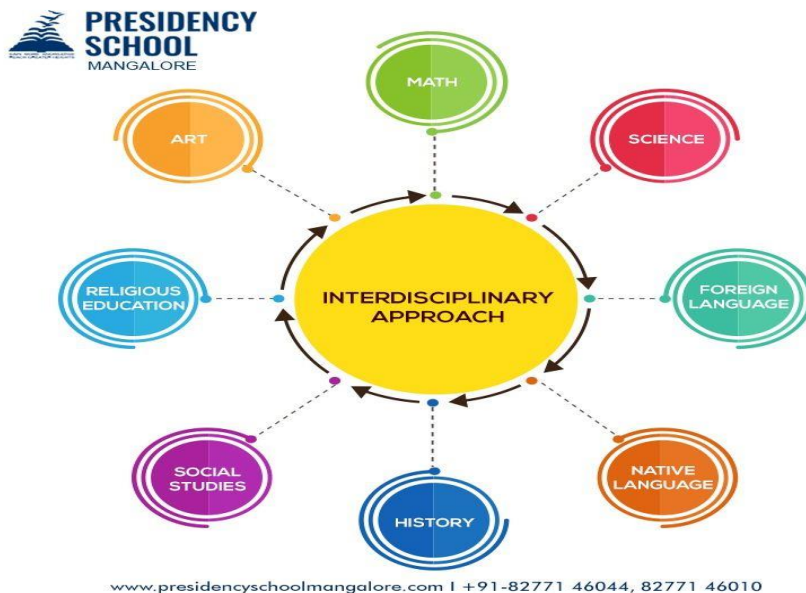- Provide feedback

  Evaluate the students and understand the structure and analytical framework of relevant discipline through feedback
- Assessment

  Teach students to self evaluate regularly through project assignment or analysis. Students can rate themselves on their ability.

Example-

if a student is learning about tourism in the United States in an interdisciplinary way, they may learn about the revenue generated from tourism in an economics class, the most popular tourist sites in a geography class, historical tourism trends in a history course and effective advertising strategies. Another Example includes quantum information processing, an combination of quantum physics and computer science, and bioinformatics, combining molecular biology with computer science.

The spiral curriculum model

Spiral curriculum, a concept widely attributed to Jerome Bruner [1], refers to A spiral curriculum is one in which there is an iterative revisiting of topics, subjects or themes throughout the course. A spiral curriculum is not simply the repetition of a topic taught. It requires also the deepening of it, with each successive encounter building on the previous one.

The spiral model has four phases:

- Planning,
- Design,
- Construct
- Evaluation.

A software project repeatedly passes through these phases in iterations (called Spirals in this model).

Example

After students are taught to read, they are then asked to read to learn new things. This is an example of spiral curriculum in reading: learning to read evolving into reading to learn. For example, students learn to identify a sequence of events when they are learning how to read.

Key Principles of the Spiral Curriculum

The spiral approach to curriculum has three key principles that sum up the approach nicely. The three principles are:

1. **Cyclical:** Students should return to the same topic several times throughout their school career;
2. **Increasing Depth:** Each time a student returns to the topic it should be learned at a deeper level and explore more complexity;

3. **Prior Knowledge:** A student's prior knowledge should be utilized when a topic is returned to so that they build from their foundations rather than starting anew.

THE SPIRAL CURRICULUM

A New Feature

To The K To 12 Curriculum

Rosemarie Hatuina
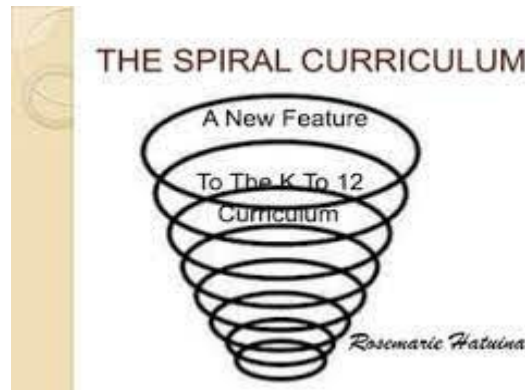
Values:

Reinforcement:

This is a positive feature of spiral curriculum as students tend to forget the initial concept to proceeds

From simple to complex:

Levels of learning are introduced step by step(that means simple to complex) . It has been gain better understanding by exploring the same topics at different depth.

Integration:

In this approach compartmental approach also included that means curriculum is viewed as series of courses. Each has own programme and assessment.

Logical Sequence:

In spiral curriculum, a topic is approached in two aspects scope and sequence of content. It gradually increases the complexity of a subject or content.

Higher level objectives:

In a spiral curriculum the students recall an application of knowledge and skills to find facts beyond the concepts.

Flexibility:

Spiral curriculum allows teachers to move from one phase of the subject to other with ease.

Advantages and Disadvantages of Bruner's Spiral Curriculum

Advantages	Disadvantages
1. Developmentally Appropriate Learning	1. Time-Consuming for Designers
2. Prior Knowledge is Central to Learning	2. The Curriculum Gets Crowded
3. Spaced Repetition Occurs	3. Irrelevant for Short Courses

DECOYLE'S 4C's OF CURRICULUM

Introduction:

Coyle's 4C's model Exposure the principles of CLIL (content and language Integrated learning) approach. CLIL helps to integration of subjects or specific contents from many disciplines where students learn second language at the same time .CLIL methodology is flexible and adjustable to the learner 'needs, level of competence and level of academic achievement.

CLIL as a methodology:

CLIL refers to situations where subjects, or part of subjects are taught through a foreign language with dual focused aims such as learning of content and simultaneous learning of foreign language
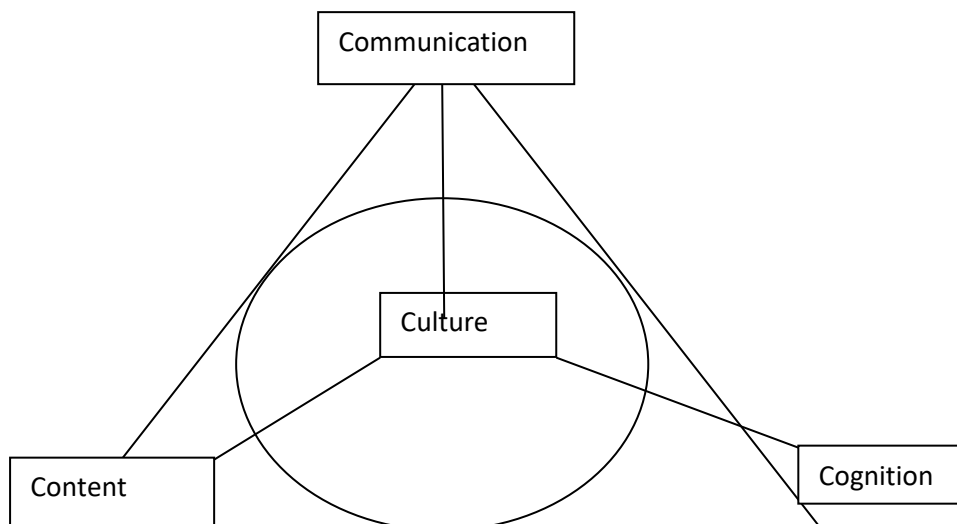
The CLIL focuses on helping learners

- To note the elements of language

- Encourage them to identify language during content reading
- To achieve specific outcomes
- Creating opportunities for language acquisition

4C's curriculum (Coyle 1999):

It has four elements these are

- **Content**
- **Communication**
- **Cognition**
- **Culture**

Frame work of 4C's curriculum (Coyle 1999):

- CLIL starts with content which focus on subject matter, themes, cross curricular approaches and it focus on interrelationship between content (subject matter), communication(language), cognition (thinking) and culture(awareness of self and others) to build integrated learning .
- It unites learning theories, language learning theories and intercultural understanding.

