

LANGUAGE ACROSS THE CURRICULUM

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Paper III

LANGUAGE ACROSS THE CURRICULUM

Marks: 50 (40 + 10)

Course Objectives:

The student teachers will be able to:

- 1). Understand the nature, importance and use of Language.
- 2). Acquaint with some latest methods and approaches for planning of successful language teaching.
- 3). Identify and be sensitive to the proficiency, interests and needs of learners.
- 4). Practice learner centered methods and techniques in the classroom.
- 5). Use technology to enrich language teaching.
- 6). Encourage continuous professional development.

BLOCK 1 - LANGUAGE AND SOCIETY

- ☐ Meaning , Nature and Scope of Language
- ☐ Role of Language in life: Intellectual and Emotional Development
- ☐ Role of Language in life: Social, Literary and Cultural Development
- ☐ Characteristics of Language Development

BLOCK 2-LANGUAGE LEARNING AND THEORIES OF LANGUAGE

- ☐ Factors affecting Language Learning : Physical and Psychological Factors
- ☐ Factors affecting Language Learning: Social and other Factors
- ☐ Theories of Language: Divine Gift Theory, The Pooh or The Interjectional Theory, The Ding-Dong Theory, The Yo-He-Ho- Theory,
- ☐ Theories of Language: The sing- song Theory, The Ta-Ta Theory, The Babble- Luck Theory, The Tongue-Tie Theory, The Contact Theory.

BLOCK 3- CURRICULAR PROVISIONS AND POLICIES FOR LANGUAGE EDUCATION

- ☐ Position of Languages in India; Articles 343-351, 350A; of Constitution of India
- ☐ Kothari Commission (1964-66)
- ☐ National Policy on Education (NPE)-1986; Programme of Action (POA)-1992
- ☐ National Curriculum Framework-2005 (Language Education), NCFTE - 2009 (Language Education).

BLOCK 4- LANGUAGE SKILL: CONCEPT, MEANING, IMPORTANCE AND NEED

- ☐ Meaning, Importance and Need for development of Language Skills.
- ☐ Approaches to Language Learning: Traditional Method, Textbook Method
- ☐ Approaches to Language Learning: Communicative Method, Grammar-cum-Translation Method
- ☐ Principles and Maxims of Language Learning

Activities (Any One of the following):

Discuss 'Multilingualism as a Resource'

Analyze s advertisements aired on Radio/Television on the basis of language and gender.

Analyze few passages from Science, Social Science and Maths textbooks of Classes VI to VII and Write a Report based on Following Issues

- (i) How the different registers of language have been introduced?
- (ii) Does the language clearly convey the meaning of the topic being discussed?
- (iii) Is the language learner-friendly?
- (iv) Is the language too technical?
- (v) Does it help in language learning?

SUGGESTED READINGS

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INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Section B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

UNIT-1

Meaning, Nature and Scope of Language

Lesson Structure

1.1 Introduction

1.2 Learning Objectives

1.3 Meaning and Definition of Language

Self Check Exercise-1

1.4 Characteristics of Language

Self Check Exercise-2

1.5 Nature of Language

Self Check Exercise-3

1.6 Various forms of Language

Self Check Exercise-4

1.7 Scope of Language

Self Check Exercise-5

1.8 Linguistics Principles

Self Check Exercise-6

1.9 Summary

1.10 Glossary

1.11 Answers to self check exercises

1.12 References/ Suggested Readings

1.13 Terminal Questions

“It is true that we use language to communicate with others. However, language is much more than a communication system. The most recent thinking about the nature of language suggests that language is first and foremost a representational system; a system which provides us with the symbols we need to model for ourselves, to ourselves, inside our heads, the universe around us. This modelling, carried out using the symbols (“words”) provided by language, is commonly called “thinking.” The communication function of language, which allows us to represent things not only to ourselves but to others as well, is an added benefit. Man alone of all mammals is capable of reaching back into the depths of time and evoking the collective knowledge of his forebears the sum total of their wisdom and folly, aspirations and achievements, triumphs, failures and dreams. The talisman with

which he effects this miracle of transcending time and death is language and it is language peculiar to the human family that has placed man at the apex of the evolutionary ladder. Language is thus unique to man and without language "man would never have become fully human".Weston La Barre.

1.1 Introduction

Language is one of the vital factors that differentiate human from other creatures. As a human being we need, language to express our emotions, ideas, feelings and thoughts to people by using sounds, gestures and signals that have pattern. So language is a communication device using sounds, signs and symbols which have meaning. Human language is not dependent on a single mode of transmission (sight, sound, etc.) and is highly variable between cultures and across time. Human languages have the properties of productivity and displacement, and rely on social convention and learning. Language, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release. Language is the ability to acquire and use complex systems of communication, particularly the human ability to do so, and a language is any specific example of such a system. Language is the divine gift of the god. It is language that distinguish man from animals. Language is man's finest asset . To the philosopher language may be the instrument of thought, for we think through language. The scientific study of language is called linguistics. Human language has the properties of productivity, recursivity, and displacement, and relies entirely on social convention and learning. Its complex structure affords a much wider range of expressions than any known system of animal communication. Language is thought to have originated when early hominins started gradually changing their primate communication systems, acquiring the ability to form a theory of other minds and a shared intentionality. Languages evolve and diversify over time, and the history of their evolution can be reconstructed by comparing modern languages to determine which traits their ancestral languages must have had in order for the later developmental stages to occur. A group of languages that descend from a common ancestor is known as a language family. A human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols. The study of language is called linguistics. A system for communicating. Written languages use symbols (that is, characters) to build words. The entire set of words is the language's *vocabulary*. The ways in which the words can be meaningfully combined is defined by the language's *syntax* and *grammar*. The actual meaning of words and combinations of words is defined by the language's *semantics*. The ramifications of modern science have since revealed the lacunae in this description. Psychologists asked, "What is thought?". Linguists asked, "What is a word?" Zoologists observed that many animals and birds and even insects have systems of communication that may be regarded in a crude sense as language. Psychologists have pointed out that human language depends on the interplay between the highly complex vocal apparatus of a speaker and the equally intricate and remarkable auditory organs of a listener. And, in its manifold aspects, the study of language has involved Physics, Phonetics, Acoustics, Neurology, Logic, Information theory, Semantics and the branch of philosophy known as Symbolism or theory of signs.

1.2 Learning Objectives:

After completing the lesson, you will be able to:

- Define Language
- Nature of Language
- Scope of Language

1.3 Meaning and Definitions of Language

English word language derived from Latin word 'Lingua' which implies 'tongue'. The French term 'language' and 'Parola' also implies of language. In Hindi the word of language or 'Bhasha' is organised from a Sanskrit root 'Bhash" which implies sound or speech.

Signs for expressing: - The signs used for expressing are:

a) Touch sign

b) Audio sign

c) Vision Sign

1) Language is the mother of emotions and thoughts and is meant and medium of expression.

2) Nowadays, the man not only express his feelings only through verbal language rather than he take support of the non-verbal language of expressing of thoughts also. So, we have two forms of language: verbal and non- verbal.

3) Language includes all those verbal and non-verbal actions of human beings that are related to the communications of ideas.

4) It consists of several subsystems that are related to sound, meaning, overall structure and everyday use.

Language is a system of symbols and rules that is used for meaningful communication. A system of communication has to meet certain criteria in order to be considered a language. A language uses symbols, which are sounds, gestures, or written characters that represent objects, actions, events, and ideas. Symbols enable people to refer to objects that are in another place or events that occurred at a different time. A language is generative, which means that the symbols of a language can be combined to produce an infinite number of messages. A language has rules that govern how symbols can be arranged. These rules allow people to understand messages in that language even if they have never encountered those messages before.

The scope of language is widened with the widening scope of human activity. Today there is no activity, which does not find its expression in terms of language. No subject can be pursued, be it arts or science without using and understanding language. Human activity linked to language goes on widening in the manner of concentric circles. Generally speaking Language is a socially shared code, or conventional system, that represents ideas

through the use of arbitrary symbols and rules that govern combinations of these symbols (Bernstein and Tiegerman, 1989, P. 4). Therefore it may be seen that language is a code whereby ideas about the world are represented through a conventional system of arbitrary signals for communication (Bloom and Lahey, 1978). Language is the most important phenomenon in the world. The study of the process of semiosis, how signs and meanings are combined, used, and interpreted is called semiotics. Signs can be composed of sounds, gestures, letters, or symbols, depending on whether the language is spoken, signed, or written, and they can be combined into complex signs, such as words and phrases. From birth to death, all our activities are regulated by language. The human knowledge and culture is stored and transmitted in language. Thinking is only possible through language. In our dreams, we make use of language. Language dominates every aspect of human life. Language is a mean of communication. With the help of language, we can express our thoughts and feelings to others. Without language, society would be impossible. Language does not mean a collection of words strung together in sentences, each word having a separate identity and meaning. In fact, the words are brought together in special ways to give highly systematic order from which we get a meaning. Similarly, there is no one meaning for each word in a sentence. Language has form, substance and context.

(a) Child and the language :

Human speech is very much complicated. It cannot be explained from any single source. The first sound a child makes on coming into the world is one of discomfort, it is a cry, a reflex action and the child does not expect a response (Hindustan Times, 1964). The child's first cry is an evidence that he is alive. Whether it is despair, gloomy seriousness, or youthful hilarity, that gives rise to the origin of speech, it is an expression of primeval feelings and emotions. As the child grows and his parents answer his cries, he soon learns to attach meanings to them. As such, in due course, the language becomes a tool in his Language Across the Curriculum hands. Halliday (1975) identifies the following functions of language:

(b) Instrumental function: Language permits the child to satisfy his needs and to express his wishes. This is the "I want" function.

(c) Regulatory function: Through language the child is able to control the behaviour of others; this is the "do that" function.

(d) Interpersonal function: Language can be used for interacting with others in the child's social world; this is the "me and you" function.

(e) Personal function: A child expresses his unique views, feelings, and attitudes through language; through language the child establishes his personal identity.

(f) Heuristic function: After the child begins to distinguish himself from his environment, he uses language to explore and understand his environment. This is the questioning, or "tell me why", function.

(g) Imaginative function: Language permits the child to escape from reality into a universe of his own making. This is the "let's pretend", or poetic function of language.

(h) Informative function: Children can communicate new information through language; this is the “I’ve got something to tell you”, function. As the above list suggests, language serves a wide range of purposes for the developing child.

Definitions

A language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing. Some definitions of language are given below.

A language is defined as “a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds gestures or marks having understood meanings.” (Webster’s, 654), and “is a tool for communication” (Emmet, 22).

1. “Language exists only when it is listened to as well as spoken. The hearer is indispensable partner”. -- John **Dewey**
2. “Language is the expression of thought by speech sound”. – **Sweet**
3. “Man is man through language alone”. **-Humboldt**
4. **Oxford English Dictionary** defines language as “**Words and the methods of combining them for the expression of thoughts**”
5. **According to Edward Sapir (1921)**, “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.”
6. **According to Bolinger**, “**Language is species specific.**”
7. **According to H.A. Gleason**, “**Language is one of the most important and characteristic forms of human behavior.**”
8. **According to B. Bloch, (1942)**, “**A language** is a system of arbitrary vocal symbols by means of which a social group cooperates.”
9. **According to Wayne Weiten, (2007)**, “**A language** consists of symbols that convey meaning, plus rules for combining those symbols, that can be used to generate an infinite variety of messages.”
10. **According to Ben Jonson**, “**Language most shows a man; speak that I may see thee.**”
11. **According to Walt Whitman**, “**Language** is not an abstract construction of the learned, or of dictionary makers, but is something arising out of the work, needs, ties, joys, affections, tastes, of long generations of humanity, and has its bases broad and low, close to the ground.”
12. **According to Allen**, “**Language is a mean of communicative thoughts.**”
13. **According to Karl Kraus**, “**Language is the mother of thought, not its handmaiden.**”

Self- Check Exercise-1

1. Which of the following statements best describes the function of language as mentioned in the text?
 - a) Language is only used for verbal communication.
 - b) Language is a system of symbols and rules used for meaningful communication.
 - c) Language is a collection of unrelated words and symbols.
 - d) Language does not involve any rules or systems.
2. According to the text, what are the two primary forms of language?
 - a) Verbal and physical
 - b) Written and signed
 - c) Verbal and non-verbal
 - d) Spoken and digital
3. Which of the following best describes the role of symbols in a language?
 - a) Symbols only represent objects in the immediate environment.
 - b) Symbols are sounds, gestures, or written characters that represent objects, actions, events, and ideas.
 - c) Symbols are used to represent only spoken words.
 - d) Symbols are arbitrary and have no meaning.
4. Which function of language is described as allowing a child to explore and understand their environment?
 - a) Instrumental function
 - b) Regulatory function
 - c) Heuristic function
 - d) Interpersonal function
5. According to the text, what is the primary characteristic of a language system?
 - a) It has no rules and is random.

- b) It uses arbitrary symbols without any conventional system.
- c) It is a set of symbols and rules that allow for the generation of an infinite number of messages.
- d) It is only useful for expressing personal feelings.

1.4 Characteristics of Language:

Language is primarily an auditory system of symbols. In so far as it is articulated it is also a motor system, but the motor aspect of speech is clearly secondary to the auditory. In normal individuals the impulse to speech first takes effect in the sphere of auditory imagery and is then transmitted to the motor nerves that control the organs of speech. The motor processes and the accompanying motor feelings are not, however, the end, the final resting point. They are merely a means and a control leading to auditory perception in both speaker and hearer. Communication, which is the very object of speech, is successfully effected only when the hearer's auditory perceptions are translated into the appropriate and intended flow of imagery or thought or both combined. Hence the cycle of speech, in so far as we may look upon it as a purely external instrument, begins and ends in the realm of sounds. The concordance between the initial auditory imagery and the final auditory perceptions is the social seal or warrant of the successful issue of the process. As we have already seen, the typical course of this process may undergo endless modifications or transfers into equivalent systems without thereby losing its **essential formal characteristics**.

1. Sign Language: Over the last few centuries, deaf people have developed sign languages that are complex visual-gestural forms of communicating with each other. Since they are effective communication systems with standardised rules, they also must be considered languages in their own right even though they are not spoken.

2. Language is learnt: Learning of language is not an automatic process. Of course, it is a behaviour but it is not type of behaviour like walking and crawling that comes to child in natural way. Language by imitation and practice. Language is not possible without effort.

3. Language is related to the culture of society: Every language is related to culture of society to which it belongs. The culture of the people naturally influences the language. Every language is the product of society. We cannot separate language from the culture in which that language exists. It has meaning only in relation to that society and culture.

4. Symbols of language are Arbitrary: Here by arbitrary symbols we meant that there is no visual relationship between the language item and the object for which it stands. A man is called man traditionally. There is no visual similarity between the symbol 'man' and the actual man.

5. Language is unique: Each language is unique because it has its own style of functioning. The sounds, vocabulary and structures of every language have their own specialty.

6. Language is species specific: Language is species specific. Only human beings have got the gift of language. Of course, the other species do communicate but only human beings can make use of language.

7. Language is species uniformed: Language is species uniformed. All human children are capable of acquiring any language natively if they are provided the right kind of environment.

8. Language is a systematic: Each language is a unique system. The system of language consists of sounds, structures and vocabulary. A person who wants to learn a new language will have to learn new sounds, new structures and new vocabulary. The sound system of language differs from language to language depending upon the culture to which a language belongs. Each language has its own system of vocabulary. Thus each language is systematic.

9. Language is a system of systems: Each language is a system of systems. There are phonological and grammatical systems in all languages. There are several sub systems within a language. The phonology of a language forms its own system as the various sounds function in a systematic way.

10. Language is symbolic: Each language works through symbols. Different words used in a language are the symbols. They stand for certain things. The language will function well if its symbols are known both to the speaker and the person for whom they are being used.

11. Symbols of language are vocal: Different symbols are used in a single language. These symbols are vocal. A language system does not exist in a vacuum. It is primarily used in speech. Only speech provides all essential signals of a language. There are other kinds of symbols which cannot be called vocal symbols.

12. Language is a skill subject: Learning of a language is a skill subject. It is skill like swimming and cycling. We cannot learn swimming or cycling just by studying rules. We can learn it by practice. In the same way, we can learn a language by constant practice of that language. So a lot of repetition for major linguistic skills like listening, speaking, reading and writing is required.

13. Language is for communication: Language is the best means of communication and self expressions. Human beings express their ideas, thoughts, feelings and emotions through language. In this way language is a means to connect past present and future.

14. Language is dynamic: It is not static. It changes as new words and new standards are accepted and incorporated.

15. Language is complete: We can communicate all our ideas and experiences through language.

16. Language is cultural phenomenon: Any language reflects the culture of the people who speak it. Since culture differs so also do languages.

17. Language is a social activity: Language does not operate in a vacuum. It operates in a social setting involving people.

18. Language is learned behaviour: The Childs learns language system in the home, school and the environment in which human live. A central fact about all known languages is that they are all learnable by human beings. All normal human children acquire the language of their social group, and go on to acquire more than one.

19. Infinite use of finite media. Although languages are complex, they are not infinitely complex. The number of rules that anyone needs to “know” to create sentences in their language is relatively small, and the number of different *kinds* of sentences is quite small. Still, the number of sentences that can be produced by any speaker of a language is potentially infinite.

20. Traditional transmission. While all humans appear to have a built-in, genetically provided capacity for language acquisition, the actual acquisition of language must take place in a social context. The social context determines whether the language acquired is English, Russian, or Inuit, etc.

Some other characteristics: -

- It is learned by imitation.
- It is changeable.
- It is acquired property not ancestral.
- It moves from difficulty to simplicity.
- There are limitations.
- It has variations of diversity.
- Perfection in language is imperfection.
- It has production capacity.
- It is nourished by human life because only human make use of it.
- It has displacement ability.

Self Check Exercise-2

1. Language is primarily an auditory system of symbols, where the motor aspect of speech is secondary to the auditory. (True/False)
2. Sign languages are not considered languages because they are not spoken. (True/False)
3. Which characteristic of language describes its ability to be a system of symbols that represent objects, actions, events, and ideas?
 - a) Language is dynamic
 - b) Language is symbolic
 - c) Language is learned behavior
 - d) Language is species specific

4. According to the text, what is the role of auditory imagery in the process of speech?
- a) It is the final step in the speech process.
 - b) It is secondary to the motor processes in speech.
 - c) It is the initial impulse that leads to the motor aspects of speech.
 - d) It has no role in the speech process.
5. Which of the following statements best describes the process of language acquisition according to the text?
- a) Language acquisition is automatic and occurs without effort.
 - b) Language acquisition is a natural behavior similar to walking and crawling.
 - c) Language acquisition involves imitation and practice, and is not automatic.
 - d) Language acquisition occurs without any influence from the social environment.

1.5 Nature of Language: -

1. Language is species specific: Language is species specific. Only human beings have got the gift of language. Of course, the other species do communicate but only human beings can make use of language.

2. Language is related to the culture of society: Every language is related to culture of society to which it belongs. The culture of the people naturally influences the language. Every language is the product of society. We cannot separate language from the culture in which that language exists. It has meaning only in relation to that society and culture.

3. Language is learnt: Learning of language is not an automatic process. Of course, it is a behaviour but it is not type of behaviour like walking and crawling that comes to child in natural way. Language by imitation and practice. Language is not possible without effort.

4. Language is species uniformed: Language is species uniformed. All human children are capable of acquiring any language natively if they are provided the right kind of environment.

5. Symbols of language are vocal: Different symbols are used in a single language. These symbols are vocal. A language system does not exist in a vacuum. It is primary used in speech. Only speech provides all essential signals of a language. There are other kinds of symbols which cannot be called vocal symbols. For example, gestures and signal flags are visual symbols and ringing of the bells and beating of a drum are auditory symbols. They do not form any language. In language the sounds are produced through vocal organs. Reading and writing are no doubt important. But speech is the basic form of language. A language without speech is unthinkable.

6. Language is a system of systems: Each language is a system of systems. There are phonological and grammatical systems in all languages. There are several sub systems with in a language. The phonology of a language forms its own system as the various sounds function in a systematic way.

7. Language is a system of symbols: Each language works through symbols. Different words used in a language are the symbols. They stand for certain things. The language will function well if its symbols are known both to the speaker and the person for whom they are being used.

8. Language is a system: Each language is a unique system. The system of language consists of sounds, structures and vocabulary. A person who wants to learn a new language will have to learn new sounds, new structures and new vocabulary. The sound system of language differs from language to language depending upon the culture to which a language belongs. Each language has its own system of vocabulary. Thus, each language is systematic.

9. Language Creates Meaning: Miscommunication often occurs when individuals assign different meanings to the same symbol. We think about communication in terms of finding the right words but this view of language assumes that the meaning is in the words, and it is not. Meaning is in us. We assign meaning to the symbols we use and there are many potential meanings that we could draw upon. As you have learned, symbols are arbitrary, their meaning is not inherent, it comes from us. While dictionaries can help us with standardized definitions, the word's denotative meaning, shared meanings are not always standard and vary contextually.

10. Language is for communication: Language is the best means of communication and self-expressions. Human beings express their ideas, thoughts, feelings and emotions through language. In this way language is a means to connect past present and future.

11. Governed by a particular set of rules: Each language is governed by a particular set or rules. In forming sentence, we put subject, then verb and after verb we put object.

For example

He killed a snake.

Subject Verb Object

12. Symbols of language are Arbitrary: Here by arbitrary symbols, we meant that there is no visual relationship between the language item and the object for which it stands. A man is called man traditionally. There is no visual similarity between the symbol 'man' and the actual man. We have not named it so on the basis of some logic or scientific principles.

13. Language is unique: Each language is unique because it has its own style of functioning. The sounds, vocabulary and structures of every language have their own specialty.

14. Language is a skill subject: Learning of a language is a skill subject. It is skill like swimming and cycling. We cannot learn swimming or cycling just by studying rules. We can

learn it by practice. In the same way, we can learn a language by constant practice of that language. So, a lot of repetition for major linguistic skills like listening, speaking, reading and writing is required.

15. Language Defines and Labels our Reality: Verbal communication helps us define reality. If you ever played organized sports as a child, you know how difficult it can be to process a hard loss. It is easy to be sad and frustrated that your team was not victorious, but a good coach will redirect those feelings reminding the team of how hard they tried and the fun they had playing regardless of the outcome. These two differing reactions demonstrate that we have choices in how we use verbal communication to define our realities. We make choices about what to focus on and how to define what we experience and those choices shape our understanding of the world we live in.

16. Language is universal: Language is universal as it is used in each and every country of the world. Without language all trades and communication systems will stop.

17. Language is dynamic: - Language is dynamic as it changes constantly. Words and meanings may even vary from one generation to the other. For example, in the word knife earlier K was also silent.

18. Medium of instructions: Language is the medium of instruction in every institution either formal, informal or non-formal.

19. Language is the mode of habits: - A person can be said to have learnt a language when he can speak without any conscious effort, no language can be learnt without a sufficient practice. A language is known by use, not by rules learning a language is a process of habit formation.

20. Language is heterogeneous in nature:- English language contains words from so many other languages that it has become the most mixed language that's why it is called heterogeneous.

Self Check Exercise-3

1. Language is _____ specific. Only human beings have the gift of language, although other species do communicate, they do not use language.
2. Learning a language is not an automatic process; it requires _____ and practice, as opposed to natural behaviours like walking or crawling.
3. Language is related to the culture of society, and it is impossible to separate a language from the culture in which it exists. (True/False)
4. Symbols of language are always visual and do not include auditory symbols. (True/False)

1.6 Various forms of Language: -

1. Native language/original language: It refers to the language that a person acquires in early childhood because it is spoken in the family or it is the region where child lives.

2. Idiolect language: The term idiolect-made up of the Greek idiom (personal, private) + (dia) lect was coined by Bernard Bloch.

- It is the unique combination of words, expressions, constructions that an individual habitually uses.
- This term tells us that no two persons speak in exactly the same way and that each person's dialect can constantly change –e.g. By acquiring new words.
- It is an individual's unique use of language, including speech.

3. Sub-dialect:

It is a linguistic term designating a dialectological category b/w the levels of dialect of idiolect. Sub-dialects are the basic sub-divisions of dialect.

4. Dialect Language:

- Dialect language may be defined as a language spoken by a particular group of persons, in a specific area or locality which has some variations from a given or standard language of area.
- It has different phonology of pronunciation from the standard official or formal language.
- It is an informal language.

5. Standard Language: - It is a type of language used by a group of person in their public conversation, dialogue or discourse, also called as standard dialect.

- It has standardized dictionary, proper semantic i.e. vocabulary and is spoken by large group of people.
- It is formal and superior language accepted by public & uses as an official language.

6. Mother tongue: - It refers to the first language learned at home in childhood and still understood by the person, it is the first language that you learn when you are a baby, rather than a language learned at school or as an adult.

7. Contact Language: It is a marginalized language (a type of lingua franca) used for purposes of basic communication by people with no common language.

8. National Language: - A national language is the language of a political, cultural & social unit. It is generally developed and used as a symbol of national unity. Its function is to identify the nation & unite its people.

9. Royal Language: - Also known as Raj BHASHA. Royal language used by kings, queens and their family.

10. Medium of language:- Medium of language means the way in which language is used such as writing, speaking or signing. For example; Sign language is an important medium of language used by deaf communities.

11. International Language: - It is the language that is geographically widespread and makes it possible for members of different languages to communicate. It essentially refers to a language that is learned and spoken internationally.

Self Check Exercise-4

1. Which term refers to the unique combination of words and expressions that an individual habitually uses?

- a) Standard Language
- b) Sub-dialect
- c) Idiolect
- d) Contact Language

2. What is the primary characteristic of a standard language?

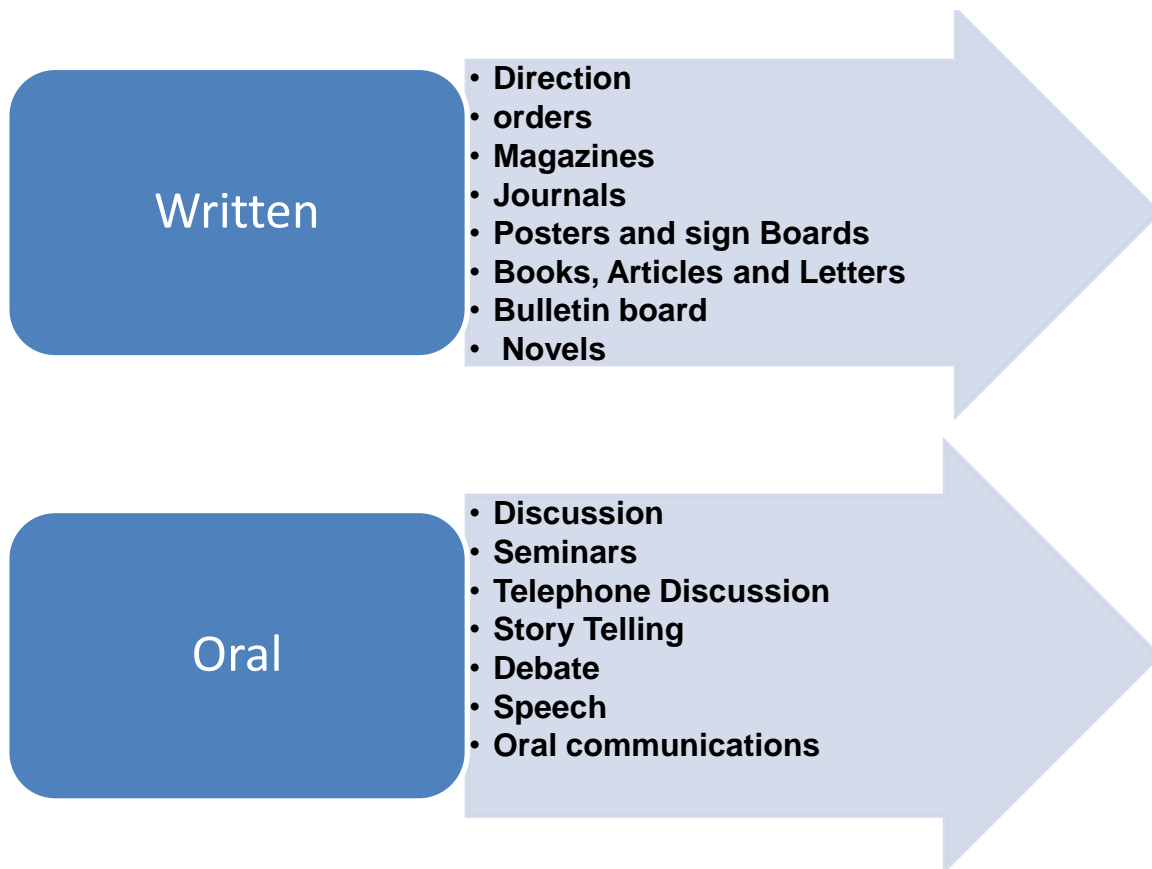
- a) It is an informal language used only within local communities.
- b) It has a standardized dictionary and is used in formal contexts.
- c) It is a unique individual's use of language that constantly changes.
- d) It is a marginalized language used for basic communication.

3. Which type of language is developed and used as a symbol of national unity and identifies the nation?

- a) Royal Language
- b) International Language
- c) National Language
- d) Native Language

1.7 Scope of Language: - Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking.

Language is not manifested only through words but it is published in many ways. It can be verbal or non-verbal and written or oral. The scope of language is briefly explained below:



Other points of the scope of language: -

- (i) Language makes existence of society possible.
- (ii) Language makes it possible to understand the speaker.
- (iii) Language delimits social groups.
- (iv) Language connects on with the external world.

According to Ben Jonson, “speech is the instrument of society.” A society cannot be thought of without language. Hence the important purpose of language is communication. Linguistics is the scientific study of language. By this we mean language in general, not a particular language. If we were concerned with studying an individual language, we would say ‘I’m studying French... or English,’ or whichever language we happen to be studying. But linguistics does not study an individual language; it studies ‘language’ in general. That is, linguistics, according to Robins (1985). Due to growing economic relations between India and other countries of the world, the knowledge of a foreign language gives a person an edge over competitors in the job market. The addition of proficiency in a foreign language to the academic qualifications increases the employment prospects of a person in a number of fields. Learning a new language gives a person a chance to get to know a new culture, to understand that part of the world better, which has been till now been inaccessible to him. This brings in a positive change in the personality and improves the chances of getting a better job. Another advantage of learning a new language is that it enables one to better understand the structure of the languages which have already been learnt. The scope of Language is briefly explained below;

- 1. Self-maintaining:** When a child is protecting his own interests, justifying his claims or behaviour, criticizing or even threatening others.
- 2. Directing:** When a child is monitoring his own actions, or telling someone else what to do.
- 3. Language in a transdisciplinary programme:** Language is involved in all learning that goes on in a school, in both the affective and effective domains. Learners listen, talk, read and write their way to negotiating new meanings and understanding new concepts. Language provides a vehicle for inquiry. In an inquiry-based classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically.
- 4. Phonology:** It studies the combination of sounds into organised units of speech, the formation of syllables and larger units. It describes the sound system of a particular language and the combination and distribution of sounds which occur in that language.
- 5. Syntax:** It is the level at which we study how words combine to form phrases, phrases combine to form clauses and clauses join to make sentences. The study of syntax also involves the description of the rules of positioning of elements in the sentence such as the nouns/noun syntax phrases, verbs/verb phrases, adverbial phrases, etc. A sentence must be composed of these elements arranged in a particular order. Syntax also attempts to describe how these elements function in the sentence, i.e. what is their role in the sentence.
- 6. Semantics:** It deals with the level of meaning in language. It attempts to analyse the structure of meaning in a language, e.g. how words similar or different are related; it attempts to show these inter-relationships through forming 'categories'. Semantics tries to give an account of both word and sentence meaning, and attempts to analyse and define that which is considered to be abstract. It may be easy to define the meanings of words such as 'tree' but not so easy to define the meanings of words such as 'love' or similar abstract things. This is why semantics is one of the less clearly definable areas of language study.
- 7. Discourse:** It is the study of chunks of language which are bigger than a single sentence. At this level, we analyse inter-sentential links that form a connected or cohesive text. Cohesion is the relation established in a sentence between it and the sentences preceding and following it, by the use of connectives such as 'and', 'though', 'also', 'but' etc. and by the manner in which reference is made to other parts of the text by devices such as repetition or by use of pronouns, definite articles, etc. By studying the elements of cohesion we can understand how a piece of connected language can have greater meaning that is more than the sum of the individual sentences it contains.
- 8. Sociology of language:** The sociology of language includes the study of attitudes to language held by social groups, for instance, they may consider some languages or dialects as more (or less) important. It includes the planning of language education, e.g. which languages should be the medium of instruction, which language should be taught as second language; and language policy, i.e. which languages are legally and constitutionally recognised and what status they are given. The sociology of language is thus linked with other aspects of our social world, the political, economic, educational, etc.

9. Language is a complex: Like human body, language is a complex system. A human body functions because of different organs like the heart, lungs, brain etc. Similarly the language system functions because of words, structures, sound etc. These are the most important parts of a language. We cannot express ourselves by the help of only one of the elements of language, i.e., sounds, words of structures. All these are inter-linked.

10. Fundamental thing: In language learning speech is the fundamental thing. Reading and writing are secondary.

11. Symbols: Language works through symbols, which are the words. For example, the word “pen” is not a “pen,” it stands for a “pen.” Therefore the symbols used in a language must be known to the speaker, the listener, the reader and the writer.

12. Biological function of man: Language is not an inherent biological function of man. It is acquired through learning.

13. Practice and habit formation: Language is learnt through practice and habit formation. Rules and definition of grammar cannot help for the development of language of a child.

Self Check Exercise-5

1. Language plays a vital role in the _____ of meaning and provides an intellectual framework to support conceptual development and critical thinking.

2. Language is not manifested only through words but can be _____ or _____ and written or oral.

3. The study of _____ deals with the level of meaning in language, attempting to analyze the structure of meaning and the relationships between words.

4. Which aspect of language is concerned with the study of larger chunks of text beyond a single sentence and includes the analysis of cohesion?

a) Phonology

b) Syntax

c) Discourse

d) Semantics

5. What does the study of the sociology of language include?

a) The structure and combination of sounds in a language.

b) The attitudes to language held by social groups and language policy.

c) The unique combination of words and expressions used by an individual.

d) The fundamental elements of speech, reading, and writing.

1.8 Linguistics Principles: -

Linguistics is related to intensive study of language. It is related to language learning. While Principles are the fundamental elements of elements of any language based on this learns the language. Human must know language. Language scholar has laid down different principle to make the study of language useful, effective and efficient. Some linguistic principles are as follow: -

1. **Principle of Imitation:** - Through imitation students learn language effectively. It involves three aspects: - (i) Acute and constant observation (ii) Throwing oneself in it (iii) Continual practice.
2. **Principle of Accuracy and correctness:** - Those words are to be used which impart meaning to context (examples; Hurry, Haste, quickly). And child must be exact in matters of sound, expression, intonation, spellings, sentence pattern and structures etc.
3. **Principle of Follow the natural way:** - For learning language follow fundamental order of listening, speaking, reading, and writing. Teacher has to provide students natural environment in school.
4. **Principle of Habit Formation:** - Learner must form habit of speaking, reading, writing and listening the target language often. Language is a skill subject. We learn it easily, if we establish it as a habit.
5. **Principle of controlled vocabulary:** - The vocabulary taught and practiced should only be in the context of real-life situation. Once the learner gets working knowledge of vocabulary, language should be taught.
6. **Principle of selection:** - The material should be in accordance with mental age and should have relevance in real life situations.
7. **Principle of Gradation:** - In this principle we lead from simple to complex. It involves grouping and sequencing.

Self Check Exercise-6

1. The _____ principle emphasizes that learners should practice speaking, reading, writing, and listening to the target language regularly, making it a habit to facilitate language acquisition.
2. According to the _____ principle, vocabulary taught should be relevant to real-life situations and should be practiced in context to ensure effective learning.
3. Which principle focuses on the importance of using words and expressions accurately and correctly, including aspects such as sound, intonation, and sentence structure?
 - a) Principle of Imitation
 - b) Principle of Accuracy and Correctness
 - c) Principle of Gradation
 - d) Principle of Follow the Natural Way

1.9 Summary

“Language is a complex and multifaceted tool of communication that encompasses a range of meanings, concepts, and scopes. At its core, language is a system of symbols and rules used to convey information, express thoughts, and share emotions. The meaning of language is rooted in semantics, the study of how words and phrases represent objects, actions, and ideas. The concept of language extends beyond mere words to include grammar, syntax, phonetics, and pragmatics, which together form the structure and use of language in context. The scope of language is vast, covering spoken and written forms, sign languages, and non-verbal communication. It plays a crucial role in human interaction, culture, and cognition, enabling individuals to connect, share knowledge, and build societies. Language is also dynamic, evolving over time and adapting to new contexts and technologies, reflecting the ever-changing nature of human experience.”

1.10 Glossary

Convention: A traditional way of behaving or of doing something.

Syntax: The system of rules for the structure of a sentence in a language.

Semantics: - Semantics is the study of meaning in language. It can be applied to entire texts or to single words.

Arbitrary: Not seeming to be based on any reason or plan and somethingseeming unfair

1.11 Answers to Self Check Exercises

Self Check Exercise-1

Answer 1: b) Language is a system of symbols and rules used for meaningful communication.

Answer 2: c) Verbal and non-verbal

Answer 3: b) Symbols are sounds, gestures, or written characters that represent objects, actions, events, and ideas.

Answer 4: c) Heuristic function

Answer 5: c) It is a set of symbols and rules that allow for the generation of an infinite number of messages.

Self Check Exercise-2

Answer 1: True

Answer 2: False

Answer 3: b) Language is symbolic

Answer 4: c) It is the initial impulse that leads to the motor aspects of speech.

Answer 5: c) Language acquisition involves imitation and practice, and is not automatic.

Self Check Exercises-3

Answer 1: species

Answer 2: imitation

Answer 3: True

Answer 4: False

Self Check Exercise-4

Answer 1: c) Idiolect

Answer 2: b) It has a standardized dictionary and is used in formal contexts.

Answer 3: c) National Language

Self Check Exercise-5

Answer 1: construction

Answer 2: verbal, non-verbal

Answer 3: semantics

Answer 4: c) Discourse

Answer 5: b) The attitudes to language held by social groups and language policy.

Self Check Exercise-6

Answer 1: Principle of Habit Formation

Answer 2: Principle of Controlled Vocabulary

Answer 3: b) Principle of Accuracy and Correctness

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1.13 Terminal Questions

Short answer type questions

1. Discuss the meaning of language.
2. What is the difference between 'Approach' and 'Method'?
3. What is the importance of Language?
4. What is the nature of language?

5. Discuss scope of language.

Long answer type questions

1. Discuss the meaning and definitions of Language. Explain the nature of language.

2. Explain the scope of language.

Unit-2

Role of Language in life: Intellectual and Emotional Development

Lesson Structure

2.1 Introduction

2.2 Learning Objectives

2.3 Role of Language in life

Self Check Exercise-1

2.4 Role of Language in Intellectual Development

Self Check Exercise-2

2.5 Role of Language in Emotional Development

Self Check Exercise-3

2.6 Summary

2.7 Glossary

2.8 Answers to Self Check Exercise

2.9 References/ Suggested Readings

2.10 Terminal Questions

2.1 Introduction

Language plays a pivotal role in both intellectual and emotional development throughout one's life. Intellectually, language enables the formulation and articulation of thoughts, fostering critical thinking, problem-solving, and abstract reasoning skills. It serves as a tool for acquiring knowledge, communicating ideas effectively, and engaging in complex cognitive processes. Emotionally, language allows individuals to express and understand feelings, enhancing self-awareness, empathy, and interpersonal relationships. Effective communication through language facilitates social interactions, promotes emotional resilience, and supports mental well-being. Moreover, language is intertwined with cultural identity, shaping beliefs, values, and societal norms. Overall, language is integral to holistic development, contributing significantly to intellectual growth, emotional intelligence, and social integration throughout life.

