

UNESCO 2009; Policy guidelines on inclusion in Education.

Zastoupil, L., & Moir, M. (1999). *The great Indian education debate: Documents relating to the Orientalist-Anglicist controversy, 1781-1843*. Psychology Press.

SEMESTER- I

BED C 103: LANGUAGE ACROSS THE CURRICULUM

Hours of Instructions: 50 Hours

Maximum Marks 60 (50 External+10 Internal)

Rationale and Aim

Language is not only the means of communication, it is also a medium through which most of the knowledge is acquired. It is a system that structures the reality around us and represents it in our minds. Language and content are closely interrelated-content subjects provide context for language learning while effective language development facilitates learning of content subjects. Consequently, all teachers are encouraged to participate in developing language skills and competences within their fields of responsibility and thus contribute to a school *learning* policy as a whole. The primary objective of this paper is to make prospective teachers aware of the dynamics language operationalizes, as it exists in the classroom, in children's homes and the larger society and nation and make them globally competent.

Objectives:

To help the students to:

- Improve language proficiency and understanding of academic content.
- Know the function of Language, the language background of children and how children use language as a tool.
- Understand the nature of different class room discourses
- Understand the nature of reading comprehension in the content areas.
- Develop strategies for using oral language in the class room
- Understand how oral and written language can be used in the class room to ensure optimal learning.

Mode of Transaction

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers/case studies
- Project Method
- Participatory transaction by building them around responses of students.
- Giving Students opportunities to go through experiential process for transacting some topics such as process writing, reading, speaking, etc.

Units of Study

Unit 1: Language Across the Curriculum: A Conceptual Discussion **8 hrs**

- 1.1. Language Across the Curriculum- meaning need and benefits
- 1.2. Principles and practices of LAC approach in class rooms
- 1.3. Language and Communication skill - language and thinking process-
Language as a tool for conceptualising/thinking
- 1.4. Role of content subject teachers and language Teachers in LAC

Unit 2: Language and Teacher **15 hrs**

- 2.1. Importance of teacher language-criteria of good teacher language-elements
contributing to good teacher language (speed, vocabulary, structure, content,
flexibility)
- 2.2. General Class room language of teacher- praising students, saying a student is
wrong, encouraging students after they have given answers, encouraging students to
speak, beginning and ending of lessons, marking stages of a lesson, class room
organization, eliciting answers/ explanations , clueing, giving instructions for pair/group
work, instructions for home assignments, checking understanding, instruction for tests
and examinations, etc.

Unit 3: Language and Children **05 hrs**

- 3.1. Language acquisition and language learning- Myth and reality

3.2 Home language and school language; the power dynamics of the 'standard' language as the school language vs. home language or 'dialects.

3.3. Listening-strategies to help students in listening; subject related listening activities

3.4. Speaking-Strategies to help students in speaking; discussion as a tool for learning;

3.5. Deficit Theory (Eller , 1989), Discontinuity theory

3.6. Importance of giving students a list of class room expressions-asking for repetition, asking for clarification, making requests, asking for feedback, asking for permission, apologizing, group work/pair work, etc.

Unit 4: Language Development and Reading

12 hrs

4.1 Reading as a Source for Language Development-Different Levels of Reading-Literal-Interpretive-Critical-Creative

4.2. Different Types of Reading- Detailed- Skimming- Scanning- Reading strategies for children- note making and summarizing

4.3. Strategies for improving reading- *Making use of typographic*

clues (italics, bold faced print)--*Making use of patterns of knowledge*

(description, sequence, comparison and contrast, cause and effect,

definition, classification, hypotheses, exemplification and evaluation)

Making use of graphics—tables, bar graphs, line graphs, pie charts, flow charts, pictographs, maps, photographs, cartoons, time lines, etc--*Making use of information transfer activities*

SQR3-Survey, Question, Read, Recite and Review: Use of SQR3 in different subjects.

Unit 5: Language and Writing

10 hrs

- 5.1. Difference between Spoken Language and Written Language
- 5.2. Types of Writing: Expository, Descriptive, Persuasive, Narrative-Fictional and Nonfictional- Freelance Writing and its Areas
- 5.3. Analyzing children's writings to understand their conceptions;
- 5.4. Projects for developing writing: Teacher's involvement-sources of information-forms of presenting information, Techniques for designing a questionnaire, techniques for conducting interview- guidelines, report writing- techniques; oral presentation techniques.
- 5.5. Useful websites for all subjects

Suggested Tasks/Assignments

- Select two stories from children's literature and identify teaching points from each story to be used for developing for oral expression. Submit a detailed report.
- Prepare plans of subject specific class room language Tasks/Assignments
- Preparation of Brief Autobiography
- Preparation and Presentation of Speeches

Reference

1. Agnihotri, R.K. (1995). Multilingualism as a Classroom Resource.
2. Anderson, R.C. (1984). *Role of the Reader's Schema in Comprehension, Learning and Memory*. In R.C. Anderson, J. Osbon & R.J. Tierney (Eds.) *Learning to Read in American schools: Based Readers and content texts*. Hillsdole, NJ: Lawrance Erlbaum Associates.
3. Browne, A. (2007). *Teaching and Learning Communication, Language and Literacy*. London, UK: Paul Chapman, 175-210.
4. Curtain, H. A. and Dahlberg, C. A. (2004). *Languages and Children: Making the Match*. Boston: Pearson.
5. Kumar, K. (2007). *The Child's Language and the Teacher*. India: NBT.
6. Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press.
7. Morgan, J. & Rinvolutri, M. (1983). *Once upon a time: Using stories in the*