- Subject matter is not only about acquiring knowledge and skills and understanding which is related to learning and thinking.
- Thinking process (cognition) needs to be analyzed for their linguistic demands.
- Language needs to be learning and reconstructing the subject themes and their related cognitive process.
- Interaction in the learning context is fundamental to learning. It provides necessity of L2.
- The relationship between cultures and language is complex.
- Intercultural awareness and learning is fundamental to CLIL.
- The 4c framework is a tool for mapping out CLIL activities and for maximizing potential in any model at any level and any age

CLIL integration in classroom:

The 4c's of curriculum framework of De Coyle is an important aspect of CLIL which helps in successful integration in classroom

- Language skill development in CLIL
- Reading is a chief source of input
- Listening is usually input activity
- Speaking focus on fluency but accuracy is seen as secondary
- Writing is series of lexical activities in which grammar is recycled.

CLIL Dimension and Focuses:

Culture, environment, language content and learning are the important factors of CLIL Dimension.

The Cultural Dimension:

- Build intercultural knowledge and understanding
- Develop intercultural communication skills
- Learn about specific neighboring countries
- Introduce the wide cultural context

The Environment Dimension:

- Prepare for internationalization
- Access international Certification
- Enhance school profile

The language Dimension:

- Improve overall target language competence
- Develop oral communication skills
- Deepen awareness of mother tongue and target language
- Develop plurilingual interest and attitudes
- Introduce target language

The Content dimension:

- Provide opportunities to study content through different perspectives
- Access subject- specific target language terminology
- Prepare for future studies and working life

The learning dimension:

- Complement individual learning strategies
- Diversify methods and forms of classroom practice
- Increase learner motivation

Advantages

The 4c's integrated with CLIL provides the following advantages

- **A deeper understanding of the target language:**

In this phase the students learn content in the second language, they form links in their minds between their first and target language and the content. It creates metalinguistic skills that means create the ability to reflect on language and meaning. The learner has the capability to identify how languages work and the rules of grammar of a second language.

Mastery of subject:

Mastery of the subject can be achieved by reviewing and recycling the both information and language. The earlier learning content is slower and then increased.

For Example: A Science teacher teaches about photosynthesis works in language2 before that he introduce the necessary vocabulary later explain about photosynthesis by using presentation skill.

Improved social and critical thinking skills:

In this step gives more opportunities to improve communicative skills through practices as they move between language classroom and subject class room.

For example; The language teacher might teach the ways of agreeing, disagreeing, and asking clarification and they have discussed historical events and its consequences.

A stronger, more flexible brain:

Students in a CLIL program do more than just they learn a language

Disadvantages:

- Terminology of the content can be difficult
- A difficult to find difference between content and language
- Limited range of resources is available
- If the language taught separately the difficulty arise to communicate with content
- Mainly concentrate the modules were taught through medium of the second language
- CLIL cannot save curriculum time.
- Subject teachers do not have required language level to teach content
- Sometimes students language level could be higher than the teachers
- CLIL involves high intellectual involvement

- Assessing content and language at the same time.

NATIONAL CURRICULUM FRAMEWORK 2005

Introduction

The NCF 2005 serves as a guideline for syllabus, textbooks, and teaching practices for the schools in India. The NCF 2005 has based its policies on previous government reports on education, such as Learning without Burden and National Policy of Education 1986–1992, and focus group discussion.

Objectives of National Curriculum Framework - NCF 2005

- Introducing the concept of learning without too much load by reducing the syllabus
- All children should have access to quality education without any discrimination
- Curricular practices should be in alignment with secularism, social justice, and equality
- Strengthening a national education system in the society

Principles of NCF 2005:

The NCF 2005 has recommended five guiding principles for curricular development-

- To shift learning from rote method.
- Connecting knowledge to life outside the school.
- To integrate examination into classroom learning and make it more flexible.
- To enrich the curriculum so that it goes beyond textbooks.
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

Importance of NCF 2005

- NCF will lay the base for the further stages, as 3-8 years are crucial for a child's cognitive development.
- Along with childhood care and overall development, play-based learning forms the objectives of the National Curriculum Framework 2022.
- NCF highlights the need for a positive and active learning environment

Features:

- School and class environment reforms
- Learning and knowledge process reforms
- Perspective reforms
- Curriculum and assessment reforms
- Systemic reforms

Problems in NCF 2005

- High emphasis on marks and grade system
- Huge burden on the teachers
- Rote based learning approach of students
- Students do not understand what they are learning
- Lack of supervisory staff in institutes

PEDAGOGIC RECOMMENDATIONS FOR LANGUAGE BASED ON NCF 2005

Language as a Basic capability

NCF 2005 has recommended recognition of child's mother tongue and also encouraging proficiency in English. This is possible only when learning builds on sound language pedagogy. Reading, writing, listening and speech contribute to the child's progress in all curricular areas.

Recommendations of NCF 2005

- The new National Curriculum Framework (NCF) for the foundational stages of education, launched by Education Minister Dharmendran Pradhan last week, has recommended that mother tongue should be the primary medium of instruction in schools, both public and private, for children up to eight years of age.

- Children's mother tongues, including tribal languages should be considered as the best medium of instruction.

- Proficiency in multiple languages including English should be encouraged in children. Reading should be emphasized throughout the primary classes.

- NCF 2005 has recommended recognition of child's mother tongue and also encouraging proficiency in English. This is possible only when learning builds on sound language pedagogy.

- Reading, writing, listening and speech contribute to the child's progress in all curricular areas.

- The NCF says that basic language skills are adequate for meeting situations that are contextually rich and cognitively undemanding, such as peer-group interaction.

- Advanced-level skills are required in situations that are contextually poor and cognitively demanding such as writing an essay on an abstract issue.

- The NCF 2005 emphasized that multilingualism, which is constitutive of the identity of a child and a typical feature of the Indian linguistic landscape, must be used as a resource, classroom strategy and a goal by a creative language teacher.

- NCF 2005 also emphasizes the need of inclusive curriculum keeping in view the diversity of learners.

- An inclusive curriculum aims to provide quality education that will enable all children to learn effectively and participate equally in class. It also provides to children the dignity and confidence to learn.

NCF 2005 on Language Education

- A child acquires his / her home language, naturally through larger kinship groups, street and neighbourhood and societal environment.

- Children are born with an innate language facility, and research has shown that Indians have a flair for languages.

- Languages provide a bank of memories and symbols inherited from fellow speakers and created in their own lifetime. It is a medium through which knowledge is constructed. Language is identity.

- Let us first recognize this inbuilt language potential of our children as well as remember that languages get socio culturally constructed and change our daily lives.

- There is a difference between dialect and language. Similarly, the language spoken at home is different from the one spoken in the school, which is usually the standard language, though there is much give and take between the two.

- Whenever the child enters the school in his / her locality it is assumed that his/her first language, or mother tongue is the one spoken in the school, which may not always be true. Therefore, the child is educated in the standard form of the language.

Language in the Classroom

Input rich communicational environments are a prerequisite for language learning, whether first or second. Inputs include textbooks, learner chosen texts and class libraries allowing for a variety of types. The language environment of disadvantaged learners needs to be enriched by developing schools into community

learning centres. All teachers who teach English should have basic proficiency in English.

Evaluation in Languages

- Language evaluation need not be tied to achievement with respect to particular syllabi, but must be reoriented to the measurement of language proficiency would help greatly in achieving certain basic standards. English is perceived to open up opportunities. A student may be allowed to 'pass without English' if an alternative route for English certification (and therefore instruction) can be provided outside the regular school curriculum. The transfer of skills could be achieved from one language to another.

- In this context the objective of teaching languages is not simply to make the students learn language skills but to enable them to play their communicative roles effectively and select languages from their linguistic repertoire and within those chosen, select registers and styles, befitting the roles they are playing.

RECOGNITION OF MOTHER TONGUE IN NCF 2005

Introduction:

The NCF 2005 gives much importance to the home language or mother tongue education, NCF 2005 argues that " It is clear that through their innate language faculty and interaction with the family and other people around them. A child knows not only how to understand and speak correctly but also appropriately in her language. NCF guidelines for 2005 make the following recommendations

- Primary school education must be covered through the home language(s). It is imperative that we honour the child's home language(s).

- According to Article 350A of our Constitution, 'It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups.

- From class III onwards, orally and literacy will be tools for learning and for developing higher order communicative skills and critical thinking

- Care must be taken to honour and respect the child's home languages / mother tongues. At the primary stage, child's language(s) must be accepted as they are, with no attempt to correct them. It is known that errors are a necessary part of the process of learning and that children will correct themselves only when they are ready to.