2.2 Learning Objectives

After completing the lesson, you will be able to:

- Define Role of Language in life
- Define Role of Language in Intellectual Development

- Define Role of Language in Emotional Development

2.3 Role of Language in life:- Language has crucial role in the life of every individual. The role of language in our lives is incomparable. It is not just restrained to being a means of communicating one's thoughts and ideas to people around us. We use language to let others know how we feel, what we need, and to ask questions. We can modify our language to each situation. For instance, we talk to our small children with different words and tone than we conduct a business meeting. To communicate effectively, we send a message with words, gestures, or actions, which somebody else receives. Communication is therefore a two-way street, with the recipient of the message playing as important a role as the sender. Therefore, both speaking and listening are important for communication to take place. The importance of language is essential to every aspect and interaction in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and question/understand the world around us. We communicate effectively with our words, gestures, and tone of voice in a multitude of situation. Would you talk to a small child with the same words you would in a business meeting. Being able to communicate with each other, form bonds, teamwork, and it's what separates humans from other animal species. Communication drives our lives and better ourselves. Language can be seen as the architecture of creation, creating the blueprint for what we experience. To create life on your terms, what you say must matter more to you than anything you see in opposition to your outcome. Language plays an important role in the lives on people whether you know it or not. Usually, the part language plays in ones live falls under one of the following three categories: to help express yourself, to teach others, and to learn. Without writing, many people, famous people, suffering from different forms of speaking disadvantages wouldn't be able to express themselves. The importance of communication can be often overlooked. Even with the ability to communicate with each other. Misunderstandings happen. Remember, communication is a two way street that should be embraced and not ignored. Believe it or not, some people can be arrogant to believe they can't go to foreign countries without knowing anything of the language or culture of the people in the places they visit. The importance of language is beneficial regardless if you do it for fun or for your career or even just for personal travel. Through language we can connect with other people and make sense of our experiences. Imagine what it must be like for your child to develop these skills that we take for granted. As a parent, teacher, or other type of caregiver, you shape a child's language development to reflect the identity, values, and experiences of your family and community. Language is obviously a vital tool. Not only is it a means of communicating thoughts and ideas, but it forges friendships, cultural ties, and economic relationships. Language, of course, is knowledge, and in our world today knowledge is one of the key factors in competitiveness. Brains and knowledge are what create the prosperity and growth we tend to take for granted. In an advanced industrial society in an increasingly interdependent world, the knowledge of other languages becomes indispensable. Just think of how the advent of the Internet has changed our lives. The role of language in the life of the individual and for the human civilization can be stated as follow:

1. Vehicle of thought: language is the vehicle of our thought. We think through language. Thought is called sub-vocal speech. The thinking process is disturbed if the individual has deficiency in language.

2. Medium of expression: Language is the medium of expression of our feelings and experiences. In other words we express our feelings and experiences through language. He expresses his feelings and experiences through signs and gestures. another through language. With the advent of the concept of globalization, people all over the globe communicate with each other and exchange ideas. Though technological advances have served as a medium for communication, you cannot deny the role played by language. Understanding of a common language has helped people to communicate, despite being from varied parts of the world. Language has become a major tool of communication between countries, cultural groups, various companies and organizations, communities and friends.

4. Communication with other countries: Different countries communicate with each other through language only. International communities exchange their views through English language because English is international language.

5. Moral development: Language is also connected to the moral development in a child. The process begins when the child is about 18 months old. The child learns the right and wrong by listening to what his parents or other adult authorities tell him. Imagine teaching the child the difference of right or wrong without the tool of language! Language is the code of our consciousness and helps us see what we may be agreeing to and creating in our world. On an less than conscious level, every day we use language by confirming and denying circumstances.

6. Developing and grooming one's personality: Language aids in developing and grooming one's personality as a whole. Since learning a language is part of our knowledge, it becomes one of the key factors in competitiveness. In the advanced industrial society of today, the basic knowledge of a single or more language has become indispensable.

7. Human developmental process: Language is one of the key factors of our human developmental process, which sets us apart from the rest of the animal kingdom and Language Across the Curriculum knits a strong feeling of kinship amongst us. A baby is born without language, but even without formal training, by the age of five, the child knows several hundred words and grammar of a particular language. This is an inherent human tendency, which is extremely important for further growth. Any discrepancy seen in learning a language at such early stage might indicate certain illness in a child.

8. Child's growth: In the developmental trajectory of a child, language plays an important role since it is connected with various aspects of a child's growth. Learning a language is directly related to emotional development. For instance, a baby gazing at his parent's face is responded by cooing and few words of love by his parents. This retains in the baby's mind and when he is a little older, he begins using language to express his emotions as well.

9. Bases of Education: Language is the bases of all education. School education is predominately language oriented. Reading, writing and arithmetic are all based on language proficiency.

10. Medium of literature: Language is the medium of literature. All great literature are produced through the medium of language. Language thus helps us to read literature, understand and appreciate the work of great writers and poets.

11. Growth of civilization: Language contributes to the growth of our civilization. Language and civilization are inseparable.

12. Development of peace: Language contributes to peace process. International understanding and international peace have been possible through the medium of language.

Self Check Exercise-1

1. Language is the vehicle of our thought. We think through language, and the thinking process is disturbed if the individual has a deficiency in _____.
2. Language serves as the medium of expression for our feelings and experiences, allowing us to communicate effectively through _____ and gestures.
3. Which of the following best describes the role of language in communication with other countries?
 - a) Language is only necessary for personal interactions.
 - b) Language serves as a tool for international communication, with English often used as the common language.
 - c) Language is not important in international relations.
 - d) Language is primarily used for internal communication within a country.

2.4 Role of Language in Intellectual Development: Intellectual development is all about learning. It is about how individuals organise their minds, ideas and thoughts to make sense of the world they live in. Children learn through the other areas of development. Physical development – through the senses Language Across the Curriculum by touching, tasting, listening and playing. Emotionally and socially - through playing with other children and being with people. Important tools of intellectual development are language and communication skills

The two main areas of intellectual development are:

- ☐ Language development helps us to organise thoughts and make sense of the world around us
- ☐ Cognitive development is about how we use our minds and organises thinking to understand the world around us .

Intellectual development: It is about how we use our minds and organises thinking to understand the world around us. Intellectual development depends upon the child's own pattern of development, the opportunity for playing with toys and games and experiences of activities and events. "Intellectual development underpins all the other aspects of development as children start to explore and make sense of the world around them. It is closely linked to the development of language and communication skills as children interact with the people around them". Intellectual development includes:

The imagination, Problem solving, Creativity and memory the ability to store and recall information, ideas and events. Activities – questioning, telling or writing about a visit, dates, days of the week. Language Across the Curriculum. The concentration ability to pay attention and object permanence understanding that something still exists even though it can't be seen.

The Reasoning understanding that actions have a cause and effect. Language generally refers to Piaget and Vygotsky. The most well-known and influential theory of cognitive development is that of Jean Piaget. Vygotsky has also developed a socio-cultural approach to cognitive development. Piaget viewed cognitive development from biological perspective. Proposed that two major principles operate in intellectual growth and development: adaptation and organization.

(A) Jean Piaget Cognitive development theory :-

A. Adaptation : Piaget believed that humans desire a state of cognitive balance or equilibration. When the child experiences cognitive conflict (a discrepancy between what the child believes the state of the world to be and what s/he is experiencing) adaptation is achieved through assimilation or accommodation.

1. Assimilation involves incorporating new information into previously existing structures or schema (e.g., a child encounters a Dalmatian for the first time and incorporates Dalmatians into her existing schema for "dogs").

2. Accommodation involves the formation of new mental structures or schema when new information does not fit into existing structures .

B. Organization : It refers to the mind's natural tendency to organize information into related, interconnected structures. The most basic structure is the scheme.

C. Stages of Development: Piaget proposed four stages of cognitive development: the sensory motor period (0-2 yrs); the preoperational period (2-7yrs); concrete operational period (7-11 yrs); formal operations (11-15 yrs).

D. Development precedes learning: Piaget maintains that development precedes learning. Development is stimulated by cognitive conflict. Language Across the Curriculum

(i) The Sensory motor Stage: During this earliest stage of cognitive development, infants and toddlers acquire knowledge through sensory experiences and manipulating objects. A child's entire experience at the earliest period of this stage occurs through basic reflexes, senses, and motor responses.

Birth to 2 Years: Major characteristics and developmental changes during this stage:

Know the world through basic actions like sucking, grasping, looking, and listening and by movements and sensations. He learns object permanence i.e. object continue to exists if it dislocate from the previous place. Realizes the separate existence of objects, people around and their actions can affect things around us. He totally depends upon his parents, learns through imitation.

(ii)The Preoperational Stage: The foundations of language development may have been laid during the previous stage, but the emergence of language is one of the major hallmarks of the preoperational stage of development.

2 to 7 Years: - Major characteristics and developmental changes during this stage:

He begins to think symbolically and learn to use words and pictures to represent objects and tends to be egocentric and thinking is still concrete. This is best stage for language learning, collection of experiences and Imitation and repeating ability continue to develop.

(iii) The Concrete Operational Stage: While children are still very concrete and literal in their thinking at this point in development, they become much more adept at using logic. The egocentrism of the previous stage begins to disappear as kids become better at thinking about how other people might view a situation.

7 to 11 Years: - Major characteristics and developmental changes during this stage:

He begins to think logically about concrete events and understand the concept of conservation; that the amount of liquid in a short, wide cup is equal to that in a tall, skinny pot. His thinking becomes more logical and organized, but still very concrete and begin using inductive logic, or reasoning from specific information to a general principle.

(iv)The Formal Operational Stage: The final stage of Piaget's theory involves an increase in logic, the ability to use deductive reasoning, and an understanding of abstract ideas. At this point, adolescents and young adults become capable of seeing multiple potential solutions to problems and think more scientifically about the world around them.

Age 12 and Up: - Major characteristics and developmental changes during this time:

He begins to think abstractly and reason about hypothetical problems and thinks more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning. Also begins to use deductive logic, or reasoning from a general to specific information.

(B) Vygotsky Theory

Vygotsky also believed that children are active seekers of knowledge, but cognition, he felt, was a collaborative effort of the child and the socio-cultural environment. According to him, infants are endowed with basic perceptual, attention and memory processes which are common to other animals as well. These develop naturally in the first two years of life. This leads to the development of the ability of the child to converse with himself in a manner similar to conversing with others. As a result, the child's basic mental capacities are transformed into uniquely human higher cognitive processes.

According to Vygotsky, children use private speech for self-guidance and self-direction. With age however, private speech becomes transformed into silent inner speech or verbal thought. The origin of private speech is traced to social interaction between the child and more mature member of society; children come to master activities and think in ways that have meaning in their culture. A special concept, the zone of proximal (or potential) development is used to explain this. The zone of proximal development refers to a range of tasks which the child can achieve only with facilitation from adults and more skilled peers. As the child interacts with these persons through cooperative dialogue, the language used becomes part of the child's private speech which then operates in the child's individual context in the same way. In this way, children are solitary agents but are assisted by significant others in the process of cognitive development. Two very crucial pedagogical techniques which emerge from the Vygotskian perspective are assisted discovery and cooperative learning. In assisted discovery, the role of the teacher would be to guide children's learning with development.

In cooperative learning, peer collaboration guides a child's learning.

From the four approaches to cognition, you must be wondering why many examples were drawn from children's contexts. Actually, the goal was to tell you how the patterns of cognition remain the same in the childhood and adult years; it is only the complexity of cognition which undergoes a change.

Self Check Exercise-2

1. According to Jean Piaget, which of the following stages involves a child beginning to think symbolically and use words and pictures to represent objects?

- a) Sensory Motor Stage
- b) Preoperational Stage
- c) Concrete Operational Stage
- d) Formal Operational Stage

2. In Vygotsky's theory, what is the term used to describe the range of tasks a child can achieve only with assistance from adults or more skilled peers?

- a) Cognitive Conflict
- b) Zone of Proximal Development
- c) Assimilation
- d) Accommodation

3. Which cognitive development stage proposed by Piaget is characterized by the ability to think logically about concrete events and understand the concept of conservation?

- a) Sensory Motor Stage
- b) Preoperational Stage

c) Concrete Operational Stage

d) Formal Operational Stage

2.5 Role of Language in Emotional Development: Many research works suggest relationship between language and emotions and can be viewed from two angles. First, language, in a broad sense, can be viewed as being done “*emotive*”. Taking this angle, it is commonly assumed that people, at least on occasions, “*have*” emotions, and that “being emotional” gains its own agency, impacting in a variety of ways on the communicative situation. The other tack on the relationship between language and emotion inverts the directionality of the view just discussed. It starts from the assumption that language in a way refers to, and therefore “reflects” objects in the world, among them the emotions: Language and emotion in preverbal infants, who without language perceive emotional facial expressions in terms of the more basic dimension of valence. And language acquisition throughout early childhood leads to increased emotion understanding and more nuanced emotion perception. We continue to trace the relationship of language and emotion throughout adolescence and into adulthood, documenting that disorder of aging that impairs language also impairs emotion perception.

Languages have emotion terms, and people across the world engage in talk *about* the emotions - though not necessarily to the same degree and with the same obsession and reflexivity as in the so called Western world. In this view it remains unspecified whether emotions are ‘real’ objects in the world such as behaviours or whether they are ‘internal’ psychological states or processes (resembling other psychological processes such as thoughts or intentions). This view then takes a different tack to the language emotion relationship. Language is a means of making sense of emotions, and as such can be used as a starting point to explore the world of emotions in different languages as well as in different “language games”.

Stages of Emotional Development: The stages of Emotional development in infancy and childhood are: -

1. **Infancy Stage:** During infancy stage new born infants have no differentiated emotional response but show only a generalized excitement. By this she means that specific reactions, even as responses to strong stimuli, cannot be detected during the first week, only very general and uncontrolled muscle reactions can be observed. This stage is over in a very short time.
 - At 3 months age, excitement develops into delight and distress.
 - At 6 months age, the negative emotions take the lead and distress develops into fear, disgust and anger.
 - At 12 months age, positive emotions enter in field and delight is differentiated into elation and affection.
 - At 18 months age, jealousy develops from distress and affection differentiates into affection for adults and affection for children.
2. **During Childhood:** Early childhood (2-5 years)
 - At 24 months age, delight was further differentiated and joy appears.
 - At 5 years age, fear is again differentiated into shame and anxiety.

Self Check Exercise-3

1. Language acquisition throughout early childhood leads to increased emotion understanding and more nuanced emotion perception.(True/False)
2. During infancy, infants have differentiated emotional responses and can clearly distinguish between different emotions such as fear, disgust, and joy. (True/False)

2.6 Summary

“Language plays a pivotal role in both intellectual and emotional development throughout an individual's life. Intellectually, language is the medium through which knowledge is acquired, processed, and shared. It enables abstract thinking, problem-solving, and the articulation of complex ideas, forming the foundation of education and intellectual growth. Through reading, writing, and dialogue, language facilitates the expansion of vocabulary, comprehension skills, and critical thinking abilities. Emotionally, language is crucial for expressing and understanding feelings, building empathy, and forming relationships. It allows individuals to articulate their emotions, share their experiences, and connect with others on a deeper level. Effective communication through language fosters emotional intelligence, self-awareness, and interpersonal skills. Furthermore, language contributes to cultural identity and a sense of belonging, providing a shared means of expression within communities. Thus, language is integral to the holistic development of individuals, shaping their intellectual capabilities and emotional well-being.”

2.7 Glossary

Consciousness: The state of realizing or noticing that something exists.

Discrepancy: A difference between two things that should be the same.

Obsession: The state in which you can think about one person or thing.

2.8 Answers to Self Check Exercises

Self Check Exercise-1

Answer 1: language

Answer 2: words

Answer 3: b) Language serves as a tool for international communication, with English often used as the common language.

Self Check Exercise-2

Answer 1: b) Preoperational Stage

Answer 2: b) Zone of Proximal Development

Answer 3: c) Concrete Operational Stage

Self Check Exercise-3

1. Answer 1: True

2. Answer 2: False

2.9 References/ Suggested Readings

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

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Retrieved from <https://developingchild.harvard.edu/science/key-concepts/early-childhood-development/>

2.10 Terminal Questions

Short answer type questions

1. Discuss role of language in life.
2. Discuss role of Intellectual Development in life.
3. Write short note on role of language in Emotional Development.
4. What are the stages of Emotional Development?

Long answer type questions

1. Describe the role of Language in human life.
2. Describe the role of language in Intellectual Development and Emotional Development.

Unit-3

Role of Language in life: Social, Literary and Cultural Development

Lesson Structure

3.1 Introduction

3.2 Learning Objectives

3.3 Role of Language in Social Development

Self Check Exercise-1

3.4 Role of Language in Literary Development

Self Check Exercise-1

3.5 Role of Language in Cultural Development

Self Check Exercise-1

3.6 Summary

3.7 Glossary

3.8 Answers to Self Check Exercise

3.9 References/ Suggested Readings

3.10 Terminal Questions

3.1 Introduction

Language plays a multifaceted role in the social, literary, and cultural development of individuals and societies. Socially, language serves as the primary means of communication, enabling individuals to interact, collaborate, and form relationships within their communities. It facilitates the transmission of knowledge, traditions, and values across generations, fostering cultural continuity and identity. In literature, language becomes a vehicle for creative expression, storytelling, and artistic exploration, capturing the diversity of human experiences and emotions. Literary works in various languages contribute to the richness of global literature, offering insights into different cultures and perspectives. Culturally, language shapes collective identities and societal norms, influencing behavior, beliefs, and practices within communities. It plays a pivotal role in preserving and transmitting cultural heritage through oral traditions, written texts, and linguistic expressions. Thus, language is not only a tool for communication but also a cornerstone of social cohesion, literary creativity, and cultural preservation, profoundly impacting the development and cohesion of societies worldwide.

3.2 Learning Objectives

After completing the lesson, you will be able to:

- Define Role of Language in Social Development
- Define Role of Language in Literary Development
- Define Role of Language in Cultural Development

3.3 Role of Language in Social Development

Language is a very important and central part of the development of children and every society regardless location and time period. Language and social interaction have a reciprocal relationship: language shapes social interactions and social interactions shape language. Not only are extremely important cognitive skills developed; language also is key in the social development of Language across the Curriculum. Social and *linguistic development begins* long before humans are mentally developed enough to speak.

Relationship between language and society: -The connection and relationship between language and society is central and deeply rooted performs various functions in the society on reciprocal basis and affects one- another. Language is the primary tool for communication, for establishing peace and order, for showing authority and power, and for attaining goals and objectives. But it can also destruct the society if used inappropriately. It must follow the conformity governing the society to avoid conflict s and to meet the boundary of individual differences. Society however controls our language by giving preferences according to our view point, because each one of us has our own perception or point of view. A group of people may accept our language, and for others, it could be kind of offence or insult. Social changes produce changes in language. This affects values in ways that have not been accurately understood. Language incorporates social values. However, social values are only the same as linguistic values during which society is a stable and unchanging one. Once society starts changing, then language change produces special effects.

The social development of infants is largely based upon linguistic interaction with their parents. Mother talk to their infants in a conversational context, seemingly interpreting every communicative signal, whether cooing, babbling etc. Children interact socially through these and similar games just as adults often use language purely as means for social interaction. For social development language plays various roles: -

- By removing conflicts in the society, that helps in social development.
- Helps to express our self and unite the society.
- Strengthens social relations.
- Helps to establish our self according our social situation.
- Society fixes the objectives and language helps to attain these objectives.
- Gives instruction to the society.
- Helps to maintain social peace.
- Helps to trains the society.
- Maintains discipline in society.
- Helps in social change.
- It provides awareness to the society.

Language and Social Variation: - During the study of language and regional variation, we found variations in different geographical areas. Not everyone in a single geographical area speaks in the same way in every situation. Certain uses of language are more likely to be used by some individuals in society and not by others. We understand the fact that people who live in the same region and differ in terms of education and economic status, often speak in quite different ways. So, these differences may be used, implicitly or explicitly, as indications of membership in different social groups or speech communities. Some theory and view points on social development are as follows:

1. Social interactionist theory: Social interactionist theory is an explanation of language development emphasizing the role of social interaction between the developing child and linguistically knowledgeable adults. The process by which infants gain the use of language depends almost entirely upon interaction with their parents or caregivers. Even very young babies have surprisingly advanced perception of speech.

2. Socio-cultural theory: Vygotsky, a psychologist and social constructivist, laid the foundation for the interactionist view of language acquisition. According to Vygotsky, social interaction plays an important role in the learning process and proposed the zone of proximal development (**ZPD**) where learners construct the new language through socially mediated interaction. Vygotsky's social-development theory was adopted and made prominent in the Western world though by Jerome Bruner who laid the foundations of a model of language development in the context of adult-child interaction.

3. Development of the child's communication: From birth, babies' mothers talk to them almost *incessantly*. They seem to have an instinct to do so in order to develop the child's communication skills as rapidly as possible. The social development of infants is largely based upon linguistic interaction with their parents. Mothers talk to their infants in a conversational context, seemingly interpreting every *communicative signal*, whether *cooing*, *babbling*, etc. as if it they were speaking.

4. Foundations of conversation: This practice seems to teach infants much about the *foundations of conversation*, and thus by the time infants learn enough to begin speaking, they're much better able to participate in conversation. Not only parent/ child *linguistic interaction* crucial to the child's *cognitive development*, but it also very important to its development of a normal relationship with its parents. In addition, language plays a role in the child's understanding of self and others.

5. Linguistic interaction: The social development of infants is largely based upon linguistic interaction with their parents. Mothers talk to their infants in a conversational context, seemingly interpreting every *communicative signal*, whether *cooing*, *babbling*, Mothers generally ask questions followed by pauses, as if expecting a response. This practice seems to teach infants much about the foundations of conversation, and thus by the time infants learn enough to begin speaking, they're much better able to participate in conversation.

6. Understanding of self and others: Parent and child linguistic interaction crucial to the child's cognitive development, but it also very important to its development of a normal relationship with its parents. In addition, language plays a role in the child's understanding of self and others.

7. Social interaction: Children interact socially through these and similar games just as adults often use language purely as means for social interaction.

8. Socialization: While communicating ideas is a very important function of language, socialization achieved through use of language does not necessarily have to convey any information whatsoever.

Self Check Exercise-1

1. Which theory emphasizes the role of social interaction between a developing child and linguistically knowledgeable adults in language development?

- a) Socio-cultural theory
- b) Social interactionist theory
- c) Cognitive development theory
- d) Behaviorist theory

2. According to Vygotsky's socio-cultural theory, what is the term used to describe the range of tasks a child can achieve only with assistance from adults or more skilled peers?

- a) Zone of Proximal Development (ZPD)
- b) Cognitive Developmental Stage
- c) Social Constructivism
- d) Linguistic Interaction

3. Language and social interaction have a _____ relationship, where language shapes social interactions and social interactions shape language.

4. The social development of infants is largely based upon _____ interaction with their parents.

3.4 Role of Language in Literary Development:

Language is written and verbal form of communication, whereas literature refers to only the written form of communication and its existence before literature. But literature came into existence because of language. So literature is a collection of expressions via language.

When studying literature, students can improve not only language like vocabulary, but also the language that can be used for specific purposes. Literature makes students learn about their creativity and imagination, interacting with the text themselves, and playing different roles. Language helps students to develop textual analysis in literature helps to expose students to samples of real-life settings in various literary works.

Importance of Language in Literature

Language and literature is inseparable and depend on each other. Teaching literature in foreign language is not an easy task for most teachers. But also teaching literature using indigenous language is also a difficult task. During teaching literature in any class and in any level of school, a teacher will need various literature materials in order to upgrade his lesson. E.g., the students cannot study four language skills without reading literature. This and other learning experiences prove to us that language is very important in studying

literature for most students. The following points highlight the importance of language in literature:

- Language is the medium of Literature (the road, carrier, vehicle etc) through which literature is conveyed either as oral or written.
- Literature is created by language and there would be no literature if there was no language.
- Literature transforms ordinary language into creative one. In doing so, literature deviates from everyday speech to figurative language.
- Language improves reading literature because reading is an aid for language development.
- Language helps students to develop textual analysis skills related to different literary works.
- The role played by the language in literature increases cultural enrichment to students.

Self Check Exercise-2

1. Language and literature are inseparable and depend on each other; without language, there would be no literature.

2. Language is the _____ of literature, through which literary works are conveyed either as oral or written expressions.

3.5 Role of Language in Cultural Development

Language changes often represent a culture's changing values. Language and culture are inextricably related. And you can't learn one without first knowing the other. Language is related to all features of human life in society and comprehension of the surrounding culture is key to learning a language. The language helps in development and evolution of cultural values. The most effective factor of a people's culture is their mother tongue. Indigenous languages are treasures of culture and self-identity. The development of individuals in respect of their aspiration in the society means development of a nation. Individuals develop educationally, socially, economically, politically and culturally through their interaction with government agencies that disseminate ideas and policies through various media. Along with the progress and upliftment of the language, the civilization and culture of the society has developed. As a result, knowledge progressed and creative literature was created. The development of civilization and culture of a society is measured by its advanced language. Language is a reflection of civilization and culture of any country excellent whatever language is used by each community and society, the social and cultural heritage of that society is protected.

Interlink age of Culture and Language: -

1. **Impact on society:** Within a social community, culture and language share human beliefs, realities, and actions. As a result, there is a relationship between culture and language.
2. **Important index of national development:** Language is a catalyst in educational development of national development. Qualitative education in any nation is not a luxury, but an imperative to national development.
3. **Language and Youth Empowerment:** Language is the most fundamental and important tool for youth empowerment. It is a weapon for the upliftment of the underprivileged, the marginalized, the un-informed or the illiterates in the society.

4. **Instrument of language:** Modern man can hardly contemplate communal life without the instrument of language. Performance, especially spoken language, defines personality. For the teacher, his credibility is almost entirely anchored on his competence in communicating ideas, and stimulating learning through the use of language.
5. **Medium of instruction:** Language and language studies empower those who are engaged in them. Language as a means of communication is the corner stone of any educational process (Ige,2000). It plays a vital role in education as a subject and it is also a medium of instruction. Education, whether formal or informal, is carried out through the medium of some languages, and learning at any level is largely verbal (Awoniyi,1978).
6. **Impact of paralanguage:** Pitch, intonation, speech rate, facial expressions, and hesitation noises are examples of paralanguage. It has a significant influence on the language you use. Depending on where you grew up, the paralanguage will be different. We pick up on those behaviours, expressions, and intonations from the people around us. Body language that conveys conflict in one country sometimes views as supportive in another.
7. **Languages, Civic Responsibility & Democracy:** Language is an indispensable cultural legacy with which all forms of human interactions are carried out. It is capable of destroying or mending relationships. The creation of a new democratic culture depends on indigenous language for the articulation of democratic ideals. A given political thought is usually expressed by means of language. It determines the stability and success or otherwise of a given democratic experience.

Ken Hale, a well-known linguist, discusses the relationship between culture and language. He claims that when a language loses, a piece of culture is also lost as culture has a strong influence on the language. Our fundamental traditions, ideals, and interpersonal interactions are all influenced by culture. Language, on the other hand, makes these exchanges quick.

Self Check Exercise-3

1. How does language contribute to cultural development?
 - A) By limiting access to information
 - B) By preserving cultural heritage and values
 - C) By reducing social interaction
 - D) By promoting isolation from other cultures
2. What is the relationship between language and culture according to the text?
 - A) Language and culture are unrelated
 - B) Language is a by product of cultural development
 - C) Language and culture are inextricably related and influence each other
 - D) Culture changes language without affecting it

3. Which of the following is NOT a role of language in cultural development mentioned in the text?

- A) Enhancing youth empowerment
- B) Serving as a medium of instruction
- C) Creating technological advancements
- D) Reflecting civilization and cultural heritage

4. According to Ken Hale, what happens when a language is lost?

- A) Only linguistic knowledge is lost
- B) A piece of culture is also lost
- C) Cultural practices are unaffected
- D) The language is replaced by a more advanced one

5. In what way does language serve as a catalyst for national development?

- A) By limiting access to education
- B) By enhancing communication and educational development
- C) By discouraging cultural exchanges
- D) By isolating different linguistic communities

3.6 Summary

Language is a cornerstone of social, literary, and cultural development. Socially, language is the primary means by which people interacts, build relationships, and create communities. It enables the exchange of ideas, norms, and values, fostering social cohesion and collective identity. In the literary realm, language is the vehicle for storytelling, poetry, and other forms of artistic expression. Through literature, language captures the human experience, conveys emotions, and stimulates imagination, enriching both the individual and collective intellect. Culturally, language preserves and transmits traditions, customs, and histories across generations. It is through language that cultural heritage is maintained and evolved, ensuring the continuity and dynamism of cultural identity. Additionally, language plays a critical role in the dissemination of cultural products such as films, music, and art, which further influence and shape societal norms and values. Overall, language is essential for the development and perpetuation of social bonds, literary richness, and cultural legacy.

3.7 Glossary

Incessantly: In a way that never stops, especially when this is annoying or unpleasant.

Anchored: To fix something firmly so that it can't move.

Dialect Language: - A dialect is a form of the language that is spoken in a particular part of the country or by a particular group of people.

Transmission: - Sending something out or passing something on from one person, place or thing to another.

3.8 Answers to Self Check Exercises

Self Check Exercise-1

Answer 1: b) Social interactionist theory

Answer 2: a) Zone of Proximal Development (ZPD)

Answer 3: reciprocal

Answer 4: linguistic

Self Check Exercise-2

Answer 1: True

Answer 2: medium

Self Check Exercise-3

Answer 1: B) By preserving cultural heritage and values

Answer 2: C) Language and culture are inextricably related and influence each other

Answer 3: C) Creating technological advancements

Answer 4: B) A piece of culture is also lost

Answer 5: B) By enhancing communication and educational development

3.9 References/ Suggested Readings

Bruner, J. S. (1996). *The culture of education*. Harvard University Press.

Goswami, U. (2008). *Cognition and language: A developmental perspective*. Wiley-Blackwell.

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3.10 Terminal Questions

Short answer type questions:

1. Discuss role of language in life.
2. Write short note on the following:
 - (a) Role of language in Social Development
 - (b) Role of language in Literary and Cultural Development

Long answer type questions:

1. Describe the role of Language in human life.
2. Describe the role of language in Social Development and Literary and Cultural Development.

UNIT-4

Characteristics of Language Development

Lesson Structure

4.1 Introduction

4.2 Learning Objectives

4.3 Meaning and Definitions of Language Development

Self Check Exercise-1

4.4 Characteristics of Language Development

Self Check Exercise-2

4.5 Summary

4.6 Glossary

4.7 Answers to Self Check Exercise

4.8 References/ Suggested Readings

4.9 Terminal Questions

“Human language is one of the most distinctive behavioural adaptations on the planet. Languages evolved in only one species, in only one way, without precedent, except in the most general sense. And the differences between languages and all other natural modes of communicating are vast.”**Deacon**

4.1 Introduction: Language development

Language development starts with sounds and gestures, as compare to words and sentences. Language development of child can be improved by talking a lot with your child and responds when your child communicates. Language development helps children to acquire the ability of speech and communicate and reading books and sharing stories is good for language development. A child may slowly understand basic linguistic patterns and expand their vocabulary gradually before achieving fluency. It helps an individual to ask questions and develop simple ideas into more complex ideas. Language development depends upon the child's own pattern of development, their age, and the opportunity to experiment and use language. All individuals have a need to communicate and language is the tool that allows this.

It is the process through which children acquire, or learn language. Language can be thought of in two main categories: - Receptive and expressive.

Receptive: - A child's ability to understand the communication of other people, including spoken words, gestures and written words.

Expressive: - A child's ability to express himself, through modes including speech gestures etc.

Some experts consider the human capacity for language to reside in a particular module of the brain; other researchers contend that a more general neural network serves language processes.

4.2 Learning Objectives

After completing the unit, you will be able to:

- * Understand the Development of Language
- * Understand the meaning and definitions of Language Development
- * Characteristics of language development

4.3 Meaning and Definitions of Language Development:

Language refers to a form of communication in which we learn to use complex rules to form and manipulate symbols that are to generate an endless number meaningful sentence. Speech is the voluntary neuromuscular behaviour that allows humans to express language and is essential for spoken communication. Hearing is the perception of sound, which includes both general auditory perception and speech perception. Speech perception involves specialized processors in the brain that have evolved specifically to respond to human speech and language. Communication is the act of sharing information among two or more people. Although communication need not involve speech, language, and hearing, the capacity for humans to use these processes to share information makes human communication the most sophisticated among all species. The vocabulary of children in the beginning is too limited and is continuously increases in the size of one's vocabulary during childhood, later on, as a result of pressure of needs and learning, the vocabulary goes on developing. Following are the characteristics of language development.

According to Lahey: - "Language is the one of the most significant cognitive developments of the human species."

According to Feldman: - "Language is defined as the communication of information through symbols arranged according to systematic rules."

Self Check Exercise-1

1. Language development involves the use of complex rules to form and manipulate _____ in order to generate an endless number of meaningful sentences.
2. According to Feldman, language is defined as the communication of information through _____ arranged according to systematic rules.
3. According to Lahey, language is considered one of the most significant cognitive developments of the human species.

4.4 Characteristics of Language Development: -

1. Development of oral vocabulary: The child at birth can only utter some crying sounds. It is followed by babbling and expression through gestures. By the age of one and half year, a child is able to speak a few words 10 to 20. After that it increases up to 5 years, a child may have 2000 words in his vocabulary. Schooling and environment contact have a great impact and at the adolescent age may gain in his vocabulary.

2. Development of speech power: It begins with the utter and understanding of the meaningless as well as meaningful sounds. As a result, he responds to sound and speech and change thoughts in his own speech. In childhood his oral expression may be limited later on he uses adjectives and adverbs and size of spoken sentences gets increased. After that formal or informal education becomes a potent faster of his oral expression.

3. Development of reading ability: The ability to recognize and understand the meaning of handwritten or printed words, symbols and sentences. The first step is the ability to identify and naming alphabets up to the age of 3 to 4 years. After learning alphabets child learn reading words and then sentences. After that children picks up speed in reading and are able to group matter related to their subject of text books.

4. Development of writing ability: Writing ability makes child to express his feelings and thoughts with the help of some scripts related to scientific language. It appears after reading ability. It requires the proper coordination of the muscles of the fingers of the hand. A child first learns to write alphabets by drawing lines and then words and from 4th and 5th class onwards, learn to express their feelings and thoughts freely with written expression.

5. Theories of Language Development: Three major theories have informed our understanding of how language develops. B. F. Skinner (1957) initiated the behaviourist theory of language development. Skinner proposed that language is acquired through operant conditioning; that is, parents reinforce the baby's efforts at language. Subsequently, they reinforce the most correct forms of efforts to say words. Behaviourists' also propose that the child learns language through imitation. The adult conditions the child to use correct language forms by rewarding efforts to imitate adult language.

6. Semantic relations: Most studies on early child language conclude that the child at the two-word stage is concerned with the expression of a small set of semantic relationships.

7. Creativity: A feature that is markedly evident in young children is their creativity with language. Children, like adults, continually produce sentences they have not heard before, and one can more easily recognize that novelty in children because sometimes the ideas are rather strange.

8. Sequence of Language Development: All children learn language in the same sequence. Although the timing may vary for different languages, the developmental sequence is the same. From the moment of birth, the neonate uses cries and facial expressions to express his needs. He can distinguish his mother's voice from other voices and can discriminate among many different speech sounds (Berger, 2000). Thereafter, steps toward speech and the use of language develop at regular intervals.

9. Cognitive development: Cognitive development to talk about the same ideas and that their grammars are based solely on semantic relations. So the semantic analysis of

children's early sentences offers fascinating data on the meanings children express at that age, but it is less clear that these semantic notions are the components out of which children's grammars are constructed.

Self Check Exercise-2

1. At what age does a child typically begin to speak a few words, expanding their vocabulary from about 10 to 20 words?

- A) At birth
- B) By 6 months
- C) By 1.5 years
- D) By 3 years

2. Which stage of language development involves a child first learning to write alphabets by drawing lines before progressing to writing words?

- A) Development of oral vocabulary
- B) Development of speech power
- C) Development of reading ability
- D) Development of writing ability

3. According to B. F. Skinner's behaviourist theory, how is language acquisition primarily achieved?

- A) Through innate biological mechanisms
- B) Through operant conditioning and reinforcement
- C) Through imitation and observation
- D) Through interaction with peers

4.5 Summary

"Language development is characterized by several key features that unfold systematically as individuals grow. It begins with early phonetic development, where infants start to recognize and produce sounds. This is followed by the acquisition of vocabulary, where children learn new words rapidly, often referred to as the "vocabulary spurt." As vocabulary expands, syntactic development takes place, allowing children to form sentences by understanding and applying grammatical rules. Pragmatic skills, or the ability to use language effectively in social contexts, also emerge, enabling individuals to navigate conversations, understand context, and infer meaning beyond literal words. Language development is influenced by a combination of genetic, cognitive, and environmental factors, including social interactions, exposure to language-rich environments, and cultural context. The process is typically marked by milestones, such as babbling, first words, and complex sentence formation, though individual trajectories can vary widely. Ultimately, language development is a dynamic and ongoing process that underpins effective communication and cognitive growth."

4.6 Glossary

Acquisition: The act of obtaining or buying something.

Attuned: Make receptive or aware.

Perception: The ability to notice or understand something

4.7 Answers to Self Check Exercises

Self Check Exercise-1

Answer 1: symbols

Answer 2: symbols

Answer 3: True

Self Check Exercise-2

Answer 1: C) By 1.5 years

Answer 2: D) Development of writing ability

Answer 3: B) Through operant conditioning and reinforcement

4.8 References/ Suggested Readings

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4.9 Terminal Questions

Short answer type questions

1. Define language development.
2. Write definition of language development.

Long answer type questions

1. Discuss the characteristics of language development.

Unit-5

Factors affecting Language Learning: Physical and Psychological Factors

Unit Structure

5.1 Introduction

5.2 Learning Objectives

5.3 Language learning

Self Check Exercise-1

5.4 Factors affecting Language Learning: Physical and Psychological

Self Check Exercise-2

5.5 Summary

5.6 Glossary

5.7 Answers to Self Check Exercise

5.8 References/ Suggested Readings

5.9 Terminal Questions

5.1 Introduction

Teacher should be especially interested in differences among language learners because in that sense teachers will find ways to help their students become more successful. All language learners, needless to say, fulfil factors which affect language learning process. Since the factors like physical, psychology, exhaustion, family factors, school factors, social factor, etc.

Language learners differ in emotions, aptitude, gender, learning styles, approaches to language learning and age.

By knowing learner characteristics teachers are sometimes able to help students develop more positive characteristics and become better language learners. Other times, teachers are able to adjust language teaching approaches for their particular students and teaching situation.

