COURSE 4: LANGUAGE ACROSS THE CURRICULUM

Course objectives:

At the end of the course, the student-teachers will be able to:

1. Understand the language background of the learner,

2. Know language diversity in the classroom,

3. Understand the nature of communication process in the classroom,

4. Understand the nature of reading comprehension in different content areas,

5. Develop multilingual awareness among the learners.

Unit I Language and Society

Language: Meaning, concept and functions - Understanding of Home language and School Language - Understanding the language background of the learner - Developing oral and written language in the classroom - Language and Culture.

Suggested instructional approaches/methods:

Organize the students to participate in Discussion on Home Language vs. School Language.

Visit a school in your neighborhood and find out the language background of students and conduct a seminar highlighting the language diversity that exists in the classroom.

Unit II Language diversity in classrooms

First Language and Second Language Acquisition - Using of First and Second Language in the classroom - Difference between language as a school subject and means of Communication. - Relationship between language mastery and subject mastery. - Mastery in first language and subject - mastery in second language and subject. - Understanding of multilingualism in classroom.

Suggested instructional approaches/methods:

Observe two Language classes of secondary schools (one rural and the other urban) and record the discipline-based language, language and student language during interaction-Make a comparative analysis.

Conduct a seminar on: "Language is the vehicle that carries the content".

Unit III Position of English Language in the Indian Context

Position of English as a second language in India - Communication process in the classroom - The nature of classroom discourse; oral language in the classroom; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control.

Suggested instructional approaches/methods:

Arrange an extempore speech competition regarding importance and development of language.

Discussion on common errors in pronunciation and its remedial exercises for students.

Unit IV Language across Curriculum

Language for specific purpose and subjects – Social Sciences, Science and Mathematics - Critical review of medium of instruction - Factors related to poor reading comprehension - Developing skills of reading comprehension - Theories of Language- Deficit theory and Discontinuity theory - Educational implications of language - Understanding the nature of classroom interaction.

Suggested instructional approaches/methods:

Participation in two Extempore Presentations, one Debate, one Paragraph writing and one Application writing. To be the basis of Evaluation after exhaustive sessions to improve communication skills.

Discussion on "Language development in the school is the responsibility of all the teachers".

Unit V Language related issues

Bilingualism - Multilingualism - Challenges of teaching language in multicultural classroom - Nature of reading comprehension in the content areas. - Developing writing skills for writing in specific content areas. - Strategies for developing oral language in the classroom that promotes learning in the subject areas. - Reading in the content areas – Social Sciences, Science and Mathematics; nature of expository texts Vs. narrative texts; transactional Vs. reflexive texts; Schema theory; text structures; examining content areas textbooks; reading strategies for note-making, summarizing; making reading-writing connections; process writing; analyzing children's writing to understand their conceptions; writing with a sense of purpose – writing to learn and understand.

Suggested instructional approaches/methods:

Talk to the students and find out the different languages that they speak. Prepare plan to use multilingualism as a strategy in the English classroom.

Interact with 5 student-teachers and present a paper on:

> • The structure of their language
> • Pronunciation
> • Vocabulary.

Task and Assignments:

1. Based on Eller Deficit Theory: Children's from lower socioeconomic classes "cannot speak complete sentences, do not know the names of common objects, cannot form concepts or convey logical thoughts."

Step-1: Student teachers have to find the students who are undergoing this type of problem.

Step-2: According to Eller theory, give a remedial treatment by teaching correct pronunciation.

Step-3: The pronunciation of the students before training and after training can be recorded to find the progress of the students.

2. Take a few passages from Science, Social Science and Maths textbooks of Classes VI-VIII/ IX-X/ XI-XII and analyses on the following issues and offer your findings and suggestions.
   • How are the different registers of language have been introduced?
   • Does the language clearly convey the meaning of the topic being discussed?
   • Is the language learner-friendly?
   • Is the language too technical?

References:

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3 Krashen, S.D.(1981), The study of second language acquisition and second language learning. Oxford: Oxford University Press.

4 Richards,J.C.(2006), Communicative language teaching today. Cambridge: Cambridge University Press.

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6 Widdowson, H. (1978), Aspects of language teaching. Oxford: Oxford University Press.

7 Wallace, M.J. (1998). Study skills in English. Cambridge: Cambridge University Press.

8 Forum for across the curriculum teaching –
   http://www.factworld.info/

9 Language for understanding across the curriculum –
   www.det.act.gov.au>LUAChandbook

10 Curriculum guide – Language arts language across the curriculum –
   www.moe.gov.jm>sites>default>files.