- While children come to school equipped with basic interpersonal communicative skills, they need to acquire cognitively advanced levels of language proficiency. In addition, higher-level proficiency skills easily transfer from one language to another.

- It is thus imperative that we do everything we can to strengthen the sustained learning of Indian languages at school.

Conclusion:

This unit prescribe about an integrated curriculum and language education. It gives clear clarification about each topic which introduces new methodology of learning and its drawbacks. The skills developed in an integrated curriculum are beneficial for further development of the curriculum so this concept is beneficial for developing curriculum in different study areas.

Important questions

Five mark Questions

1. Explain different types of integrated curriculum
2. Discuss the Coyle's 4C curriculum and its role in CLIL approach
3. Discuss the recommendations of NCF(2005)
4. What is multi- disciplinary model of curriculum integration? Explain its characteristics

Seven mark questions

1. Explain different levels of curriculum Integration
2. Explain the recommendations of NCF 2005 with reference to recognition for mother tongue in education

UNIT: IV

THEORIES OF LANGUAGE LEARNING

Introduction-Plato's Problem Theory of Language-Cartesian Theory of Language-John Locke's theory of tabula rasa-skinner's Imitation Theory- Skinner operant conditioning-Chomsky's universal Grammar theory-Schumann's Acculturation Theory-Krashen's Monitor Theory-Piaget's views on language learning-cognitive development and changes in schema- Vygotsky's cultural tools for language learning.

Introduction:

Theory is an idea or a set of ideas that tries to explain something. Learning theory describes how students receive, process, and retains knowledge during learning with the help of languages based on Cognitive, emotional, and environmental influences.

Need:

Theory of language learning is a topic from philosophy of language and theoretical linguistics. It has the goal of answering the questions "What is language?", "Why do languages have the properties?",

or "What is the origin of language?". The answer of these questions suggest the following seven theories of language learning.

Types:

There are seven Great Theories about Language Learning by Brilliant Thinkers

- Plato's Problem.
- Cartesian Linguistics, by Descartes.
- Locke's Tabula Rasa.
- Skinner's Theory of Behaviourism.
- Chomsky's Universal Grammar.
- Schumann's Acculturation Model.
- Krashen's Monitor Model.

i)   PLATO'S PROBLEM THEORY OF LANGUAGE:

Introduction

Plato was a Greek philosopher he was born in Athens (428/427) BCE. He was a student of Socrates and the teacher of Aristotle one who was the author of philosophical works of unparalleled influence.

Plato's problem theory

Plato's suggestion is, essentially, that people have innate knowledge. In the field of linguistics, Plato's Problem is the problem of finding an explanation for how a child acquires language though the child does not receive explicit instruction and the primary linguistic data a child does receive is limited.
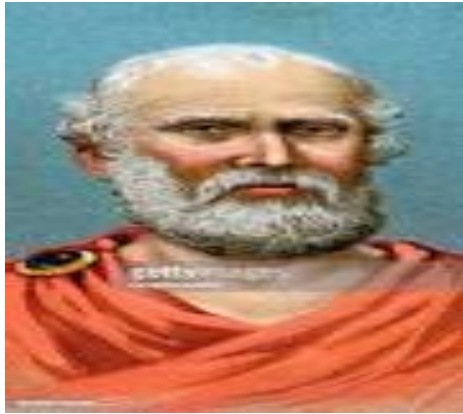
Plato's Problem is the term given by Noam Chomsky to "the problem of explaining how we can know so much" given our limited experience. Most of Plato's philosophical ideas were communicated through his beloved teacher **Socrates** as a presence in the dialogues.

Plato states that when a child born in a society they have an innate knowledge (This is derived from Socrates' belief that one's soul existed in past lives and knowledge is transferred from those lives to the current one).After four years, the child knows to construct the complex sentence and develop their linguistic, calculating and psychomotor skills.

There are four stages of knowledge development:

- **Imagining**
- **Belief**
- **Thinking**
- **Perfect Intelligence**.

Several questions (or problems) motivate linguistic theorizing and investigation.

- How does the child can learn languages?
- How do they have an innate knowledge when they were born?
- How does the child start to speech before reach in adult stage?

ii)   CARTESIAN THEORY OF LANGUAGE PRODUCTION

Introduction:

The central theme of Cartesian theory is that the general features of grammatical structures. This linguistic theory points out all languages have common structure and reflect certain fundamental properties of the mind. Universal conditions are not learned rather they provide the organizing principles that make language learning possible, that must exist if data are to lead to knowledge.

The Descartes one who was a French scientist and mathematician introduce a language productivity theory. According to his concept the language was produced new thinks from the existing knowledge and thinking. He also suggests this new thinking is derived from single and undividable sources.

Based on his theory Language learning is the process of identification of similarities between mother language and Target Language. He also tells to construct a language to organize the structure of language and earlier experiences from existing language structure.

The Cartesian theory does not prove the efficient way to access any other language. He also does not provide the explanation about language learning method so this theory also raises many questions.

iii) LOCKE'S THEORY OF TABULA RASA

Introduction:

John lock (1632-1704) was a greatest philosopher in Europe. He was a one of the educationalist of Oxford University and medical researcher. In Book II of the essay gives positive account of how we acquire materials of knowledge.

Theory:

Lock holds that the mind of child is a blank slate (tabula rasa).In each development stage of our life we learn everything with the help of our sense through our experience. When do we learn anything, we get new thing from each step. If we take any steps to learn or speak a language fluently additionally we learn a new vocabularies and rules also. This new thing was written in a blank slate.

Locks also suggest the theory of Plato's. Locke thinks we are born with variety of faculties to receive and abilities to manipulate or process the content once we acquire it. The mind can engage in three different types of action in putting simple ideas together.

The first of this kind of action is to combine them into complex ideas. Complex ideas are of two kinds

- Ideas of substances
- Ideas of modes

Ideas of substances:

Substances are independent existences. These substances include God, angels, humans, animals, plants and variety of constructed things.

Ideas of modes:

Modes are dependent existences. These include mathematical and moral ideas and all conventional language of religion, politics and culture.

➢ The second action compares the uniting ideas of simple and complex or view of the ideas one by another without uniting them. Through this we can find out the relations and similarity of the ideas.

➢ Find the general concept or ideas from the different ideas. It does not consider about time and place.

Locks also explain how a variety of particular kinds of ideas such as ideas of solidity, number, space, time, power, identity and moral relations arises from sensation and reflection. This tabula rasa theory provides new life style for children. Based on this theory, a child can build up self-actualization. Learning is not only for collecting knowledge and skill but also motivate the children to change from dormant mode to active mode. When a child continuously in dormant mode their mind will be a blank slate.

After the birth a child have sustain mind about an images, smells and movements. When changes made in a mind then they can identify about their self and development of mind.

Educator's role:

Healthy children

• Lock asserts that the growth of healthy mind begins a healthy body. No modern parent would argue that claim though they may questions lock's method.

• Lock specifically warns parents against dressing children in warm, constricting clothing.

• He suggest exposing children to cold temperature and bathing their feet in cold water

- A bland diet of much bread and very little meat or fruit is lock's perception for healthy bones and body.

Authority and Discipline:

According to lock he wrote children should not be physically punished nor should they receive reward in the way of sweets or toys. He believed that behavior in children should be motivated by the esteem or disgrace they receive from their parents. He believed children should not warn off bad deeds until they actually commit one. When the behavior of children is horrified lock approve physical punishment.

Education:

Locke would seek, most of the parents feel compelled to indulge their infants. Locke would let them learn that they cannot always have what they want. Self-control and willpower are essential character traits for a growing child. In middle section Locke suggest the children can be taught in their families by a tutor. In formal school or boarding school they lose their individuality and can easily learn bad manners. Those parents who argued that children would see nothing of the outside world if they stayed mainly at home. Locke countered that they should bring interesting people into their residence to engage the children in conversation and learning.

iv) JOHN SCHUMANN ACCULTURATION THEORY

The Acculturation Model is a theory proposed by John Schumann to describe the acquisition process of a second language (L2). This acquisition process takes place in natural situation of majority language setting. The main suggestion of the theory is that the acquisition of a second language is directly linked to the acculturation process, and

learners' success is determined by the extent to which they can orient themselves to the target language culture.