Better language learning is essential so that they can become more autonomous and extend their language learning beyond the classroom. There are some **internal** and **external factors** which affects language learning:

5.2 Learning Objectives

After completing the unit, you will be able to:

* Understand the factors affecting language learning: physical and psychological

5.3 Language learning

Language learning is a complex and dynamic process that involves acquiring the ability to understand, produce, and use language effectively. It typically begins in early childhood, when infants start by recognizing and mimicking the sounds and intonations of their native language. As they grow, they progress from babbling to forming simple words and sentences, gradually expanding their vocabulary and grasp of grammar. This developmental trajectory continues into later childhood and adolescence, during which learners refine their language skills, including reading comprehension, writing, and sophisticated verbal expression. The process is influenced by several factors, including age, motivation, exposure, and practice. Younger learners often acquire languages more effortlessly due to their high neuroplasticity, while adults may benefit from structured learning approaches tailored to specific goals. Methods of language learning range from immersive experiences and formal education to self-directed study using digital tools. Effective language learning also requires understanding cultural nuances and contextual use, which involves mastering not only the technical aspects of grammar and vocabulary but also the subtleties of social interaction and communication. Overall, language learning is an intricate interplay of cognitive development, social interaction, and cultural engagement, necessitating continuous practice and exposure to achieve proficiency and fluency.

1. Stages of Language Learning

- **Infancy and Early Childhood:** Language learning begins from birth. Infants first acquire the ability to recognize sounds and intonations of their native language. Early stages include babbling, single words, and simple phrases. By age two, children start combining words to form simple sentences.
- **Preschool and Early School Years:** Vocabulary expands, and grammatical structures become more complex. Children learn to use language in various contexts and develop skills in storytelling and understanding narratives.
- **Later Childhood and Adolescence:** Language skills become more refined. Students learn to use language for academic purposes, including reading comprehension and written expression. They also develop an understanding of abstract concepts and more complex sentence structures.

2. Key Components of Language Learning

- **Phonology:** The study of sounds in a language. Learners must recognize and produce phonemes, the distinct units of sound that distinguish words.
- **Vocabulary:** The set of words and their meanings. Expanding vocabulary is crucial for effective communication and comprehension.
- **Grammar:** The set of rules governing sentence structure. Learning grammar involves understanding syntax, morphology, and the proper use of tense, agreement, and other grammatical features.

- **Pragmatics:** The use of language in context. This includes understanding and using language appropriately in different social situations, including nuances such as politeness, tone, and idiomatic expressions.

3. Methods of Language Learning

- **Immersive Learning:** Being surrounded by the language in everyday situations, such as living in a country where the language is spoken or participating in a language immersion program.
- **Formal Education:** Classroom instruction, which may include traditional methods such as grammar-focused teaching, as well as communicative approaches that emphasize interaction and practical usage.
- **Self-Study and Technology:** Using language learning apps, online courses, and multimedia resources to practice and enhance language skills.

Self Check Exercise-1

1. Which of the following is the correct sequence of stages in early language learning?
 - A. Babbling, Single Words, Combining Words, Simple Sentences
 - B. Combining Words, Babbling, Single Words, Simple Sentences
 - C. Single Words, Babbling, Combining Words, Simple Sentences
 - D. Babbling, Single Words, Simple Sentences, Combining Words
2. What component of language learning focuses on the set of rules governing sentence structure?
 - A. Phonology
 - B. Vocabulary
 - C. Grammar
 - D. Pragmatics
3. Which method of language learning involves being surrounded by the language in everyday situations?
 - A. Formal Education
 - B. Immersive Learning
 - C. Self-Study and Technology
 - D. Structured Practice

5.4 Factors affecting Language Learning: Physical and Psychological Factors

A. Physical Factors: Physiological Factors; various Physical deficiencies cause reading disability. Visual, auditory, speech impairments and neurological status are some physical deficiencies, which cause reading disability. Correction of visual defects enables children to

learn to read more easily. Kavale (1982), on the basis of a meta-analysis of 161 studies, concluded that visual perception is an important component of reading achievement. Both the ability to pronounce words correctly and the ability to understand what they mean is based on a child's language ability, which has been acquired through listening. Although children with severe and extreme hearing losses always have great difficulty in learning how to read, those with lesser impairments often do reasonably well if the hearing loss is identified early and appropriate medical and educational measures are taken (Guy L. Bond et al., 1989, P. 53).

1. Sensation and perception: Sensation and perception are the basis of all cognitive learning and weak perception, lesser the amount of learning. A blind man learns less than a average person. Impairment of sense organs is a problem in learning.

2. Health: Poor health hampers learning. Sound mind exists in a sound body. Sound physical health gives vitality to pursue learning activities for a longer education. A diseased person is handicapped by the normal physical strength necessary for any mental activity.

3. Physical and mental Fatigue: Muscular or sensory fatigue causes mental boredom and indolence. A number of factors in the home and school environment may cause physical and mental fatigue, like lack of accommodation, wrong seating arrangement, unhealthy clothing, inadequate ventilation, poor light, and nutrition cause fatigue which affects the learning capacity.

4. Time of Learning: Morning and evening hours are the best time of study. During the day, there is decline in the mental capacity with the passage of time. Experiments on children have shown that there are great variations in learning efficiency during the different hours of the day.

5. Nutrition: Nutrition is responsible for efficient mental activity. Poor nutrition adversely affects learning. The type of food affects our health. The alcoholic drinks, caffeine, tobacco and such addictive items have adverse effect on neuro-muscular system.

6. Environmental conditions: High temperature and humidity lower the physical and mental efficiency. Low ventilation, lack of proper illumination, noise and physical discomfort hamper the learning capacity. Distractions of all sorts affect power of concentration and consequently the efficiency of learning.

7. Age: Learning capacity varies with age. On the evidence of experiments conducted. Thorndike says that mental development does not stop at 16 or 18 but increases up to 23, and halts after 40. Learning proceeds rapidly between 18 and 20, remains stagnant till 25, and declines up to 35. Age accompanies mental maturation. So, some complex problems cannot be solved till the person is sufficiently mature.

Children learn the school subjects more easily than uneducated adults can learn. This is perhaps because the children's minds are not burdened with worldly problems, and they have more flexible nervous system.

B. Psychological Factors: The following are the psychological factors that affect the language learning: -

(a) Intelligence: The ability to meet and adapt to novel situations quickly and effectively. The ability to utilize abstract concepts effectively. The ability to grasp relationship, to learn quickly and respond very fast.

The great intelligence gives more progress to the learning process.

(b) Attention: Attention is concentration (mental focus, serious consideration). To get the good mark in the subject, the student must pay attention at the lesson; if he/she bored he probably will fail in that lesson.

(c) Interest: Interest is persisting tendency to pay attention to and enjoy some activity or content. If the lesson doesn't interesting to the student, the student can't learn well.

(d) Aptitude: Aptitude is the capacity to learn. Everyone have different aptitude. So, it's time for us to use that aptitude maximally for our best. The good way is to use the aptitude by study and practice as much as we can do.

(e) Motivation and Interest: Motive is an effective-conative factor which operates in determining the direction of an individual's behaviour to words an end or goal, consciously apprehended or unconsciously. The teacher must have good motive to get attention from the students. More motivated students tended to use more strategies than less motivated students, and the particular reason for studying the language (motivational orientation, especially as related to career field) was important in the choice of strategies. No learning takes place unless it is motivated. Purposeless learning is no learning at all. Every child is impelled by some motive to learn new things. In the absence of motivation, can he does not feel interested in the act of learning. A child's behaviour in learning is energised by motives, selected by motives and directed by motives.

(i) Motives energise behaviour: Hunger and thirst induce acquisition of food. Reward induces further success. Punishment or failure induces action for achievement.

(ii) Motives select behaviour: Only those acts of learning are selected which are supported by some motive. A boy visits a village fair. He sees only those toys, objects or things that interest him.

(iii) Motives direct behaviour: These activate the person, enthuse him and impel him to do the desired action. These direct his energies to reach the desired action. These direct his energies to reach the desired goal. Sultan of Kohlar was directed by hunger to reach the bananas, and that way he strived and learnt the way.

(f) Mental Health: Mental tension, complexes, conflicts, mental illnesses and mental diseases hamper learning. A maladjusted child finds it difficult to concentrate. Concentration needs mental poise and absence of mental conflict or complex.

(g) Success, Praise and Blame: Nothing succeeds like success. Thorndike's experimental evidences show that praise stimulates small children to work and learn, although it does not produce much effect on superior and elder children. Elder children are more sensitive towards reproof and blame, than younger children.

(h) Rewards and Punishment: Rewards are powerful incentives to learning. Rewards should be like praise. But things based rewards should not be given regularly. They become over-dependent on rewards. They refuse to work without any incentive of reward. All learning should not be and cannot be rewarded immediately.

Punishments, arousing fear in anticipation, may influence the pupil to work and learn, but not in all the cases. Experimental studies show that punishment interfere with complex learning activities in frequent situations. Absence of punishment becomes a basis of low activity on the part of the pupil. So fear of punishment should be given.

Self Check Exercise-2

1. Visual and auditory impairments are physical deficiencies that can cause reading disabilities, while the correction of visual defects enables children to _____.

2. According to Guy L. Bond et al. (1989), children with severe hearing losses often have great difficulty in learning how to read, but those with lesser impairments can often do reasonably well if _____.

3. Which of the following is a physical factor affecting language learning?

- A. Intelligence
- B. Interest
- C. Visual impairments
- D. Motivation

4. What is the primary role of nutrition in language learning?

- A. Enhancing social interactions
- B. Improving cognitive development and mental activity
- C. Reducing physical fatigue
- D. Increasing attention span

5. According to the text, which time of day is considered optimal for studying to maximize learning efficiency?

- A. Midday
- B. Afternoon
- C. Morning and evening
- D. Late night

5.5 Summary

“Language learning is influenced by a range of physical and psychological factors. Physically, the state of an individual's sensory and motor systems plays a crucial role. Hearing and speech organs must function properly for effective auditory perception and articulation of sounds. Neurological factors, including brain development and cognitive functioning, are also fundamental, as they underpin the ability to process and produce language. Psychological factors include motivation, attitude, and anxiety levels. A highly motivated learner with a positive attitude towards the language is more likely to engage with and acquire it effectively. Conversely, high levels of anxiety can impede language learning by causing stress and inhibiting communication. Cognitive abilities, such as memory, attention, and problem-solving skills, also significantly impact the ease and success of language acquisition. Additionally, emotional factors, such as self-esteem and the sense of identity, influence how comfortably and confidently individuals use and learn new

languages. Together, these physical and psychological factors create a complex interplay that affects the overall language learning process.”

5.6 Glossary

Perception: The ability to notice or understand something.

Concentration: The ability to give all your attention or effort to something.

Prevalent: Most common in a particular place at a particular time.

5.7 Answers to Self Check Exercises

Self Check Exercise-1

Answer 1: D. Babbling, Single Words, Simple Sentences, Combining Words

Answer 2: C. Grammar

Answer 3: B. Immersive Learning

Self Check Exercise-2

Answer 1: learn to read more easily

Answer 2: the hearing loss is identified early and appropriate medical and educational measures are taken

Answer 3: C. Visual impairments

Answer 4: B. Improving cognitive development and mental activity

Answer 5: C. Morning and evening

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5.9 Terminal Questions

Short answer type questions

1. Discuss language learning.
2. Write short note on
 - (a) Physical factors affecting language learning.
 - (b) Psychological factors affecting language learning.

Long answer type questions

1. Explain the physical and psychological factors affecting Language Learning.

Unit-6

Factors affecting Language Learning: Social and other Factors

Unit Structure

6.1 Introduction

6.2 Learning Objectives

6.3 Factors affecting Language Learning: Social and other Factors

Self Check Exercise-1

6.4 The Teacher's Role in Language Learning Process

Self Check Exercise-2

6.5 Summary

6.6 Glossary

6.7 Answers to Self Check Exercise

6.8 References/ Suggested Readings

6.9 Terminal Questions

6.1 Introduction

Factors influencing language learning extend beyond individual cognitive abilities to encompass social and environmental influences that shape the learning process. Social factors include interactions within familial, peer, and community settings, where exposure to language-rich environments can significantly enhance proficiency. Cultural context plays a crucial role, as languages often reflect and reinforce societal norms, values, and identities. Educational policies and resources also impact language learning opportunities, with access to quality instruction and learning materials influencing outcomes. Socioeconomic status affects access to educational resources and language enrichment programs, contributing to disparities in language proficiency. Furthermore, exposure to diverse linguistic environments, media, and technological resources can either facilitate or hinder language acquisition depending on availability and utilization. These social and environmental factors create a dynamic context for language learning, highlighting the interconnectedness of individual, social, and cultural influences on linguistic development.

6.2 Learning Objectives

After completing the unit, you will be able to:

- Understand the factors affecting language learning: social and other factors
- Understand the teacher's role in language learning process

6.3. Factors affecting Language Learning: Social and other Factors

(A) Social Factors: - Specific social factors that can affect second language acquisition include activity in society, mass media, companionship, social interaction, age, gender, social class, and ethnic identity etc.

(a) Students Activity in Their Society: We need to limit their society, so that it may not disturb their study. We can choose the activity that increases their study, like course, group discussion, etc.

(b) Mass Media: the examples of mass media are movie theatre, radio, television, newspaper, magazine, etc. We need guidance and control from parents and educators, in family, school and society.

(c) Companionship: Influences from friends will faster come in their mind. The students make relation with the good friends. It will give him positive impact better than negative ones.

(d) Social Interaction: Social interaction also gives the impact to their study. Many kinds of people are around and need to choose the right one.

(e) Social class: Individual's social class is a composite determined by income, level of education and occupation. Usually, it is divided into four groups: lower class, working class, lower middle class, and upper middle class.

(2) External Factors: In external factors can be difference into three groups, like : family factor, school factor and social factor.

1. Family factors

(a) The way of parent's educate: The way that parent's educate influence to their children. Because family is the first and prominent educator.

(b) Relations between family members: Relations between parent and their children, children with their brother and sister, etc. If in that family have harmonious relations will created a success students.

(c) The home Atmosphere: The best atmosphere is quiet and peaceful. In those situations children will learn and study well at home.

(d) Family's Economy: Children must get the basic requirements such as foods, clothes, books, chair, table and many other things. All of that requirement can get if his/her family have enough money.

(e) Parent's Understanding: Sometimes their children lost of interest in their subject, in that moment the parent must give them support.

(f) Cultural Background: Rote memorization and other forms of memorization were more prevalent among some Asian students than among students from other cultural

backgrounds. Certain other cultures also appeared to encourage this strategy among learners.

2. School Factors

(a) Teaching Method: Teachers must have training relevant to their own instructional situations in three areas: identifying students' current learning strategies through surveys, interviews, or other means; helping individual students discern which strategies are most relevant to their learning styles, tasks, and goals; and aiding students in developing orchestrated strategy use rather than a scattered approach.

(b) Curriculum: Students of different ages and stages of language learning used different strategies, with certain strategies often being employed by older or more advanced students.

(c) Learning Style and process: Learning style (general approach to language learning) often determined the choice of English learning strategies. Language Development (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing, gesturing). When we think of second language development as a learning process, we need to remember that different students have different learning styles, that intrinsic motivation aids learning, and that the quality of classroom interaction matters a great deal.

(d) The Relations between Students and Teacher: Teaching learning process happened between teacher and students. The teacher must be cooperative in his/her class. Building upon a foundation of integrity, teaching as an ethical profession requires the interaction of six essential behaviors:

- ☐ Caring
- ☐ Setting high standards
- ☐ Providing intellectually challenging learning experiences
- ☐ Organizing and managing classes to facilitate learning
- ☐ Student centered
- ☐ Reflecting

(e) The Relations between Each Student: Create good relations between each other is necessary because it can give positive influence to their study.

(f) Discipline: Discipline at school not only for the teacher and the students, but also for every bodies in that area. All of person at school must obey the rule. If nobody ever breaks the rules the situation will always under control.

(g) Schedule: Good management in time will give positive impact for teaching-learning process.

(h) The School's Building: The size of school is equals with the student's understanding and development of confidence and proper management of his talent.

- (i) Type of Task:** The nature of the task helped determine the strategies naturally employed to carry out the task.
- (j) Attitudes and Beliefs :** These were reported to have a profound effect on the strategies learner choose, with negative attitudes and beliefs often causing poor strategy use or lack of orchestration of strategies.
- (k) Tolerance of Ambiguity:** Students who were more tolerant of ambiguity used significantly different learning strategies in some instances than did students who were less tolerant of ambiguity.
- (l) Role models:** Students need to have positive and realistic role models who demonstrate the value of being proficient in more than one language. It is also helpful for students to read literature about the personal experiences of people from diverse language and dialect backgrounds.
- (m) Peer groups:** Teenagers tend to be heavily influenced by their peer groups. In second language learning, peer pressure often undermines the goals set by parents and teachers. Peer pressure often reduces the desire of the student to work toward native pronunciation, because the sounds of the target language may be regarded as strange.
- (n) Goals of life:** Learners' goals may determine how they use the language being learned, how native-like their pronunciation will be, how lexically elaborate and grammatically accurate their utterances will be, and how much energy they will expend to understand messages in the target language.
- (B) Other factors:**
- (a) Intellectual factor:** The term refers to the individual mental level. Success in school is generally closely related to level of the intellect. Pupils with low intelligence often encounter serious difficulty in mastering schoolwork. Sometimes pupils do not learn because of special intellectual disabilities.
- (b) Learning factors:** Factors owing to lack of mastery of what has been taught, faulty methods of work or study, and narrowness of experimental background may affect the learning process of any pupil. If the school proceeds too rapidly and does not constantly check up on the extent to which the pupil is mastering what is being taught, the pupil accumulates a number of deficiencies that interfere with successful progress.
- (c) Physical factors:** Under this group are included such factors as health, physical development, nutrition, visual and physical defects, and glandular abnormality. It is generally recognized that ill health retards physical and motor development, and malnutrition interferes with learning and physical growth.
- (d) Mental factors:** Attitude falls under mental factors attitudes are made up of organic and kinaesthetic elements. They are not to be confused with emotions that are characterized by internal visceral disturbances. Attitudes are more or less of definite sort. They play a large part in the mental organization and general behaviour of the individual.

(e) Emotional and social factors: Personal factors, such as instincts and emotions, and social factors, such as cooperation and rivalry, are directly related to a complex psychology of motivation. It is a recognized fact that the various responses of the individual to various kinds of stimuli are determined by a wide variety of tendencies.

(f) Teacher's Personality: The teacher as an individual personality is an important element in the learning environment or in the failures and success of the learner. The way in which his personality interacts with the personalities of the pupils being taught helps to determine the kind of behavior which emerges from the learning situation.

(g) Environmental factor: Physical conditions needed for learning is under environmental factor. One of the factors that affect the efficiency of learning is the condition in which learning takes place. This includes the classrooms, textbooks, equipment, school supplies, and other instructional materials.

(h) Psychological Factors: Children develop language skills at a varying rate, according to The Children's Hospital at West mead, Australia. Although some children grow to understand and speak rather quickly, others may develop slowly. There are numerous possible reasons and, in some cases, may be psychological. The psychological factors affecting language development can be environment or care related. Often, the reasons may even have to do with a medical problem which results in a psychological disorder and prevents children from properly developing in this area.

(i) Speech Problems: According to Kyla Boys, at the University of Michigan, certain medical issues can prevent a child from developing efficient language skills or slow down the process. Speech problems such as dysanthia, stuttering, speaking in low volume or in a slurred manner, can often be embarrassing for the child and lead to emotional insecurity. As a result, she may hesitate to speak and thus delay her language development.

(j) Level of Care: The level of care that a child receives from her parents may also affect her language development, according to a study carried out by the University of North Carolina. Research showed that children who are neglected by their care providers tend to develop language skills more slowly, in comparison to kids who are given all the attention and care that they need. In cases where children are overlooked and left alone too much, the lack of communication and encouragement often prevents them from properly developing and may slow down the acquisition of language skill significantly.

(k) Traumatic Stress: According to The National Child Traumatic Stress Network, traumatic stress can prevent a child from understanding language and learning to speak correctly. Exposure to violence and abuse can lead to the child suffering from severe anxiety, which in turn can have negative effects on her language development. As her ability to handle her emotions becomes affected, her ability to express herself effectively diminishes.

(l) Social Environment: As studies carried out by the University of Virginia and Ohio State University showed, a child's ability to understand language as well as speak has a lot to do with her social environment. Her parents, teachers and peers play a decisive role in her language development, as communication is important for her progress. As a result, social environments that encourage communication significantly assist children in developing in

the area of language development. On the contrary, when a child's social environment feels intimidating and stressful and communication is not effectively promoted, she is more likely to avoid speaking and may become more reserved. This feeling of insecurity can often slow down language development.

(m) Psychological Disorders: Any number of psychological and behavioural problems can limit your child's ability to speak and understand language. A child with a developmental or behavioural disorder like antisocial personality disorder or autism may have limiting capabilities when it comes to interacting with others and understanding facial expressions,

(n) Social Fear: Social experience is paramount in a child's ability to learn and understand language. When your child doesn't receive the opportunity to interact with other children and adults, his ability to understand language can suffer. A child who suffers from anxiety disorders or is especially shy may have trouble when it comes to language development, simply because he doesn't have the practice. Fostering social opportunities in his life can help him overcome his social fear and engage in language learning opportunities on a daily basis.

Self Check Exercise-1

1. Which of the following social factors is crucial for second language acquisition?

- a) Genetic predisposition
- b) Activity in society
- c) Natural talent
- d) Physical fitness

2. What is the role of mass media in language learning?

- a) It has no significant impact.
- b) It primarily distracts learners from studying.
- c) It can serve as an important tool for language exposure with proper guidance.
- d) It only benefits advanced learners.

3. Which of the following is NOT a school factor influencing language learning?

- a) Teaching method
- b) Family's economic status
- c) Curriculum
- d) Relations between students and teachers

4. Social interaction plays a critical role in language learning as it provides learners with opportunities to practice and use the language in real-world contexts.

5. Learners' goals of life may determine how they use the language being learned, including how native-like their pronunciation will be and how much effort they will put into mastering the language.

6.4 The Teacher's Role in Language Learning Process

Children learn faster when they feel attracted to an exciting lesson. Teachers must not forget that kids grow fast that is why creative lessons must be plan ahead. The teacher must create a warm and protective and professional environment. If students feel secure in the classroom the result will be shown in the academic progress. Teachers have the responsibility to know his/her students in the classroom. Each day, the teachers show one of their attitudes that the students are unaware. This is a good exercise to do because it benefits the whole class to break the ice. At initial stages students afraid from teachers because he don't know his personality. It will change until the point that the teacher and students discover to have common hobbies with each other. The teacher needs to show respect toward the students so the students also respect the teacher.

A. Initial Activities:

1. Handle classroom routines such as attendance, dismissal and perhaps lunch distribution.
2. Assume teacher's duties – conduct assembly, clubs and other co-curricular activities.
3. Check students' written work and keep necessary records, such as progress report, assignments and projects and mark them.
4. Keep students' in a healthy environment and thus keep them safe.

B. Organizational Activities:

1. Keep a notebook or idea file; include minute fill-in ideas such as games, songs, stories, sources of information and materials, ideas for learning canter, bulletin boards, etc.
2. Make direct observations of classroom activities.
3. Plan a design for a classroom.
4. Become responsible for the general appearance of the classroom. (Cleanliness, arrangement of charts, etc.).
5. Prepare bulletin boards.
6. Develop a repertoire of techniques for class management or handling individual behaviour problems. (Punishment, Time out, etc.).
7. Create an individual behaviour management.

Self Check Exercise-2

1. What is one of the initial activities a teacher must handle in the language learning process?

- a) Prepare lesson plans
- b) Conduct classroom routines such as attendance and dismissal
- c) Design the curriculum
- d) Create bulletin boards

2. Why is it important for a teacher to create a warm and professional environment in the classroom?

- a) To maintain strict discipline
- b) To ensure that students memorize the lessons
- c) To make students feel secure, which enhances their academic progress
- d) To follow school regulations

6.5 Summary

Language learning is profoundly shaped by social and other external factors. Social interactions, including family, peers, and community, play a crucial role in providing a language-rich environment that encourages practice and exposure. A supportive social network can enhance motivation and provide practical opportunities for using the language in real-life contexts. Educational systems and teaching methodologies also significantly impact language learning, with effective instruction and curriculum design fostering better outcomes. Cultural context influences language acquisition, as immersion in a culture that speaks the target language facilitates understanding of nuances, idioms, and social norms. Socioeconomic status can affect access to resources such as books, technology, and educational support, which are essential for learning. Additionally, exposure to multiple languages or bilingual environments can either aid or complicate language learning, depending on the individual's adaptability and the support provided. Media and technology also play a pivotal role, offering diverse tools and platforms for immersive and interactive language practice. These social and external factors collectively create an ecosystem that can either enhance or hinder language learning."

6.6 Glossary

Learning style; - A learning style is the way that different student learns. It refers to an individual's preferred way to absorb process, comprehend and retain information.

Neuromuscular: _ Related to nerves and muscles especially: jointly involving or affecting nervous and muscular elements.

Traumatic Stress: - Psychologically or emotionally stressful in a way that can lead to serious mental and emotional problems.

6.7 Answers to Self Check Exercises

Self Check Exercise-1

Answer 1: b) Activity in society

Answer 2: c) It can serve as an important tool for language exposure with proper guidance.

Answer3: b) Family's economic status

Answer 4: Social interaction

Answer 5: goals of life

Self Check Exercise-2

Answer 1: b) Conduct classroom routines such as attendance and dismissal

Answer 2: c) To make students feel secure, which enhances their academic progress

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6.9 Terminal Questions

Short answer type questions:

1. What are the social factors affecting language development?
2. Discuss teacher's role in Language development.

Long answer type questions:

1. Explain the social and some others factors affecting Language Learning.
2. Describe the Role of teacher in language learning.

Unit-7

Theories of Language: Divine Gift Theory, The Pooh or The Interjectional Theory, The Ding-Dong Theory, The Yo-He-Ho- Theory

Unit Structure

7.1 Introduction

7.2 Learning Objectives

7.3 Theories of Language

7.3.1 Divine Gift Theory

Self Check Exercise-1

7.3.2 The Pooh or The Interjectional Theory

Self Check Exercise-2

7.3.3 The Ding-Dong Theory

Self Check Exercise-3

7.3.4 The Yo-He-Ho- Theory

Self Check Exercise-4

7.4 Summary

7.5 Glossary

7.6 Answers to Self Check Exercise

7.8 References/ Suggested Readings

7.9 Terminal Questions

“What is the use of humans having a wonderful and most delicate aural system, if you cannot link it to a brain that can understand language? Many animals, doubtless, can be shown to have remarkable hearing, but animals cannot talk, neither can they, in the accepted linguistic sense, understand speech. They may respond to noise and even voice-tone, but, so far as we can discover, they do not act in any non-programmed way, such as is characteristic of human use of language. We therefore assume that language is unique to humans. “Talking and understanding language do not depend on being intelligent or having a large brain. They depend on ‘being human’ ... [a child] acquires [language] from parents who have no idea how to explain it to him. No careful schedule of rewards for correct or punishments for incorrect utterances is necessary”.**George Miller**

7.1 Introduction

Language has remained a mystery for a long time. Question on its origin, theories, nature and relation with animal communication teased mankind from a long time. Earlier people thought language to be a gift of god. The other ancient civilizations held the same view. Nowadays, it is the accepted view that language have evolved gradually. In other words, it is man's creation. However, it looks a long time for philologist to arrive at this conclusion. Scholars wishing to study the origins of language must draw inferences from evidence such as the fossil record, archaeological evidence, contemporary language diversity, studies of language acquisition, and comparisons between human language and systems of communication existing among animals (particularly other primates).

The shortage of direct, empirical evidence has caused many scholars to regard the entire topic as unsuitable for serious study; in 1866, the Linguistic Society of Paris banned any existing or future debates on the subject, a prohibition which remained influential across much of the Western world until late in the twentieth century. Various hypotheses have been developed about how, why, when, and where language might have emerged. Still, little more has been universally agreed upon today (as of 1996) than over a century and a half ago, when Charles Darwin's theory of evolution by natural selection provoked a surge of speculation on the topic. Since the early 1990s, however, a number of linguists, archaeologists, psychologists, anthropologists, and others have attempted to address this issue with new, modern methods.

A central concern of theories of language has been the question whether language is predominantly a matter of "nature" or of "nurture." One version of this dilemma is whether language is primarily a socio-cultural reality or a biological phenomenon. British Empiricism and German Romantic ideas, interacting in complicated ways, set the stage for much of 19th century linguistic thinking, which culminated in the various structuralist schools of the first half of the 20th century. During the second half of the 20th century, then, linguistic theorizing was dominated by the so- called Chomskyan revolution. This type of linguistics rose to ascendancy with Chomsky (1957), had its greatest popularity during the 1960s, culminated in the 1970s, but steadily lost ground after the 1980s. In this chapter we are learn about theories of language development. Many theories have been proposed regarding the origin of speech.

7.2 Learning Objectives

After completing the unit, you will be able to:

- Understand the Divine Gift Theory
- Understand the Pooh- Pooh or The Interjectional Theory
- Understand the The Ding-Dong Theory
- Understand the The Yo-He-Ho Theory

7.3 Theories of Language

7.3.1 Divine Gift Theory

It was once supposed that God created man as a talking animal i.e., immediately after his birth, he could utter the rudiments of speech, in other words the faculty of speech was inherent in the very nature of man himself. In **Hinduism**, language came from Saraswati

wife of Brahma who was the creators of the universe. The divine gift theory is based on the Indian philosophy that language is the divine gift of God. The first sound which originated in this Brahmand (universe) is 'OM' which is a combination of the letters A+ U + M. This word is the root of all the sound and it represents the union of three Gods-Brahma, Vishnu and Mahesha. The Vedas refer to "vaak" as a creation of the Gods, i.e., language, a divine gift and an achievement for which man has no reason to be proud of. This faculty of speech has been given to man simply to distinguish him from other Aloga or speechless beings. The Hindu Shastras attributed articulated sounds to Self born Being (Brahma) and traced the origin of the Vedas and all other branches of learning including the primordial sound 'Pranava' to the Supreme Being. Man is the only animal which possesses this wonderful gift—the gift of language. Man has also acquired the unique power of naming and classifying things of the world. For Egyptians, it came from Thoth. Thoth is the Egyptian god of writing, music, wisdom, and the moon. In Quran, it is believed that God taught Adam the names of all things. It is similar in most religions because there appears to be a divine source which provides human with language. **In Christianity**, it is believed that God created Adam and whatever Adam called every living creature was the name there of (Genesis). The **Bible**, not just explained the origin of language, but also about diversity. Many societies throughout history believed that language is the gift of the gods to humans. The most familiar is found in Genesis 2:20, which tells us that Adam gave names to all living creatures. This belief predicates that humans were created from the start with an innate capacity to use language. Many societies throughout history believed that language is the gift of the gods to humans. Many languages claim to be the language of God (most significantly Arabic, Hebrew, Greek, and Latin.) It can't be proven that language is as old as humans, but it is definitely true that language and human society are inseparable. Wherever humans exist language exists. Every Stone age tribe ever encountered has a language equal to English, Latin, or Greek in terms of its expressive potential and grammatical complexity. Technologies may be complex or simple, but language is always complex.

Nevertheless, it is impossible to prove that the first anatomically modern humans possessed creative language. It is also impossible to disprove the hypothesis that primitive languages might have existed at some point in the distant past of *Homo sapiens* development.

(A) Judeo-Christian: The most familiar is found in **Genesis 2:20**, which tells us that Adam, gave names to all living creatures. This belief predicates that humans were created from the start with an innate capacity to use language. The Judeo-Christian tradition further offers an explanation on why there are so many different languages in the world. The idea that language contains special powers and can be used to control people, objects, and spirits comes out of the theory that language has a divine connection. We see this in incantations, spells, prayers, curses, and magical words.

(B) Natural evolution hypothesis. This theory says that at some point in their evolutionary development, humans acquired a more sophisticated brain which made language invention and learning possible. In other words, at some point in time humans evolved a language acquisition device, whatever this may be in real physical terms. The simple vocalizations and gestures inherited from our primate ancestors then quickly gave way to a creative system of language - perhaps within a single generation or two. According to the natural

evolution hypothesis, as soon as humans developed the biological, or neurological, capacity for creative language, the cultural development of some system of sounds with meanings — language — would have been an inevitable next step. Our knowledge regarding the anatomical and morphological formation of the brain of a fossil is too scanty to admit of a scientific conclusion. Moreover, it is difficult to determine the level of intelligence from such insufficient data. Under these circumstances how can we ascribe the same intelligence to early and modern man? It may be understood from above points that man did not invent language. There was not time that people were without language but he received it a direct gift from God.

Self Check Exercise-1

1. According to the Divine Gift Theory, the first sound that originated in the universe is:

A) Brahma

B) Thoth

C) OM

D) Vishnu

2. In the Quran, it is believed that God taught _____ the names of all things.

7.3.2 The Pooh-Pooh or The Interjectional Theory

The Pooh-Pooh Theory held that speech originated from the spontaneous exclamations and interjections of the human animal; cries of fear, surprise, anger, pain, disgust, despair or joy. Language began with interjections, instinctive emotive cries such as oh! For surprise and ouch! for pain. The basis for the “pooh-pooh” hypothesis holds true to the involuntary nature of human speech. The idea that speech comes from the automatic vocal responses to pain, fear, surprise, or other emotions: a laugh, a shriek, a gasp. But plenty of animals make these kinds of sounds too, and they didn’t end up with language. This theory holds that speech began with interjections spontaneous cries of pain (“Ouch!”), surprise (“Oh!”), and other emotions (“Yabba dabba do!”).

In fact, “pooh-pooh” is an exclamation that express contempt of disgust. The main evidence for this theory is the existence of sounds (oops! wow! huh! etc.) that are used as interjections. The limitation of theory is that no language contains so many interjections to prove the origin of language from instinctive human sounds.

The idea that speech comes from the automatic vocal responses to pain, fear, surprise, or other emotions: a laugh, a shriek, a gasp. But plenty of animals make these kinds of sounds too, and they didn't end up with language. According to this theory language originates in spontaneous exclamations or instinctive ejaculations of human beings (c. f. the cries of fear, surprise, pain, anger, despair, joy, disgust, etc.). It thus stands that interjections are involuntary expressions of affective states (c.f. facial or limb movements and the like). It is a direct movement of a physical or mental state and lacks communicative value. It is inarticulate and differs from language to language. It plays a very important part in the life of a savage. This theory merely suggests the materials language uses but never explains the processes through which language evolved. Before the emergence of speech, cries and not

vocal sounds existed. Language began when interjections ended but that man still utters cries and uses interjections and that their significance is merely affective, i.e., expressing fear, surprise, etc.

This theory holds that speech began with interjection-spontaneous cries of pain and other emotions.

Criticism: - It says that this theory only explains the origins of interjections that emotional expression often includes sounds not used in language and that it does not explain the origin of nouns.

Self Check Exercise-2

1. The Pooh-Pooh Theory suggests that language originated from:

- A) The imitation of natural sounds
- B) Spontaneous cries and interjections of emotions
- C) The divine gift of speech
- D) Gestures and body language

2. Which of the following is an example of a sound that the Pooh-Pooh Theory claims to be the origin of language?

- A) "Meow"
- B) "Ouch!"
- C) "Whistle"
- D) "Click"

3. According to the Pooh-Pooh Theory, what is a major limitation of this theory regarding the origin of language?

- A) It does not explain the origin of nouns
- B) It overemphasizes the role of grammar
- C) It only accounts for sounds made by animals
- D) It ignores the role of social interaction in language development

7.3.3 The Ding-Dong Theory

The Ding Dong Theory postulated a kind of mystical or a prior correspondence between sound and sense. Enunciated a century ago by Max Muller, the theory reiterated ideas first advanced by Pythagoras (500 B.C.) and later sustained Heraclitus and Plato, who held that language must have arisen out of necessity from laws of nature and especially an inevitable law of harmony, which ordained that "everything has its particular ring". Thus, when prehistoric man first met a dog, he said 'dog' and that is how the dog got its name.

The words 'zigzag' and 'dazzle' may be cited as examples. In the opinion of Prof. Taraporewala, the Hindi word "Jana Gana" "Jog Mog" and a larger number of the Bengali words (Dhonatyak Shobdo) may come under this head. Reduplications for the sake of emphasis, as in "a big man", may come under this head.

The "ding-dong" hypothesis bases the origins of language on onomatopoeia. This idea states that language began when humans started naming objects after a relevant sound that was already involved in their everyday life. Examples include words such as "boom,"

“crash,” and “oink.” These represent the sounds of certain objects, but it is unclear how to provide onomatopoeia for silent objects such as a rock. The ding-dong theory speculates the origins of language on the imitation of natural movements rather than that of sound. It holds that the universe is essentially rhythmical and that rhythm was innate in early man. The primitive man responded to the natural rhythms (the flowing river, the swaying trees etc.). When the tree swayed, early man-made rhythmical movements in imitation.

It also does not consider abstract ideas like love or justice, as there are no sounds for these words. Also, this hypothesis does not supply words for grammar or abstract items in the English language, so it is not hard to imagine that these types of words are unusual and rare in most languages. Onomatopoeia is such a small part of linguistics and varies greatly from language to language. Because of these limitations it is considered a limited hypothesis.

The “ding-dong” hypothesis bases the origins of language on onomatopoeia (the fact of words containing sounds similar to the noises they describe). This idea states that language began when humans started naming objects after a relevant sound that was already involved in their everyday life. Examples include words such as “boom,” “crash,” and “oink.” These represent the sounds of certain objects, but it is unclear how to provide onomatopoeia for silent objects such as a rock. It also does not consider abstract ideas like love or justice, as there are no sounds for these words. Also, this hypothesis does not supply words for grammar or abstract items in the English language, so it is not hard to imagine that these types of words are unusual and rare in most languages. Onomatopoeia is such a small part of linguistics and varies greatly from language to language. Because of these limitations it is considered a limited hypothesis.

(a) Mystical resonance: The idea that speech reflects some mystical resonance or harmony connected with things in the world. Unclear how one would investigate this. This theory, favoured by Plato and Pythagoras, maintains that speech arose in response to the essential qualities of objects in the environment. The original sounds people made were supposedly in harmony with the world around them.

What’s wrong with this theory?

(b) Sound symbolism: Apart from some rare instances of sound symbolism, there’s no persuasive evidence, in any language, of an innate connection between sound and meaning. This theory speaks of a mysterious or prior coincidence between a sound and its sense, i. e., for every expression within, there is a manifestation outside.

These represent the sounds of certain objects, but it is unclear how to provide onomatopoeia for silent objects such as a rock. It also does not consider abstract ideas like love or justice, as there are no sounds for these words. Also, this hypothesis does not supply words for grammar or abstract items in the English language, so it is not hard to imagine that these types of words are unusual and rare in most languages. Onomatopoeia is such a small part of linguistics and varies greatly from language to language. Because of these limitations it is considered a limited hypothesis.

Self Check Exercise-3

1. The Ding-Dong Theory suggests that language originated from:

- A) The imitation of natural sounds and rhythms
- B) Spontaneous emotional cries
- C) The divine gift of language
- D) Social interactions and communication needs

2. Which of the following words is an example of onomatopoeia that supports the Ding-Dong Theory?

- A) "Justice"
- B) "Rock"
- C) "Boom"
- D) "Harmony"

3. What is a major criticism of the Ding-Dong Theory?

- A) It doesn't account for the role of social interaction in language development.
- B) It fails to explain the origin of abstract words and concepts.
- C) It overemphasizes the importance of grammar.
- D) It is primarily focused on written language rather than spoken language.