The process of **acculturation** was defined by Brown as "the process of being adapted to a new culture" which involves a new orientation of thinking and feeling on the part of an L2 learner. Schumann asserts that the degree to which the second-language learners acculturate themselves depends on social and psychological factors

Factors:

Schumann based his Acculturation Model on two sets of factors:

- social factors
- Psychological.

Schumann identifies eight factors that influence social distance:

- **social dominance:**

    If second –language learning (L2) group is dominant or lower ranking to the target language group, social contact between the two groups will tend to be insufficient for optimal target language acquisition. If they are nearly equal in status, then there will be more contact between the two groups and the acquisition of target language will be enhanced.

- **integration pattern:**

There are three distinct models of integration that are available currently. integration models are there

ASSIMILATION

Second language group gives up its own life style in favour of the target language group. This process is called assimilation

ADAPTIVE INTEGRATION

Second language group wants to adopt to TL culture for intra group interactions without assimilating to it .this is referred to as adaptive integration or partial integration.

LEAST INTEGRATION

L2 group preserve its culture and remain separated linguistically and culturally from TL group. This is referred as least integration

Enclosure:

It refers the amount that two groups share the same social facilities such as school, prayer halls, work places, clubs and others If sharing of social facilities is more, then it is more favorable to L2 acquisition two groups have different social facilities, then L2 acquisition is poor.

COHESIVENESS

Cohesiveness means group contacts between second language(2L&TL).2L group is less cohesive means there will be more contacts.2L is more cohesive means there will be less contacts.

Size:

If the size of learners group is large it tends to facilitate intragroup contacts rather than inter-group contacts

CONGRUENCE:

It refers to similarities between two cultures

ATTITUDE:

2Lgroup is favorable to TL group then the group has more attitude.

Intended length of residence

Greater social distance between the 2l group and TL group, the more it affects the acculturation.

Factors that increases psychological distance:

The five affective factors that may increases psychological distance are

- Language shock
- Culture shock
- Culture stress
- Motivation
- Ego permeability

Limitations:

- Second language acquisition often not readily identifiable
- This theory takes into consideration of macro level relationship not micro level relationship
- This theory criticized other potential factors such as cognitive and instructional factors
- This theory does not provide responsible for acquisition of L2.

v) SKINNER IMITATION THEORY OF LANGUAGE ACQUISITION

Skinner suggested that a child imitates the language of its parents or careers. Successful attempts are rewarded because an adult who recognizes a word spoken by a child will praise the child and/or give it what it is asking for.

Skinners operant conditioning

Skinner is known as father of operant conditioning. But his work was based on Thorndike's (1898) law of effect. Skinner introduced a new term into the law of effect is Reinforcement. Skinner (1948) studied operant conditioning by conducting experiments using animals which he placed in a skinner box which is similar to Thorndike's puzzle box
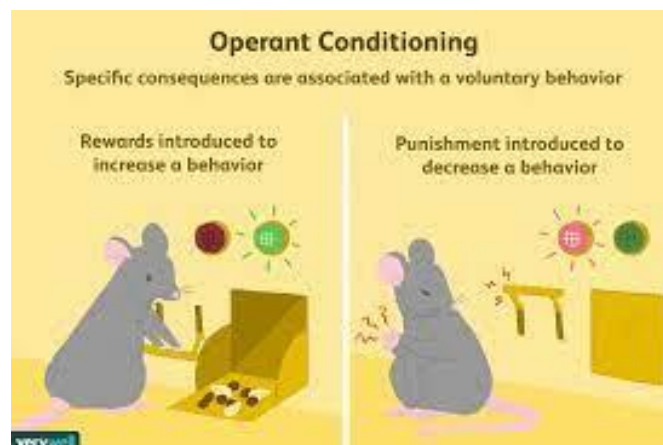
Operant conditioning also known as instrumental conditioning is a method of learning normally attributed to B.F. Skinner where the behavior is followed by pleasant consequences is likely to be repeated, and behavior followed by unpleasant consequent is less likely to be repeated.

Principles of operant conditioning:

Reinforcement is the key element in skinner's theory. A reinforce is anything that strengthens the desired response. There are three principles

- Negative Reinforcement
- Positive Reinforcement
- punishment

Negative Reinforcement:

Negative reinforcement is a method that can be used to help teach specific behaviors. With negative reinforcement, something uncomfortable or otherwise unpleasant is taken away in response to a stimulus.

Positive reinforcement:

Positive reinforcement refers to the introduction of a desirable or pleasant stimulus after a behavior. The desirable stimulus reinforces the behavior, making it more likely that the behavior will reoccur.

Punishment

Punishment can also be positive or negative. All reinforces (positive or negative) increase the likelihood of a behavioral response. A child disobeys his parent, and the child gets punished by losing access to electronics. The desired effect of the punishment is that the child will not disobey again. Reinforcement, on the other hand, is a reward or a prize for doing something right.

vi) STEPHEN KRASHEN'S THEORY OF SECOND LANGUAGE ACQUISITION

Introduction

Stephen Krashen's (University of Southern California) is an expert in the field of linguistics, specializing in theories of language acquisition and development. Much of his recent research has involved the study of non-English and bilingual language acquisition. Since 1980, he has published

well over 100 books and articles and has been invited to deliver over 300 lectures at universities throughout the United States and Canada.

The five hypotheses of Krashen's Theory of Second Language Acquisition

Krashen's theory of second language acquisition consists of five main hypotheses:

- The **Acquisition-Learning** hypothesis.
- The **Monitor** hypothesis.
- The **Input** hypothesis.
- The **Affective Filter** hypothesis.
- The **Natural Order** hypothesis.

The Acquisition-Learning Hypothesis.

According to Krashen's there are two independent systems of foreign language performance:

- The acquired system
- the learned system'

The 'acquired system' or **'acquisition'** is the product of a subconscious process very similar to the process children undergo when they acquire their first language

The "learned system" or **"learning"** is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. A deductive approach in a teacher-centered setting produces **"learning"**,

while an inductive approach in a student-centred setting leads to "acquisition".

The Monitor hypothesis:

It explains the relationship between acquisition and learning. The monitoring function is the practical result of the learned grammar. According to Krashen's, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met:

- The second language learner has sufficient time at their disposal.
- They focus on form or think about correctness.
- They know the rule.

It appears that the role of conscious learning is somewhat limited in second language performance. Krashen's also suggests that there is individual variation among language learners with regard to 'monitor' use. He distinguishes those learners that use the 'monitor' all the time (over-users); those learners who have not learned or who prefer not to use their conscious knowledge (under-users); and those learners that use the 'monitor' appropriately (optimal users). An evaluation of the person's psychological profile can help to determine to what group they belong.

The Input hypothesis

It is Krashen's attempt to explain how the learner acquires a second language – how second language acquisition takes place. The Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence.

The Affective Filter hypothesis

According to Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence, anxiety and personality traits. Krashen's claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition. Low motivation, low self-esteem, anxiety, introversion and inhibition can raise the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition.

Natural Order hypothesis

It is based on research findings which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, L1 background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition

The Role of Grammar in Krashen's View

According to Krashen's, the study of the structure of the language can have general educational advantages and values that high schools and colleges may want to include in their language programs. Any benefit, however, will greatly depend on the learner being already familiar with the language. It should also be clear that analysing the language, formulating rules, setting irregularities apart, and teaching complex facts about the target language is not language teaching, but rather is "language appreciation" or linguistics, which does not lead to communicative proficiency.

The only instance in which the teaching of grammar can result in language acquisition (and proficiency) is when the students are interested in the subject and the target language is used as a medium of instruction. Very often, when this occurs, both teachers and students are convinced that the study of formal grammar is essential for second language acquisition, and the teacher is skilful enough to present explanations in the target language so that the students understand.

vii)   **Piaget Views on Language Learning:**

The Swiss psychologist Jean Piaget placed acquisition of language within the context of a child's mental or cognitive development. He argued that a child has to understand a concept before s/he can acquire the particular language form which expresses that concept.

Piaget proposed four major stages of cognitive development, and called them

- Sensor motor intelligence,
- Preoperational thinking,
- Concrete operational thinking,
- Formal operational thinking.

Each stage is correlated with an age period of childhood, but only approximately. Sensor motor stage (0–2 years old) Preoperational stage (2–7 years old) Concrete operational stage (7–11 years old) Formal

operational stage (11 years old through adulthood). Piaget believed that children actively approach their environments and acquire knowledge through their actions." "Piaget distinguished among three types of knowledge that children acquire: Physical, logical-mathematical, and social knowledge.

After many years of observation, Piaget concluded that intellectual development is the result of the interaction of hereditary and environmental factors. As the child develops and constantly interacts with the world around him, knowledge is invented and reinvented. Jean Piaget's focus on Cognition or how people think and understand. According to Piaget, in what stage of human development do individuals experience the world only through sensory contact? Sensor motor stage. Piaget believed that children actively approach their environments and acquire knowledge through their actions." "Piaget distinguished among three types of knowledge that children acquire:

- **Physical,**
- **Logical-mathematical,**
- **Social knowledge.**

Cognitive development and changes in schema

Mental impressions combine to make a network like structure is called schema

In the process of developing schema and subsequently modifying them

In cognitive development four components are involved. They are

- **Assimilation:**
  Absorbing experience/information from the environment
- **Accommodation**
  Process of combining/modifying existence schema and arriving a new schema is known ad accommodation

- Adoption

  Adjustment made in a new environment is known as adaptation

- Organization

  The Process of interconnecting schema is known as organization

- ## VYGOTSKYS CULTURAL TOOLS FORLANGUAGE LEARNING THEORY

Lev Vygotsky (1896-1934) was a Russian psychologist and teacher who developed a theory about how our social interactions influence our cognitive development. This is known as Lev Vygotsky's Socio cultural Theory of Cognitive Development.

Vygotsky's social development theory asserts that a child's cognitive development and learning ability can be guided and mediated by their social interactions. His theory (also called Vygotsky's socio cultural theory) states that learning is a crucially social process as opposed to an independent journey of discovery. He expands on this by stating that a child's learning benefitted greatly from being guided by a more knowledgeable member of the community - such as a parent or teacher.

Vygotsky's theory places importance on guiding children's learning through their interaction with a more knowledgeable other (MKO). The more knowledgeable other could be anyone with a greater understanding

of the task or concept that the child is trying to complete or learn. Most often, this would be a parent, caregiver or teacher, but it could also be a peer or mentor.

This theory is not limited to academic or educational learning; it can also be applied to recreational learning such as playing games or using technology. In these circumstances, a peer or older child is more likely to be the more knowledgeable other. The MKO could also be an electronic tutor, in cases where a program is set up to guide learning using voice prompts or videos. Vygotsky's theory places importance on guiding children's learning through their interaction with a more knowledgeable other (MKO). The more knowledgeable other could be anyone with a greater understanding of the task or concept that the child is trying to complete or learn. Most often, this would be a parent, caregiver or teacher, but it could also be a peer or mentor.

VYGOTSKY'S FORM_BOARD TEST

A Young child and his father and playing with wooden toys of different shapes and trying to fit them in appropriate wholes in a Form Board. The young child alone cannot figure out how the various shapes can fit into the designated wholes. His father describes how each shapes can fit only into its same shapes whole. The father offers him encouragement and helps him put a few pieces in their respective wholes.

Vygotsky's believes the facts language as a tool for thought or a powerful means of meditation. Vygotskys further elaborated his socio-cultural theory by explaining the importance of cultural tools though mediation and language, constructed process in learning, self-regulation, scaffolding and zone proximal development(ZPD)

Vygotsky's Zone of Proximal Development (ZPD)

The concept of the zone of proximal development, also known as the zone of potential development, is used to explain a child's potential for cognitive development and ability when they are guided through a task, rather than asked to do it in isolation. If a child is presented with a task that is slightly above their ability level, the zone of proximal development (ZPD) refers to their ability to do it with the assistance of a more knowledgeable person. This theory explains why some skills present themselves in a more social context when the child is unable to display them by themselves. The zone of proximal development can be described as the distance between the actual developmental level when assessed independently and the level of potential development when assessed in collaboration with peers or mentors or under the guidance of a teacher.

Vygotsky's and Instructional Scaffolding

Instructional scaffolding is a method of guided learning that helps a student learns by pairing them with an educator. The educator should have greater experience with the task or process than the student, but they should also have an understanding of the level that the student is at and how they can address this level.

Techniques for instructional scaffolding might include using visual aids (such as diagrams), providing examples, working one-on-one with the student and providing feedback. The aim of scaffolding is to

create an environment in which the student feels comfortable asking questions until they can perform the skill without any help.

The benefits of scaffolding include:

- Motivating the learner by helping them through aspects of a task that they have trouble with
- Minimising frustration for the learner
- Providing a faster learning experience

Social Influences and Cognitive Development

Vygotsky believed that learning was an active process rather than a natural or passive one. He said that children were engaged in their own learning and discovery but that their development happened in the context of social interaction, as opposed to independently or in isolation.

Vygotsky also highlighted the importance of learning that was guided by an educator or teacher. Techniques used by the teacher to engage the child, such as performing the task themselves as an example or providing verbal instruction was referred to as cooperative or collaborative dialogue by Vygotsky theory.

The process of learning would occur when the child understood the information, absorbed it and then used it to guide their own performance.

An example of this guided learning could be if a child is given a Sudoku puzzle to complete. A teacher or mentor might recommend certain strategies to the child, such as ruling out places where each number could go based on the horizontal and vertical positions of that number, or writing possible options in the corner of the box in pencil to cull the possibilities. The teacher might also encourage the child to ask questions and provide prompts when they are close to the right answer. As the child develops a higher level of competency, the teacher reduces their influence.

This technique is also very common in sport, in which a coach or more capable peer will often demonstrate the skill before asking the student to do it themselves. For example, if a soccer teacher was teaching students how to dribble a ball through a set of cones, they may perform this skill first themselves in order to set an example for the students.

Vygotsky's Theory and Language

Vygotsky viewed language as an essential tool for communication and that culture and behaviour was understood through language. Vygotsky also highlighted the critical role that language plays in cognitive development. Vygotsky's theory says that **social interactions** help children develop their ability to use language. According to Vygotsky, there are three stages/forms of language in the development process:

- Social speech - communication between children and others (usually from the age of 2)
- Private speech - private speech that is directed to the self but has not yet been internalised (usually from the age of 3)
- Silent inner speech - a child's internal monologue (usually from the age of 7

Educational Implication of Vygotsky's Theory in the Classroom

Vygotsky's socio cultural theory about child development says that cognitive development occurs as a result of social interactions. In this way, learning is innately collaborative. He believed social negotiation was essential for building knowledge and understanding concepts.

Vygotsky proposed that it was not possible to separate learning in the formative years from its social context. Initial learning occurred through social interaction and then the individual processed it internally.

Contemporary modes of applying this theory to the classroom mark a movement away from traditional memory-oriented models of teaching. 'Reciprocal teaching' refers to a method in which teachers and students work together to clarify and understand a concept before students are asked to repeat it or apply it in another context.

For example, if a teacher is reading a paragraph of text on a certain topic, they will go through a process together with the students of:

- Summarising
- Questioning
- Clarifying; and
- Predicting

This collaborative process allows the students to learn the concept in a social context before internalising it to apply on their own.

Criticisms of Vygotsky's

Lack of experimental tests

Vygotsky mostly used **observation methods** to support his theories, which has invited criticism about the validity of his findings. He also only vaguely defined social interaction and never stated the best method for engagement.

Active participation in learning

Vygotsky's theory about active participation in learning does not account for some circumstances in which children experience slower cognitive growth. Other philosophers have suggested that genetics should be factored in and that the results of passive learning should not be negated.

Social interaction

Some psychologists and philosophers are critical of Vygotsky's determination that socialisation was key to learning language and culture. This theory does not explain why some children learn and develop slowly,

despite having strong social support. The vagueness of his theories has been criticised, with some suggesting that they were underdeveloped.