4. The Ding-Dong Theory suggests that language arose from the _____ of natural sounds and rhythms, where early humans named objects based on the sounds they made.

7.3.4 The Yo-He-Ho:

Theory The Yo-He-Ho Theory suggested that language evolved from reflex vocal utterances – grunts, gasps, glottal – contractions evoked strenuous physical exertions such as hacking up a carcass or dragging a heavy log through undergrowth. The source of speech in acts of joint or common work, in which, during intense physical effort, cries or sounds partly consonantal might be emitted. Such sounds might come to be associated with the work performed and so become a symbol for it; the first words would accordingly mean something like 'heave' or 'haul'. It is presented by Noire in 19th century. He saw that language originated in joint or common work requiring physical efforts during which course natural sounds emit. This theory errs that language never originated in joint work of a speechless anthropoid. Language began as rhythmic chants, perhaps ultimately from the grunts of heavy work (heave-ho!). The linguist A. S. Diamond suggests that these were perhaps calls for assistance or cooperation accompanied by appropriate gestures. This may relate yo-he-ho to the ding-dong theory, as in such words as cut, break, crush, strike. The "yo-he-ho" hypothesis. Language developed on the basis of human cooperative efforts. Modern English has the saying: *Necessity is the mother of invention*. Speech and right hand coordination are both controlled in the left hemisphere of the brain. Could this be a possible clue that manual dexterity and the need to communicate developed in unison?

(a) Rhythmic chants: The idea that speech started with the rhythmic chants and grunts people used to coordinate their physical actions when they worked together. There's a pretty big difference between this kind of thing and what we do most of the time with language. According to this theory, language evolved from the grunts, groans, and snorts evoked by heavy physical labour. What's wrong with this theory?

(b) Rhythmic: Though this notion may account for some of the rhythmic features of language, it doesn't go very far in explaining where words come from. As Peter Farb says in *Word Play: What Happens When People Talk* (Vintage, 1993), "All these speculations have serious flaws, and none can withstand the close scrutiny of present knowledge about the structure of language and about the evolution of our species."

This theory has two great virtues: It gives plausible explanation for the origin of the consonant vowel structure of language, and it envisages the origin of language in a situation involving human cooperation with adequate motivation. Also, according to this theory, first utterances were imperative commands. Language and cooperative human labour arose and developed simultaneously, each making the other possible.

Opponents of this theory argue that humans would have developed a language that helped them in later communal work. That language is pre-cooperative human society.

Self Check Exercise-4

1. The Yo-He-Ho Theory suggests that language originated from _____ vocal utterances, such as grunts and groans, associated with strenuous physical exertion.
2. According to the Yo-He-Ho Theory, language developed from rhythmic chants and _____ that people used to coordinate their physical actions during joint work.
3. The Yo-He-Ho Theory is often associated with the idea that the first words were imperative commands related to cooperative _____ efforts.

7.4 Summary

"Theories of language origin explore how human speech may have developed. The Divine Gift Theory posits that language is a gift from a divine entity, suggesting that humans were endowed with the ability to speak by a higher power. The Pooh-Pooh or Interjectional Theory proposes that language originated from instinctive emotional cries or interjections, like exclamations of pain or joy, which gradually evolved into structured language. The Ding-Dong Theory suggests that language arose from humans imitating natural sounds in their environment, assigning meanings to these imitations, and developing words from these sound associations. The Yo-He-Ho Theory speculates that language evolved from rhythmic chants and vocalizations made during communal labor, as coordinated work efforts and social cooperation required effective communication. Each of these theories offers a unique perspective on the potential roots of human language, reflecting the complexity and multifaceted nature of its development."

7.5 Glossary

Hypothesis: An idea that is suggested as the possible explanation for something but has not yet been found to be true or correct.

Scrutiny: A searching study, Inquiry, or inspection.

Virtues: The behaviour which shows high moral standards

7.6 Answers to Self Check Exercises

Self Check Exercise-1

Answer 1: C) OM

Answer 2: Adam

Self Check Exercise-2

Answer 1: B) Spontaneous cries and interjections of emotions

Answer 2: B) "Ouch!"

Answer 3: A) It does not explain the origin of nouns

Self Check Exercise-3

Answer 1: A) The imitation of natural sounds and rhythms

Answer 2: C) "Boom"

Answer 3: B) It fails to explain the origin of abstract words and concepts.

Answer 4: imitation

Self Check Exercise-4

Answer 1: reflex

Answer 2: grunts

Answer 3: human

7.8 References/ Suggested Readings

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7.9 Terminal Questions

Short answer type questions

1. Discuss theories of language.
2. Write short note on the following:
 - (a) Divine Gift Theory
 - (b) The pooh or the interjectional Theory
 - (c) The Ding- Dong Theory

(d) The Yo-He-Ho Theory

Long answer type questions

1. Explain theories of language in briefly.
2. What is the role of Divine Gift Theory in language?

Unit-8

Theories of Language: The sing- song Theory, The Ta-Ta Theory, The Babble- Luck Theory, The Tongue-Tie Theory, The Contact Theory

Unit Structure

8.1 Introduction

8.2 Learning Objectives

8.3 Theories of Language

8.3.1 The sing- song Theory

Self Check Exercise-1

8.3.2 The Ta-Ta Theory

Self Check Exercise-2

8.3.3 The Babble- Luck Theory

Self Check Exercise-3

8.3.4 The Tongue-Tie Theory

Self Check Exercise-4

8.3.5 The Contact Theory

Self Check Exercise-5

8.4 Summary

8.5 Glossary

8.6 Answers to Self Check Exercise

8.7 References/ Suggested Readings

8.8 Terminal Questions

8.1 Introduction

Theories on the origins of language attempt to explain how human communication systems evolved over time. The Sing-Song Theory posits that language originated from musical or rhythmic expressions, such as chants and vocalizations used in communal rituals or bonding. The Ta-Ta Theory suggests that language evolved from gestures that imitated the movements of the tongue and mouth, possibly developing alongside early forms of sign language. The Babble-Luck Theory proposes that language emerged from random vocalizations that gradually acquired meaning through repeated associations and cultural context. The Tongue-Tie Theory speculates that physical limitations and capabilities of the human vocal apparatus influenced the sounds and structures of early language. Lastly, the Contact Theory argues that language developed from the necessity of communication between different human groups or communities, driven by trade, cooperation, and cultural exchange. These theories offer diverse perspectives on the complex origins and development of human language, reflecting the interplay of biological, social, and cultural factors in its evolution.

8.2 Learning Objectives

After completing the unit, you will be able to:

- Understand the sing- song Theory
- Understand the Ta-Ta Theory
- Understand the Contact Theory
- Understand the Babble Luck Theory
- Understand the Tongue Tie Theory

8.3 Theories of Language

8.3.1 The sing- song Theory:

This theory was put forward by the distinguished Danish linguist Otto Jespersen who held that language originated in song. He thought that early language was of tooth-breaking sounds. It had tones and pitches and a wider range of musical intervals and passionate expressions. It was merely expressive and not communicative. It was not practical but poetic and emotional. Love played a great part in eliciting jets of music and song. "Love" he says "was born in the courting days of mankind; the first utterances of speech I fancy to myself like something between the mighty love-lyrics of puss upon the tiles and the melodious love-song of the nightingales."

The Sing-Song Theory contended that human speech arose out of primitive, rhythmic chants. Darwin also laid the basis for this theory in his *Descent of Man*, where he wrote "Primeval man or some progenitor of man, probably first used his voice in producing true musical cadences, that is, in singing as do some of the gibbon apes at the present day, and we may conclude from a widespread analogy that this power which would have been exerted, especially during the courtship of the sexes as music is the food of love, would have expressed various emotions such as love, jealousy, triumph, and would have served as a challenge to rivals". Language evolved from noises made while playing or dancing.

The theory claims that language originated from primitive rhythmic chords.

The Sing-Song theory found another formidable exponent in the distinguished Danish linguist Jespersen suggested that language comes out of play, laughter, cooing, courtship, emotional mutterings and the like. He even suggests that, contrary to other theories, perhaps some of our first words were actually long and musical, rather than the short grunts many assume we started with.

The earliest utterances were whole sentences rather than words. They emphasise rhythm as the all-pervading activity. Darwin traced the origin of language in the musical utterances of man. He drew a parallel from the instinctive sounds of birds which as a species utter the same instinctive sounds to express the same emotions. This theory finds its echo in Herbert Spencer's theory of music. Prof. Max Muller on the other side, I cannot doubt that language owes its origin to the imitation and modification of various natural sounds, the voices of other animals, and man's own instinctive cries, aided by signs and gestures.

Self Check Exercise-1

1. The Sing-Song Theory was proposed by the Danish linguist _____, who believed that language originated in song.
2. According to the Sing-Song Theory, language evolved from primitive rhythmic chants and _____ made during activities like playing or dancing.
3. Darwin suggested that the earliest form of human speech might have been _____, which expressed various emotions such as love and jealousy.
4. Jespersen believed that the first utterances of speech were like a combination of love-lyrics and the melodious songs of _____.
5. The Sing-Song Theory suggests that early human language was practical and primarily used for communication.

8.3.2 The Ta-Ta Theory:

Sir Richard Paget was an exponent of this theory and Charles Darwin and Prof. Alexander Johannesson supported it. Paget thought that language originated in gestures followed by the movement of the tongue, lips and jaws. Due to pressure from some quarters the hand retreats and the tongue, lips and jaws accompanied by pantomime art ultimately became prominent and vocal expressions came out. As commonly seen in primates, hand gestures and body movement are important aspects of interaction and cooperation within societies. Originally hypothesized by Charles Darwin, though not necessarily supported by him, the “ta-ta” hypothesis states that language and the development of sound was generated to support the hand gestures and movements of the individual. So as to better demonstrate the meaning behind the gestures, these sounds progressed into more and more distinct words or combinations of sounds inevitably leading to speech patterns. Although plausible like many of the other hypothesis, the cultural roots of varying hand gestures suggest that this is most likely not the reason behind language. Where in some places nodding means “yes,” in others nodding means the opposite. Such distinct cultural differences imply that this is not a sound hypothesis. A somewhat different hypothesis is the “ta-ta” hypothesis.

The Ta-Ta Theory to which Darwin lent some support maintained that speech developed as a kind of ‘obligato’ or vocal accompaniment to the system of gesture or sign language which man first communicated. In his treatise on The Expression of Human Emotions, Darwin observed that “persons cutting anything with a pair of scissors may be seen to move their jaws simultaneously with the blades of the scissors. Sir Richard Paget, influenced by Darwin, believed that body movement preceded language. Language began as an unconscious vocal imitation of these movements -- like the way a child's mouth will move when they use scissors, or my tongue sticks out when I try to play the guitar.

The idea that speech came from the use of tongue and mouth gestures to mimic manual gestures. For example, saying ta-ta is like waving goodbye with your tongue. But most of

the things we talk about do not have characteristic gestures associated with them, much less gestures you can imitate with the tongue and mouth.

A speculative theory that human language originated from using tongue movement to mimic manual gestures.

Then the great discovery was made that if, while making a gesture with the tongue and lips air was blown through the oral or nasal cavities, the gesture became audible

Primitive man used hand gestures and body language for interaction and cooperation within societies. Human gestures, however, just like onomatopoeic words, differ from culture to culture. Cf. English crossing the finger for good luck vs. Russian “fig” gesture; nodding for yes vs. for no in Turkish and Bulgarian; knocking on wood vs. spitting over the left shoulder three times. A second set of hypotheses on language origin holds that language began as a response to some acute necessity in the community. Every gesture of the hand is accompanied by a corresponding movement of the tongue, the lips or the jaws, and in the course of time the hand gesture came to be displaced by the corresponding tongue-, lip-, or jaw-gesture, and so man passed from sign language to spoken language. We use gestures and body language for interaction in present time.

Self Check Exercise-2

1. Sir Richard Paget believed that language originated in _____ followed by the movement of the tongue, lips, and jaws, which eventually led to vocal expressions.
2. According to the Ta-Ta Theory, speech developed as a vocal accompaniment to gesture or _____, which was the initial mode of communication in humans.
3. The Ta-Ta Theory suggests that human language originated from:
 - A) Mimicking animal sounds
 - B) Using tongue movements to imitate hand gestures
 - C) Spontaneous vocal expressions without gestures
 - D) Written symbols and signs

8.3.3 The Contact Theory

This theory was propounded by G. Revesz, Prof of Psychology at the University of Amsterdam. He thought that language originated in man’s instinctive desire to contact his fellows. He carefully worked out a series of stages through which language progressed:

- He suggested that we have always needed interpersonal contact, and that language began as sounds to signal both identity (here I am!) and belonging (I’m with you!). We may also cry out in fear, anger, or hurt (help me!). This is more commonly called the contact theory.
- This theory was proposed by G. Revesz. According to this theory, language was developed based on the human need to express and share emotions with other members in the group or to satisfy some other desire.
- G. Revesz carefully worked out a series of stages through which language progressed:
 - (i) First came contact sound: expressive but not communicative.
 - (ii) Secondly come the cry sounds: communicative and directed to the environment but not to any particular individual.

- (iii) Next came the call: - directed to a particular individual.
- (iv) Finally came the word: -symbolic and found only in man.
- Contact with other languages and other dialectal varieties of one language is a source of alternative pronunciations, grammatical structures, and vocabulary." Prolonged language contact generally leads to bilingualism or multilingualism.
- Language contact often occurs along borders or as a result of migration. The transfer of words or phrases can be one-way or two-way. Multilingualism has likely been common throughout much of human history, and today most people in the world are multilingual. When speakers of different languages interact closely, it is typical for their languages to influence each other. Language contact can occur at language borders, between ad stratum languages, or as the result of migration, with an intrusive language acting as either a super stratum or a substratum.

In the arenas of both language learning and intercultural learning, it has been shown that mere exposure to the target language or host culture does not automatically lead to learning. While exposure is essential to the process, what students choose to do with that exposure is paramount. With the exception of a few extremely motivated and self-sufficient learners, most students do not have the necessary skills and knowledge to create their own learning opportunities and reflect upon their progress independently. This adds another facet to our role as education abroad professionals; as Vande Berg suggests, we need to work "to give students the intercultural tools, conceptual and behavioural, that will allow them to focus on their learning in new and culturally challenging environments." The contact hypothesis research, combined with research on language acquisition and intercultural competency development, provides us with a clear direction on how to create the most impactful study abroad experiences. As practitioners, we are well served to understand the research results and just as importantly, the theory underlying the research. For example, the contact hypothesis might help program providers make choices about how many students are too many students in an immersion program (do you have the capacity for sustaining one-to-one matching or small discussion groups with a facilitator?); what type of evidence exists that these students' experiences are fully supported by their home and host institution; and what tasks are the participants engaging in together (not just that they are in proximity to one another); and much more.

Self Check Exercise-3

1. According to G. Revesz's Contact Theory, the origin of language in humans was primarily driven by:

- A) The need to describe the environment
- B) The instinctive desire for interpersonal contact and communication
- C) The imitation of animal sounds
- D) The development of written symbols

2. In the progression of language according to Contact Theory, the first stage involved _____ sounds, which were expressive but not communicative.

3. The final stage in the development of language, as per the Contact Theory, is the creation of the _____, which is symbolic and unique to humans.

8.3.4 The Babble Luck Theory

Edward Lee Thorndike of Columbia University entered his "babble-babble" (or "babble-luck") thesis in the competition. Most theories presuppose that primitive man laboriously developed language from what were at first mere random sounds.

His "babble-luck" theory of language ontogenesis posited that verbal symbols emerged from chance pairings of self-produced random vocal behaviour with particular acts and objects.

Professor Thorndike acknowledges that under his Babble Luck system hundreds of different languages could have developed among primitive men. He thinks that is exactly what happened.

Baby utters his first word by babbling. These adorable, non-sensual sounds are actually his way of making sense of using his voice box, mouth and breath to form sounds. It's practice for speech, which is a precise skill not only requiring hundreds of muscles to work together, but also the coordination of breathing, voice, articulation and resonance—all at lightning speed.

The foundation for speech begins with crying and cooing, and moves through predictable Babies prepare for speech through crying, cooing, and then babbling (using their voice box, mouth, and breath to form sounds).

Stages of babbling:

- Months 0-2: Crying and cooing.
- Months 3-4: Simple speech sounds.
- Month 5: Single-syllable speech sounds (ba, da, ma).
- Months 6-7: Reduplicated babbling – repeating the same syllable (ba-ba, na-na).
- Months 8-9: Variegated babbling – mixing different sounds (ba de da).
- Months 10-11: Jargon – complex babbling with simple words (baba da ma ball da).
- Month 12: Real words gradually take over.
- Parents can support speech development by babbling back at their babies, introducing solid foods at the right times, and allowing for pacifier-free time when babies are awake and alert.

Self Check Exercise-4

1. According to the Babble Luck Theory proposed by Edward Lee Thorndike, language development in humans originated from:

- A) Deliberate teaching of words
- B) Mimicking animal sounds
- C) Random vocalizations that were paired with specific acts and objects by chance
- D) Inherited sounds from ancestors

2. According to the Babble Luck Theory, primitive language could have developed from random vocalizations that were _____ paired with particular acts and objects.

3. The Babble Luck Theory suggests that babies learn to speak by deliberately forming words right from the beginning. (True/ False)

8.3.5 The Tongue Tie Theory

The "Tongue-Tie Theory of Language" is a concept that explores the potential influence of the physical condition known as ankyloglossia (tongue-tie) on the development and use of language. While this theory is not widely established in linguistic studies, it hypothesizes that the mechanical restrictions imposed by tongue-tie could have implications for how language is produced, particularly in terms of articulation and speech clarity. Below is an exploration of this theory in the context of language development.

Understanding Ankyloglossia (Tongue-Tie)

Ankyloglossia is a congenital condition where the lingual frenulum, a band of tissue connecting the underside of the tongue to the floor of the mouth, is shorter, thicker, or tighter than usual. This anatomical restriction limits the tongue's range of motion and can lead to difficulties in various oral functions, including speech.

Potential Impact on Language Development

The **Tongue-Tie Theory of Language** posits that the physical limitations caused by ankyloglossia could affect the early stages of language development. Since speech involves the precise coordination of various muscles in the mouth, including the tongue, a restricted tongue could potentially hinder the ability to produce certain sounds correctly. This, in turn, might influence how language is learned and used, particularly in children.

1. Articulation Issues:

- The tongue is a crucial organ for articulating many phonemes, or distinct units of sound, in human language. Sounds such as "t," "d," "l," and "r" require the tongue to make contact with specific parts of the mouth. A tongue-tie could restrict these movements, leading to difficulty in producing these sounds accurately. This might result in speech that is unclear or difficult to understand.

2. Speech Development:

- The theory suggests that children with ankyloglossia might experience delays or alterations in speech development due to their inability to practice and produce certain sounds during critical periods of language acquisition. While most children with tongue-tie eventually learn to speak clearly, some might require speech therapy or surgical intervention to correct articulation issues.

3. Cultural and Historical Context:

- In historical contexts, where speech clarity was crucial for social interaction and survival, individuals with severe tongue-tie might have faced challenges in effective communication. This could have influenced their role within a community or their ability to transmit and learn language. The theory could explore how physical differences, like tongue-tie, might have shaped linguistic diversity or the evolution of certain languages.

4. Language Evolution:

- Some proponents of the Tongue-Tie Theory of Language might speculate on the broader implications of ankyloglossia in the evolution of language. For example, could certain speech patterns or linguistic features have emerged in populations with a higher prevalence of tongue-tie? While this idea is speculative, it adds an interesting dimension to the study of language evolution and diversity.

5. Therapeutic Interventions:

- Modern speech therapy and surgical procedures, such as frenotomy, can mitigate the effects of tongue-tie, allowing individuals to overcome articulation challenges. This suggests that while tongue-tie might influence early language development, its impact can be managed with appropriate interventions.

Self Check Exercise-5

1. According to the Tongue-Tie Theory of Language, which of the following aspects of language development is most likely to be affected by ankyloglossia?

- A) Vocabulary acquisition
- B) Articulation of certain sounds
- C) Reading comprehension
- D) Listening skills

2. The Tongue-Tie Theory of Language hypothesizes that the condition known as _____ can restrict the tongue's range of motion and potentially hinder the ability to produce certain sounds correctly.

3. The Tongue-Tie Theory of Language suggests that ankyloglossia is likely to cause speech delay in all children affected by it. (True/False)

8.4 Summary

“Several theories attempt to explain the origins of language, each offering different insights into how human speech might have developed. The Sing-Song Theory suggests that language evolved from musical or rhythmic expressions, such as chants and melodies used in social bonding or rituals, which eventually transformed into structured language. The Ta-Ta Theory proposes that language originated from gestures that mimicked the movements of the tongue and mouth, essentially suggesting that speech evolved from physical gestures and body language. The Babble-Luck Theory posits that random babbling sounds made by early humans were associated with specific meanings through chance and repeated use, eventually leading to the development of coherent speech. The Tongue-Tie Theory hypothesizes that physical constraints and capabilities of the human vocal apparatus influenced the sounds and structures of early language. Lastly, the Contact Theory argues that language developed from the need for communication between different human groups or communities, driven by social interaction and cooperation. Each theory provides a distinct angle on the intricate process of language evolution, highlighting the interplay of physiological, social, and environmental factors.”

8.5 Glossary

Divine: - Divine means connected with God or god like characteristic of or befitting a deity

Interjection: - A word or phrase that is used to express surprise, pain, pleasure etc

Non-sensual: - A word that means ridiculous; without meaning.

Ankyloglossia: - A condition that restricts the tongue's range of motion

8.6 Answers to Self Check Exercises

Self Check Exercise-1

Answer 1: Otto Jespersen

Answer 2: noises

Answer 3: musical cadences

Answer 4: nightingales

Answer 5: False

Self Check Exercise-2

Answer 1: gestures

Answer 2: sign language

Answer 3: B) Using tongue movements to imitate hand gestures

Self Check Exercise-3

Answer 1: B) The instinctive desire for interpersonal contact and communication

Answer 2: contact

Answer 3: word

Self Check Exercise-4

Answer 1: C) Random vocalizations that were paired with specific acts and objects by chance

Answer 2: chance

Answer 3: False

Self Check Exercise-5

Answer 1: B) Articulation of certain sounds

Answer 2: Ankyloglossia

Answer 3: False

8.7 References/ Suggested Readings

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8.8 Terminal Questions

Short answer type questions:

1. Discuss theories of language.
2. Write short not on the following:
(a) The sing- song Theory (b) The Ta-Ta Theory (c) The Contact Theory (d) The Babble Luck Theory

Long answer type questions:

1. Explain theories of language in briefly.
2. What is the role of Contact Theory in language?
3. Discuss the sing- song Theory.
4. Discuss the Ta-Ta Theory.
5. Explain the Contact Theory.

UNIT-9

Position of Languages in India; Articles 343-351, 350A of Constitution of India

Unit Structure

9.1 Introduction

9.2 Learning Objectives

9.3 Position of Languages in India

Self Check Exercise-1

9.4 Articles 343-351, 350A of Constitution of India

Self Check Exercise-2

9.5 Summary

9.6 Glossary

9.7 Answers to Self Check Exercise

9.8 References/ Suggested Readings

9.9 Terminal Questions

“The Language Policy of India relating to the use of languages in administration, education, judiciary, legislature, mass communication, etc., is pluralistic in its scope. It is both language development oriented and language-survival oriented. The policy is intended to encourage the citizens to use their mother tongue in certain delineated levels and domains through some gradual processes, but the stated goal of the policy is to help all languages to develop into fit vehicles of communication at their designated areas of use, irrespective of their nature or status like major, minor, or tribal languages. The policy is accommodative and ever-evolving, through mutual adjustment, consensus, and judicial processes. Evolving and monitoring implementation of language policy is a major endeavour of the Language Bureau of the Ministry of Human Resource Development, Government of India. This is done by the Bureau through language institutions setup for the purpose under its aegis: Central Hindi Directorate, Centre for Scientific and Technical Terminology, Central Hindi Institute, Central Institute of Indian Languages, National Council for Promotion of Sindhi Language, National Council for Promotion of Urdu Language, Rashtriya Sanskrit Sansthan (RSKS), Maharishi Sandipani Rashtriya Vedavidya Pratishthan (MSRVVP), Central Institute of English and Foreign Languages” **Language Policy**

9.1 Introduction

Language in education policy is directly related to the linguistic situation of a particular region, state or a country. The number of dominant languages or languages prevalent in a

particular society determines its monolingual, bilingual or multilingual character. Also, the linguistic character of particular country determines the issues of languages rights, language empowerment, language promotion, language policy and language planning.

India is home to several hundred languages. Most Indians speak a language belonging to the families of the Indo-Aryan branch of Indo-European (ca. 74%), the Dravidian (ca. 24%), the Austro-Asiatic (Munda) (ca. 1.2%), or the Sino-Tibetan (ca. 0.6%), with some languages of the Himalayas still unclassified. The SIL Ethnologue lists 415 living languages for India. India has 23 constitutionally recognized official languages. Hindi and English are the official languages used by the Central Government. State governments use respective official languages. Hindi is the most widely spoken language in northern parts of India. The Indian census takes the widest possible definition of “Hindi” as a broad variety of “Hindi languages”. According to 2001 Census even though 45% of Indian population know Hindi, only 25% of them have declared Hindi as their native language. Indian English is recorded as the native language of 226,449 Indians in the 2001 census. Thirteen languages account for more than 1% of Indian population each, and between themselves for over 95%; all of them are “scheduled languages of the constitution”. Scheduled languages spoken by fewer than 1% of Indians are Santali (0.64%), Nepali (0.28%), Sindhi (0.25%), Manipuri (0.14%), Bodo (0.13%), Dogri (0.01%), and Sanskrit (In the 2001 census of India, only 14,135 people reported Sanskrit as their native language) The largest language that is not “scheduled” is Bhili (0.95%), followed by Gondi (0.27%), Kumaoni (0.21%), Tulu (0.17%) and Kurukh (0.10%). The 2001 census recorded 29 individual languages as having more than 1 million native speakers (0.1% of total population). Language has primarily two roles in education. It is studies subject and is used as medium of instruction. The choice language as a subject of study and also the choice of language as a medium of instruction has a direct influence on the language in education policy of the country and is determined by various socio economic and political factors. It is obvious that learner must know the language used as the medium of instruction.

Another policy matter is pedagogical and cultural -political objectives of teaching them. The decisions on language choice are motivated by the goals of education and its content, which are set by the elite of the society.

9.2 Learning Objectives

After completing the unit, you will be able to:

- Understand the Position of Languages in India
- Understand the Articles 343-351, 350A of Constitution of India

9.3 Position of Languages in India

The Constitution of India designates a bilingual approach for official language of the Government of India employing usage of Hindi written in the Devanagari script, as well as English. Hindi and English find everyday use for important official purposes such as parliamentary proceedings, judiciary, communications between the Central Government and a State Government. States within India have the liberty and powers to specify their own official language(s) through legislation and therefore there are more than 20 officially recognized languages in India, including English, Hindi, Punjabi, Nepali, Bengali, Odia, Telugu, Tamil, Malayalam, Kannada, Gujarati, Marathi, etc. The number of native Hindi

speakers range between 14.5 to 24.5% in total Indian population, however, other dialects of Hindi termed as Hindi languages are spoken by nearly 45% of Indians, mostly accounted from the states falling under the Hindi belt. Other Indian languages are each spoken by around 10% or less of the population. States specify their own official language(s) through legislation. The section of the Constitution of India dealing with official languages therefore includes detailed provisions which deal not just with the languages used for the official purposes of the union, but also with the languages that are to be used for the official purposes of each state and union territory in the country, and the languages that are to be used for communication between the union and the states *inter se*. During the British Raj, English was used for purposes at the federal level. The Indian constitution adopted in 1950 envisaged that Hindi would be gradually phased in to replace English over a fifteen-year period, but gave Parliament the power to, by law, provide for the continued use of English even thereafter. Plans to make Hindi the sole official language of the Republic met with resistance in some parts of the country. Hindi continues to be used today, in combination with other (at the central level and in some states) State official languages at the state level. The Indian constitution, in 1950, declared Hindi in Devanagari script to be the official language of the union. Unless Parliament decided otherwise, the use of English for official purposes was to cease 15 years after the constitution came into effect, i.e., on 26 January 1965. The prospect of the changeover, however, led to much alarm in the non-Hindi-speaking areas of India, especially Dravidian speaking states whose languages were not related to Hindi at all. As a result, Parliament enacted the Official Languages Act, 1963, which provided for the continued use of English for official purposes along with Hindi, even after 1965.

Modern India, as per the 1961 Census, has more than 1652 mother tongues, genetically belonging to five different language families. The 1991 Census had 10,400 raw returns of mother tongues and they were rationalized into 1576 mother tongues. They are further rationalized into 216 mother tongues, and grouped under 114 languages: Austro-Asiatic (14 languages, with a total population of 1.13%), Dravidian (17 languages, with a total population of 22.53%), Indo-European (Indo-Aryan, 19 languages, with a total population of 75.28%, and Germanic, 1 language, with a total population of 0.02%), Semito-Harmitic (1 language, with a total population of 0.01%), and Tibeto-Burman (62 languages with a total population of 0.97%). It may be noted that mother tongues having a population of less than 10000 on all India basis or not possible to identify on the basis of available linguistic information have gone under 'others'.

Self Check Exercise-1

1. Which two languages are designated for official use by the Government of India?

- a) Hindi and Bengali
- b) Hindi and Tamil
- c) Hindi and English
- d) English and Telugu

2. What script is used for Hindi as the official language in India?

- a) Latin script
- b) Devanagari script
- c) Cyrillic script
- d) Bengali script

3. Which legislative act provided for the continued use of English for official purposes along with Hindi after 1965?

- a) The Constitution of India
- b) The Official Languages Act, 1963
- c) The Hindi Language Act, 1950
- d) The English Language Act, 1961

4. Which language family has the highest population percentage in India according to the census data?

- a) Austro-Asiatic
- b) Dravidian
- c) Indo-European (Indo-Aryan)
- d) Tibeto-Burman

5. The Official Languages Act of _____ provided for the continued use of English for official purposes in India.

6. The Indian Constitution originally intended for Hindi to replace English as the sole official language within 15 years of its adoption. (True/ False)

9.4 Articles 343-351, 350A of Constitution of India

In 17th part of the Indian constitution consists of Articles on Official Language. Article 343-351 of part XVII and 8th Schedule of the constitution of India with issues of language of the country.

The constitution of India recognises 14 languages in 1950(Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Odia, Punjabi, Sanskrit, Tamil, Telugu and Urdu). In 1967, Sindhi was added by 21st Constitutional Amendment Act. In 1992, Konkani, Manipuri (Meitei) and Nepali were added by 71st Constitutional Amendment Act. In 2003, Bodo, Dogri, Maithili and Santali were added by 92nd Constitutional Amendment Act. In 2011, The spelling Oriya was replaced by Odia by 96th Constitutional Amendment Act.

At present time the constitution of India recognises 22 languages, spoken in different part of the country. In the following paragraphs is discussed the language provisions made in the constitution of India.

9.4.1 The Official Language (Articles 343-351)

CHAPTER I - LANGUAGE OF THE UNION

Article 120: Language to be used in Parliament –

(1) Notwithstanding anything in part XVII, but subject to the provisions of article 348, business in Parliament shall be transacted in Hindi or in English:

Provided that the Chairman of the Council of States or Speaker of the House of the People, or person acting as such, as the case may be, may permit any member who cannot adequately express himself in Hindi or in English to address the House in his mother-tongue.

(2) Unless Parliament by law otherwise provides, this article shall, after the expiration of a period of fifteen years from the commencement of this Constitution, have effect as if the words “or in English” were omitted there from.

Article 210: Language to be used in the Legislature –

(1) Notwithstanding anything in part XVII, but subject to the provisions of article 348, business in the Legislature of a State shall be transacted in the official language or languages of the State or in Hindi or in English:

Provided that the Speaker of the Legislative Assembly or Chairman of the Legislative Council, or person acting as such, as the case may be, may permit any member who cannot adequately express himself in any of the languages aforesaid to address the House in his mother-tongue.

(2) Unless the Legislature of the State by law otherwise provides, this article shall, after the expiration of a period of fifteen years from the commencement of this Constitution, have effect as if the words “or in English” were omitted there from:

Provided that in relation to the Legislatures of the States of Himachal Pradesh, Manipur, Meghalaya and Tripura this clause shall have effect as if for the words “fifteen years” occurring therein, the words “twenty-five years” were substituted:

Provided further that in relation to the Legislature of the States of Arunachal Pradesh, Goa and Mizoram, this clause shall have effect as if for the words “fifteen years” occurring therein, the words “forty years” were substituted

343. Official language of the Union: (1) The official language of the Union shall be Hindi in Devanagari script. The form of numerals to be used for the official purposes of the Union shall be the international form of Indian numerals.

(2) Notwithstanding anything in clause (1), for a period of fifteen years from the commencement of this Constitution, the English language shall continue to be used for all the official purposes of the Union for which it was being used immediately before such commencement:

Provided that the President may, during the said period, by order authorise the use of the Hindi language in addition to the English language and of the Devanagari form of numerals in addition to the inter-national form of Indian numerals for any of the official purposes of the Union.

(3) Notwithstanding anything in this article, Parliament may by law provide for the use, after the said period of fifteen years, of-

(a) The English language, or

(b) The Devanagari form of numerals,

For such purposes as may be specified in the law.

344. Commission and Committee of Parliament on official language: (1) The President shall, at the expiration of five years from the commencement of this Constitution and thereafter at the expiration of ten years from such commencement, by order constitute a Commission which shall consist of a Chairman and such other members representing the different languages specified in the Eighth Schedule as the President may appoint, and the order shall define the procedure to be followed by the Commission. (2) It shall be the duty of the Commission to make recommendations to the President as to— (a) the progressive use of the Hindi language for the official purposes of the Union; (b) restrictions on the use of the English language for all or any of the official purposes of the Union; (c) the language to be used for all or any of the purposes mentioned in article 348; (d) the form of numerals to be used for any one or more specified purposes of the Union; (e) any other matter referred to the Commission by the President as regards the official language of the Union and the language for communication between the Union and a State or between one State and another and their use. (3) In making their recommendations under clause (2), the Commission shall have due regard to the industrial, cultural and scientific advancement of India, and the just claims and the interests of persons belonging to the non-Hindi speaking areas in regard to the public services. (4) There shall be constituted a Committee consisting of thirty members, of whom twenty shall be members of the House of the People and ten shall be members of the Council of States to be elected respectively by the members of the House of the People and the members of the Council of States in accordance with the system of proportional representation by means of the single transferable vote. (5) It shall be the duty of the Committee to examine the recommendations of the Commission constituted under clause (1) and to report to the President their opinion thereon. (6) Notwithstanding anything in article 343, the President may, after consideration of the report referred to in clause (5), issue directions in accordance with the whole or any part of that report.

CHAPTER II - REGIONAL LANGUAGES

345. Official language or languages of a State: Subject to the provisions of articles 346 and 347, the Legislature of a State may by law adopt any one or more of the languages in use in the State or Hindi as the language or languages to be used for all or any of the official purposes of that State: Provided that, until the Legislature of the State otherwise provides by law, the English language shall continue to be used for those official purposes within the State for which it was being used immediately before the commencement of this Constitution.

346. Official language for communication between one State and another or between a State and the Union: The language for the time being authorised for use in the Union for official purposes shall be the official language for communication between one State and another State and between a State and the Union: Provided that if two or more States agree that the Hindi language should be the official language for communication between such States, that language may be used for such communication.

347. Special provision relating to language spoken by a section of the population of a State: On a demand being made in that behalf the President may, if he is satisfied that a

substantial proportion of the population of a State desire the use of any language spoken by them to be recognised by that State, direct that such language shall also be officially recognised throughout that State or any part thereof for such purpose as he may specify.

CHAPTER III - LANGUAGE OF THE SUPREME COURT, HIGH COURTS, ETC.

348. Language to be used in the Supreme Court and in the High Courts and for Acts, Bills, etc.: (1) Notwithstanding anything in the foregoing provisions of this Part, until Parliament by law otherwise provides-

(a) All proceedings in the Supreme Court and in every High Court,

(b) the authoritative texts-

(i) of all Bills to be introduced or amendments thereto to be moved in either House of Parliament or in the House or either House of the Legislature of a State.

(ii) Of all Acts passed by Parliament or the Legislature of a State and of all Ordinances promulgated by the President or the Governor of a State, and

(iii) Of all orders, rules, regulations and bye-laws issued under this Constitution or under any law made by Parliament or the Legislature of a State, shall be in the English language.

(3) Notwithstanding anything in sub-clause(a) of clause (1), the Governor of a State may, with the previous consent of the President, authorise the use of the Hindi language, or any other language used for any official purposes of the State, in proceedings in the High Court having its principal seat in that State:

Provided that nothing in this clause shall apply to any judgment, decree or order passed or made by such High Court.

(3) Notwithstanding anything in sub-clause(b) of clause (1), where the Legislature of a State has prescribed any language other than the English language for use in Bills introduced in, or Acts passed by, the Legislature of the State or in Ordinances promulgated by the Governor of the State or in any order, rule, regulation or bye-law referred to in paragraph (iii) of that sub clause, a translation of the same in the English language published under the authority of the Governor of the State in the Official Gazette of that State shall be deemed to be the authoritative text thereof in the English language under this article.

349. Special procedure for enactment of certain laws relating to language: During the period of fifteen years from the commencement of this Constitution, no Bill or amendment making provision for the language to be used for any of the purposes mentioned in clause (1) of article 348 shall be introduced or moved in either House of Parliament without the previous sanction of the President, and the President shall not give his sanction to the introduction of any such Bill or the moving of any such amendment except after he has taken into consideration the recommendations of the Commission constituted under clause (1) of article 344 and the report of the Committee constituted under clause (4) of that article.

CHAPTER IV - SPECIAL DIRECTIVES

350. Language to be used in representations for redress of grievances: Every person shall be entitled to submit a representation for the redress of any grievance to any officer or authority of the Union or a State in any of the languages used in the Union or in the State, as the case may be.

350A. Facilities for instruction in mother-tongue at primary stage: 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; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

350B. Special Officer for linguistic minorities: (1) There shall be a Special Officer for linguistic minorities to be appointed by the President. (2) It shall be the duty of the Special Officer to investigate all matters relating to the safeguards provided for linguistic minorities under this Constitution and report to the President upon those matters at such intervals as the President may direct, and the President shall cause all such reports to be laid before each House of Parliament, and sent to the Governments of the States concerned.

351. Directive for development of the Hindi language: It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in the other languages of India specified in the Eighth Schedule, and by drawing, wherever necessary or desirable, for its vocabulary, primarily on Sanskrit and secondarily on other languages.

Self Check Exercise-2

1. According to Article 348, all proceedings in the Supreme Court and High Courts are to be conducted in the _____ language.

2. Article 350A requires states to provide adequate facilities for instruction in the _____ at the primary stage for children belonging to linguistic minority groups.