Language as the foundation of learning

Vygotsky's theory that language was a crucial tool of social interaction and therefore a crucial tool for learning has also been questioned. Some activities can be taught or learned using physical actions, hands-on processes, observational techniques or more creative methods, suggesting that language is not always the foundation of learning.

The zone of proximal development

The concept of the zone of proximal development is criticised for being unspecific and is sometimes viewed as a general term that encapsulates various models of cognitive development. It is also not a fool proof theory, because it doesn't explain why some students cannot perform certain tasks, even with help.

There are a number of **key differences** between Vygotsky's human development theories and Piaget's.

The way that culture affects cognitive development

Vygotsky placed importance on the way culture affected cognitive growth and did not refer to specific stages of cognitive development. In contrast, Piaget described universal stages of cognitive development that did not vary across cultures.

Piaget's theory declared that children would have to reach each stage before being capable of certain tasks and that each stage would have to be reached in the same order. The stages he described were as follows:

- **Sensor motor Stage (0-2 years)** - The infant explores their environment mostly through sensory and motor perception. They begin to develop a sense of object permanence.

- **Preoperational stage (2-7 years) -** The child begins to use language to represent and understand the world. They begin to think about things symbolically but have not yet developed problem-solving abilities.

- **Concrete operational stage (7-11 years) -** The child begins to develop the ability to think logically. They also develop empathy. The child begins to understand how things work and can reverse certain processes in their mind.

- **Formal operational stage (12 and over) -** The child's thought process can move on from things to ideas. They can handle abstract ideas because their thoughts have been freed from most constraints. They can also speculate answers to hypothetical problems.

Learning as a social process

Vygotsky's theory on children's cognitive development centres around learning being an inherently social process. He places emphasis on social interaction as a defining element of learning and says it cannot be removed from its social context. Vygotsky expands on this by highlighting the benefits of pairing a student with a more knowledgeable other for the purpose of guided learning. Vygotsky stated that a child's immediate environment would have a significant impact on their development. However, Piaget theorises that learning is mostly an independent process in which the individual undertakes their own journey of exploration. He didn't do as much research or observation on the role that social interaction played in cognitive development.

The role of language

When it comes to the role of language in development, Vygotsky and Piaget have very different theories. Vygotsky states that

thought and language both begin early on in development but that they are initially separate functions that merge when the child begins to use inner speech. This usually happens around 3 years of age. He goes on to say that the internalisation of language is a necessary step for cognitive development.

In contrast, Piaget says that thought comes first and language develops as a result of this. Vygotsky also highlighted the significance of the stage in between external speech and inner speech - private speech. Piaget's theory did not place much importance on this stage and instead suggested that it was a sign of immaturity.

Adult guidance

Vygotsky highlights the importance of **adults playing a role** in a child's cognitive development. He emphasises this through his model of the zone of proximal development, which can be used by parents, teachers, caregivers and tutors to structure and accelerate a child's learning. On the other hand, Piaget's theory of cognitive development highlights the role of peers in providing perspective and improving a child's social awareness and negotiation skills.

Conclusion

In this unit, nine major theories of Language learning ie Plato's Problem Theory of language, Cartesian theory of language production, John Locke's Theory of Tabula Rasa, Skinners Imitation Theory of Language acquisition, Chomsky's Universal Grammar Theory, Schumann's Cultural Theory, Krashen's monitor Theory, Piaget's Views on Language acquisition and Vygotsky's Cultural Tools for Language learning have been discussed in detail.

Important Questions

5 mark questions

1) Explain Plato's Problem Theory of language
2) Describe the Cartesian theory of Language production
3) What are the characteristics of social distance that affect the second language learning
4) What are the factors that affect the accumulation of L2 group with TL group?
5) Discuss Krashen's monitor Theory of Language development
6) What are the limitations of Schumann's acculturation theory
7) Differentiate Language acquisition and Language learning
8) Write short notes on Scaffolding

Seven mark questions

1) Discuss skinner's theory of Language acquisition
2) Briefly explain Vygotsky's socio cultural theory of cognitive development
3) Discuss Piaget's view on language learning

UNIT V

LANGUAGE RELATED ISSUES

Introduction- Bilingualism-Multilingualism- Challenges of teaching language in multicultural classroom- linguistic Inter dependence and the educational development of bi-lingual and multilingual children-Nature of reading comprehension in content areas- developing writing skills for writing in specific content areas-strategies for developing oral language for promoting Learning across the subject areas-reading in content areas.

BILINGUALISM

Bi- two lingua - language

Bilingualism is the ability to speak two languages. According to the American Speech Language Hearing Association it is defined as the

use of at least two languages by an individual. A bilingual person may be able to: speak, read, and write fluently in two languages - that is, they are bi-literate. It is a fluctuating system in children and adults whereby use of and proficiency in two languages may change depending on the opportunities to use the languages and exposure to other users of the languages. It is a dynamic and fluid process across a number of domains, including experience, tasks, topics, and time.

The "bilingual" experience is unique to every individual. There is variability in the amount and quality of exposure to the languages the individual learns, as well as the experiences he or she has using the languages when interacting with others. Simultaneous bilingualism occurs when a young child has had significant and meaningful exposure to two languages from birth. Ideally, the child will have equal, quality experiences with both languages.

Sequential bilingualism occurs when an individual has had significant and meaningful exposure to a second language, usually after the age of 3 and after the first language is well established.

Advantages of bilingual education

1. Cognitive benefits of a bilingual education

A bilingual education can improve the executive function of the brain. In fact, some research proves that bilingual students are able to use two languages at the same time, switching consistently; it develops skills for functions such as inhibition, switching attention, and working memory. As such, students who are being educated bilingually, often perform better on tasks which require multi-tasking, decision making and problem solving, even though they have nothing to do with the language.

2. More options for further education

One of the major benefits of bilingual education is that kids are not only raised to be bilingual, but also to be bi-literate. This can give your child more choices when it comes to choosing further education. They will be free to choose which university they want to go apply for, in which country, depending on the languages they speak.

3. A bilingual education broadens career opportunities

Being fluent in an extra language can make a candidate stand out among prospective employers. It also opens doors to extra opportunities that those without these skills may miss out on. In today's growing global economy, many international companies are increasingly searching for employees who are bilingual. Those with a bilingual education have the advantage.

4. Children with a bilingual education are more adaptable

Language isn't just about learning sets of words and grammar, it is also understanding other cultures and another way of life. The advantage of bilingual education gives children a broader outlook and brings them closer to different races and nationalities. In a world that is constantly changing, communication is becoming increasingly important. Children who are able to communicate with a variety of cultures are the ones that will have more advantages in life.

5. A bilingual education creates more cultural opportunities

A major advantage of attending a bilingual school is that you get to meet with people from different backgrounds. Learning about other cultures is important for children and helps them to understand the world around them. It helps them to grow up more open minded and accept differences.

Disadvantages

- All learners might not have sufficient second language or L2 proficiency to cope.
- Some look at bilingual education as requiring proficiency in the L2, whereas others see bilingual education as developing proficiency in the L2. This is linked to age at when bilingual education starts.
- Each context is different and so it can be difficult deciding, for example: - whether bilingual education will be for the whole school or for a bilingual stream - what age to start bilingual education, as there are pros and cons of an early start and a later start.
- Students learning through an L2 need to be systematically supported over a period of 5-10 years in developing proficiency in the use of academic language.

MULTILINGUALISM:

Multilingualism is the use of two or more languages, either by an individual speaker or by a community of speakers. Multilingual speakers outnumber monolingual speakers in the world's population. Multilingualism is becoming a social phenomenon governed by the needs of globalization and cultural openness. Owing to the ease of access to information facilitated by the Internet, individuals' exposure to multiple languages is becoming increasingly frequent, there by promoting a need to acquire additional languages. In recent years, linguistic research has 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.