3. According to Article 343, Hindi in the Devanagari script was to be the only official language of the Union after 15 years from the commencement of the Constitution. (True/False)

4. Article 350A mandates the provision of instruction in the mother tongue at the primary stage for children belonging to linguistic minority groups. (True/False)

5. What does Article 348 specify regarding the language to be used in the Supreme Court and High Courts?

a) Hindi

b) English

c) Any regional language

d) Sanskrit

6. Which Article provides for the use of mother tongue instruction at the primary stage for children belonging to linguistic minority groups?

a) Article 343

b) Article 350A

c) Article 346

d) Article 349

7. Who appoints the Special Officer for linguistic minorities as mentioned in Article 350B?

a) The Prime Minister of India

b) The President of India

c) The Chief Justice of India

d) The Governor of the State

8. According to Article 351, what is the Union's duty concerning the Hindi language?

a) To make it the sole official language

b) To promote its spread and development

c) To replace all regional languages with Hindi

d) To restrict the use of English in favor of Hindi

9.5 Summary

“The position of languages in India is governed by various articles of the Constitution of India, reflecting the country's linguistic diversity and the need to manage it effectively. Articles 343 to 351 specifically address the official languages of the Republic of India. Article 343 declares Hindi in the Devanagari script as the official language of the Union, while also providing for the continued use of English for official purposes for fifteen years from the commencement of the Constitution, with provisions for extension. Article 344 outlines the formation of a commission and committee to recommend the progressive use of Hindi for official purposes. Articles 345 to 347 address the recognition of state languages and the possibility of adopting Hindi or other languages for official use at the state level. Article 348 specifies the languages to be used in the Supreme Court and High Courts, as well as for authoritative texts of laws. Article 349 requires special procedure for the introduction of bills in Parliament related to language matters. Articles 350 and 350A ensure linguistic minorities have the right to be educated in their mother tongue at the primary stage and receive redressal for grievances. Article 351 enjoins the Union to promote the spread of Hindi and develop it so that it may serve as a medium of expression for all elements of the composite culture of India. These provisions collectively aim to balance the promotion of Hindi while respecting the linguistic diversity of the country.”

9.6 Glossary

MSRVVP: Maharishi Sandipani Rashtriya Vedavidya Pratishthan.

Schedule: A plan of thing that will happen or of work that must be done.

Parliament: The group of people who are elected to make and change the laws of a country.

9.7 Answers to Self Check Exercises

Self Check Exercise-1

Answer 1: c) Hindi and English

Answer 2: b) Devanagari script

Answer 3: b) The Official Languages Act, 1963

Answer 4: c) Indo-European (Indo-Aryan)

Answer 5: 1963

Answer 6: True

Self Check Exercise-2

Answer 1: English

Answer 2: mother-tongue

Answer 3: False

Answer 4: True

Answer 5: b) English

Answer 6: b) Article 350A

Answer 7: b) The President of India

Answer 8: b) To promote its spread and development

9.8 References/ Suggested Readings

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9.9 Terminal Questions

Short answer type questions

1. What is the position of Languages in India?
2. Discuss development of languages.
3. Write short not on the following:
(a) The Official Language (Articles 343-351)

Long answer type questions:

1. Explain the position of language in India.

Unit-10

National Education Commission (Kothari Commission) 1964-66

Unit Structure

10.1 Introduction

10.2 Learning Objectives

10.3 National Education Commission (Kothari Commission) 1964-66

Self Check Exercise-1

10.4 Recommendation of The National Education Commission (Kothari Commission)

Self Check Exercise-2

10.5 Summary

10.6 Glossary

10.7 Answers to Self Check Exercise

10.8 References/ Suggested Readings

10.9 Terminal Questions

10.1 Introduction

The National Education Commission, commonly known as the Kothari Commission, was established in 1964 to assess and recommend reforms for India's education system. Led by Dr. D.S. Kothari, the commission's mandate was to address the challenges of expanding access to education while ensuring quality and relevance. Its comprehensive report, submitted in 1966, emphasized the need for a unified and standardized educational structure across the country. The Kothari Commission advocated for a 10+2+3 system (10 years of general education, 2 years of higher secondary education, and 3 years of university education), which has since become the foundation of India's educational framework. The commission also stressed the importance of vocational education, teacher training, and educational planning to meet the diverse needs of a growing population. Its recommendations significantly influenced educational policies and reforms in India, guiding the nation towards a more inclusive and holistic approach to education that continues to shape educational strategies and initiatives today.

10.2 Learning Objectives

After completing the unit, you will be able to:

- Understand the National Education Commission (Kothari Commission) 1964-66

- Understand the Recommendation of The National Education Commission (Kothari Commission)
- Understand the Development of Languages

10.3 National Education Commission (Kothari Commission) 1964-66

The development of a proper language policy can also assist materially in social and national integration. Of the many problems which the country has faced since independence, the language question has been one of the most complex and intractable, and it still continues to be so. Its early and satisfactory solution is imperative for a variety of reasons- educational, cultural and political.

Kothari Commission was set up by the Government of India. Kothari Commission was formed on 14 July 1964. On 29 June 1966, Kothari Commission was dissolved. It was formed under the Chairmanship Daulat Singh Kothari. So, it is also known as Kothari Commission. He was the then chairman of University Grants Commission (UGC). It consisted of total 17 members, where 14 members, one member- secretary, one Associate Secretary and Chairman. Five out of 17 members were educationists from England, USA, Japan, France and Russia. Kothari Commission was the sixth commission in India, post-independence but it was the first commission mandated to comprehensively deal with the education sector of India. The Report was submitted by the Kothari Commission on 29th June 1966 to M.C.Chagla, the then minister of education. The three distinguished features of this commission were: -

- a). The commission had a firm belief that education is the most powerful instrument of national development, the report has rightly been titled 'Education and National Development'.
- b). This commission was not to limit its enquiry to any specific sector or aspect of education as the earlier commissions had done but to have comprehensive review of the entire education system.
- c). This commission had an international composition.

Self Check Exercise-1

1. The Kothari Commission, formed on 14 July 1964 and dissolved on 29 June 1966, was chaired by _____, who was also the then chairman of the University Grants Commission (UGC).

2. One of the distinguished features of the Kothari Commission was that it was the first commission mandated to comprehensively deal with the _____ sector of India, and it was titled 'Education and National Development'.

10.4 Recommendation of The National Education Commission (Kothari Commission)

The following are the major recommendations: -

1. Provision of Free and Compulsory Education – Recommended providing free and compulsory education for children aged 6 to 14 years.

2. Languages – The Commission recommended adopting a three-language formula at state levels. It intended to promote a language of the Southern States in Hindi speaking states. It intended to promote Hindi, English and a regional language in non-Hindi speaking states.
3. Grading system in place of division should be used in the Board examination.
4. There should be only internal evaluation for the students from class I to IV. External examination at the district level should be held at end of the primary education and public examination should be held at the end of class X.
5. Special provision for scholarships.
6. To develop proper attitude and beliefs among students and teachers.
7. To develop leadership quality and skill to work successfully in different field of life.
8. The commission clearly stated that India is an agrarian country therefore the organisation of agriculture education should begin right from the primary level.
9. Education can be correlated with production through the vocationalisation of secondary education. The commission placed maximum emphasis on correlating education with production.
10. Commission emphasized on raising the social and economic status of the teachers. It also suggested measures to develop the teaching skills of the teachers in education.
11. The Kothari Commission recommended promoting regional languages, Sanskrit as well as international languages, preferably English.
12. The Kothari Commission recommended providing favourable and adequate service conditions for teachers and providing them with the necessary freedom to conduct and publish those findings.
13. To promote social justice, the Kothari Commission focused on girls' education, education of backward classes, education of tribal people, physically and mentally handicapped children.
14. As Science and Maths are an integral part of the growth of any nation, the Kothari Commission recommended making Maths and Science an integral part of education.
15. The Commission recommended reforms to improve education at university level by paying special attention to postgraduate level research, training, providing adequate libraries, laboratories and funds.
16. Teaching method should be flexible, progressive, activity, oriented and interesting.
17. Text books should be prepared on the basis of the principles decided by the National Council of Educational Research and training (NCERT).
18. Guidance and counselling should be organized right from the primary level for the students.
19. In the opinion of the commission the education of women is much more important than of men for the character building of children. It placed emphasis on the fact that special efforts should be made for the expansion and upliftment of women education.
20. The commission took the adult education in vary broad sense.
21. The commission suggest that everyone should have equal opportunity to receive education.
22. Suggestion for three language formula.

Development of Languages

Kothari Commission and Language Education

Highlights of some of the important recommendations of Kothari Commission, relating to language education, are given below: -

1. Evolution of a Language Policy: To help social and national integration, a language policy must be evolved. ‘

2. Development of Modern Indian Languages: It is essential for development of community feeling. Energetic action is needed to produce books and literature. UGC should provide guidance and funds.

3. Medium of Education at School and College: The development of the modern Indian Languages is linked with the place given to them in the educational system. The medium of education in school and higher education should generally be the same.

4. Language of Communication: The country should have one language as the medium of higher education, so that students and teachers can move from one part of the country to the others.

5. All graduates will need to have some proficiency in a library language:- All graduates will need to have some proficiency in a library language, which will be English for most students. Other languages should also be developed besides Hindi. We should create B.A. and M.A. programmes where students can study two Indian languages together.

6. Policy for Urdu: Urdu should be taught, because it is “spoken by certain sections of the people in different parts of the country”.

7. Role of English & Foreign Languages: All India institutions can continue using English for the time being. A change over to Hindi may be considered in due course. Just now, a student should possess an adequate command over English. The Commission felt that India would need a small but proficient group of people knowing some foreign languages.

Three language formula and Kothari Commission: -

Three language formula was first devised for school education by the Central Advisory Board of Education in 1956, subsequently modified by the conference of chief ministers in 1961 and formalised by the Kothari commission 1964-1966.

Three language formula – How it will operate in different Classes: -

The following are the summary of the recommendation of the Education commission on the three-language formula: -

(a) Regional Languages: The energetic development of Indian languages and literature is a sine qua non for educational and cultural development. Unless this is done, the creative energies of the people will not be released, standards of education will not improve, knowledge will not spread to the people, and the gulf between the intelligentsia and the masses will remain, if not widen further. The regional languages are already in use as media of education at the primary and secondary stages. Urgent steps should now be taken to adopt them as media of education at the university stage.

(b) Three-Language Formula : At the secondary stage, the State Governments should adopt, and vigorously implement, the three-language formula which ‘includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking States, and of Hindi along with the regional language and English in the non-Hindi speaking States. Suitable courses in Hindi and/or English should also be available in universities and colleges with a view to improving the proficiency of students in these languages up to the prescribed university standards.

1. The first language: - Mother tongue or Regional Language

2. The Second language: -

Hindi Speaking State: - English or Modern Indian language

Non- Hindi Speaking State: - Hindi or English

3. The Third language: -

Hindi Speaking State: English or Modern Indian language (Not studied as second language)

They include besides Sanskrit, the following 21 Modern Indian languages: Assamese, Bangla, Bodo, Dogri, Gujrati, Hindi, Kashmiri, Kannada, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Tamil, Telegu, Santali, Sindhi, Urdu.

(c) Hindi: Every effort should be made to promote the development of Hindi. In developing Hindi as the link language, due care should be taken to ensure that it will serve, as provided for in Article 351 of the Constitution, as a medium of expression for all the elements of the composite culture of India. The establishment in non-Hindi States, of colleges and other institutions of higher education which use Hindi as the medium of education should be encouraged.

(d) Sanskrit: Considering the special importance of Sanskrit to the growth and development of Indian languages and its unique contribution to the cultural unity of the country, facilities for its teaching at the school and university stages should be offered on a more liberal scale. Development of new methods of teaching the language should be encouraged, and the possibility explored of including the study of Sanskrit in those courses (such as modern Indian languages, ancient Indian history, Indology and Indian philosophy) at the first and second degree stages, where such knowledge is useful.

(e) International Languages: Special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth but should also make her own significant contribution to it. For this purpose, study of English deserves to be specially strengthened. Kothari commission (1964-1966) prescribed two sets of curricula, one at state level and one at the national level and the schools were recommended to experiment with the curriculum. It also proposed that three or four text books to be prescribed for each subject and moral and religious education be made a part of the curriculum. The curriculum prescribed by the commission was:

Lower primary level (1 to 4)

- ☐ One language (regional)
- ☐ Mathematical studies
- ☐ Environmental studies
- ☐ Creative studies
- ☐ Health studies
- ☐ Work experience

Higher primary level (5 to 8) ☐

Two languages (one regional and one national) and preferably a third language

- ☐ Mathematical studies
- ☐ Science studies
- ☐ Social studies
- ☐ Art
- ☐ Physical education
- ☐ Work experience
- ☐ Moral studies

Lower secondary level (IX and X)

☐ Three languages ☐ Mathematical studies ☐ Science studies ☐ Social studies ☐ Art ☐ Physical education ☐ Work experience ☐ Moral studies

Higher secondary level (XI and XII) ☐ Two languages (one modern Indian language and one classical or foreign language) ☐ Any three subjects from (a) one additional language, (b) History (c) Economics (d) Logic (e) geography (f) psychology (g) sociology (h) art (i) physics (j) chemistry (k) mathematics (l) biology (m) geology (n) home science ☐ Art ☐ Physical education ☐ Work experience ☐ Moral studies

Self Check Exercise-2

1. According to the Kothari Commission, which of the following was a major recommendation regarding the grading system?

- A) Replace the grading system with a division system in Board examinations
- B) Implement a grading system in place of division in Board examinations
- C) Use a standardized division system for all students in Board examinations
- D) Abolish the examination system and use continuous assessment only

2. The Kothari Commission recommended that at the secondary stage, the three-language formula should include which of the following combinations in Hindi-speaking states?

- A) Hindi, English, and a regional language
- B) Hindi, Sanskrit, and a foreign language
- C) Hindi, a modern Indian language, and English
- D) Hindi, Urdu, and a classical language

10.5 Summary

“The National Education Commission, commonly known as the Kothari Commission, was established in 1964 and chaired by Dr. D.S. Kothari. The commission aimed to evaluate and recommend improvements for India's education system to promote national development. The Kothari Commission's report, submitted in 1966, was comprehensive and influential, advocating for a uniform educational structure of 10+2+3 years (10 years of general education, 2 years of higher secondary education, and 3 years of university education). It emphasized the need for a common school system to provide equal educational opportunities to all children, regardless of their social or economic background. The commission also highlighted the importance of vocational education, science and technology, and the need to foster national integration through education. Additionally, it stressed teacher training, educational research, and the use of regional languages alongside Hindi and English in instruction. The Kothari Commission's recommendations significantly shaped educational policies and reforms in India, aiming to create an inclusive and efficient educational framework to support the country's socio-economic development.”

10.6 Glossary

UGC: University Grant Commission.

Precision: The quality of being clear or exact.

NIC: National Integration Council.

10.7 Answers to Self Check Exercises

Self Check Exercise-1

Answer 1: Daulat Singh Kothari

Answer 2: education

Self Check Exercise-2

Answer 1: B) Implement a grading system in place of division in Board examinations

Answer 2: C) Hindi, a modern Indian language, and English

10.8 References/ Suggested Readings

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10.9 Terminal Questions

Short answer type questions

1. Write short note on

(a) Modern Indian Languages according to Kothari Commission.

(b) Development of Languages according to Kothari Commission.

Long answer type questions

1. Explain the development of Modern Indian Languages.
2. Enlist the recommendations of Kothari Commission (1964-1966) regarding Language Education.

Unit-11

The National Policy on Education (NPE) 1986

Unit Structure

11.1 Introduction

11.2 Learning Objectives

11.3 The National Policy on Education (NPE) 1986

Self Check Exercise-1

11.4 Programme of Action (POA) 1992

Self Check Exercise-2

11.5 Glossary

11.6 Summary

11.7 Answers to Self Check Exercise

11.8 References/ Suggested Readings

11.9 Terminal Questions

11.1 Introduction

The National Policy on Education (NPE) of 1986 marked a pivotal moment in India's educational history, aiming to address the challenges and goals of the country's education system. The policy emphasized the importance of providing equal educational opportunities to all, with a focus on promoting access, equity, and quality in education. It highlighted the need for a child-centered approach to learning, advocating for a flexible curriculum that catered to diverse learning needs and encouraged holistic development. The NPE 1986 also emphasized the integration of vocational education to prepare students for the workforce and promote self-employment. It underscored the role of technology in education and stressed the importance of teacher training and professional development. Additionally, the policy aimed to promote national integration, secular values, and social cohesion through education. The NPE 1986 laid the groundwork for subsequent educational reforms and initiatives in India, reflecting the nation's commitment to achieving inclusive and sustainable educational development.

11.2 Learning Objectives

After completing the unit, you will be able to:

- Understand the National Policy on Education (NPE) 1986
- Understand the Major Recommendations of National Policy of Education, 1986
- Understand the Basic Features of The National Education Policy, 1986

- Understand the Language Education and NEP, 1986
- Understand the Programme of Action (POA) 1992
- Understand the Features of POA, 1992
- Understand the Main recommendations of the POA, 1992
- Understand the Language Education and POA, 1992

11.3 The National Policy on Education (NPE) 1986

In 1986, the government led by Rajiv Gandhi introduced a new National Policy on Education. To achieve a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a "child-centred approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the Open University system with the Indira Gandhi National Open University, which had been created in 1985. In 1986 education policy expected to spend 6% of GDP on education. The document of the National Education Policy, 1986 is divided into 12 parts and 157 paragraphs on different aspects of education.

The National Policy on Education (NPE) 1986 had indicated policy guidelines for development of Hindi, Regional Languages, Sanskrit and classical languages as well as International languages. These guidelines envisaged energetic development of Indian languages and literature, adoption of regional languages as media of education at the University stage, implementation of Three Language Formula involving study of Modern Indian Languages, improvement of languages proficiency of students, development of Hindi as a link language, and strengthening of the study of English and other International languages. The NPE-86 reiterated the provisions relating to languages included in the policy of 1968 with the recommendations for more energetic and purposeful implementation.

Major Recommendations of National Policy of Education, 1986

The following are the major recommendations of the National policy of education, 1986: -

1. For early childhood care and education Day-care centre, Balwadis & pre-primary school should be strengthened.
2. It is suggested that (i) primary school will be established with a radius of 1km, (ii) Senior primary schools within a radius of 3km, and (iii) non-formal education centres will be established as per the requirement.
3. For strengthening the Secondary education **Navodaya Vidyalayas** will be established.
4. Vocational course will be started at +2 level and to establish special vocational institution for the children of neglected category initiated.
5. To develop modern Indian language and Hindi as a link language.
6. Cultural programmes have been accepted as the part of the curriculum.
7. In education, the use of radio, television, computer, and overhead projector had recommended under the media and educational technology.
8. Students will be admitted in higher education through entrance examination.
9. Refresher course programmes will be organised for teachers.
10. Under technical and management education a plan is presented to strengthen the All-India Council of Technical Education (AICTE) and the state board of education.

11. To develop the curriculum of higher education, to reform and develop the infrastructure of research centre.
12. Establish Open University and distance education.

Basic Features of The National Education Policy, 1986:

The features of NEP 1986 may be summarized in the following sequence: -

1. 10+2+3 pattern of Education will be implemented in the whole country.
2. Pre-primary Education attention will be paid on the physical & mental development.
3. The goal of Free and compulsory education will be achieved soon.
4. Administration of education will be decentralized.
5. The technical and management education will be planned anticipating the future needs and full facilities of technical education will be provided to women and children of the weaker sections of the society.
6. In higher education specialized knowledge and skills will be developed in students.
7. In this policy, it has been declared that secondary education will be made available to every interested student. At this level three language formulas will be implemented.
8. Internal evaluation will be given more importance than the external evaluation.
9. Grading system implemented in the place of division.
10. The standard of teachers and teachers training will be uplifted.
11. Adult education will be attached with the national goals.
12. Distance and open education will be organised and the means of mass communication will be used for this purpose.
13. Educational discrepancies will be eliminated and special arrangements will be made for the educations of women, SCs, STs, backward castes, minorities and handicapped.
14. Special attention will be paid on women education.
15. Sufficient resources will be made available for the education.

Language Education and NEP, 1986

The National Policy on Education, 1986 has reiterated in respect of languages the policy elaborated in the National Policy on Education, 1968. The following are the recommendations of the policy about language education: -

1. The emphasis in the Policy is on the adoption of modern Indian languages as the media of instruction at the university stage.
2. Development of Hindi as a link language.
3. Teaching of Sanskrit at the university stage as a part of certain courses like history, Archaeology etc.
4. Serious efforts at translation of books from one language to another.
5. Vigorous efforts at implementation of three language formula.
6. Improvement in linguistic skills of students at different stages of education.
7. To provide facilities for studies of English and other foreign language.

Development of Hindi as per Article 351 of the Constitution (a) Merger of Central Hindi Directorate (CHD), Kendriya Hindi Sansthan (KHS) & Commission for Scientific and Technical Terminology (CSTT) into a single Institution with a senior Hindi Scholar as its Chairman. (b) Special encouragement to study of Sanskrit and other languages in the school system in view of Article 351 of the Constitution. (iv) Sanskrit; Maintenance and

Coordination of Academic Standards Creation of National level Commission to lay down, maintain _ coordinate the academic standards for Sanskrit education as a whole.

(V) Article 350 A: Instruction in the Mother Tongue Problem of the Urdu speaking people and development of Urdu.

□ Acceptance of formula suggested for opening Urdu medium schools/classes at primary and secondary levels as recommended by the Committee on Promotion of Urdu (Known as Gujaral Committee) and recently endorsed by the Jafari Committee has been recommended,

□ Autonomous status for Bureau for Promotion of Urdu (BPU) as recommended by the Jafari Committee. (vi) Development of Sindhi and other Inter-State languages

□ A Sindhi Vikas Board should be set up considering its interstate character & Its inclusion in the Eighth schedule or the constitution,

□ Measures for other interstate languages like Gorkhali, Santhali, Maithili and Bhojpuri should be taken

(vii) National Level facility for training in Translation A Central Translation Bureau as national level facility preferably as a part of CIIL for purpose of imparting training in the methodologies of translation should be created.

(viii) Fresh Linguistic Survey of India should be conducted.

(ix) Use of Technology for Languages Development Greater involvement of Department of Education and Language Institutions in the project of 'Technology Development for Indian Languages'(TDIL) of Department of Electronics. As already stated earlier, most of the recommendations made by the National Policy on Education Review Committee are covered by policy statements on languages contained in the National Policy on Education 1986 and are in the nature of suggestions for more effective implementation of the policy formulation on languages in the NPE 86. The Department of Education and its language Institutions like Kendriya Hindi Sansthan (KHS), Central Hindi Directorate (CHD), Commission for Scientific and Technical Terminology (CSTT), Central Institute of Indian Languages (CIIL), Rashtriya Sanskrit Sansthan (RSS) and Central Institute of English and foreign languages (CIE&FL) have been taking various measures for implementation of various programmes and schemes in pursuance to NPE 86, for development and promotion of languages. Many of these measures have been re-iterated by the NPERC. In the succeeding paras these recommendations have been analysed briefly in the light of the views of/action taken by the Department/ Language Institutions.

Self Check Exercise-1

1. Which of the following was a major recommendation of the National Policy on Education (NPE) 1986?

- A) Establishing a 5+3+2+2 education pattern across the country
- B) Strengthening the Open University system and establishing the Indira Gandhi National Open University
- C) Eliminating all forms of non-formal education centers

D) Making Sanskrit the compulsory medium of instruction at all educational levels

2. What was one of the key features of the National Policy on Education (NPE) 1986 regarding language education?

- A) The exclusive promotion of Sanskrit as the national language
- B) Implementation of the Three Language Formula, including Hindi, English, and a regional language
- C) Abolition of the study of foreign languages in favor of regional languages
- D) Introduction of a single national language for all educational institutions

3. According to the National Policy on Education (NPE) 1986, what was the expected expenditure on education as a percentage of GDP?

- A) 4%
- B) 5%
- C) 6%
- D) 7%

4. Which of the following was a focus of the National Policy on Education (NPE) 1986 in terms of teacher training?

- A) Implementing a uniform teaching methodology across all states
- B) Organizing refresher course programs for teachers
- C) Removing the requirement for teacher training altogether
- D) Introducing a new grading system for teacher performance

5. What did the National Policy on Education (NPE) 1986 recommend for improving primary education?

- A) Increasing the number of private schools only
- B) Launching "Operation Blackboard" to improve primary schools nationwide
- C) Phasing out public primary schools in favor of private institutions
- D) Limiting primary education to urban areas

6. Which of the following was NOT included in the recommendations of the National Policy on Education (NPE) 1986?

- A) Development of modern Indian languages and Hindi as a link language
- B) Expansion of vocational courses at the +2 level
- C) Elimination of the Three Language Formula
- D) Enhancement of media and educational technology use

7. The National Policy on Education (NPE) 1986 aimed to achieve which of the following with regard to secondary education?

- A) Making secondary education available only to urban students
- B) Establishing Navodaya Vidyalayas to strengthen secondary education
- C) Reducing the number of secondary schools in rural areas
- D) Introducing a uniform curriculum across all states

8. How did the National Policy on Education (NPE) 1986 address adult education?

- A) By abolishing all adult education programs
- B) By integrating adult education with national goals
- C) By focusing solely on primary and secondary education
- D) By limiting adult education to urban areas

9. What was one of the main features of the 10+2+3 pattern of education introduced by the National Policy on Education (NPE) 1986?

- A) Implementation of a 5+3+2+2 education pattern
- B) Integration of pre-primary education with primary education
- C) Extension of secondary education to 4 years

D) Adoption of a 10-year schooling followed by 2 years of higher secondary and 3 years of undergraduate education

10. Which institution was expanded and strengthened as a part of technical and management education under the National Policy on Education (NPE) 1986?

- A) National Institute of Technology (NIT)
- B) Indian Institutes of Management (IIMs)
- C) All-India Council for Technical Education (AICTE)
- D) National Council of Educational Research and Training (NCERT)

11.4 Programme of Action (POA) 1992: -

The 1986 National Policy on Education was modified in 1992 by the P. V. Narasimha Rao government. In 2005, Former Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government. Programme of Action (POA) 1992, under the National Policy on Education (NPE), 1986 envisaged (i) to conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country. (ii) For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE).

Features of POA, 1992

The following are the features of POA, 1992: -

1. **Role of Education:** Education is responsible for the all-round development of the individual. Educated people can develop their knowledge and skill through education. Education is the light of life.
2. **National System of Education:** - A common education system 10+2+3 for whole of India. It is that system which is in accordance with the national needs and its aspirations.
3. **Education for equality:** - The policy provides equal opportunities to all for education. Aims at providing equal access and equal condition of success to children. Navodaya School have been opened for socially and economically deprived but also for talented children.
4. **Education for SCs:** - Includes equalization of scheduled caste population with others in matter of education. Insured by giving incentives to parents who send their children schools.
5. **Women Education:** - New education policy special emphasis to women education. The statement owes that women are the keys to nation's progress.
6. **Education for Tribes:** - This policy gave main emphasis to the education of tribes. Residential schools have been opened for them and scholarships for higher education are given. Curriculum and study material should be developed in the language of tribal people.
7. **Adult Education:** - Adult education initiation of **National Literacy Mission** for the teaching illiterate people of age group 15-35 years. For this, adult schools, libraries, distance education, T.V. programmes are being introduced.

8. **Early childhood Education:** - Special emphasis on early childhood care and education by opening up of day care centres, promotion of child focused programmes.
9. **Education for Minorities:** - This policy gave main emphasis to the education of minorities.
10. **Operation Black- Board:** - The purpose of OB is to ensure provision of minimum essential facilities in primary school. The word operation implies that there is an urgency in this programme, that goals are clear and well defined.

Main recommendations of the POA, 1992:

1. In order to materialize the aims of the NPE 1986, the POA highlighted the need to strengthen the programs along with their components. It suggested a coordinated functioning of the government and non-government agencies to meet the goals of the ECCE programs. Under this POA, early childhood and care were given special importance. And it proposed special training (through training centres) for the Anganwadi workers to improve the quality of early childhood education.

2. To achieve the targets for UEE. It suggested many innovations and revised schemes like the 'Non-Formal Education' for students who cannot attend full-time schools. Other than this, it also focused on 10 states (educationally backward), wherein the shared responsibility was between the centre and state government in the ratio of 50:50.

3. The NPE had also envisioned better participation of the backward classes. However, the POA 1992 increased the autonomy of the Boards of Secondary Education and reorganized them.

This states to improve digital literacy and technological skills in students. And this vision was helpful for the future, as in the present times we do have full-fledged online schooling and digital learning options.

4. To open Navodaya Vidyalayas across the nation. These schools were planned to help the high achievers irrespective of their socio-economic backgrounds. This proposal was quite beneficial to improve the quality of schooling for the masses.

5. It suggested more development programs, and aimed at enhancing their legal literacy (about their rights). It suggested running gender and poverty sensitization programs to curb issues like gender disparity. Besides, all teachers were to be trained through innovative training programs to be the agents of women empowerment. Through institutions and women organizations, it also envisioned creating new women study centres.

6. Under the Non-Formal Education initiatives, the committed suggested improving the educational opportunities for adults. Innovative programs like distance education and open school system were suggested for female students residing in remote, rural, and urban areas. For students living in tribal areas, educational micro-planning was suggested. Besides, there was also a special focus on the education of adult illiterate women.

7. The committee suggested some important steps for 12.59 million children with disabilities, and to meet the needs of special students, teacher training was to be reoriented as per the inclusive classrooms.

8. It suggested that a standing Central Advisory Board of Education committee on education of SCs, STs and other backwards sections should be constituted to monitor

educational programmes for these disadvantaged groups; educationalists from these groups should have representations in that committee.

Let us study in detail:-

1. The National Policy on Education, 1986 has reiterated in respect of languages the policy elaborated in the National Policy on Education, 1968. Briefly, the policy emphasises the adoption of regional languages as the media of instruction at the university stage; vigorous effort at implementation of the three language formula; improvement in the linguistic competencies of students at different stages of education; provision of facilities for the study of English and other foreign languages; development of Hindi as the link language, as provided for in Article 351 of the Constitution; teaching of Sanskrit at the university stage as part of certain courses like Indology, Indian History, Archaeology etc.; serious effort at translation of books from one language to the other; and the preparation of bilingual and multi-lingual dictionaries.

Medium of instruction at the university stage 2. The emphasis in the Policy is on the adoption of modern Indian languages as the media of instruction at the university stage. However, the need to provide education through the mother tongue, which may be different from a modern Indian language included in the VIII Schedule, is recognised on academic grounds. The Constitution of India recognises, in respect of linguistic minorities, the desirability of providing instruction through the mother tongue for first five years of education (Article 350-A). Every effort is, therefore, required to implement this obligation, although a number of difficulties are likely to be encountered: administrative and financial feasibility of providing instructional facilities through a variety of mother tongues, difficulty to use some tribal languages as media of education etc. In the context of these difficulties switch over to a modern Indian/regional language has to be ensured as early as possible. The Safeguards for Linguistic Minorities, recognising the difficulties, recommended that “for the purpose of providing instruction in the mother tongue of the linguistic minorities at the secondary stage of education, the modern Indian languages in the Eighth Schedule of the Constitution as well as English, should be used as media”. 3. Modern Indian languages are already being used as media of instruction at the school stage. The need is for their progressive adoption as media at the university stage. To facilitate this, 7000 university level textbooks have been produced by the State agencies and some universities with the assistance of the Government of India. The off-take of these books is not satisfactory. Consequently, large unsold stocks of books have accumulated’ in the States, the main reasons being (a) preparation and production of these books has not synchronised with the universities’ decision to switch over to modern Indian languages; (b) university teachers having received education through English find it difficult to teach through the Indian languages; (c) unlike the school stage, control over prescription of textbooks is not tight, with the result that, for various reasons, book produced by private publishers get generally recommended; and (d) Indian language-medium courses are generally not popular with students because of the lack of professional comparability and poor employment potential. 4. The primary pre-requisite appears to be specific decisions by the State Governments, in consultation with universities, to progressively adopt the modern Indian languages as media

of instruction in all subjects and at all levels. 5. A critical review of the experience of the programme of production of university level textbooks is required. A decision to constitute a review committee has already been taken. The study and recommendations of the committee are likely to assist in formulating a more worthwhile and feasible programme for implementation. The review is proposed to be completed early. 6. The main action would include; (a) preparation and production of textual materials/reference books in modern Indian languages on a much larger scale than undertaken hitherto; (b) orientation of university teachers; (c) translation of text books, reference books from English into Indian languages; and (d) regular review and monitoring of the effort. 7. The State Governments would have to, in consultation with universities and the University Grants Commission, identify measures to ensure the adoption of modern Indian languages as media of instruction. With the assistance of expert institutions, a feasible and time-bound programme of action would have to be worked out. The preparation of university level books in regional languages, being undertaken with the assistance of the Government of India, would have to be speeded up by State level agencies, ensuring at the same time that books so prepared are used in the system. 8. The Ministry has been receiving requests from State Governments to continue assistance beyond Rs. 1.03 crores provided/committed to them for creating a revolving fund. In case of some participating States, the full amount has not been released. Apart from releasing the balance amount to those States which have not yet utilised the admissible assistance, there is need to consider the possibility of providing more assistance to States to which the admissible amount has already been released. 9. At the Central level, the Commission for Scientific and Technical Terminology which has been coordinating the programme would need to be strengthened to undertake more effective monitoring of the programmes and for organizing orientation courses for teachers of various disciplines. The University Grants Commission could set up a small cell for monitoring the adoption of the regional languages as media of instruction. In each university, a cell could be established for monitoring and facilitating the switch-over to regional languages.

Implementation of the three language formula 10. The Three Language Formula provides for a study of a modern Indian language, preferably one of the Southern languages, apart from Hindi and English in the Hindi speaking States and of Hindi along with the regional language and English in the non- Hindi speaking States. 11. The implementation of the three language formula has been less than satisfactory. The main deficiencies include the following: (a) all the languages are not being taught compulsorily at the secondary stage; (b) a classical language has been substituted for a modern Indian language in some States; (c) no provision exists for the teaching of South Indian languages for which the formula indicated a preference, in the Hindi speaking States; (d) duration for compulsory study of three languages varies; and (e) competency levels to be achieved by students in respect of each language have not been precisely specified. 12. The effective implementation of the three language formula would require: (a) decision by States, State Boards of Secondary/ School Education, etc. to make the study of three languages compulsory at the secondary stage; (b) prescription of the Class from and the duration for which three languages will be taught; (c) specification of objectives of teaching different languages; and (d) specification of levels of language proficiency to be reached in respect of each language. 13. The action required would include: (i) The Central Government should continue to assist the non-Hindi speaking States for the appointment of Hindi

teachers. (ii) The pattern of Government of India's assistance should be restored to 100 per cent of the approved expenditure on the appointment of Hindi teachers as was available till 1978-79. (iii) On the pattern of the scheme for appointment of Hindi teachers in non-Hindi speaking States cent per cent assistance should be given to Hindi speaking States for the appointment of modern Indian language teachers, preferably teachers of South Indian languages, as the three language formula suggests. (iv) Apart from establishing teacher training institutions for training of Hindi and modern Indian language teachers in States, facilities for training of language teachers need to be augmented and improved in existing teacher training colleges. (v) The Ministry's language institutions should be strengthened to undertake programmes facilitating teaching of languages, particularly research in methodology of teaching languages and experimentation in the use of computers and new communication technologies. 14. The number of teachers to be appointed for teaching of languages would depend upon the number of schools and students and the requirements of the syllabus of secondary schools. With the decision to make study of three languages compulsory at the secondary stage-to be taken by the State Board/States would have to work out the exact requirement of teachers and provide for their salaries in the State budgets. While most of the language teachers required would be provided for under the normal programmes of the States for provision of educational facilities, the Government of India could share part of the financial burden of the States. 15. A proposal, seeking the restoration of the earlier pattern of assistance, will be formulated by the Ministry. With cent per cent assistance Hindi speaking States will find it easier to appoint a much larger number of teachers. A proposal for assisting Hindi speaking States to appoint modern Indian language teachers in the Seventh Plan has also been worked out. 16. The State Governments and the Boards of School/ Secondary Education would be primarily responsible for implementation and monitoring of the programme. They would have to take decision to prescribe on compulsory basis the study of three languages. The scheme of examinations would have to prescribe and evaluate the competency levels to be achieved in different languages. The Kendriya Hindi Sansthan, Agra, the Central Institute of Indian Languages, Mysore, the Central Institute of English and Foreign Languages, Hyderabad, and the National Council of Educational Research and Training will establish cells to monitor the programme. They will also be responsible for providing academic/technical assistance to State Boards and educational institutions.

Improvement in the language competencies of students 18. The proficiency of students in using languages is reported to have deteriorated over the years. No definitive evidence is, however, available to indicate whether students enrolled in and/ or completing different levels of education are less proficient in the use of languages than those who completed education 15-20 years back. Irrespective of the expressed opinions, improvement in language skills of students is important, considering the significance of language proficiency for cognitive development and further learning. It would seem necessary, among other things, to: (a) undertake study of the language attainments of students; (b) specify objectives of teaching different languages, particularly at the school stage where three languages are to be studied compulsorily; and (c) identify language skills that students must attain in terms of the specified objectives. The Kendriya Hindi Sansthan, NCERT, Central Institute of Indian Languages, Central Institute of English and Foreign Languages, Regional Institute of English, Bangalore and H.M. Patel Institute of English,

Vallabh Vidyanagar, have been requested to (i) collaborate in the task of undertaking a systematic study of language attainments of students; (ii) undertake studies with the purpose of specifying objectives of teaching various languages; and (iii) consider the possibility of using the English language proficiency test developed at the instance of the Bureau, by NCERT, Regional Institute of English, Bangalore, CIEFL, Hyderabad and H.M. Patel Institute of English, Vallabh Vidyanagar for foreign students seeking admission to institutions of higher learning in India, with a view to determining the English language proficiency of Indian students completing Class XII. The Central Institute of Indian Languages, Kendriya Hindi Sansthan and Dakshin Bharat Hindi Prachar Sabha have been provided with BBC micro computers for undertaking experimentation in computer aided language instruction and learning. The CIEFL has set up an Educational Media Research Centre for English language teaching. The University Grants Commission has identified and is assisting some universities for strengthening arrangements for English language teaching. Summer institutes for orientation of university/ college teachers of English are also being undertaken. 21. Apart from continuing these and other similar activities, some specific programmes to be taken up for implementation, will include: (a) development of textual materials for ensuring attainment of specified language abilities; (b) preservice and in-services training of teachers in the methodology of language teaching; (c) research in the methodology of effective teaching learning of languages, with particular emphasis on the use of computers and other communication media; (d) infrastructural facilities of language and other training institutions for training of teachers and experimentation in computer aided instruction and the use of new communication technology; (e) designing of specialised/bridge/remedial courses for school and university students. 22. The programmes included in the Seventh Five Year Plan of institutions provide for some of the activities listed earlier. A scheme under which assistance will be provided to States and some State level institutions for in-service training of English language teachers and production of textual materials, has already been developed. Financial assistance is being given to State Governments for establishment of District Centres for English language teaching. The augmentation of the activities of these institutions will require additional provision. 23. The language institutions of the Ministry and NCERT will provide academic and technical inputs in the form of prototype textual materials, modules for in-services training of teachers, training of key personnel, software for computer aided instruction and for transmission through radio and television, etc. The implementation of the plan of action on a sufficiently large scale, covering as many institutions as possible, will be the responsibility of State Governments/State Boards of School/ Secondary Education and universities. For instance, once objectives of language teaching and specification of language abilities have been determined necessary changes would have to be incorporated in the syllabi, text books and scheme of examinations. In respect of universities, the University Grants Commission and universities will assume responsibility for above functions. 24. The Kendriya Hindi Sansthan for Hindi, the CIEFL for English and the CILL for modern Indian languages will, in collaboration with other institutions, assume the responsibility for providing research and training inputs. U.G.C. can coordinate and support the programmes. for university student s and teachers. These organisations will also be involved in monitoring the plan of action.

Translation of books and preparation of bilingual and multi-lingual dictionaries 25. At present translation of worthwhile books and their production is undertaken by a number of governmental and nongovernmental agencies the National Book Trust, the Sahitya Academy and State Academies, private publishers etc. However, the availability of the translated books in different Indian languages does not seem to be satisfactory. Dissatisfaction with the quality of translation has also been voiced which may be due to non-availability, in sufficient number, of good translators. 26. As regards dictionaries, the Central Hindi Directorate has already brought out 19 dictionaries. The manuscripts of other 41 dictionaries are either in press or in various stages of preparation. The Commission on Scientific and Technical Terminology has also brought definitional dictionaries on science and social science disciplines. Similarly, the Bureau for the Promotion of Urdu has published seven glossaries while work on 8 dictionaries is in progress. The State level agencies also undertake similar work. The Central government is also assisting in the preparation of dictionaries in Sanskrit. The activities of the governmental agencies do not represent the total effort. Private publishers also bring out bilingual dictionaries. Information on the magnitude of current effort is not available. There is, therefore, need for surveys which will indicate (a) extent of existing governmental and non-governmental effort (b) capabilities of agencies undertaking translation work and (c) arrangements for training of translators. As in the case of translations information on the magnitude of the total effort and its quality is not available in respect of dictionaries. A status report on dictionaries available, their quality and facilities for preparing dictionaries at different levels, is needed. This study should also provide information about the gaps that exist. The Central Hindi Directorate and CSTT, in collaboration with State level agencies, could be entrusted with this responsibility. While the studies are proceeding, immediate effort could be made by the National Book Trust and Sahitya Academy to identify, translate and publish some books from each language into other Indian languages. Identification of these books could be done by the Sahitya Academy with the assistance of State academies. The effort at translation should be systematic, of high quality and of sizeable magnitude. There is also the need to coordinate various programmes of translating books and training of translators. These tasks can more effectively be accomplished by a Central Translation Bureau. The functions of this Bureau would be different from those of the Translation Bureau functioning under the Department of Official Languages of the Ministry of Home Affairs. Monitoring 31. At the Central level the Central Hindi Directorate, Bureau for the Promotion of Urdu, Commission for Scientific and Technical Terminology, the Central Institute of Indian Languages and the proposed Central Translation Bureau will be made responsible for identifying gaps that exist and for developing suitable programmes of support for the preparation of bilingual and multilingual dictionaries.

Development of Hindi as link language The need for developing Hindi as the link language has been emphasized in the National Policy on Education. At present the Kendriya Hindi Sansthan, the Central Hindi Directorate and the Commission for Scientific and Technical Terminology are undertaking a number of activities; organization of institutional and correspondence courses for teaching of Hindi through various languages; preparation and production of materials; display and free distribution of Hindi books; organization of seminars/ workshops for non-Hindi speaking writers; evolution of scientific and technical terminology etc. A large number of voluntary organisations in both Hindi and

non-Hindi speaking States are being supported for organization of Hindi teaching classes, publication of materials, training of teachers, etc. A general consensus among the States about the use of Hindi as link language seems necessary. The effective implementation of the three language formula is also necessary to promote adequate level of proficiency in the use of Hindi among people. Information on the impact of various programmes, implemented in pursuance of Article 351 of the Constitution, is not available. Systematic studies are required to determine the impact and effectiveness of the present effort. The other action would include: (a) exploration of the possibility of developing a core vocabulary for general use; (b) augmentation of effort to produce dictionaries, glossaries and conversational guides; (c) augmentation of the facilities for correspondence courses for teaching Hindi through various Indian languages; (d) increased assistance to voluntary organizations for teaching of Hindi; (e) preparation of self- instructional materials and use of modern communication media; (f) establishment of Hindi resource centres in non-Hindi speaking States; and (g) free distribution of Hindi books throughout the country. The implementation of intention of Article 351 of the Constitution should not be regarded as the sole responsibility of the Central Government. States should make effort to promote knowledge and use of Hindi in their territories. The Kendriya Hindi Sansthan, CHD and CSTT would provide academic and technical assistance for popularisation and promotion of Hindi. Specific cells for monitoring various programmes will be set up.

Promotion of inter-disciplinary research in Sanskrit and Indology The National Policy on Education has emphasised the need for research in Indology, particularly with a view to “delving into India’s ancient fund of knowledge and to relate it to contemporary reality.” It has been stated that this “effort will imply the development of facilities for the intensive study of Sanskrit and other classical languages.” Apart from the fact that the quality of research undertaken in universities and institutions of higher learning in social sciences and humanities leaves much to be desired, research in manuscripts and materials available in Sanskrit, Pali, Prakrit, old Tamil and other classical languages has not been taken up with any degree of seriousness in India, particularly with a view to establishing the validity and relationship of the knowledge and experience embedded in these languages to contemporary scientific thought and technological development. At the time of formulating the Seventh Five Year Plan, the establishment of an International Institute was proposed. The objectives envisaged were to enable scholars to find the roots of a common world culture in Indian and foreign classical literature. It was felt that classical languages like Greek, Latin, Old Tamil, and Sanskrit etc. have several common features and a study of these would not only help to project Indian culture but also enrich modern ideas and concepts. 39. Considering a definite policy recommendation in the National Policy on Education, 1986, it is proposed to pursue the proposal to establish an International Institute for the promotion of Indology and Classical languages. The specific action required would include: (a) a firm decision by the Ministry to establish such an Institute; (b) provision of outlay for its establishment; (c) establishment of an autonomous Institute under the Societies Registration Act 1860; (d) preparation of the constitution, bye-laws etc. of the proposed Institute; (e) appointment of required academic and supporting staff.

Policy-planning for language development 40. The decisions about language policy and the development of languages are taken at various levels-Central and State Governments, universities, Boards of Secondary/School Education etc. Consequently, there is no

uniformity on the language policy followed in education. Implementation of the policies has also not been effective for want of regular monitoring. Although the Three Language Formula was arrived at through consensus and adopted in the context of social and political considerations, in actual implementation substantial modifications have been made in it. In recent years, the effort of the States to determine the relative place of various languages in education has become a matter of considerable argument and agitation. In view of these rather unpleasant developments, it would seem desirable to (a) undertake a critical review of the language policies being adopted at various levels, (b) suggest a policy which would bring some uniformity about the place of languages in education; and (c) identify directions on which language development should be undertaken. For this purpose, it is suggested that a Standing Committee of the Central Advisory Board of Education may be constituted. The Bureau of languages of the Ministry would function as its secretariat.

Language Education and POA, 1992

The recommendations of POA 1992 about Language Education are as given below:

1. Modern Indian languages are already being used as media of instruction at the school stage. The need is for their progressive adoption as media at the university stage.
2. The three-language formula provides for a study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi speaking states and of Hindi along with the regional language and English in the non-Hindi speaking states.
3. The number of teachers to be appointed for teaching of languages would depend upon the number of schools and students and the requirements of the syllabus of secondary schools.
4. Improvement in the language competencies of the students.
5. Translation of books and preparation of bilingual and multi-lingual dictionaries. While the studies are proceeding, immediate effort could be made by the National Book Trust and Sahitya Academy to identify, translate and publish some books from each language into other Indian languages. Identification of these books could be done by the Sahitya Academy with the assistance of State academies.
6. The decision about language policy and the development of languages are taken at various levels central and state governments, universities, Board of secondary school of education etc.

Self Check Exercise-2

1. Which government modified the National Policy on Education (NPE) of 1986 in 1992?

- A) Indira Gandhi Government
- B) Rajiv Gandhi Government
- C) P. V. Narasimha Rao Government
- D) Atal Bihari Vajpayee Government

2. What was one of the main aims of the Programme of Action (POA) 1992 regarding entrance examinations?

- A) To eliminate all entrance examinations for professional courses
- B) To conduct a common entrance examination on an all-India basis for admission to professional and technical programmes

- C) To conduct separate entrance examinations for each state
- D) To create a single national examination board

3. Which of the following was a recommendation of the POA 1992 related to early childhood education?

- A) To reduce the number of Anganwadi centers
- B) To establish more residential schools for tribal children
- C) To provide special training for Anganwadi workers to improve early childhood education
- D) To eliminate the concept of early childhood education

4. The POA 1992 emphasized the establishment of which type of schools to aid talented children from various socio-economic backgrounds?

- A) Government Primary Schools
- B) Navodaya Vidyalayas
- C) Private Schools
- D) Special Coaching Institutes

5. Which policy focused on the education of SCs, STs, and backward classes by creating a standing Central Advisory Board?

- A) National Policy on Education (NPE) 1986
- B) Programme of Action (POA) 1992
- C) Right to Education (RTE) Act 2009
- D) Secondary Education Commission (Mudaliar Commission) 1952-53

6. What was a key feature of the POA 1992 concerning language education?

- A) Abolishing the Three Language Formula
- B) Ensuring the adoption of regional languages as media of instruction at the university stage
- C) Focusing solely on English as the medium of instruction
- D) Limiting language education to only two languages

7. What did the POA 1992 propose for the improvement of language competencies of students?

- A) Reducing language instruction to one language only
- B) Systematic study of language attainments and specific objectives for teaching different languages
- C) Implementing a single-language education system
- D) Discontinuing language education in secondary schools

8. Which initiative was NOT part of the Programme of Action (POA) 1992?

- A) Establishment of more adult education centers
- B) Improvement of language proficiency through bilingual and multi-lingual dictionaries
- C) Introduction of a single national curriculum
- D) Enhancement of technological skills in education

9. Under the POA 1992, which initiative aimed at enhancing digital literacy and technological skills was recommended?

- A) Operation Black-Board
- B) Development of new language dictionaries
- C) Creation of a National Board for Technology in Education

D) Better participation of backward classes in education

10. Which of the following was a focus area for adult education under the POA 1992?

- A) Discontinuation of adult education programs
- B) Establishment of a National Literacy Mission for people aged 15-35 years
- C) Limiting adult education to urban areas only
- D) Providing adult education only through traditional schools

11.5 Summary

“The National Policy on Education (NPE) of 1986 marked a significant milestone in India's educational landscape, aimed at guiding the development of education in the country. It emphasized the importance of providing equal opportunities in education to all individuals, with a focus on access, equity, and quality. The policy highlighted the need for a child-centered approach, promoting holistic development and a flexible educational system that accommodates diverse learning needs. It stressed the integration of vocational education to meet the demands of the job market and fostered a spirit of entrepreneurship among students. The NPE also emphasized the role of technology in education, advocating for the use of modern educational tools and methods. Furthermore, it addressed issues of educational planning, governance, and financing, aiming to improve efficiency and accountability within the education sector. The NPE of 1986 laid the groundwork for subsequent reforms and policies, reflecting India's commitment to achieving inclusive and sustainable educational development.”

11.6 Glossary

International Language: A language intended to be used by people of different linguistic backgrounds to facilitate communication among them.

CSTT: Commission for Scientific and Technical Terminology

11.7 Answers to Self Check Exercises

Self Check Exercise-1

Answer 1: B) Strengthening the Open University system and establishing the Indira Gandhi National Open University

Answer 2: B) Implementation of the Three Language Formula, including Hindi, English, and a regional language

Answer 3: C) 6%

Answer 4: B) Organizing refresher course programs for teachers

Answer 5: B) Launching "Operation Blackboard" to improve primary schools nationwide

Answer 6: C) Elimination of the Three Language Formula

Answer 7: B) Establishing Navodaya Vidyalayas to strengthen secondary education

Answer 8: B) By integrating adult education with national goals

Answer 9: D) Adoption of a 10-year schooling followed by 2 years of higher secondary and 3 years of undergraduate education

Answer 10: C) All-India Council for Technical Education (AICTE)

Self Check Exercise-2

Answer 1: C) P. V. Narasimha Rao Government

Answer 2: B) To conduct a common entrance examination on an all-India basis for admission to professional and technical programmes

Answer 3: C) To provide special training for Anganwadis workers to improve early childhood education

Answer 4: B) Navodaya Vidyalayas

Answer 5: B) Programme of Action (POA) 1992

Answer 6: B) Ensuring the adoption of regional languages as media of instruction at the university stage

Answer 7: B) Systematic study of language attainments and specific objectives for teaching different languages

Answer 8: C) Introduction of a single national curriculum

Answer 9: A) Operation Black-Board

Answer 10: B) Establishment of a National Literacy Mission for people aged 15-35 years

11.8 References/ Suggested Readings

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11.9 Terminal Questions

Short answer type questions

1. Write short note on

(a) The National Policy on Education (NPE) 1986

(b) Programme of Action (POA) 1992

Long answer type questions

1. Describe the main features of “The National Policy on Education(NPE) 1986” regarding Language Education.
2. Explain Three Language Formula (TLF) given by “The National Policy on Education (NPE) 1986”.
3. Explain the Programme of Action (POA) 1992 regarding Language Education.

Unit-12

National Curriculum Framework-2005 (Language Education), NCFTE - 2009 (Language Education)

Unit Structure

12.1 Introduction

12.2 Learning Objectives

12.3 National Curriculum Framework-2005 (Language Education)

Self Check Exercise-1

12.4 NCFTE - 2009 (Language Education)

Self Check Exercise-2

12.5 Summary

12.6 Glossary

12.7 Answers to Self Check Exercise

12.8 References/ Suggested Readings

12.9 Terminal Questions

12.1 Introduction

The National Curriculum Framework (NCF) of 2005 for language education in India represented a significant reform effort aimed at modernizing teaching practices nationwide. It centered on student-centric methodologies to nurture critical thinking, creativity, and effective communication skills. The framework advocated for integrating language skills—listening, speaking, reading, and writing—across all subjects to enhance comprehension and practical application. It underscored the cultural richness of multilingualism, encouraging proficiency in multiple languages as a valuable asset. Moreover, the NCF 2005 emphasized inclusive and diverse texts that reflected India's socio-cultural diversity, striving to make education more relevant and meaningful for students. The subsequent National Curriculum Framework for Teacher Education (NCFTE) of 2009 extended these principles to enhance teacher training and professional development in language education. It emphasized equipping educators with effective pedagogical strategies to create supportive learning environments tailored to individual student needs. Together, these frameworks aimed to revitalize language education in India, fostering inclusivity, effectiveness, and cultural sensitivity across schools and teacher education programs.

12.2 Learning Objectives

After completing the unit, you will be able to:

- Understand the National Curriculum Framework-2005 (Language Education)
- Understand the Guiding Principles of Curriculum Development
- Understand the NCF, 2005 and Language Education
- Understand the National Curriculum Framework for Teacher Education (NCFTE – 2009, Language Education)

12.3 National Curriculum Framework-2005 (Language Education):

National Curriculum Framework (NCF), 2005

The NCF is one of four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and Training NCERT in India. The document provides the framework for making syllabi, textbooks and teaching practices within the school education programmes in India. NCF 2005 has been translated into 22 languages and has influenced the syllabi in 17 states. The NCERT gave a grant to each State to promote NCF in the language of the State and to compare its current syllabus with the syllabus proposed, so that a plan for reforms could be made. Several States have taken up this challenge. This exercise is being carried out with the involvement of State Councils for Educational Research and Training (DSERT/SCERT) and District Institutes of Education and Training (DIET).

As per the directions of the MHRD, the NCERT took up the assignment of reviewing the National Curriculum framework for school Education in the light of the report learning without Burden (1993). A National steering Committee under the Chairmanship of Professor Shri. Yash Pal formed 21 National focus groups. Members of these committees included representatives of institutions of advanced learning, NCERT's own faculty, school teachers and non-governmental organisations. Deliberations at National and state level and public opinions were invited by giving wide advertisements. Seeking guidance from the constitutional vision of India as a secular, egalitarian and pluralistic society, founded on the values of social justice and equality, certain broad aims of education have been identified in this document NCF-2005. These include independence of thought and action, sensitivity to others' well-being and feelings, learning to respond to new situations in a flexible and creative manner, predisposition towards participation in democratic process, and the ability to work towards and contribute to economic processes and social change. For teaching to serve as a means of strengthening our democratic way of life, it must respond first generation school-goers, whose retention is imperative owing to the constitutional amendment that has made elementary education a fundamental right of every child. The fact that learning has become a source of burden and stress on children and their parents is evidence of a deep distortion in educational aims and quality.

The main features of the framework are: Strengthening of a National System of Education with special focus on: -

- Values enshrined in the Constitution of India;
- Reduction of curriculum load;
- Ensuring quality Education for All;
- Systemic changes;
- Common school system.

Guiding Principles of Curriculum Development: -

- Connecting knowledge to life outside school.
- Ensuring that learning is shifted away from rote methods.
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric.
- Making examinations more flexible and integrated with classroom life.
- Nurturing an overriding identity informed by caring concerns within the democratic polity of the country.

Learning and Knowledge

(i) Correspondence between learner development and learning is **intrinsic** to curricular Practices. (ii) Knowledge is different from information. (iii) Organizing learning experiences for construction of knowledge and fostering Creativity. (iv) Connecting knowledge across disciplinary boundaries for insightful construction of Knowledge. (v) Learning experiences for developing critical perspectives on social issues. (vi) Plurality of textbooks and other material incorporating local knowledge mediated through Constitutional values and principles.

Curricular Areas

- (i) Implementation of three language formula with renewed efforts;
- (ii) The idea that home language / mother tongue as the best to medium to build a foundation for education applies to tribal languages as well;
- (iii) Multi-lingual character of Indian society is a resource for promoting language proficiency;
- (iv) Teaching mathematics to focus on developing child's resources to think and reason, to visualize abstractions and to formulate and solve problems;
- (v) Teaching of Science to be recast to enable learners to acquire methods and processes that will nurture thinking process, curiosity and creativity;
- (vi) Social Sciences to be considered from disciplinary perspective while emphasizing integrated approach in the treatment of significant themes;
- (vii) Enabling pedagogic practices are critical for developing thinking process, decision making and critical reflections on social issues;
- (viii) The arts and heritage crafts, and health and physical education to form critical components of school curriculum.

National Concerns

- (i) Professional planning and significant expansion of early childhood care and education;
- (ii) NCF 2005, Concerns and issues pertaining to environment, peace-oriented values, and sensitivity towards gender parity and towards SC and ST, and minorities must inform all subjects and school experiences.

Systemic Reform

- (i) Teaching is a professional activity. (ii) Availability of minimum infrastructure and material facilities for improved teacher Performance. (iii) Locally planned, flexible school calendars and time tables. (iv) Reconceptualization of textbooks, teachers' handbooks and other material based on new perspectives and access to interactive technologies. (v) Strengthening the Panchayati Raj Institutions and encouraging community participation for enhancing quality and accountability. (vi) Productive work as pedagogic medium in the school curriculum from pre-primary to senior secondary stages. (vii) Vocational education and training to be conceived and implemented in a mission Mode.

Examination reforms

- (i) Shift from content-based testing to problem solving and competency-based assessment, examinations of shorter duration, and (ii) flexible time limit.

NCF, 2005 and Language Education:

The linguistic diversity of India poses complex challenges but also a range of opportunities. India is unique not only in that a large number of languages are spoken here but also in terms of the number and variety of language families that are represented in those languages. There is no other country in the world in which languages from five different language families exist. Even though they are so distinct structurally as to merit classification as different language families, namely, Indo-Aryan, Dravidian, Austro-Asiatic, Tibeto-Burman and Andamanese, they constantly interact with each other.

The three-language formula is an attempt to address the challenges and opportunities of the linguistic situation in India. It is a strategy that should really serve as a launching pad for learning more languages. It needs to be followed both in letter and spirit. Its primary aim is to promote multilingualism and national harmony. The following guidelines may help us achieve this aim:

- Language teaching needs to be multilingual not only in terms of the number of languages offered to children but also in terms of evolving strategies that would use the multilingual classroom as a source.
- Home language(s) of children, as defined above, should be the medium of learning in schools.
- If a school does not have provisions for teaching in the child's home language(s) at the higher levels, primary school education must still 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.'
- Children will receive multilingual education from the outset. The three-language formula needs to be implemented in its spirit, promoting multilingual communicative abilities for a multilingual country.
- In the non-Hindi-speaking states, children learn Hindi. In the case of Hindi speaking states, children learn a language not spoken in their area. Sanskrit may also be studied as a Modern Indian Language (MIL) in addition to these languages.
- At later stages, study of classical and foreign languages may be introduced.
- Language skills-speech and listening, reading and writing-cut across school subjects and disciplines. Their foundational role in children's construction of knowledge right from elementary classes through senior secondary classes needs to be recognised.
- There is a need for imaginative input that is read by a competent reader with appropriate gestures, dramatization, etc.
- Writing down experiences narrated by children, and then having them read the written account.
- Reading of additional material: stories, poems, etc.
- First-generation school goes must be given opportunities to construct their own texts and contribute self-selected texts to the classroom.

- A renewed effort should be made to implement the three-language formula, emphasising recognition of children's mother tongue(s) as the best medium of instruction. These include tribal languages.
- Success in learning English is possible only if it builds on sound language pedagogy in the mother tongue.
- The multilingual character of Indian society should be seen as a resource for enrichment of school life.
- The classroom needs to provide a print rich environment, displaying signs, charts, work-organising notices, etc. that promote 'iconic' recognition of the written symbols, in addition to teaching letter-sound correspondences.

Merits of NCF, 2005:

1. A number of its recommendation, infact, focus on rural schools.
2. The framework has taken note of the swiftly changing environment and the need to integrate the essential changes in the curriculum.
3. It highlights technology as a tool and an enabler in the teaching-learning environment.
4. It placed the onus, on teacher education for curriculum renewal in school education.
5. It paves the way for learning without burden.
6. It helps to level the inequalities in the social system.
7. Decentralisation of educational planning and administration has been emphasised.
8. Focuses on softening of the subject boundaries so that children can experience the joy of understanding and have integrated knowledge.

Demerits of the National Curriculum Framework 2005:

1. Document is not sufficiently announced which has led to its incomplete implementations.
2. Require a huge infrastructure.
3. Not stated the academic, social and political context in which it is framed.
4. No idea to ensure the quality of education in such an environment.
5. It is unrealistic in projecting constructivism as the universal pedagogy for all subjects and for children of all ages.
6. In place of suggested examination reforms of all ages, the meaning of assessment should be explained to teachers.

Self Check Exercise-1

1. What is one of the primary aims of the three-language formula in the National Curriculum Framework (NCF) 2005?
 - A) To promote a single national language
 - B) To enhance multilingualism and national harmony
 - C) To eliminate the use of regional languages in schools
 - D) To focus only on English language instruction

2. According to the NCF 2005, which of the following is NOT a guiding principle of curriculum development?
 - A) Connecting knowledge to life outside school
 - B) Ensuring learning is shifted away from rote methods
 - C) Making examinations more rigorous and standardized

D) Enriching the curriculum to provide for overall development

3. What does the NCF 2005 suggest regarding the role of home languages in education?

- A) Home languages should be replaced by English as the medium of instruction.
- B) Home languages should be used primarily in the secondary stages of education.
- C) Home languages should be the medium of learning in schools whenever possible.
- D) Home languages are not emphasized in the NCF 2005.

4. Which committee reviewed the National Curriculum Framework for school education in light of the report 'Learning Without Burden' (1993)?

- A) National Curriculum Committee
- B) National Steering Committee
- C) National Focus Group Committee
- D) Educational Reform Committee

5. What is one of the systemic reforms recommended by the NCF 2005?

- A) Centralized school calendars and timetables
- B) Increased focus on rote learning
- C) Strengthening Panchayati Raj Institutions and community participation
- D) Restricting vocational education to senior secondary stages only

6. In the context of NCF 2005, which of the following is NOT mentioned as a component to be integrated into the school curriculum?

- A) Arts and heritage crafts
- B) Health and physical education
- C) Advanced technology courses
- D) Environmental education

7. What is one of the concerns related to examination reforms in NCF 2005?

- A) Increase in the number of subjects tested
- B) Shift from content-based testing to problem-solving and competency-based assessment
- C) Longer examination durations
- D) More emphasis on theoretical knowledge

8. According to NCF 2005, what should be the role of language skills in school education?

- A) They should only be taught as separate subjects.
- B) They should cut across school subjects and disciplines.
- C) They should be limited to early education stages.
- D) They should focus exclusively on reading and writing.

9. Which of the following is considered a merit of NCF 2005?

- A) The framework requires extensive infrastructural changes.
- B) It highlights technology as a tool and enabler in education.
- C) It exclusively focuses on urban schools.
- D) It maintains strict subject boundaries.

10. Which of the following is a demerit of the NCF 2005?

- A) It is highly effective in all its recommendations.
- B) It is unrealistic in projecting constructivism as the universal pedagogy for all subjects.
- C) It is widely announced and well implemented.
- D) It ensures immediate improvements in educational quality.

12.4 National Curriculum Framework for Teacher Education (NCFTE – 2009, Language Education)

The National Council for Teacher Education (NCTE) has prepared the National Curriculum Framework for Teacher Education, which was circulated in March 2009. The Framework has been prepared in the background of the National Curriculum Framework (NCF), 2005 and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009 which advocates for a transformed framework on teacher education. While clearing the vision of teacher education in India, the framework has some important dimensions of the new approach to teacher education.

Six Chapters of NCFTE, 2009

The NCFTE of 2009 contains the following six chapters:

The Salient Features of Chapter 1

- Framework needs to be in harmony with the curriculum framework for school education.
- Teachers should be provided with a sufficient understanding of curriculum, subject content and pedagogy.
- In place of bookish knowledge, it should connect knowledge to the life outside the school.
- At all stages of schooling with respect to level, duration and structure there is requirement of bringing greater convergence between professional preparation and continuing professional development of teachers.
- Upgrade initial teacher education by increasing the entry qualification and duration of training making it equivalent to a degree programme.
- One-year Bachelor's (B.Ed.) degree programme is structurally transformed to a two year.
- Teachers are sensitized and made conscious about the attitude of inclusive education.

The Salient Features of 2nd Chapter

- Beginner teachers need to engage with and recognize children of different levels by interacting with them and observing them in varied social, economic and cultural contexts.
- listen to children with concentration and empathy are essential pre-requisites to develop teachers who are learner sensitive.
- Comprehensive, systematic and scientific approaches to health education and health awareness be included in teacher education curricula.
- Every theory course should have in-built field-based units of study that leads to projects and assignments giving emphasis on observations and interaction.
- For student teachers using the mode of group and individual field-based assignments followed by workshops and seminar presentations, specific practicum courses should be designed.

- Understand the classroom as a social context, as it provides a setting for interaction, making of dialogue and the opportunity to appreciate diverse perspectives on a given issue.
- Courses focused on philosophical thinkers in education, theoretical constructs that facilitate to question and debate issues around aims of education and questions of epistemology as well.

The Salient Features of 3rd Chapter

- Develop professional knowledge and capacities through a variety of self-directed tasks including case studies, projects, seminars and research activity.
- Shift from the usual 'theory to practice' model to understanding theory.
- Teacher education programmes at all stages should provide opportunities to the future teachers for understanding the self, develop sensibilities, the ability for self-analysis and the capacity to reflect.
- Theory courses must be designed and transacted such that they provide greater space to generate a deep understanding of linkages between knowledge, learner, learning and methods of teaching.
- Pre-service teacher education programmes should provide sustained engagement with learners in school situations, experiences of teaching learners and observing them and regular teachers in classrooms.
- Internship experiences need to be organized in a way that is useful in evaluating teacher's ability.
- All theory courses will need to be inter-disciplinary in structure and have field-based units of study.

The Salient Features of 4th Chapter

- There is a need to be familiar with the variety of types of in-service programmes and experiences that may contribute towards professional development.
- Courses of short and long duration designed to develop either specific skills or areas of interest could be developed and offered to teachers to attend over the year.
- Distance media can be effectively used to keep teachers in touch with other professionals of their own field.
- Attending meetings and conferences connected to the profession could also be counted towards professional development.
- Importance and significance of participation of teachers in teacher networks, school-based networks, school twinning partnerships and union networks.
The language proficiency of primary teachers should be enhanced through specifically designed training modules and programmes offered on the job.
- Resource centres set up by pre-service student teachers during school internship programmes should become the hub of professional development of regular teachers.

The Salient Features of 5th Chapter

- The quality of pedagogical inputs in teacher education programmes and the manner in which they are transacted to realize their intended objectives depend largely on the professional competence of teacher educators.
- The teacher educator should share the underlying educational philosophy and possess the needed understanding and professional competencies to develop such teachers.
- The basic orientation of the initial training of elementary teachers should be transformed towards front-line national concerns like access, dropout, participation, achievement, gender, teaching in difficult contexts.

- Mechanisms need to be evolved to promote the entry of talent in teacher education programmes.
- Vertical linkages for post-graduate studies in education, including research programmes for students from a variety of science and social science disciplines need to be provided.
- Integrated models of teacher education of four- or five-years' duration could comprise of core components that would be common to all teacher education programmes (pre-primary, elementary, secondary and senior secondary) followed by specialization of professional development, specific to the stage of education.
- Specialization at the post-graduation level in science education, language education, social sciences education and mathematics education need to be developed.
- The distinction between education as a liberal study and education as a professional preparation needs to be appreciated and post-graduate programme design should take this into consideration.

The Salient Features of 6th Chapter

- The document is being uploaded on the website of the NCTE (www.ncte-india.org) for the benefit of the system at large.
- The NCTE will make up a working group of scholars in the field of teacher education and allied disciplines common to teacher education to develop syllabi and course outlines, based on the NCFTE.
- Existing B. Ed. programmes should be reviewed to make easy the choice between a 4-year integrated model after +2 or a 2-year model after graduation, based on State requirements and available institutional capacity.
- A series of professional orientation/training programmes will need to be organized across the State.
- Steps will be initiated to evolve suitable mechanisms to promote the entry of talent in teacher education programmes through a variety of initiatives.
- A study to assess the dominant entry qualification of candidates for pre-service programmes in elementary education to design state-specific strategies will need to be undertaken.
- A nation-wide review of teacher education curriculum in the light of the school curriculum regeneration exercise would need to be undertaken.

Language and Teacher: -

Language competence and communication skills Language cuts across the entire school curriculum. In the context of 'What should teachers know and be able to do?' the role of language as a medium and tool of communication assumes great importance. A teacher talks, explains, illustrates, translates guides, instructs, cautions, motivates, encourages, and plays various other roles. All of these imply an appropriate and context-specific use of language. Concepts, constructs, examples are the building blocks of knowledge and all these are language-based. This makes the teacher's language competency and his proficiency in communication skills a critical factor in her/his effective performance whether inside the classroom or elsewhere. No doubt the teacher should know her subject, it is no less important at the same time that she should be able to communicate it in a manner that would enable her/his students to comprehend it and analyze it. In teacher education, irrespective of its stage specificity and the content area all teacher education programmes must focus on and accord high priority to the development of student teacher's language competence and communication skills. If this is not done, teacher effectiveness will be considerably jeopardized.

Self Check Exercise-2

1. What is one of the primary goals of the National Curriculum Framework for Teacher Education (NCFTE) 2009?
 - A) To maintain the existing structure of teacher education without changes
 - B) To align teacher education with the National Curriculum Framework (NCF) 2005 and the Right of Children to Free and Compulsory Education Act, 2009
 - C) To reduce the duration of the teacher education programs
 - D) To eliminate field-based assignments from teacher education

2. Which of the following is a key feature of Chapter 1 of the NCFTE 2009?
 - A) Reducing the entry qualifications for teacher education programs
 - B) Transforming the one-year Bachelor's (B.Ed.) degree program to a two-year program
 - C) Decreasing the focus on inclusive education
 - D) Focusing exclusively on theoretical knowledge

3. According to Chapter 2 of the NCFTE 2009, what should teacher education curricula include?
 - A) Only theoretical knowledge with minimal field experience
 - B) Comprehensive, systematic, and scientific approaches to health education and health awareness
 - C) Emphasis solely on rote learning techniques
 - D) Limited interaction with children in various social contexts

4. What is the focus of Chapter 3 of the NCFTE 2009?
 - A) Understanding theory in isolation from practice
 - B) Shifting from the usual 'theory to practice' model to a deeper understanding of theory
 - C) Reducing opportunities for self-reflection and self-analysis
 - D) Limiting interdisciplinary approaches in teacher education

5. Which aspect is emphasized in Chapter 4 regarding teacher professional development?
 - A) Restricting in-service programs to short durations
 - B) Importance of participation in teacher networks and school-based partnerships
 - C) Eliminating the use of distance media for professional development
 - D) Limiting professional development to formal educational qualifications only

6. According to Chapter 5, what should be a focus for the professional competence of teacher educators?
 - A) Basic orientation towards general topics unrelated to national concerns
 - B) Professional competence and understanding educational philosophy
 - C) Limiting teacher educator qualifications to a bachelor's degree only
 - D) Avoiding integration of post-graduate studies in education

7. What does Chapter 6 of the NCFTE 2009 include regarding the review and implementation of teacher education programs?

- A) A detailed focus on a single model of teacher education
- B) The need to review existing B.Ed. programs and consider various models based on state requirements
- C) Excluding the review of teacher education curriculum from the regeneration exercise
- D) Avoiding the formation of working groups for syllabus development

8. Which key aspect of language proficiency is emphasized in the NCFTE 2009?

- A) Focus exclusively on academic language and terminology
- B) Development of student teachers' language competence and communication skills
- C) Limiting language use to formal written communication only
- D) Reducing emphasis on language skills in teacher education

9. What is the purpose of integrating field-based units of study in teacher education curricula as per NCFTE 2009?

- A) To provide theoretical knowledge without practical application
- B) To emphasize observations and interaction through projects and assignments
- C) To limit student engagement with actual classroom settings
- D) To focus solely on written assignments without field interaction

10. In the context of the NCFTE 2009, what role does language play in teacher education?

- A) Language is secondary to content knowledge
- B) Language is a crucial medium and tool for communication, impacting effective teaching
- C) Language skills are only necessary for language teachers
- D) Language proficiency is not a priority in teacher education programs

12.5 Summary

“The National Curriculum Framework (NCF) of 2005 for language education in India aimed to revitalize and restructure the approach to teaching languages across the country. It emphasized the importance of multilingualism, recognizing the diversity of languages spoken in India and promoting proficiency in multiple languages as a cultural asset. The framework advocated for a learner-cantered approach, focusing on language acquisition through meaningful engagement with texts, communication, and creative expression. It underscored the integration of language skills—listening, speaking, reading, and writing—across subjects to enhance comprehension and application. Furthermore, the NCF 2005 emphasized the role of languages in promoting social cohesion, critical thinking, and personal growth. Similarly, the National Curriculum Framework for Teacher Education (NCFTE) of 2009 extended these principles to teacher education, emphasizing the need for educators to be well-versed in language pedagogy and equipped to facilitate inclusive and effective language learning environments. Both frameworks aimed to modernize language education in India, aligning it with global standards while honouring the nation's linguistic diversity and cultural heritage.”

12.6 Glossary

NCFTE: National curriculum framework for teacher Education.

NCTE: National council for teacher Education.

NCF: National curriculum framework.

MIL: Modern Indian Language.

12.7 Answers to Self Check Exercises

Self Check Exercise-1

Answer 1: B) To enhance multilingualism and national harmony

Answer 2: C) Making examinations more rigorous and standardized

Answer 3: C) Home languages should be the medium of learning in schools whenever possible

Answer 4: B) National Steering Committee

Answer 5: C) Strengthening Panchayati Raj Institutions and community participation

Answer 6: C) Advanced technology courses

Answer 7: B) Shift from content-based testing to problem-solving and competency-based assessment

Answer 8: B) They should cut across school subjects and disciplines.

Answer 9: B) It highlights technology as a tool and enabler in education.

Answer 10: B) It is unrealistic in projecting constructivism as the universal pedagogy for all subjects.

Self Check Exercise-2

Answer 1: B) To align teacher education with the National Curriculum Framework (NCF) 2005 and the Right of Children to Free and Compulsory Education Act, 2009

Answer 2: B) Transforming the one-year Bachelor's (B.Ed.) degree program to a two-year program

Answer 3: B) Comprehensive, systematic, and scientific approaches to health education and health awareness

Answer 4: B) Shifting from the usual 'theory to practice' model to a deeper understanding of theory

Answer 5: B) Importance of participation in teacher networks and school-based partnerships

Answer 6: B) Professional competence and understanding educational philosophy

Answer 7: B) The need to review existing B.Ed. programs and consider various models based on state requirements

Answer 8: B) Development of student teachers' language competence and communication skills

Answer 9: B) To emphasize observations and interaction through projects and assignments

Answer 10: B) Language is a crucial medium and tool for communication, impacting effective teaching

12.8 References/ Suggested Readings

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12.9 Terminal Questions

Short answer type questions:

1. Discuss National Curriculum Framework-2005 (Language Education).
2. Describe National Curriculum Framework for Teacher Education.
3. Education (NCFTE – 2009, Language Education).

Long answer type questions:

1. What do you understand by Policy-planning for language development?
2. Explain National Curriculum Framework-2005 (Language education).

UNIT 13

Meaning, Importance and Need for development of Language Skills

Unit Structure

13.1 Introduction

13.2 Learning Objectives

13.3 Development of Language Skills: Concept and Meaning

Self Check Exercise-1

13.4 Characteristics of language skill

Self Check Exercise-2

13.5 Glossary

13.6 Summary

13.7 Answers to Self Check Exercise

13.8 References/ Suggested Readings

13.9 Terminal Questions

“Language and life are inter-related. The scope of language is widened with the widening scope of human activity. Today there is no activity, which does not find its expression in terms of language. No subject can be pursued, be it arts or science without using and understanding language. Human activity linked to language goes on widening in the manner of concentric circles. Language is absolutely central to your learning: without it, you cannot make sense or communicate your understanding of a subject. Communicate information, ideas and arguments effectively, using a style and language appropriate to your subject, purpose and audience. This includes collaborative and group working”.

13.1 Introduction The development of language skills in young children is a three-step process. First, they must hear the words repeatedly and become familiar with these particular sounds. Second, they must make an association between the familiar words and what these words represent. Once they are able to recognize the sounds and the people or objects those sounds represent, they can begin to experiment with trying to say those same words. For example, when a parent points to themselves and says ‘Mommy,’ it doesn’t mean anything to the child initially. But, over time, the child will learn that the word ‘Mommy’ is used for one particular person, just as the word ‘shoe,’ ‘dog,’ and ‘car’ identify other distinct objects. By the time a child is 12 months of age, he can identify a handful of people or objects by recognizing their name. The development of language skills in children is a process that starts at birth and continues for several years but is most concentrated during

the first five years of a child's life. In these early years, the brain is rapidly developing as it takes in and attempts to make sense of many sights and sounds. These sounds, which include listening to the speech and language patterns of caregivers and others, are especially important in the development of the child's language skills.

13.2 Learning Objectives

After completing the unit, you will be able to:

- Understand the Development of Language Skills
- Understand the Characteristics of language skill
- Understand the LSRW Skills

13.3 Development of Language Skills

Concept and Meaning: It is a system of symbols. Language means a branch of study which helps people in sharing verbal information with each other. It is a means of communication and it occurs always in social environment. Languages are generally taught & assessed in term of four skills i.e. listening, speaking, reading and writing. Proper order involved in learning a language is listening, speaking, reading and writing. A child begins his own form of language within the first few months of life. Early speech is represented by cooing sounds as early as three months and gurgling or babbling noises by six months. By nine months most children can typically identify objects or people when the identifying word is used, but they can't yet say them. Their brain has not yet developed to the point that they are able to actually pronounce the word. It isn't until about 12 months that the child begins to utter actual words such as 'mama' or 'dada.' Once identifiable words begin, speech tends to develop rapidly. By 18 months, a child typically can say more than 10 words and by two years of age their verbal vocabulary has increased to over 50 words. By their third birthday, most children have the ability to speak in short sentences and have a vocabulary of about 450 words.