The challenges of teaching in the multicultural classroom:

Higher academics like colleges, Universities, Engineering, agriculture, medicine and research which impressed the international

students. In this academic should face many problems in classroom teaching method.
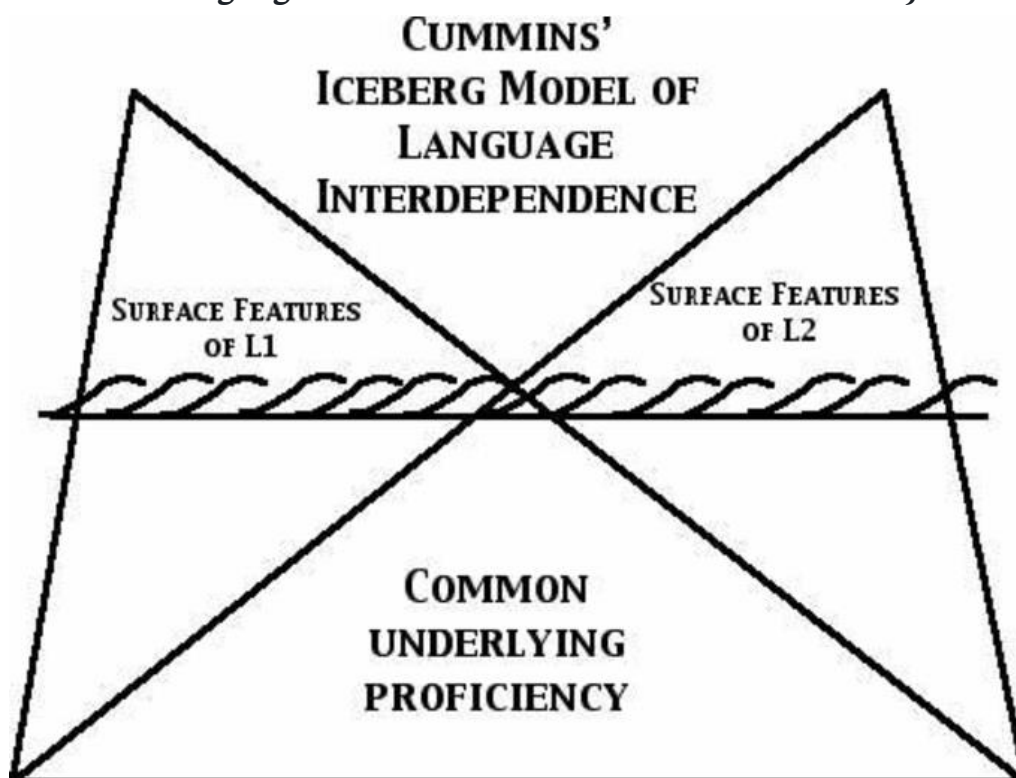
They are

➢ All should teach in common language
➢ In teaching use simple words, more activities, lesser the intermission between teaching learning method.
➢ Teacher should speak but before consider and enables the word meaning. In one language the words which are accepted is rejected by other language. Because cultural background of the people is different.
➢ Food habits, dress and ornaments, relationship with opposite gender, confident, behavior, and hobbies were reflected in culture difference. Teacher and students should avoid criticism above all these characters.
➢ The teacher should discuss with the students before select the dress codes.
➢ International students frequently need more help for understanding Carleton's specialized academic vocabulary. In particular, concepts such as distribution requirements, major requirements, and liberal arts are new to many international students.
➢ A balanced work load, taking into consideration relative amounts of readings, writing and lab work, with particular consideration of the student's English language skills.
➢ A balance among courses in the student's major, distribution requirements, and electives within keeping of a liberal arts education.

LINGUISTIC INTERDEPENDENCE AND THE EDUCATIONAL DEVELOPMENT OF BILINGUAL AND MULTI-LINGUAL CHILDREN

The Linguistic interdependence Hypothesis or the Iceberg Model was introduced by Cummins in the year 1978 and argues that there could be positive transfer of knowledge and cognitive processes from one

language to another in bilinguals. The interdependence hypothesis includes the attributes of both 'transfer' and 'underlying cognitive processes' as basis of the correlation between Ll and L2 literacy -related abilities. Cummins observes that consistent cross lingual relationships between aspects of L1 and L2 are reflective of underlying attributes of the individual in addition to characteristics of the input. That is transfer and attribute are "two sides of the same coin". The attributes enable the transfer of language. These attributes are not innate. They are learned

CUMMINS'
ICEBERG MODEL OF
LANGUAGE
INTERDEPENDENCE

SURFACE FEATURES
OF L1

SURFACE FEATURES
OF L2

COMMON
UNDERLYING
PROFICIENCY

Cummins claims that when students possess the skills and knowledge to use two or more languages, a 'two way' transfer across the language potentially occurs.

Sources of Linguistic Interdependence (as summarized by Cummins):

The positive relationship between Ll and L2 may be looked at as being drawn from three sources: and L2 may be

1. Application of the same cognitive and linguistic abilities and skills to literacy development in both languages.

2. Transfer of general concepts and knowledge of the world across languages, meaning that the individual's prior knowledge of LI represents the foundation or schemata upon which L2 acquisition is built;

3. To the extent that tthe languages are related, transfer of specific linguistic features and skills across languages.

Implications for Language Policy and Classroom Instruction

❖ The interdependence theory highlighted the importance of teaching for cross linguistic transfer both in monolingual programmes taught through the medium of instruction.

❖ It brought to light the fact that in mono-lingual school programmes, the home language knowledge and the abilities that students carried with them to school were significant to their learning of the language and hence must be constructed upon rather than being disregarded or overlooked.

❖ The linguistic interdependence theory brought to light the fact that academic and psychological assessment tests in the school language may not be considered the only method of assessment as students' fair better in cognitive development and knowledge when the assessments are conducted in their home language.

❖ The Bilingual Verbal Abilities tests (BVAT) was designed as an outcome of increased awareness of the above. It was designed to assess bilingual students combined verbal conceptual knowledge in Ll and L2.

❖ Language Interdependence has nullified the advice given to parents of bilinguals and educators to interact with bilinguals in the school language. This is found to underestimate the potential of the

students towards developing strong conceptual and academic skills in their Ll and, also compromises children's development of academic skills in the school language.

Nature of Reading comprehension in the content areas:

The goal of reading understands. In order to understand print, a child must be able to decode the words on the page and the exact meaning. Comprehension is the goal of both reading and listening. Successful comprehension enables readers (or listeners) to acquire information, to experience to communicate successfully, and to achieve academic success. Good reading comprehension involves reading the words on the page, accessing their meanings, computing the sense of each sentence.

Reading Comprehension in the Content area: Reading comprehension instruction often includes strategies for tackling certain, discrete skills, like vocabulary, identification of main ideas, and comparison within and between texts. Comprehension of a text is made up of smaller pieces all come together in perfect harmony

Reading Comprehension for Primary students: Primary school teachers often have the difficult jobs of teaching all subject areas. While this means having to know a lot of information about a lot of difference topics, it also means that elementary level teachers are more likely to easily employ reading comprehension strategies across all areas. Some activities are followed to develop reading skills in primary students.

Mimic Literature Circles: Teacher can give task like clarifier, connection maker, questioner and summarizer to students. This will help the students to get deep comprehension in the subject.

> **Important Words:** Give meanings for the difficulty words helps the students to understand the subject easily.

- ➤ **Main Idea and Details:** Encourage these students to underline and highlights of main ideas and details. So that students get main ideas and details in the subject.
- ➤ **Re-Reading:** Re-reading a text will familiarize the students with the subject matter.
- ➤ **Ask Why? and How?:** These two questions get at the analytical and inferential thinking important for mastering comprehension of subject matter text.
- ➤ **Reading Comprehension for middle school and High school students:** In middle school and high school teacher teach in a particular discipline. The Following Method is used for reading comprehension.
- ➤ **2 Column Notes:** This strategy asks students to respond to a text by organizing notes and thoughts into two columns. The left column is labelled "Key Ideas" and the right is labelled "Responses". The "Key Ideas" section includes traditional notes from the text, like main ideas in details, people and events. The "Responses" section is a place for students to record questions, inferences, assumptions, and connections they've made. By linking them better they can internalize the information from the text.
- ➤ **Important Words:** Before starting the class, students allowed to note most important words. Asking the students to identify the important words which help them to determine the main ideas and key details of academic texts.
- ➤ **Free- From Mapping:** This strategy allows students to create visual representations of their ideas. This is known as free- form mapping.

Developing Writing skills for writing in specific content areas: The teaching of basic writing skills helps the students to write to Learn, Write to

Understand, Writer to Construct New knowledge, write to study, write to Question, write to Communicate, and write to prove a Point.