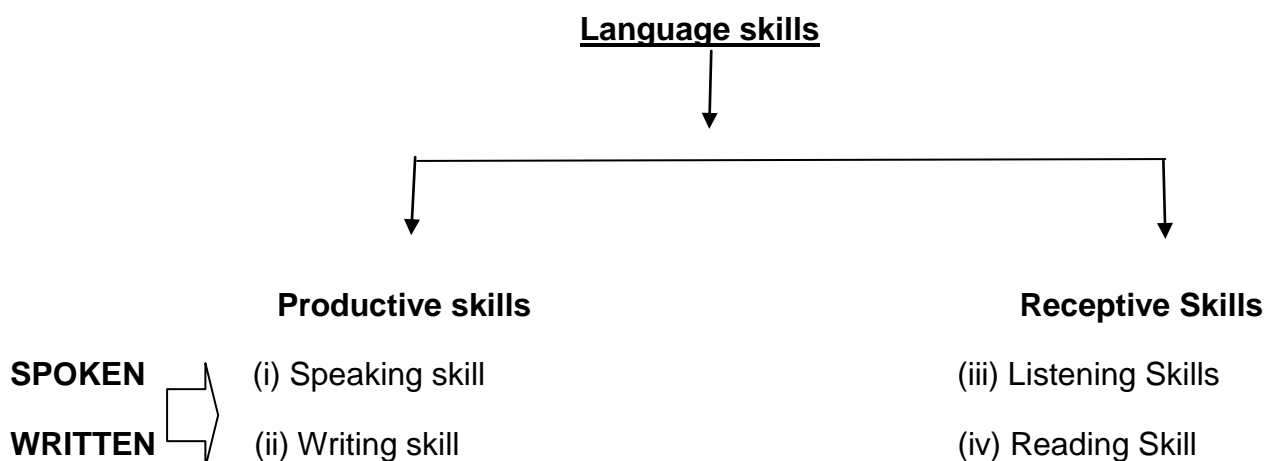
Self Check Exercise-1

1. Language is generally taught and assessed in terms of four skills: _____, _____, _____, and _____.
2. By their third birthday, most children have the ability to speak in short sentences and have a vocabulary of about _____ words.

13.4 Characteristics of language skill: -

1. It is behavioural form.
2. In language skills our physical body, mind organs are working.
3. Language skill is a main source of communication.
4. It is learned from society and increase and modify with the help of practice and training.
5. It is main objective to develop understanding level.

6. It is verbal interaction process.

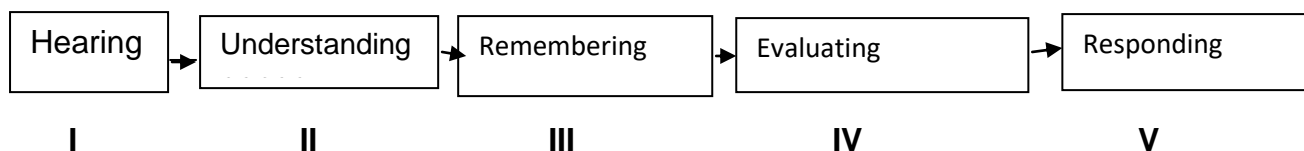


Concept of Listening skill:

A process of understanding the ideas or thought is called listening. It is important to understand the concept of ideas, thoughts and feelings. It is one of the four language skills which involve sender and receiver. It is a psychological process and it involves following things:

- (i) Receiving message
- (ii) Constructing meaning from it.
- (iii) Responding to message (Verbally / non-verbally).

Process of Listening:



Listening skills are skills that contribute to your ability to accurately receive information when communicating with others. These skills are an important part of effective communication in the learning process. Developing good listening habits can help to ensure you understand the information correctly, interpret messages accurately and optimise your conversations and communications for efficiency. In order for one to be a good speaker must be a good listener. This means that listening skill enable one to develop certain abilities. Turkish proverb says that, “If speaking is silver then listening is gold”.

Importance of Listening Skill

Communication consists of two parts: expressing yourself and listening to others. Many people forget the second part. Lots of people are good at talking, but when it's time to hear the thoughts and feelings of someone else, they fall short. Listening can be very challenging.

1. Impact on memory and Concentration: -The memory traces created by listening are called auditory memory or echoic memory. It enables them to retain information for a longer time. And when they listen, they automatically try to focus on the sounds, enhancing their concentration power.

2. Easy to Memorise Vocabulary: - One of the easiest ways to memorise vocabulary for kids is to keep listening to maximum words and sentences.

3. Enhances thinking Process: - Listening help kids in getting clarity of thoughts. When they understand the meaning and context of the words, they recognise their own needs and can communicate clearly to parents.

4. Enhances Confidence: -Listening skills also does the job of building confidence in children. When they listen cautiously, they know the meaning and context of what's being said, and they can respond without error.

5. Increases Communication Skills: -Kids equipped with vocabulary, thought processes, and confidence, express themselves clearly. They also understand what others want from them.

6. Mental Growth: - Children can't read and make much sense of visual aid. Listening is relatively simple, and helps them to gain quick information. Further increases the importance of listening skills.

7. Activates Experiential Learning: -Experiential thinking is the ability to combine audio with other information to make any sense. For instance, give a ball to your kids and tell them it's a red ball. That's how they will know and connect what a ball is and how a red colour looks.

➤ **Need of listening skill**

Listening skills are essential for the all-round development of children, through which many other skills can also be developed, on the basis of the following facts; we can discuss the need for listening skills. Following are the requirements of listening skills: -

1. Listening bring trust: - When you make the effort to listen to someone, they recognize your interest. They can tell that you're interested in what they're saying. This makes them more comfortable sharing with you and being open. If you were only half-listening, not making eye contact, or glancing at your phone, the other person won't want to waste their breath.

2. It reduces misunderstandings: - Misunderstanding has poor impact on communication. When people aren't listening to each other, it's very easy to mishear something or misinterpret someone's meaning. Many times, misunderstandings aren't a big deal, but some can have major consequences.

3. Eliminate conflicts: - Poor listening skills are at the root of a lot of conflicts. Besides sometimes causing misunderstandings, not listening well frustrates people engaged in important conversations.

4. Encourages empathy: - When you talk to people who have different backgrounds and experiences, it can be tempting to lean on preconceived notions. Instead, you can commit to listening rather than assuming. When you hear right from a source, you'll have a deeper understanding of their perspective, which is key to having empathy.

5. It enhances productivity: - Listening is very important to our success. People who are good listeners are more likely to retain information, understand what's being required of

them, and ask the right questions. If everyone listens to each other, there are fewer misunderstandings. This saves everyone's time.

6. Helps in learning new languages: - Considering that we spend around 40-50% of our time listening as opposed to talking or writing, hearing the language you want to learn is a big part of mastering it. Audio books, music, and movies are good resources.

7. Enhances leadership skills: - Active listening helps you make connections between your team's ideas, hear different perspectives, and prevent misunderstandings. A good team leader ensures everyone feels respected, which means they all feel heard.

Activities to develop the listening skill

Try these activities to help develop and sharpen your child's listening skills.

1. By making subject matter interesting you can develop the listening skill.
2. Maintain eye contact with speakers.
3. Visualize that speaker is saying.
4. Don't interrupt the speakers.
5. Ask clarifying questions.
6. Wait for a pause to ask questions.
7. Pay attention to non-verbal cues.
8. Expand Vocabulary.
9. Engage in group discussions.
10. Use technology: Language learning app. Etc.
11. Read stories to your child. Ask him or her to predict what will happen next. The prediction requires your child to listen to the details to make a logical guess.
12. Have conversations about things your child is interested in. This gives your child a chance to engage in a real conversation, practicing both speaking and listening.
13. Play the telephone game. Get together with a group and have one person whisper a sentence to the next person. Each person repeats it to the next until the final person. Have this person say the sentence aloud and see how much the two sentences have changed.
14. Create a list of questions with your child for him or her to ask you or a sibling. After one person has answered, see how many the other can remember. Switch roles and see how well the other person does.
15. Play the "spot the change" game. Read your child a short story. Then read it again, making some changes. Each time your child hears a change have him or her clap or raise his or her hand.
16. Get creative with "follow the directions." Give short, simple instructions and have your child draw according to the directions they hear.

Concept of Reading Skill

Reading is one of the most important skills in language learning. Emphasizing its significance Lord Bacon remarked, "Reading make a full man, writing an exact man and conference a ready man." The education of a child is incomplete if he does not have the ability to read.

C. C. Fries said, "our main purpose in developing the ability to read among our children is that we wish to put them in possession of the power of gaining pleasure and profit from the printed page."

Reading involves following elements: -

1. Word recognition is the act of seeing a word and recognizing its pronunciation immediately and without any conscious effort. If reading words requires conscious, effortful decoding, little attention is left for comprehension of a text to occur.
2. A version of reader response literary theory that emphasizes each particular reader's reception or interpretation in making meaning from a literary text.
3. It is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.
4. When we read, we look at written symbols (letters, punctuation, spaces) and use our brains to convert them into words and sentences that have meaning to us. We can read silently (in our heads) or read aloud - speaking every word that we read. In reading we utilise or language in daily life.
5. Evaluating is a reading strategy that is conducted during and after reading. This involves encouraging the reader to form opinions, make judgments, and develop ideas from reading.
6. Interpretation is important for success in academics, business and personal life. Interpretation skills allow the reader to understand main ideas, discern facts from opinions and make inferences and predictions.

Importance of Reading Skills: -

1. Developing good vocabulary and language skills.
2. Acquiring new words and improves concentration.
3. Understanding the meaning of new words and interpreting the context.
4. Using knowledge in context to answer questions correctly.
5. Retaining information and stories
6. Understanding the culture and civilization of different countries through literature, thus developing a sense of worldliness.
7. Helpful in Entertainment and develops the creative side of individuals.
8. Helpful in knowledge acquisition and develops imagination.
9. By reading we discover new information. Social utility.

Ways to improve Reading Skill: -

Here are some simple and effective tips and ways to help students build reading skills to better understand classroom curriculum.

1. **Read Before Bed:-** Making habit of reading on daily basis before going to bed allows you to take new information.
2. **Personalise reading materials:** Students can increase their understanding by seeing how the material connects with their life. Have your students make personal connections with the text by writing it down on the page.
3. **Problem-solving perfection:** Blend real-world problem-solving skills into your curriculum. Have your students write out solutions to the problem and discuss their ideas as a class or in small groups.
4. **Engage all five senses:** Add in activities that reinforce learning and comprehension by using more senses as they read. Remind students to read with a pen or pencil to annotate

the text. Have your students take turns reading out loud? Use projectors to guide your lesson and write down questions for those who are visual learners.

5. Set reading goals to motivate students: Have each student set their own reading goals. This can help them take action in building reading skills and students will be more mindful of how they are improving.

6. Try student led reading activities: Your students process reading material and curriculum in very different ways. As you implement reading activities to help your class learn complex materials, you will learn what works best for each student individually.

7. Revisit and reread confusing sentences and texts: Revisiting the parts that were confusing for your child (or that might simply need a quick refresher) can help your child gain a more complete picture of what he or she is learning. This also helps ensure your child is able to understand upcoming material in the text. You can also keep a record or list of words that your students are unfamiliar or struggling with. You can then encourage your child to look these words up in a dictionary to learn what they mean. Then, find ways to use them in a sentence that your child can write themselves.

8. Explain it out: When your child has finished reading, talk about what he or she just read together. Ask your child what he or she learned and his or her thoughts. For longer reading materials, like novels for book reports, make discussion questions you and your child can talk about together after each reading session.

9. Breakdown reading: Long, complex reading can be more digestible by breaking it up into pieces. Shorter segments will help students retain the information as the class discusses the materials. Our 60-Second reads to help your primary students practise their fluency and comprehension on a daily basis. With only 90-120 words and four short comprehension questions, this is the perfect way to dramatically improve English fluency.

Need for Developing Reading Skill: -

1. Reading is Essential and serves as a basic building block for learning. In daily life, the need to read things such as street signs or prescriptions prove reading is also an important life skill.

2. Reading Strengthens the Brain, brain connections, build new one and improves memory.

3. Reading Strengthens Analytical Skills. Storylines in books often pose a problem or issue that leads to a solution.

4. Reading Improves a Child's Vocabulary and Language Skills. The more children read the newer words they learn. Children can also learn about sentence structure through reading, which can help improve their writing skills.

5. Reading Improves Concentration and helps children develop the ability to sit still and quietly for longer and longer periods of time.

6. Reading Teaches Children about the World Beyond Their Own Doors. Children have the opportunity to build a store of background knowledge when are exposed to content that can help them learn about different cultures and societies as well as people, places and events outside their own experiences.

7. Reading Allows a Child to Become a Better Reader. Reading regularly will not only help your child to further develop this important skill, it will help your child take better advantage of all the benefits this skill has to offer.

8. Reading Reduces Stress and Offers Relaxation. Reading offers an escape into other story worlds and away from daily stressors. It also offers an escape from the mentally over stimulating flashing lights and noise of the computer or television. It is an activity that can be done in silence and at a children own pace.

9. Reading is Fun and Entertaining. A good book can be even more entertaining than a good movie since the reader is able to use his or her imagination to develop the words into his or her own mental images as opposed to being confined to what is seen on a movie screen.

10. Reading Fosters Self-Confidence and Independence. Children who read regularly develop strong literacy skills and become competent readers. Strong literacy skills can lead to greater self-sufficiency and, in turn, a more confident child.

Concept of Speaking Skill:-

It is a second step of language skill. Two people involvement listener and speaker. Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth and lips. The ability to speak confidently and fluently is something which children will develop during their time at school, and something that will help them throughout their life.

Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Children will learn English speaking skills as well as speaking skills in other languages, in primary and secondary school. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively. The four elements of speaking skills.

- 1. Vocabulary:** To develop our speaking skills, we first need to know the right words. Vocabulary development begins when we are infants, as we learn to describe the world around us and communicate our needs. This progresses from single words to sentences when children are 2 or 3, at which point they will normally have a vocabulary of 150-300 words.
- 2. Grammar:** You may think that grammar is something we only need for written language. But grammar includes lots of important areas for spoken language such as an understanding of tenses and the correct way to structure sentences.
- 3. Pronunciation:** Understanding how to correctly pronounce words is another important element of speaking skills. We learn how to pronounce words by listening to those around us, such as our parents, friends and teachers. Pronunciation varies from country to country, and even city to city! A lot of this comes from phonemic awareness. This involves understanding the small units that make up spoken language.
- 4. Fluency:** Fluency in spoken language is something that naturally develops as children go through school, as they are using and practising speaking skills every day. Reading widely (and out loud) is a good way to improve fluency as it introduces children to new vocabulary and reinforces their knowledge of spoken language. Fluency is the ability to hear words and understand them straight away.

Need of Developing Speaking Skill: -

1. Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. We use language in a variety of situations. People at their work places, i.e., researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another.
2. For a smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking.
3. In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills viz., listening, speaking, reading and writing, but the ability to speak skilfully, provides the speaker with several distinct advantages.
4. An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life.

Some more points: -

1. speaking language is an easy medium of expressing ideas.
2. The learning of language beings with speaking language.
3. Continuous opportunities are found in oral expression for exercise and imitation.
4. A person in oral communication can do wonders, famous leader are its examples.
5. New knowledge can be gained through oral expression.
6. Illiterate person can communication only through speaking.
7. Speaking is importance in cementing the social relations.

Importance of Speaking Skill: -

1. **Importance of verbal expressions in daily life:** - Our daily activities depend upon oral expression. Even a most insignificant task cannot be performed without oral expression.
2. **Helpful in professional works:** - Oral expression is most important in professional works. Some jobs are given only on the basis of skills in oral communication. For example, the jobs of a receptionist in hotel or an announcer, commentator etc. needs a person who is good at oral communication.
3. **Conversation as means of expression:** -It is a form of interactive spontaneous communication between two or more people. Typically, it occurs in spoken communication, as written exchanges are usually not referred to an important part of socialization.
4. **It helps as a means of earning livelihood:** - Verbal communication is an important means of earning livelihood. Verbal expression becomes a factor of success in many ways in professional work.
5. **For good achievement:** - Children who are efficient in talk achieve more success in academic pursuance, compared to those who remain silent.
6. **It helps in personality development:** - One of the key facets of personality development is communication. This is the ability of a person to effectively communicate

verbally. Some people are gifted with verbal communication skills, while others are simply too shy and unsure of their abilities to even want to try.

Activities to develop speaking skill: -

Often, we hesitate because we are afraid of making mistakes or embarrassing ourselves in front of others. But like any other skill, you can improve your spoken English if you practise regularly and follow these simple techniques:

1. Listen: - The first step in improving your speaking skills is actually working on your listening. Listening to English has several benefits – it allows you to pick up new words, phrases, and ways to respond in conversations. Secondly, listening provides opportunities to understand pronunciation, how some words are omitted when speaking, how some are joined together, the rhythm, the intonation, and the sounds of language.

2. Imitation: Now that you have listened to lots of English conversations, it's time for some imitation. Yes, that's right! Imitating or copying someone is a wonderful to improve your speaking skills. Not convinced? Watch babies and children – how do they learn a language? They copy everything an adult says. Another benefit of imitation is that it will help you become more accurate in English without having to learn grammar rules. With lots of practice you will begin to remember chunks of words and phrases. This helps in remembering word patterns in a sentence and how certain words go with others.

To effectively improve your speaking skills, you need to follow these steps:

Listen: Pick your favourite video or audio clip from any of the sources provided in the earlier section of this article. Play the audio and listen to it carefully. Play as many times as you like to understand how each word is spoken.

Repeat and record: After playing the audio, repeat saying the words and conversations exactly as you heard. Pay special attention to the intonation, stress, and rhythm of language. Record yourself while repeating the words. You could use a voice recorder on your phone. Recording will provide you an opportunity to listen to yourself and self-correct. So, do not skip this step.

Compare: Listen to the audio again and compare it with your recording. Does it match? Note down changes that you may need to make.

Correct: Repeat the entire process again until you get better and more accurate.

As this process involves listening to the same audio clip several times, choose a topic that is interesting to you. If you stick with the routine, you will see improvement in your pronunciation, vocabulary, accuracy, and overall speaking abilities in no time!

3. Reading: - Reading is yet another important skill to have when learning a language. Whether you prefer a novel or an article, reading a few minutes every day will help you acquire new vocabulary. The most common reason why people hesitate with reading is that it takes quite a lot of time to read a book from start to finish. However, when learning English, reading even for a few minutes is greatly beneficial. Short articles or notes in English are great for this. They only take a few minutes to read and are quite easy to find. Remember that if your goal is improving speaking skills, it is a good idea to read aloud. This will not only help you practise unfamiliar words, but also help you improve your pronunciation and fluency.

4. Reflection: - Reflection is a very useful step in improving your speaking skills. Reflection is nothing but asking questions to think about what you learnt, how you learnt, what could

be done differently, and how to change the way you learn to allow progress. It is important to reflect on your language learning abilities on a daily basis, especially if you are learning a new language independently. Reflection is another way to provide yourself some good feedback in the absence of a teacher.

5. Preparation: - A lot of us hesitate to speak or take part in conversations in English because we are nervous about what to say. We are anxious that what we say may not be appropriate or we may make mistakes. We can easily fix this problem by preparing ahead.

6. Speaking: - There is no magic thing that would help you speak better. You must put yourself in situations where you are forced to speak in English to get better at it. Take advantage of this situation by speaking to people around you. It could be at your workplace or even at another place – doesn't matter where, as long as you can speak.

7. Practice: - We cannot stress this enough. Regular and consistent practice is the key to success when it comes to speaking English. The tips and suggestions that we've described above only work if you use them regularly.

Concept of Writing Skill: -

Writing skills are the skills you use to write effectively. A good writer is someone who can communicate their point to their audience without using too much fluff and in a way that the other person can understand. Writing skills don't just include the physical act of writing, home Skills & tools writing.

Writing skills refer to the ability to convey one's thoughts, feelings, information, ideas, or any message through a well-constructed text. However, it is not merely the graphic representation of speech. Rather, it goes far beyond that to encompass the development as well as the presentation of one's thoughts in a structured way and in words that are understandable by the intended audience.

Importance of writing skill: -

(i). Ability to explain ourselves: - Writing is a great way to teach, inform, entertain one's behaviour and educate oneself. Some children are natural in writing, while others learn to write. One requires a good sort of knowledge & experience about the topic which he is writing, required to be natural in this skill.

(ii). Record for Future: - Writing down our ideas & experiences on a paper for future references. Idea must be presented in a composed format, such as scientific journals, logical diaries and white papers. Science would not have existed if the researchers had not recorded each experiment in an equitable composed format.

(iii). Professional: - Children who start learning writing skills from an early age achieve high levels of academic success. These benefits result in excellent professional skills.

(iv). Improve focus & connection with ourselves: - Whether it is a blog post, an article, essay, travel experience, business trips, quotes, shayaris, or whatever you write, one cannot write effectively without connecting his/ her brain to the heart. This is the way you become focused, more conscious & intelligent. It also reflects the personality of an individual.

(v). Enhance Creativity & Imagination: - Effective writing ensures a writer to be smart enough as he/ she writes with his experience as well as creativity.

While writing anything, a human brain uses every part of the brain & cells. If a person is writing his/ her life experiences all his knowledge related to that, memories, & future possibilities, everything comes out of writing. This ultimately increases awareness, improve memory, make you sharp and increase your creativity and imagination.

(vi). Enhances Communication Skills: - Without this communication, you cannot efficiently interact with the people around you. For these reasons, schools at all levels require learners to develop communication skills. When you write, you get to understand more about the rules of grammar and language syntax. Similarly, your spelling ability, knowledge of words, and use of punctuation get better when you develop content regularly.

(vii). Enhance Knowledge: - Consistent writing widens our knowledge regardless of the type of content you create. While developing content, you will discover that you need to read about certain concepts. Also, you may have to look through history before connecting events of the past and present.

(viii). Improves Confidence: - Lack of confidence is related to limitations in knowledge. While doing essay writing, you must read several contents to develop decent content. With time, you will become significantly proficient in a few topics. In the long run, your confidence improves, which allows you to interact with other students and your professors.

(ix). Helps in Academic Success: - A large percentage of academic activities involve writing. While taking any course, you will create content for assignments, tests, and exams. Hence, content creation primarily forms the backbone of your education.

Need for writing skill: -

1. Writing helps in identification as people.
2. It shapes our thinking and learning visible and permanent.
3. It stipulates our ability to explain and refine our ideas to others and ourselves.
4. Helps in preservation our ideas and memories.
5. Writing allows us to understand our lives.
6. Writing allows us to entertain others.
7. Writing is critical for a good reader.
8. Writing is an essential skill.
9. Writing is the primary basis upon which one's work, learning, and intellect will be judged in the community.
10. Writing equips us with communication and thinking skills.

Techniques for good writing: -

- Make simple, short & precise sentences that are easy to read & understand.
- Stay away from the excessive stuffing of words.
- Avoid the use of jargon while paying attention to grammar & spellings.
- Do not use repetitive sentences as it may confuse the reader.
- Instead of passive form, always use the active voice of the verb.
- Don't delay in writing instead get it done now.
- Review your previous work & examine how you've grown up your skills till now.
- Brush up on the basic principles of writing skills by starting writing anything roughly.
- Try to imitate your favourite writers & authors.

- Outline, edit, simplify & improve your writing tasks.
- Take your time to analyse what all you've read.
- Develop your skills & abilities by reading more & more.
- Accept your mistakes as first attempts are always wrong.
- Join a workshop, meet up, consult adults or else take a writing class.
- Write something every day.
- Ask your friend to read what you've written and also provide you with feedback.
- Research properly on the topic you need to write.
- Do the practice of writing every day.
- Reading a variety of material will help to grow your vocabulary and introduce you to different styles of expression. If you read an unfamiliar word, look it up.
- Capture your ideas in writing. This requires strategic thinking in order to sharpen your focus to make ideas clearly understood.
- Like most skills, practice will make writing easier and more effective.
- Careful choice of appropriate words and selection of the right length of communication will help to discipline your writing.
- Correct your spelling and grammatical errors. Check for organization of ideas, sentence structure and logic flow in paragraphs. Will your readers understand your message and respond the way you wish? Will you be happy with your writing if you read it much later?
- Reading the Curriculum vitae of others can show you the best way to showcase your own skills and job experiences.
- Reader's responses provide valuable lessons for future writing. Questions can show you where the message was not clear. Thank readers when they quote you, repeat your message or share your writing with others.

Self Check Exercise-2

1. Which skill is primarily involved when you interpret and understand spoken language?

- A) Reading
- B) Listening
- C) Speaking
- D) Writing

2. What is the main goal of effective speaking in a conversation?

- A) To use complex vocabulary
- B) To speak as quickly as possible
- C) To convey your message clearly and effectively
- D) To dominate the conversation

3. Which strategy is best for understanding the main ideas in a text?

- A) Scanning
- B) Intensive reading
- C) Skimming
- D) Detailed note-taking

4. In writing, what is the purpose of a topic sentence in a paragraph?

- A) To provide a summary of the entire essay
- B) To introduce the main idea of the paragraph
- C) To list all references used
- D) To conclude the paragraph

5. What is the role of feedback in improving speaking skills?

- A) To criticize the speaker harshly
- B) To provide constructive criticism and suggestions for improvement
- C) To ignore mistakes and focus on the positives
- D) To discourage the speaker from making mistakes

13.5 Summary

“Language skills encompass the ability to effectively communicate ideas, thoughts, and emotions through spoken and written forms. They are crucial for facilitating clear and precise communication in personal, academic, and professional contexts. Proficient language skills not only enable individuals to express themselves articulately but also enhance cognitive abilities such as critical thinking and problem-solving. In today's interconnected world, where multicultural interactions are commonplace, developing language skills is essential for fostering understanding and collaboration across diverse communities. Moreover, strong language skills contribute to academic success, career advancement, and social integration, underscoring their importance in personal and societal development.”

13.6 Glossary

Skill: The ability to do something well, especially because of training, practice etc.

LSRW: Learning, speaking, Reading and Writing.

13.7 Answers to Self Check Exercises

Self Check Exercise-1

Answer 1: listening, speaking, reading, writing

Answer 2: 450

Self Check Exercise-2

Answer 1: B) Listening

Answer 2: C) To convey your message clearly and effectively

Answer 3: C) Skimming

Answer 4: B) To introduce the main idea of the paragraph

Answer 5: B) To provide constructive criticism and suggestions for improvement

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13.9 Terminal Questions

Short answer type questions

1. Define the Development of Language Skills.
2. What is the importance of language skills?
3. Write short notes on the following: (a) Analytical skills (b) Communication (c) Information literacy (d) Learning how to learn (e) Practical and professional skills (f) Personal and career development

Long answer type questions

1. Explain the concept and meaning of Development of Language Skills.
2. What is the need for development of Language Skills?
3. Explain the importance of language skills.

Unit-14

Approaches to Language Learning: Traditional Method, Textbook Method

Unit Structure

14.1 Introduction

14.2 Learning Objectives

14.3 Approaches to Language Learning

Self Check Exercise-1

14.4 Traditional Method of Language Learning

Self Check Exercise-2

14.5 Textbook Method

Self Check Exercise-3

14.6 Summary

14.7 Glossary

14.8 Answers to Self Check Exercise

14.9 References/ Suggested Readings

14.10 Terminal Questions

14.1 Introduction

Approaches to language learning have evolved over time, with traditional and textbook methods representing foundational approaches. The traditional method typically involves teacher-cantered instruction focusing on grammar rules, vocabulary memorization, and structured exercises aimed at building accuracy in language use. It often emphasizes translation and drills to reinforce language skills. In contrast, the textbook method utilizes structured lesson plans and exercises from prescribed textbooks to guide learners through a systematic progression of language skills. Both approaches prioritize foundational knowledge and structured learning but may sometimes prioritize rote memorization over practical communication skills. Modern language education increasingly integrates communicative and immersive techniques to enhance proficiency and fluency, moving beyond the limitations of traditional and textbook methods to meet diverse learning needs effectively.

14.2 Learning Objectives

After completing the unit, you will be able to:

- Understand the Approaches to Language Learning
- Understand the Traditional Method of Language Learning
- Understand the Textbook Method of Language Learning

14.3 Approaches to Language Learning

1. Approach:

An approach is a set of principles and theories that guide the overall philosophy and design of language teaching. It represents the foundational ideas and beliefs about how language learning occurs.

- Example: The Communicative Approach emphasizes interaction as the primary means of learning a language. It is grounded in the belief that language is best learned through meaningful communication and real-life use rather than through rote memorization of grammar rules.

2. Method:

A method is a systematic plan or strategy for teaching that is derived from the approach. It outlines how to implement the approach in practical classroom settings and involves specific procedures and techniques.

- Example: The Direct Method, which stems from the natural approach, focuses on teaching vocabulary and grammar through context and direct use in conversation, without translating into the learner's native language.

3. Technique:

A technique is a specific activity or practice used in the classroom to facilitate language learning. Techniques are the practical applications of methods and approaches, often tailored to meet the needs of learners and the goals of instruction.

- Example: In the Communicative Approach, a technique might include role-playing activities where students practice real-life scenarios, such as ordering food in a restaurant, to enhance their speaking and listening skills.

Each component—approach, method, and technique—plays a critical role in shaping effective language teaching and learning.

Approach: -An approach is a theory about language learning or even a philosophy of how people learn in general. This refers to “theories about the nature language and language learning that serves as the source of practices and principles in language teaching. “An approach describes how people acquire their knowledge of the language and makes statements about conditions which will promote successful language learning.

Definition

An approach in language teaching refers to a set of beliefs and principles that form the basis for designing language instruction. It is a theoretical framework that influences how language is taught and learned, guiding decisions about what to teach and how to teach it.

Key Elements:

1. Theoretical Foundation:

- **Principles:** An approach is grounded in specific theories about how language acquisition occurs. These principles often include views on language

structure, the nature of language learning, and the role of the learner and teacher.

- **Example:** The Constructivist Approach is based on theories by Jean Piaget and Lev Vygotsky, emphasizing that learners build their own understanding and knowledge through experiences and interactions.

2. Language Theory:

- **Nature of Language:** An approach reflects a particular view of what constitutes a language, such as whether it is seen primarily as a system of rules (structuralist view) or as a means of communication (functional view).
- **Example:** The Functional-Notional Approach views language as a tool for communication and emphasizes teaching language functions (e.g., requesting, apologizing) and notions (e.g., time, frequency).

3. Learning Theory:

- **Cognitive Processes:** The approach influences how learning is perceived, whether as a process of habit formation, cognitive development, or social interaction.
- **Example:** The Task-Based Approach is informed by theories of cognitive development and interactionist views, focusing on completing meaningful tasks as a way to learn language.

4. Role of Teacher and Learner:

- **Teacher's Role:** An approach defines the teacher's role, whether as a facilitator, guide, or authority figure in the learning process.
- **Learner's Role:** It also outlines the learner's role, such as active participant, passive recipient, or collaborative partner.
- **Example:** In the Communicative Approach, the teacher acts as a facilitator who provides opportunities for interaction and helps learners practice using language in real-life contexts, while learners are seen as active participants who engage in communication.

5. Goals of Instruction:

- **Language Goals:** An approach sets out the aims of language teaching, such as developing communicative competence, grammatical accuracy, or cognitive skills.
- **Example:** The Natural Approach focuses on achieving communicative competence by creating a low-anxiety environment and using language that is slightly beyond the learner's current level (i+1).

Self Check Exercise-1

1. What does an approach in language teaching primarily provide?

- A) Specific classroom activities
- B) A set of principles and theoretical beliefs
- C) Detailed lesson plans
- D) Assessment methods

2. Which of the following is a key element of an approach in language teaching?

- A) Classroom management techniques
- B) Learning outcomes
- C) Theoretical foundation and principles
- D) Assessment tools

14.4 Traditional Method of Language Learning Among the traditional methods popular ones are Grammar translation method, Direct Method and Audio Lingual Method. The three traditional methods focused more on learning about a language and as such were based on the following principles- A careful analysis of the target written language, particularly its grammar.- Learning of The Grammar rules- Use of Native tongue as the medium of instruction Greater use of translation exercises- More emphasis on Reading and Writing Skills. With changing time and specialized language learning needs, these methods failed to give the desired outcome expected of them. As with any other process, the demands and needs of language learning keep on changing and so should the methodology and approach. (Attar and Chopra, 2010) It can be traced back to Hymes(1972), who proposed that knowing a language involved more than knowing a set of grammatical, lexical, and phonological rules.

A.THE DIRECT METHOD

This method is known as by several names such as 'Natural method' and 'Reformed method'. 'Natural method' as the learner is expected to learn the new language in a natural manner like his mother tongue. This method originated in France in 1901. Its principles were propounded in Germany. It is based on the principle that "fluency in reading and facility in writing follows fluency in speech." This method was popularized by 'The International Phonetic Association of France. Direct method is a method of teaching a foreign language, especially a modern language, through conversation, discussion and reading in the language itself without the use of the pupil's language, without translation and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions.

➤ Characteristics of the Direct Method

The following are the features of the direct method: -

1. Focus on question-answer patterns.
2. Teaching grammar by using an inductive approach.
3. Centrality of spoken language (including a native-like pronunciation).

4. Teaching vocabulary through pantomiming, real-life objects and other visual materials.
5. Teacher-centre.
6. Classroom instructions are conducted exclusively in the target language.
7. Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase.

➤ **Merits of Direct Method**

- (1) It makes the learning of English interesting and lively by establishing direct bond between a word and its meaning.
- (2) It is an activity method facilitating alertness and participation of the pupils.
- (3) According to Macnee, "It is the quickest way of getting started.
- (4) Students are able to understand what they learn, think about it and then express their own ideas in correct English about what they have read and learnt.
- (5) Psychological as it proceeds from the concrete to the abstract.
- (6) Usefully employed from the lowest to the highest class.
- (7) Fluency of speech, good pronunciation and power of expression are properly developed.

➤ **Demerits of Direct Method**

- (1) There are many abstract words which cannot be interpreted directly in English and much time and energy are wasted in making attempts for the purpose.
- (2) Based on the principles that auditory appeal is stronger than visual. But there are children who learn more with visual than with their oral- aural sense like ears and tongue.
- (3) Ignores systematic written work and reading activities and sufficient attention is not paid to reading and writing.
- (4) Grammar is closely bound up with the reader; difficulty is experienced in providing readers of such kind.
- (5) There is dearth of teachers trained and interested in teaching English in this method.
- (6) Not suitable in higher classes where the Translation Method is found suitable.
- (7) In larger classes, this method is not properly applied and teaching in this method does not suit or satisfy the needs of individual students in large classes.

➤ **The teachers' role**

1. The teacher is the source for the students to know the words in target language.
2. He provides information of the target language including the culture consisting of the history of the people who speak the target language.
3. Teachers interact with the students a lot, asking them questions about relevant topics and trying to use the grammatical structure of the day in the conversation.
4. He can be the monitor of the students.
5. Motivator for self-correction by asking them to make a choice between what they said and an alternative answer supplied.
6. The teacher uses map drawing as a technique to give listening comprehension.

➤ **The students' role**

1. Teacher/student interaction became fuller, guessing of context or content, completing fill-ins, and doing "cloze" exercises were the order of the day.
2. The students' role is active learner.
3. In exploring new words, expression, etc. in target language.
4. The students are also the observer and practitioner.

5. The students observe the target language used by the teacher in teaching and they try to get the meaning based on the demonstration given.

Limitations of Traditional Methods of Language Learning The traditional methods focus and emphasize mainly on the learning of grammar rule and vocabulary and as such do not pay much attention to the four skills mainly LSRW. While writing, students are mainly dependent on grammar rules and translating them from their native tongue and while reading, "Grammar translation method produced habits indicative of deciphering and not of reading" (Tyler 2008). The student tries to understand every single word and its grammatical form, because he believes it is essential for understanding the text. Besides, in the traditional methods, there is lack of attention being paid towards speaking and learning of pronunciation, "there is no oral or pronunciation work, since it is the written language which is taught, and 'mental discipline' is stressed rather than any ability actually to use the language" (White 1988). Jack C. Richards states that "techniques that were often employed included memorization of dialogs, question and answer practice, substitution drills and various forms of guided speaking and writing practice" (Richards 2006). Most importantly, traditional methods regarded language learning as transfer of knowledge with the help of board and rules rather than considering it as a skill, where learning of rules and vocabulary items in isolation could not yield the desired learning output. In order to use the language effectively learners need to develop communicative competence — the ability to use the language they are learning, appropriately, in a given social encounter. Though still a popular approach among the classrooms, it has its own challenges, like, challenge of inculcating Self Learning, since the teacher involvement is minima

B. COMMUNITY LANGUAGE LEARNING (CLL) METHOD

Community Language Learning (CLL) is developed by Charles A. Curran and his associates. His application of psychological counselling techniques to learning is known as Counselling-Learning. Community Language Learning represents the use of Counselling-Learning theory to teach languages.

It is sometimes cited as an example of a "humanistic approach." Links can also be made between CLL procedures and those of bilingual education, particularly the set of bilingual procedures referred to as "language alternation" or "code switching". It is focused on group-interest learning. It is based on the counselling-approach in which the teacher acts as a counsellor and a paraphrase, while the learner is seen as a client and collaborator.

➤ Characteristics of Community Language Learning: -

1. Students typically have a conversation using their native language.
2. The teacher helps them express what they want to say by giving them the target language translation.
3. These words are recorded, and when they are replayed, it sounds like a fairly fluid conversation.
4. Later, a transcript is made of the conversation, and native language equivalents are written beneath the target language words.
5. The transcription of the conversation becomes a 'text' with which students work.
6. Various activities are conducted (for example, examination of a grammar point, working on pronunciation of a particular phrase, or creating new sentences with words from the transcript) that allow students to further explore the language they have generated.
7. During the course of the lesson, students are invited to say how they feel, and in return the teacher understands them.

➤ **Advantages of Community Language Learning**

1. All threats which can lead to a feeling of alienation and inadequacy are presumably removed.
2. The counsellor allows the learner to determine the type of conversation and to analyse the foreign language inductively or it is often the client-learner who steps in and becomes a counsellor to aid the teacher.
3. This method can provide extrinsic motivation and capitalize on intrinsic motivation.

➤ **Disadvantages of Community Language Learning**

1. The counsellor-teacher can become too non-directive.
2. The student often needs direction, especially in the first stage, in which there is such seemingly endless struggle within the foreign language.
3. Supportive but assertive direction from the counsellor could strengthen the method.
4. Another problem with CLL is its reliance upon an inductive strategy of learning.

➤ **TEACHER'S ROLES**

1. In the early stages of learning the teacher operates in a supportive role, providing target language translations and a model for imitation on request of the clients.
2. Later, interaction may be initiated by the students, and the teacher monitors learner utterances, providing assistance when requested.
3. As learning progresses, students become increasingly capable of accepting criticism, and the teacher may intervene directly to correct deviant utterances, supply idioms etc.
4. The teacher's role is initially likened to that of a nurturing parent. The student gradually "grows" in ability, and the nature of the relationship changes so that the teacher's position becomes somewhat dependent upon the learner.