Writing to Learn Strategies for English

Writing in English can furnish teachers with valuable insight into students thinking and understanding through,

- ➢ Anticipation Guides
- ➢ Before, during and After Interactive Notes
- ➢ Column Notes
- ➢ Compare/contrast
- ➢ Concept/Vocabulary Expansion
- ➢ Inquiry Charts
- ➢ Idea Funnel
- ➢ Marginal notes
- ➢ Quick –write -free write
- ➢ Understanding story

Strategies for Writing to Learn in Social studies: When the students write in Social studies they must think critically about the events and issues they have studying. Four basic types of writing are frequently used in social studies: reporting, exposition, narration and argumentation.

The following Strategies are used to develop writing   skills in social studies

GIST: Writing main ideas or hints specially the author's main ideas is called GIST

Learning Log: Learning Logs document is defined as the learning that occurs during a class, a project, or a unit of study.

Question-Answer Relationship (QAR): QAR is a way of describing possible places for finding answers to questions

Quick Writes: Quick Writing is a motivating, pre-reading activity that prepares students for reading new material or reviewing material in preparation for the understanding new information to be read.

RAFT (Role, Audience, Format, and Topic): This strategy requires students to write using and assigned format to an audience other than the teacher.

Reading Response Journal: Journals have been used successfully as means for students to express their thoughts,, feelings, and reactions about reading

Strategies for Writing to Learn in Science: Writing in Science can help the students examine their knowledge and understanding of basic science concepts and ideas.

➢ Cause and effect of Graphic Organizer

Have students completer a graphic organizer that explains the cause and effect of relationship.

➢ Column Notes

➢ Use a T-Chart to define terms or explain process

➢ Compare and Contrast

➢ Use a Venn diagram to compare and contrast

➢ Vocabulary Trees - Use Vocabulary organizers to study the parts of scientific words and their positions in sentences

➢ Gist

➢ Journaling (Science Notebooks)or learning Logs

➢ Simile Reviews

➢ Quick Write/Exit slips

➢ Word Bank Writing

Strategies for writing to learn in Mathematics: Writing in Mathematics can help students make sense of the process and help teachers understand what students are learning

Following Strategies are used to develop writing skills in Mathematics

- Column Notes
- Compare and Contrast
- Quick Write
- Symbols, Meanings, Writing
- Test Corrections

STRATEGIES FOR DEVELOPING ORAL LANGUAGE IN THE CLASSROOM THAT PROMOTES LEARNING IN THE CONTENT AREAS

Oral language is not just speaking language. It is a large set of skills that encompasses listening comprehension, understanding and producing complex language, vocabulary, word knowledge, grammatical knowledge, phonological skills, and so much more.

A Few Strategies for Building Oral Language Skills

1) Show and Tell: Students bring an item from home that they want to talk about and there is a precious question and answer session that ensures.

2) Daily Oral Language: Traditionally, this is an activity where each day, there is a prompt written on the board for students, such as a sentence written with incorrect grammar for students to correct individually.

For example, give the words "Since" "Robert" and "party" and makes the students come up with a grammatically correct sentence and discuss as a whole group.

Another example is to pre-teach a vocabulary word that could be used that day. Show the vocabulary word and make the students to talk about

its meaning together in a small group and made them to draw a group picture representing that word. Then share out it with the large group.

3) Dramatic Vocabulary. The students get in a circle and the teacher has a set of cards with that week's vocabulary words on them. The teacher pulls a card and gives it to one student, who must act out the vocabulary word for the other students to guess. After it is correctly guessed, the students say, spell, and write the definition of the word together on the board.

4) Word Wall: It is used in secondary classrooms with added elements, such as grouping by prefix, suffix, roots, etc. Basically, it is a wall of words that are frequently used in the classroom that are posted for easy reference. Teachers, feel free to comment on how you elaborate on the classic Word Wall.

5) Debates and "Take A Stand" activities. Group the students to form teams for a debate we can provide reading materials for the students to support their argument, or begin a research project for students to find their own material for a debate.

6) Listening Activities. For the little ones, this can be done with 'telephone" where the kids get in a circle and the teacher whispers a sentence to the first kid, and they have to whisper the sentence to the next kid. The goal is to have the sentence to be in tact at the end.

For older students, teaching listening skills can be in the form of teaching good note-taking skills during lecture. Give the class a list of key phrases that they want to listen for in a lecture such as, "This is important.", "One of the main things..." "The first thing you have to do is..., etc", "You will need to know..." To begin, you could ring a little bell or something when you use the key phrase, then transfer that job to a student.

Reading in the content Area:

Content area reading refers to help students to bitterly understand what they read in a particular content area course. It has been broadened in recent years to integrate reading, writing, talking, listening and viewing in text related learning. The main idea is to use these language parts effectively to maintain high level learning. A number of studies have shown that children could be taught strategies to improve learning of fictional and informational texts. Because of using content area literacy strategies, students increase their abilities to internalize content of courses, and develop conceptual understanding about subject matters.

Teachers use following strategies in everyday   instruction.

- ➢ Discussions helps the students to become more aware of their own cognitive processes and to help them set a purpose for using comprehension strategies.

- ➢ Increase the amount and quality of open sustained discussion of the reading content

- ➢ Set and maintain high standards for text, conversation, questions, and vocabulary

- ➢ Motivate the students in reading

- ➢ Give students more choices of text and assignments to build their own.

Reading in Science:

While reading science textbooks requires the same critical thinking, analysis and active engagement as performing hands on science activities. Science and reading have many process skills in common.

The general reading skills needs to comprehend the narrative text and the readers of science text also must be able to apply the following knowledge and skills:

- Understand specialized vocabulary terms and phrases that are unique to science
- Understand vocabulary terms and phrases that have different meanings when used in science
- Interpret scientific symbols and diagrams
- Recognize and understand organizational patterns common to science text.
- Use Inductive and deductive reasoning skills

Reading in mathematics:

The National Council of Teachers of Mathematics (1996) states that, "Because mathematics is so often conveyed in symbols, oral and written communication about mathematical ideas is not always recognized as an important part of mathematics education. Naturally students do not necessarily talk about mathematics. The teachers should help them to do so.

Reading Requirements for Mathematics Text:

Students must learn to read through the problem to ascertain the main idea. Students have to visualize the problem's context and then apply strategies that they think will lead to a solution, using the appropriate data from the problem statement. Students must know the following key terms: Mathematical such as prime. Median, mean, mode, product, combine, dividend, height, difference, example, and operation. Teachers should use suitable technique to teach Mathematics.

Reading in social Science:

Social studies teachers can help students to activate their prior knowledge and evaluate their understandings by using pre-reading techniques. Some of these techniques are

- Brainstorming ideas that a topic brings to mind:

- Previewing a passage, noting healings, bold print, and pictures
- Asking questions about the topic
- Presenting an issue or situation that needs some problem solving:
- Constructing an advanced organizer, web, or outline from passage headings for use in note taking.

The study of social studies is much more than memorizing historical facts, geographical statistics or government, civic and economic terminology

Conclusion:

In this unit , the concept of Bilingualism and its different kinds, advantages and disadvantages of bilingual education, concept of multilingualism, challenges of teaching language in multicultural classroom, linguistic inter-dependence and the educational development of bilingual and multilingual children, nature of reading comprehension content areas ,strategies used for reading comprehension in content areas, developing writing skills in specific content areas, strategies for developing oral language for promoting learning across subject areas, reading in the content areas and instructional strategies of developing reading content areas of mathematics, science and social studies were discussed elaborately.

Important Questions

5 mark questions

1. What do you mean by Multilingualism? Explain the challenges of teaching language in multi- cultural class room
2. Explain the nature of reading comprehension in the content areas
3. Explain the process of reading the content areas and the steps involved it
4. What do you mean by bi-Linguicism? What are its kinds

Seven mark questions

1. Explain the linguistic inter-dependency hypothesis of Jim Cummins and its implications on the educational development of bilingual and multilingual children

2. Briefly explain the strategies for developing oral language for promoting learning across the subject areas

3. How writing skills for writing in specific content areas are developed in children?