➤ **LEARNER'S ROLES**

1. Learners become members of a community in-teracting with members of the community.
2. Learning is accomplishment but as something that is achieved collaboratively.
3. Learners are expected to listen attentively to the knower, to freely provide meanings they wish to express, to support fellow members, to report deep inner feelings and frustrations as well as joy and pleasure, and to become counsellors to other learners.
4. CLL learners are typically grouped in a circle of six to twelve learners, with the number of knower's varying from one per group to one per student.
5. CLL has also been used in larger schools' classes where special grouping arrangements are necessary, such as organizing learners in temporary pairs in facing parallel lines.

C. Project Method: The project method of teaching is a medium of instruction in which the students are given a number of projects or situations out of which they have to choose the problem they want to solve. After the student has chosen the problem, they want to solve, they will have to come up with a solution to the problem on their own. The teacher, in the case of the project method of teaching, assumes the role of a guide than a dictator and guides the class through the lesson at their own pace.

Definitions: -

1. According to J.A. Stevenson," A project is problematic act carried to completion into its natural setting."

2. According to Snedden, "Projects is unit of educative work in which the most prominent feature is some form of positive and concrete achievement".

➤ **Characteristics of Project Method: -**

1. **Real Situations:** - The proposed tasks and problems should be directly related to 'real life' situations inherent to the selected occupations.
2. **Practical Relevance-** The proposed tasks and problems should be relevant to practical areas of the selected occupation.
3. **Student based approach-** The selected project theme and its execution should be focused on the interests and needs of the apprentices.
4. **Product based approach-** The results obtained should be both relevant and beneficial, being made available to others for evaluation and criticism.
5. **Action based approach-** Students should carry out specific activities independently, on both intellectual and practical levels.
6. **A holistic integrated learning process-** The Project method should combine cognitive, affective and psycho motive learning objectives.
7. **Self-Organization-** The defining of objectives, planning, implementation and control should be in the greater degree of the responsibility for apprentices themselves.
8. **Collective Implementation-** Apprentices should learn and work collectively during the implementation of the project.
9. **Interdisciplinary Nature-** The implementation of project should combine knowledge of different areas of subjects and disciplines.

➤ **Steps of Project Method**

Five steps of this method are in the following: -

1. **Creating/Providing situation for the project:** - The first step is the creating or providing situation for the project. Here teacher present different situation to the students regarding problem and discuss with the students on their interest, critical abilities, capacities needed for the same. Students finalize the problem after long discussion.
2. **Selection of the project:** - The Second step is the selection of the project work. The students are given some practical problem among them they should select the subject or the project which has a great utility and fulfil the practical need of the pupils. In this process teacher guides and motivates them to keep on the right path.
3. **Planning of the project:** - Next step of project method is the proper planning. The students should do planning and the teacher will guide them and help them in their planning work. A discussion may be held where all the students express their views and gives suggestions on the discussion. And the teacher may point out the problems related to this project. This discussion of proper planning may be written by the students in their project copy.
4. **Execution of the Project:** - In this steps student executes the project work according to their blueprint or planning. The students themselves assign various duties among themselves according to individuals' interest and capacities. Every student contributes something for the completion of this project. They will collect data, visits place to place, and peoples gathers information, reads information and help them to keep go in the right direction.

5. **Evaluation:** - In this step the whole work is to be reviewed and the students judge or assess their performance, whether they carried out the project according to the planned or not. What are the mistakes they have done in this process of activates all are noted down. In short in this step the work is evaluated.
6. **Recording:** - Next step after evaluation is recoding. Here all the activities connected with the project must be recorded. Students planned, their discussion, duties, criticism of their own work and of course some important point regarding this project for references.

➤ **Advantages of Project Method**

1. **Active Learning Experience:** - The project method emphasizes the concept of learning by doing. Students actively get involved in the learning activity, hence helping them in enhancing their skill set, first-hand experiences, and thinking capacity.
2. **Inculcating a Sense of Responsibility:** - In the project method of teaching, the teacher is a guide and the activities carried out in the class are carried out by the students themselves.
3. **Improves Collaboration Among Students:** -Since the project method employs a methodology where students work in collaboration with their group, it helps students' bond with one another on a professional as well as personal level, hence making their overall learning experience interesting and insightful.
4. **Improves Communication Skills:** - It helps students improve their communicative skills drastically because students are given the opportunity to express themselves freely among their peers as well as their teachers, hence helping them communicate more effectively.
5. **Improves Critical Thinking Skills:** Students of all ages need to have in today's time. It is something that needs to be cultivated with respect to the future of the students and needs to be dealt with utmost diligence.

➤ **Disadvantages of Project Method of Teaching**

1. **Time Consuming:** - Teaching students using the project method can be time-consuming as there are a lot of things that need to be taken into consideration when teaching using this method such as the student's ability to comprehend the subject, the speed with which they do so, the factual accuracy of the project and so on.
2. **The Lack of Experienced Teachers:** -The project method of teaching can only be conducted by experienced teachers who have several years of experience, which a lot of teachers may not have.
3. **Not Suitable for All Subjects:** -The project method of teaching is most suitable for subjects that require practical knowledge, and so subjects such as arts, literature, and so on may not benefit a lot from this form of teaching.

D. Bilingual Method

C.J Dodson had invented this method of teaching foreign language in 1967. Schools use this method where two languages i.e., the mother tongue and target language are used. In this method, teachers use the mother tongue to achieve the target language (here it is English).

The method is based on the principles of similarities and differences which is found between the two languages. These may be of situation, sounds, vocabulary, structure etc. If the learner/the teacher understands these differences, the learning of the target language is facilitated considerably.

When the child is learning his mother tongue, he becomes acquainted with the situations and picks up the language easily and correctly. While learning the foreign language, the teacher can create same situations again in order to make the child learn the foreign language.

➤ **Characteristics of Bilingual Method**

1. The unit of teaching is sentence.
2. Situations are created by giving the mother tongue equivalent of English words.
3. Mother-tongue is used to explain the meaning of new words, phrases, idioms, sentences, and grammatical rules.
4. Mother-tongue is used in the initial stage.
5. Mother-tongue is not used for word-to-word translation as in translation cum grammar method.
6. The teacher explains the subject matter with the help of translation.

➤ **Merits of Bilingual Method -**

1. Teacher teaches English to the entire satisfaction of the students.
2. The students understand English well.
3. Right use of mother tongue by the teacher does not spoil the environment of teaching English. It just helps in teaching English better.
4. Helps in developing fluency in spoken English.
5. Helps in giving proper training for different skills namely listening, speaking, reading and writing.
6. The use of mother tongue saves a lot time and makes learning easier.

➤ **Demerits of Bilingual Method -**

1. Sometimes the teacher teaches English through English language and sometimes he uses his mother tongue and this practice diverts the attention of the students.
2. Sometimes the teacher of English language may not be good in both the languages. He doesn't get perfection in any of the languages as his labour is also distributed between the two languages.
3. The use of mother tongue while teaching English language may spoil the continuity and fluency of the language.
4. Possibility that few students in the class may be more attentive to mother tongue sounds and less attentive to English Sounds. As a result, their pronunciation may become defective.

Self Check Exercise-2

1. What is the primary focus of the Traditional Method in language teaching?
A) Communicative competence
B) Grammar and vocabulary
C) Task-based learning
D) Language immersion

2. Which of the following is a common activity associated with the Traditional Method?

- A) Role-playing real-life scenarios
- B) Memorizing and translating texts
- C) Engaging in interactive group discussions
- D) Completing project-based assignments

3. In the Traditional Method, how is grammatical accuracy typically emphasized?

- A) Through contextual language use
- B) Through extensive practice and repetition of rules
- C) Through immersion in the target language environment
- D) Through communicative tasks and activities

4. What is a typical classroom activity in the Grammar-Translation Method, which is a form of the Traditional Method?

- A) Listening to native speakers and responding
- B) Translating sentences between the target language and the native language
- C) Participating in spontaneous conversation
- D) Engaging in collaborative group projects

5. Which aspect of language learning is often less emphasized in the Traditional Method?

- A) Vocabulary acquisition
- B) Reading comprehension
- C) Speaking and listening skills
- D) Writing accuracy

14.5 Textbook Method:

Definition: The Oxford English Dictionary defines *communication* as “the imparting, conveying, or exchange of ideas, knowledge and information’. This can apply to words or body language.

The textbook determines the components and method of learning. It controls the contents, the method and the procedures of learning. Students learn what is presented in the textbook. Textbook learning happens when teachers organise learning activities based on (or guided by) a published book written for this specific purpose. They include all the necessary information, extension activities, summaries and practice questions.

Definitions of Textbook

1. According to Oxford English dictionary, “A book used as a standard work for the study of a particular subject, a manual of instructions in a subject of study “

2. According to Bacon, “A book designed for classroom use, carefully prepared by experts in the field and equipped with the usual teaching devices”

3. According to Foshery, “Text book is a basic source of ideas and information.

➤ **Principles of Good Textbook**

1. Objective: - While writing the textbook, author must keep in mind the objectives.

2. Correctness: - The writer should use correct contents for writing a textbook.

3. Completeness: - The writer should cover complete content in the textbook.

4. Relevance: - The author should keep in mind the content given in the book is relevant to the theme of the book.

5. Presentation: - Content should be presented properly by dividing the contents into proper sections and sub-sections.

6. Style of writing: - The writer should develop styles of writing. This means vivid expression, lucidity and dignity.

➤ **Need for Text-Book Method**

From teacher's viewpoint:

1. For Guidance: A text-book guides a teacher. It explains and clarifies how a topic should be taught and how much.

2. Selection of Teaching Material: A teacher uses blackboard and other teaching aids in keeping with the circumstances and period of his teaching, in the same way, text-book is needed to obtain the material in the initial stage, because he requires good examples, questions a method.

3. Relevancy of Material: Text-book are helpful in undertaking and running the class in a planned, methodical, systematic way, and give balanced assignment in social study. Besides, it contains new knowledge with does away with the need to refer reference books

4. Exercise Work: Practice makes a man perfect. There is much role to practice in social study, and momentum cannot be caught up without practice.

5. Teaching Efforts Successful: A text-book carries a structure from 'simple to complex' and from 'known to' unknown', which ultimately leads him to success in teaching.

(B) From Students' Viewpoint:

1. Self-study: To solve problems given in text-books, there are some solved questions as well as questions for practice. Text-books helps students understand the text material by self-study.

2. Convenient Use: Students can use text-books as may be convenient to them. If a student has absented himself from school due to any reason and has missed upon his school work, then text-books help him complete it.

3 Critical Approach: In social study, students can revise themselves in order to test their own knowledge. Thus, text-books help students to critically revise themselves

4. Useful for Backward Students: Those exceptional students who have lagged behind in the course, for them text-books are of special importance. Text-books help them proceed on the path of learning at a satisfactory rate despite their slow learning rate.

5. As a Means of Imparting New Knowledge: If text-books are revised from time to time, then current and latest information, thoughts and inventions, etc. are included in them.

➤ **Advantages of text-book method:** -

1. A text-book method acquaints a teacher with the entire syllabus.

2. It simplifies a teacher's work and makes it useful.

3. This method is necessary to make a teacher's effort in the classroom successful.

4. It saves on time needed for writing questions and other texts.

5. Helps students to revise his lessons.

6. Difficulties associated with contents can be eliminated.
7. A teacher gets readymade exercise.
8. A text-book contains logical and psychological sequence of content, with helps a teacher in effective teaching
9. Helps to guide students.
10. It helps students to note down the summary, important points and views of scholars, etc. in their text-books.
11. It provides adequate practice to students.
12. It guide students' efforts in studies.
13. Text-books have the quality of self-education, by which students cultivate the qualities of self-confidence and proper attitude.

➤ **Limitation of Text-book Method:**

1. Text material arranged in a systematic and logical manner due to which their learning becomes only memory-based.
2. Text-books are generally silent about latest inventions, discoveries and changes.
3. A teacher sometime generally does not like to tell additional things not contained in the text-books.
4. Text-books remain limited to the contents, due to which they do not encourage for wide and intensive study.
5. If book Expensive enough, it becomes out of reach of common students
6. Text-books, once published, are seldom revised.
7. Sometimes the text material contained in text-books is not arranged in a logical and psychological sequence.

Self Check Exercise-3

1. What is the primary focus of the Textbook Method in language teaching?

- A) Real-life communication
- B) Using standardized textbooks for structured learning
- C) Task-based language learning
- D) Immersion in the target language environment

2. Which activity is commonly associated with the Textbook Method?

- A) Creating and using personal language portfolios
- B) Completing exercises and drills from a textbook
- C) Engaging in spontaneous conversation with native speakers
- D) Participating in interactive group projects

3. How does the Textbook Method typically structure language instruction?

- A) Through thematic units and real-life tasks
- B) Through a pre-determined sequence of lessons and exercises
- C) Through extensive use of multimedia and digital resources

D) Through immersion and natural language use

4. In the Textbook Method, what role does the textbook play in the classroom?

A) It is used as a supplementary resource alongside other materials.

B) It serves as the central resource for lesson planning and instruction.

C) It is only used for homework assignments.

D) It is used primarily for assessment and evaluation.

5. Which of the following is a potential drawback of the Textbook Method?

A) Lack of structured content

B) Limited exposure to authentic language use

C) Excessive focus on real-life communication

D) Overemphasis on interactive learning

14.6 Summary

“The traditional and textbook methods are classic approaches to language learning that have shaped educational practices for decades. The traditional method typically involves teacher-centered instruction with an emphasis on grammar rules, vocabulary memorization, and rote learning of dialogues. It often relies on drills and exercises to reinforce language structures and focuses on accuracy in language use. In contrast, the textbook method integrates structured lesson plans and exercises based on prescribed textbooks, guiding learners through a systematic progression of language skills. Both approaches emphasize foundational knowledge and structured learning but may sometimes lack emphasis on practical communication skills or real-life language use. These methods continue to influence language education, although contemporary approaches increasingly integrate communicative and immersive techniques to enhance proficiency and fluency in language learning contexts.”

14.7 Glossary

Native tongue: The language of the country that someone is born in or native to.

Lithuanian Gesture: These are formal and tend to avoid using many physical gestures.

Totalitarian System: The system of controlling the people of a country in very strict way with complete power that cannot be opposed.

14.8 Answers to Self Check Exercises

Self Check Exercise-1

Answer 1: B) A set of principles and theoretical beliefs

Answer 2: C) Theoretical foundation and principles

Self Check Exercise-2

Answer 1: B) Grammar and vocabulary

Answer 2: B) Memorizing and translating texts

Answer 3: B) Through extensive practice and repetition of rules

Answer 4: B) Translating sentences between the target language and the native language

Answer 5: C) Speaking and listening skills

Self Check Exercise-3

Answer 1: B) Using standardized textbooks for structured learning

Answer 2: B) Completing exercises and drills from a textbook

Answer 3: B) Through a pre-determined sequence of lessons and exercises

Answer 4: B) It serves as the central resource for lesson planning and instruction.

Answer 5: B) Limited exposure to authentic language use

14.9 References/ Suggested Readings

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14.10 Terminal Questions

Short answer type questions

1. Describe the Traditional Method of Language Learning.
2. Write short note on
 - (a) Direct Method
 - (b) Project Method
 - (c) Bilingual Method
 - (d) Text Book Method

Long answer type questions

1. Explain the Traditional method of language learning. What are the merits and demerits of this method.
2. Explain the Textbook method of language learning. What are the merits and demerits of this method.

Unit-15

Approaches to Language Learning: Communicative Method, Grammar-cum-Translation Method

Unit Structure

- 15.1 Introduction
- 15.2 Learning Objectives
- 15.3 Communicative Method
- Self Check Exercise-1
- 15.4 Grammar-cum-Translation Method
- Self Check Exercise-2
- 15.5 Summary
- 15.6 Glossary
- 15.7 Answers to Self Check Exercise
- 15.8 References/ Suggested Readings
- 15.9 Terminal Questions

15.1 Introduction

The communicative method and grammar-cum-translation method represent contrasting approaches to language learning, each with distinct methodologies and educational goals. Modern language education often integrates elements of both approaches, recognizing the importance of grammar instruction alongside communicative competence. By combining structured grammar teaching with communicative activities and real-world tasks, educators aim to cultivate well-rounded language proficiency that balances accuracy and fluency. This integrated approach seeks to equip learners with the necessary skills for effective communication in diverse linguistic and cultural settings, preparing them to navigate global interactions and challenges in the contemporary world.

15.2 Learning Objectives

After completing the unit, you will be able to:

- Understand the Communicative Method
- Understand the Grammar-cum-Translation Method

15.3 Communicative Method:

When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

According to Jack C. Richards, a learner can develop communicative competence by:

This change has had a huge impact on classroom materials, course books, teaching techniques and the teacher's role in the classroom, and still influences English language teaching and learning up to this day.

This approach to teaching language frames communication as both a goal and a method for English language learners whose first language is not English.

This ensures that students can communicate effectively and confidently in real-life situations through student-to-student interaction and student-to-teacher interaction. CLT essentially aims to have students learn a new language by actually using the language to communicate with those around them.

The main is to prepare students to be confident communicators in different real-life contexts, through repetitive oral practices and student-student cooperation.

Characteristics of Communicative Method:

1. It uses a variety of materials, topics, activities and ways of interacting.
2. Emphasis on acquisition of cultural knowledge.
3. Tolerance of errors.
4. Focus on fluency.
5. Teachers are guides, counsellors, organisers, and facilitators.
6. Opportunities to share and explore their attitudes, feeling and opinions.
7. Creates a genuine, realistic learning situation.

➤ **Advantages**

1. Interaction between students and teachers.
2. Emphasis on basic knowledge and the development.
3. It greatly improved the student's interest.
4. It develops the language skills of the students.
5. It is based on the functional utility of the language.
6. Emphasis on different ways of expression.

➤ **Disadvantages**

1. Not enough emphasis on the correction of pronunciation and grammar error.
2. It focuses on fluency but not accuracy in grammar and pronunciation.
3. This approach is great for intermediate student and advanced students, but for beginners some controlled practice is needed.
4. The monitoring ability of the teacher must be very good
5. This approach becomes difficult when used grammar.

➤ **Teacher's role**

The teacher has to assume the role of a facilitator or monitor, rather than simply being the model for correct speech and the one with the primary responsibility of making students produce plenty of error-free sentences. He has to develop a different view of student's errors and his/her own role in facilitating language learning.

➤ **Learner's role**

In the Communicative approach, learners have to participate in classroom activities that are based on a cooperative rather than in an individualistic approach to learning. Students have to become comfortable with listening to their peers in pair or group work tasks, rather than relying on the teachers for a model.

➤ **Techniques**

1. **Community oriented task:** the teacher plan activities in which all the students can participate.
2. **Role play:** the students will have to perform a situation related with the topic they are studying.
3. **Problem solving activities:** the teacher can ask the students to think and come up with the possible solutions for a certain problem being faced by them.

Self Check Exercise-1

1. The communicative method of language teaching focuses on _____ as the primary means of acquiring language skills.

2. In the communicative method, _____ activities are used to simulate real-life situations and encourage language use.

3. The communicative method emphasizes _____ over formal grammar rules and memorization of vocabulary.

15.4 Grammar-cum-Translation Method:

The grammar-translation method (also known as the traditional method) arises in Prussia at the end of the 18th century and adopts as a model the system used for teaching Latin and Greek. The Grammar-cum-Translation Method has been very popular method of teaching language, particularly at the primary stage. Even though the teachers are oriented about the methods of teaching language they naturally turned to the traditional translation cum grammar method. Just as Hindi and Sanskrit are taught through translation method so English also be taught by translation method in most of the schools of the country.

This method bases the teaching of a second language on the detailed analysis of grammar rules and their exceptions and then applies the knowledge acquired to the translation of sentences and texts that are carried out from the second language to one's own and vice versa. The first language always serves as a reference system in the acquisition of the second.

For this method, grammar learning is deductive, that is, a rule is presented, which is explained and memorized, and then practiced with repetitive memorization or translation exercises. Translation Method means teaching a target language (here it is English) by translating it into mother tongue. The teacher translates each word and sentence in to the mother tongue. This is one of the simplest ways of teaching a foreign language. Neither the teacher nor the taught have to make extra efforts to learn the target language.

Basically, learning any foreign languages and mental discipline and Language translation has a goal of enabling the students to learn the foreign literature in its original form

Characteristics of Grammar- Translation Method

- 1) Students are taught in the mother tongue, with little active use of the target language.
- 2) Much vocabulary is taught in the form of lists of isolated words.
- 3) Long explanations of the intricacies of grammar are given.
- 4) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- 5) Reading of complex classical texts starts early.
- 6) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- 7) Often the drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- 8) Little or no attention is given to pronunciation.

➤ The procedure of Grammar Translate Method –

1. In the first step, a paragraph is read by a teacher, and some difficult words are marked out of it.
2. Secondly, these marked words are converted into the native language of students.
3. Then, a paragraph is read once again and is translated by a teacher, line by line.
4. Then all the grammatical items are taught about to students.

5. Students can also be asked to convert the passage of their native language into a foreign language to make it more clear to them.

➤ **Advantages of Grammar-Translation Method**

1. Useful in the class in which there are a large no. of students.
2. Beneficial to use in the class where there are students of various levels - very intelligent and not-so-very intelligent.
3. Helps teacher much to clear the meaning of a word and easily by translating them in to the mother tongue.
4. The students understand the things very easily.
5. It doesn't consume the time in finishing the syllabus.
6. Precise pictures of things can easily be made in the minds of the learners using this method.
7. Useful for the average and below-average students.

➤ **Disadvantages of Grammar Translation Method**

1. No oral work takes place in the class room.
2. The main focus remains only on the mother-tongue and the target language remains ignored.
3. No Speaking in the target language is possible. The only thrust remains on the reading.
4. The students don't develop the power of thinking in the target language. They become mentally lazy.
5. No help to learn correct pronunciation of English Language of the target language.
6. Main emphasis is given on the Rules of Grammar.
7. Students try to do everything by translating.
8. This method doesn't involve the students mentally and it is just like story telling method.

➤ **Teacher's role**

1. Teachers are just guides because grammar Translation deals with the memorization of rules, manipulation of the morphology and syntax of the foreign language.
2. It requires few specialized skills on the part of teachers because test of grammar rules and translation are easy to construct and be objectively scored.
3. The facilitator main function is that of observation rather than corrective intervention in regards to the learners.

➤ **Students' role**

1. Students are expected to memorize endless lists of grammar rules and vocabulary, and produce almost perfect translations. This method means a tedious experience and often creates frustration for students.
2. Main activities and controls are stated by the students, he or she is the one who provides the course of the learning process and the status of knowledge as well.
3. Collaborative work is importance, as real cooperative behaviour from the learner, is required for the lessons.

Self Check Exercise-2

1. What is the primary focus of the Grammar-Translation Method?

A) Communication

B) Grammar and translation

- C) Fluency
- D) Conversation practice

2. In the Grammar-Translation Method, students often translate passages from:

- A) Their native language to the target language
- B) The target language to their native language
- C) One foreign language to another
- D) Spoken conversations to written text

3. Which of the following is NOT emphasized in the Grammar-Translation Method?

- A) Grammatical accuracy
- B) Vocabulary memorization
- C) Conversational fluency
- D) Translation exercises

4. The Grammar-Translation Method is best described as:

- A) A communicative approach
- B) An interactive approach
- C) A formal and traditional approach
- D) A language immersion approach

5. Which skill is least emphasized in the Grammar-Translation Method?

- A) Reading comprehension
- B) Writing accuracy
- C) Speaking
- D) Listening

15.5 Summary

“The communicative method and grammar-cum-translation method represent contrasting approaches to language learning. The communicative method prioritizes real-life communication and interaction, focusing on developing fluency and proficiency through meaningful activities and tasks. It emphasizes contextually relevant language use, encourages learners to communicate creatively, and integrates listening, speaking, reading, and writing skills in authentic contexts. In contrast, the grammar-cum-translation method emphasizes grammar rules, translation of texts, and vocabulary memorization. It often involves analyzing and translating literary texts to understand language structure and nuances. While this method provides a solid foundation in grammar and vocabulary, it may sometimes prioritize accuracy over fluency and can be less engaging for learners seeking practical communication skills. Modern language education often blends elements of both approaches, combining grammar instruction with communicative activities to foster well-rounded language proficiency.”

15.6 Glossary

Oral Practices: The ability of speaking confidently and fluently.

Facilitators: A person or thing that makes an action or process easy or easier.

Classical Texts: A work of literature that has stood the test of time and is widely recognized for its literary merit.

15.7 Answers to Self Check Exercises

Self Check Exercise-1

Answer 1: communication

Answer 2: interactive

Answer 3: fluency

Self Check Exercise-2

Answer 1: B) Grammar and translation

Answer 2: B) The target language to their native language

Answer 3: C) Conversational fluency

Answer 4: C) A formal and traditional approach

Answer 5: C) Speaking

15.8 References/ Suggested Readings

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15.9 Terminal Questions

Short answer type questions

1. Describe the Communicative Method of Language Learning.
2. Write short note on
 - (a) Communicative Method
 - (b) Grammar-cum-translation Method

Long answer type questions

1. Explain the Communicative method of language learning. What are the merits and demerits of this method?
2. Explain the Grammar-Cum- Translation method of language learning. What are the merits and demerits of this method?

Unit-16

Principles and Maxims of Language Learning

Unit Structure

16.1 Introduction

16.2 Learning Objectives

16.3 Principles of Language learning

Self Check Exercise-1

16.4 Maxims of Teaching

Self Check Exercise-2

16.5 Glossary

16.6 Summary

16.7 Answers to Self Check Exercise

16.8 References/ Suggested Readings

16.9 Terminal Questions

16.1 Introduction

Principles and maxims of language learning encapsulate fundamental guidelines and strategies that shape effective language acquisition and proficiency. These principles emphasize the importance of meaningful exposure and immersion in the language, allowing learners to contextualize and internalize linguistic structures naturally. Active engagement and practice are also pivotal, encouraging learners to actively use the language through speaking, listening, reading, and writing activities. Feedback and correction play crucial roles in refining language skills, promoting both accuracy and fluency. Maxims such as "practice makes perfect" underscore the necessity of consistent effort and repetition in mastering language proficiency. Principles and maxims of language learning collectively advocate for a balanced approach that combines structured learning with practical application, fostering comprehensive language development and lifelong learning.

16.2 Learning Objectives

After completing the unit, you will be able to:

- Understand the Principles of Language learning
- Understand the Maxims of Language Learning

16.3 Principles of Language learning: -

H. Douglas Brown has also given some principle of language learning. He has discussed these principles in his book (2001) Teaching by principle: An interactive approach to language pedagogy. These principles are:

Cognitive principles

1. Automaticity: - Many components of language must be learned to the point of automaticity. When we use a language, we cannot consciously think about all the words and grammar that we are using. Some parts of language must be readily available in our subconscious, to be used automatically.

We will call our first principle of language learning and teaching the principle of automaticity and include under this rubric the importance of

- Subconscious absorption of language through meaningful use,
- Efficient and rapid movement away from a focus on the forms of language to a focus on the purpose to which language is put,

2. Meaningful Learning: - “Meaningful learning will lead to better long-term retention than rote learning”. Some classroom implications of the principle of Meaningful Learning: -

- i. Capitalize on the power of meaningful learning by appealing to students’ interests, academic goals, and career goals.
- ii. Whenever a new topic or concept is introduced, attempt to anchor it in students existing knowledge and background so that it becomes associated with something they already know.
- iii. Avoid the pitfalls of rote learning: -
 - Too much grammar explanation
 - Too many abstract principles and theories
 - Too much drilling and/or memorization

3. Anticipation of Rewards: -Learners are driven by the anticipation of rewards. These may be “tangible or intangible, long term or short term”. Language learners need a reason to learn the language.

4. Intrinsic Motivation: - Language learning is most successful when there is intrinsic (internal), rather than extrinsic (external) motivation. When language learning stems from the learner’s needs or desires, the learner is said to have intrinsic motivation.

5. Strategic Investment: - Language learning time should be invested wisely in activities that result in real language acquisition. Clear learning goals and an understanding of personal learning styles can help the learner to use language learning time strategically.

Affective principles

6. Language Ego: - Learning a new language involves developing new ways of “thinking, feeling, and acting—a second identity”. This new and different self can cause learners to feel uncertain and defensive at times.

7. Self-Confidence: - Successful language learners are self-confident language learners. They believe that they can achieve their language learning goals.

8. Risk-Taking: - Successful language learners are willing to make mistakes. They are willing to take risks, and therefore they have more opportunities to learn through both successes and failures.

9. Language–Culture Connection: -Learning a language also involves learning about cultural values and different ways of thinking. Successful language learners understand that using a new language may involve expressing ideas and feelings in very new and different ways.

Linguistic principles

10. Native Language Effect: - A learner's native language can both facilitate and interfere with learning the new language. Words that are similar in both languages (cognates), will help in language learning, but features that are different may interfere with the language learning process.

11. Interlanguage: -All language learners go through a developmental process during which time they use the language imperfectly. A learner's inter language should be seen as progress, not as a failure or a refusal to learn.

12. Communicative Competence: - If communicative competence is the final goal, language learning activities need to focus on the skills needed for effective communication in authentic contexts. These skills include fluency and accuracy, as well as the ability to use language appropriately in real-world contexts.

Some more principles of language learning: -

1. Principle of Speech

When a second language is taught in a school situation, it is common that the teacher follows LSRW (LSRW- Listening, Speaking, Reading, Writing) skills. She follows oral approach in the beginning to teach the audio-lingual skills first followed by reading and writing. Language as we all know is vocal-auditory channel. This principle very clearly explains that without the primary knowledge of language patterns, speech is incomplete, imperfect and inefficient to decipher the written material.

2. Principle of Basic Sentences

These are practical principles advocated by almost all linguists based on psychological justification. Students can easily imitate or repeat longer utterances or sentences easily in their mother tongue rather than in a foreign language. The memory span of the child will be short and there is every chance that he forgets what he listens to, when he is learning a second language.

3. Principle of Patterns as Habits

The primary aim of learning language is using it in day-to-day life. For writing, one can use sentences and they are constructed with the help of patterns. To know the language is to use its patterns of construction with appropriate vocabulary at normal speed for communication.

4. Principle of Sound System

Language is spoken in form and is verbal in nature. Language should be taught to the students with the help of sound system. These sounds can be taught to the students through various methods like demonstration, imitation, props, contrast and practice. The sound system has to be taught with the use of structures and vocabulary. But the child cannot learn through mere observation.

5. Principle of Vocabulary Control

When a child begins to learn any language, one first learns to master the sound system and then grammatical patterns. To help one construct correct sentences, vocabulary should be taught. But this should be minimal, selected and graded properly. If too many words are thrust on the minds of the students, they cannot probably learn quickly.

6. Principle of Teaching the Problems

The child invariably learns first language and second language in a school situation. It is also very true that there exist a lot of structural differences between the first language and the second language. These can be termed as problems. Though these are not exactly problems; they require conscious understanding. The teacher need not concentrate on these aspects in the beginning itself and teach the problems to the students. Instead, the teacher can present language in meaningful situations.

7. Principle of Writing as Representation of Speech

This principle means to say that teaching of the graphic symbols and the associations of these symbols with the language units they represent are separate tasks. It also implies that teaching reading and writing are distinct from teaching speech and should not be confused with it. Language learning is based on LSRW skills. The conventional and scientific principles of learning emphasize that language learning starts with the teaching of listening first. This can be done with the help of narration, stories, play-way methods and games.

8. Principle of Graded Patterns

Patterns should be taught gradually in cumulative graded steps especially in second language teaching. This principle specifies that it is better to teach with the help of sentence patterns, rather than with the words. Early in teaching, there should be graded questions and responses, request and greetings as well as statements. This can be followed by sub-sentence elements such as, parts of speech, structure of sentences; words and modification structures. Later on, we can add new element or pattern to previous ones.

9. Principle of Language Practice vs. Translation

It is a universal fact that languages are equal and important. But it is also true that no two languages are similar. There is no possibility of complete equivalents or substitutes in any two languages. Hence, word-to-word translations are impossible. If at all the translation is done, it tends to produce incorrect constructions. Psychologically, the process of translation is more complex, different and unnecessary for learning the LSRW skills. Several linguists like P. Gurrey support the theory that the teaching of mother-tongue and the teaching of a foreign language can support each other.

10. Principle of Authentic Language Standards

A language has to be taught as it is. A language is a structure of communication and no single dialect can be accepted as standard, the usage of people using the language should be taken into consideration. This principle implies to say that the language used by people is authentic. While it is being taught it has to be kept in mind that usage of language occupies prominent place in the learning of language.

11. Principle of Practice

The student must be given practice in learning a language. Especially when it is a second language situation, the student must be engaged in practice most of the learning time. This principle has a psychological justification too as the performance of learning is in direct proportion to the amount of practice.

12. Principle of Shaping Responses

In language-learning, the student finds it difficult to produce or hear the elements and structures different from those of his first language. This principle recommends two treatments to sharpen the response of the students while learning the first language. One method of teaching and shaping responses is to break up the response into smaller parts, practice and then attempt full response. In another way, responses can be shaped by giving articulator clues or other hints to help the student approximate the response.

Self Check Exercise-1

1. According to H. Douglas Brown's principle of Automaticity, which of the following is emphasized for effective language learning?

- A) Focus on explicit grammar rules
- B) Conscious memorization of vocabulary
- C) Subconscious absorption of language through meaningful use
- D) Rote learning of language forms

2. The principle of Meaningful Learning suggests that language learning will be more effective if it:

- A) Involves extensive memorization of abstract principles
- B) Connects new concepts to students' existing knowledge
- C) Focuses primarily on grammar drills and translation exercises
- D) Emphasizes isolated vocabulary memorization

3. H. Douglas Brown's principle of _____ emphasizes that learners are motivated to learn a language when they anticipate rewards, which can be tangible or intangible.

16.4 Maxims of Language Learning:

Maxims are short statements that are considered as a general rule of conduct. The maxims of teaching are a set of statements that experienced teachers have put forward. These maxims are universal facts and are accepted throughout the globe. When a teacher understands the maxims effectively, the teaching and learning gets more systematic and efficient.

1. From Known to Unknown: - This is a maxim that throws light on previous and acquired knowledge that the students might have. The students might know some concepts and the teachers should introduce the unknown through the known concepts. Teachers must acknowledge the known and take the students to the unknown.

2. Simple to Complex: - It is a given that simple concepts are taught first and then teachers move on to complex topics. The simple concepts lay a foundation for teaching the more complicated concepts. This applies to all the grades and all the subjects. For example, the story is a simple concept (relatively) and the figures and analysis is a complex concept.

3. From Concrete to Abstract: - Abstract concepts are those that are intangible. It cannot be seen since it does not have a physical form. Such as theory, principles, ideas, thoughts etc. For instance, infinity, BODMAS, and likewise are abstract concepts whereas numbers and counting, etc. are concrete and can be taught using physical objects such as devices, instruments, machines apparatus etc.

4. From Particular to General: - In this article, you will notice that all the maxims and statements are simplified using examples. The same thing must be done while teaching. A particular instance or scenario must be taken into account while explaining the concept and then the students can be asked to generalize the same.

5. Proceed from whole to Parts: This maxim is the result of the psychology of learning we always perceive the whole thing first and then pay attention to its parts. This is the basis of Gestalt psychology. For example, while teaching a poem, the child should first be given an idea of the whole poem. After this he should be made to understand the metre, rhythm, language etc.

6. Proceed from Psychological to Logical: At least during the early stages of learning. The logical part is the evaluation, assessment, and likewise that the teacher has to do. This is a student-centered maxim and is applicable to the younger kids.

7. From Induction to Deduction: - While teaching, teachers should drive from induction to deduction. Induction is nothing but arriving at a conclusion by observing a set of given statements of examples and deduction is the process of initiating from the conclusion after examining all the possibilities.

8. From Empirical to Rational: - Empirical knowledge is verifiable whereas rationale is based on logic and principles; the teachers should introduce the students to empirical ideas first and then move on to rational concepts. Empirical is achieved through experience and observation. It is a journey from smaller maturity levels to higher levels.

8. **From Analysis to Synthesis:** The maxim is especially useful. When some difficult or complex problem or idea is to be understood. The teacher should start with analysis so that the complex whole becomes clear. This will help the child to understand every part and also the relationship among various parts of the whole. But simply understanding the various parts is not sufficient. These should be put in a systematic and elegant form. This is the work of synthesis. So analysis must be followed by synthesis. Analysis makes the thing comprehensible and synthesis later on makes them definite. Synthesis must come at the end; otherwise analysis will be of no use.

Self Check Exercise-2

1. Which maxim suggests that teaching should begin with simple concepts and progressively move to more complex ones?

- A) From Known to Unknown
- B) From Concrete to Abstract
- C) Simple to Complex
- D) From Particular to General

2. According to the maxim "From Empirical to Rational," what should be introduced to students first?

- A) Abstract theories and principles
- B) Empirical knowledge gained through observation and experience
- C) Logical reasoning and deduction
- D) Generalizations based on complex data

3. The maxim of _____ emphasizes starting with a general idea or concept and then breaking it down into its individual parts for detailed understanding.

16.5 Summary

"Principles and maxims of language learning encompass fundamental guidelines and strategies that facilitate effective language acquisition. These principles include the importance of meaningful exposure and immersion in the language, which allows learners to contextualize and internalize linguistic structures naturally. Another principle emphasizes the role of active engagement and practice, encouraging learners to actively use the language through speaking, listening, reading, and writing. Additionally, principles highlight the significance of feedback and correction in refining language skills, promoting accuracy and fluency. Maxims such as "practice makes perfect" underscore the necessity of consistent effort and repetition in mastering language proficiency. Principles and maxims of language learning collectively advocate for a balanced approach that combines systematic learning with practical application, fostering comprehensive language development."

16.6 Glossary

Subconscious: The hidden part of your mind that can affect the way that you behave without you realizing.

Language acquisition: The process by which humans acquired the ability to comprehend and produce language.

16.7 Answers to Self Check Exercises

Self Check Exercise-1

Answer 1: C) Subconscious absorption of language through meaningful use

Answer 2: B) Connects new concepts to students' existing knowledge

Answer 3: Anticipation of Rewards

Self Check Exercise-2

Answer 1: C) Simple to Complex

Answer 2: B) Empirical knowledge gained through observation and experience

Answer 3: Proceed from whole to parts

16.8 References/ Suggested Readings

Brown, H. D. (2001). Teaching by principles: An interactive approach to language pedagogy (2nd ed.). Longman.

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Larsen-Freeman, D. (2000). Techniques and principles in language teaching (2nd ed.). Oxford University Press.

16.9 Terminal Questions

Short answer type questions:

1. Write down five principles of language learning.
2. Write short note on Maxims of language learning.

Long answer type questions: -

1. What are the principles and maxims of language learning?

**B.Ed. 1st Semester Examination
Language Across the Curriculum**

Paper- III

(Common for Regular/1st Year for ICDEOL Students)

Time: 1.30 Hours

Maximum Marks: 40

The candidates shall limit their answers precisely within the answer-book (40 pages) issued to them and no supplementary/continuation sheet will be issued.

Note: - Section 'A' is compulsory. Answer of short questions should be completed in around 100 words each. Attempt one question each from section 'B' and section 'c'.

Section- A

1. Short answer type question:
 - (a) Describe the nature of language.
 - (b) Explain the social factors which affect the language learning.
 - (c) Explain the Divine Gift theory.
 - (d) What are the major recommendations of NPE-1986 in regard to language education? Explain.

Section – B

2. Explain the role of language in life with regard to social development quoting suitable examples.

OR

3. Discuss the major characteristics of interjectional theory.

Section – C

4. What is the need for development of language skills in human life? Explain.

OR

5. Critically evaluate the NCF -2005 and NCFTE 2009 with special reference to language education.