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CENTRE FOR DISTANCE EDUCATION

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COURSE 4

LANGUAGE ACROSS THE CURRICULUM

BLOCKS 1 AND 2

B.Ed. DEGREE PROGRAMME

(OPEN AND DISTANCE LEARNING)

FIRST YEAR B.Ed.

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Course 4

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LANGUAGE ACROSS THE CURRICULUM

Overview of the Course

Dear Students,

As teachers, you have already experienced the importance of language in your academic and professional life as well as in your personal life. That is why language teaching has been considered as an important aspect in our educational setting right from pre-primary to higher education stage. Still you might have experienced that the language ability of our students even at the college level is not satisfactory. Their reading and writing tasks in different subjects do not reflect proper proficiency in language ability. Have you ever reflected on this aspect in our system? In our school and college system, we try to give inputs to develop language competencies only in language teaching classes. No other teacher, except language teacher make attempts to develop language competencies among students. This aspect is very evident in almost all institutions at all levels. Have you ever noticed that every subject/ discipline has a language of its own and we as subject teachers have to tune ourselves to the language of our discipline? Students need to learn the language of different disciplines so that it becomes easy for them to understand the respective disciplines and also to communicate ideas through different disciplines. What actually we mean when we say that each discipline has its own language? It means different disciplines like Science, Mathematics, Social Science, Literature etc use a set of vocabulary specific to each discipline, and the structure of language used in each discipline is unique. For example, Mathematics uses symbolic and abstract structure, Social Science uses more explanatory or descriptive structure, and the language of Science is more concise and specific. Hence, we need to understand these different structures of language, special for each discipline and promote the same knowledge among our students also. This is the concern of this subject 'Language across the Curriculum'. The main tenet of this subject is 'it is not enough to make efforts to develop language competencies only through language classes and by language teachers, but it is the responsibility of all teachers in all classes.' That is why language has to be taught across the curriculum and this is the major assumption of this subject also. Hence, through this subject, you will be introduced to the concept of language across the curriculum, its concerns, competencies, approaches, strategies, theories, issues and activities related to teach language across the curriculum.

Block 1 : Concept of Language across the Curriculum Language Background of Students and Classroom Discourse

Unit 1 : Language across the Curriculum Meaning, Goals and Importance

Unit Structure

1.1.1 Learning Objectives

1.1.2. Introduction

1.1. 3 Learning Points and Learning Activities

1.1.3.1. The idea of 'Language across the Curriculum'

'Check Your Progress'- 1

1. 1.3.2. Goals of 'Language across the Curriculum'

'Check Your Progress'- 2

1.1. 3.3. Importance of 'Language across the Curriculum'

'Check Your Progress'- 3

1.1.4. Let Us Summarise

1.1.5 Answers to 'Check Your Progress' 1, 2 and 3'

1.1.6 Unit-end Exercises

1.1.7 References

1.1.1. Learning Objectives

After learning through this Unit, the student teachers will be able to -

- Explain the meaning of 'Language across the Curriculum';
- Identify the attributes of a lesson with the goal of 'Language across the Curriculum';
- Justify the importance of 'Language across the Curriculum' in the total context of the curriculum;
- Enlist the advantages of considering and applying the idea of 'Language across the Curriculum' in the school/college context; and
- State the aims of 'Language across the Curriculum' approach.

1.1. 2. Introduction

Have you ever noticed that some students understand the content of a particular subject better than other subjects? Or some students do well in some subjects than other subjects? Some students find difficult to understand some subjects. This is because they find it not easy to comprehend the matter presented in some subjects. Most of the students find Mathematics difficult than other subjects. This is mainly because of two aspects. One, the content of the subject itself is abstract and also the language used to communicate is also a complicated one. This means Mathematics uses a language of its own. This is true of other subjects also. The language of science is different from the language of Social Science. Therefore, it is important for us to know the language structure of each subject and also to teach the same to our students. This is what we are dealing with under the Course 'Language across the Curriculum, and let us understand the meaning of the concept of Language across the Curriculum, its goals and importance.

Language across the Curriculum is a very significant and worthwhile concept as experienced by different practitioners. According to researchers, this concept, if adopted in a school situation, will enhance content competencies and language competencies simultaneously.

In order to understand the meaning of the idea, we need to understand the meaning of the three different attributes found in the idea. They are

- Language
- across
- Curriculum

Let us find out whether we know the meaning of these terms.

Exercise I

In order to ascertain this, try to answer the questions below.

I. Language means _____.

a. A tool that is used to communicate ideas
b. A conversation between two people
c. A set of signs
d. A way of communication
e. An activity between or among people
f. A set of skills

Exercise II

Identify the description that best suits the meaning of the term 'curriculum'.

a) The totality of experiences provided inside and outside schools in order to achieve the set objectives.

b) The totality of input given by a school to reach the objectives.

c) The sum of the subjects taught in the school to reach the goals.

d) The sum total of the experiences planned in order to execute or realise the goals.

Exercise III

Guess the meaning of the word 'across' in the context of 'Language across the Curriculum'.

a. From one side to the other of (a place, area, etc.) as in "I ran across the street" or "I swam across the river".

b. To intersect or pass through: as in "at an angle sawed across the grain of the wood".

c. Throughout: as in "there is obvious interest across the nation".

Let us go through each of the exercises and find the answers. You are right, if you have marked any of the answer in the first exercise, because the concept of language applies to all the given ideas. It is a tool, a method, an activity, and a set of tools. Everything is true. What is more important in the context of 'Language across the Curriculum' is it is a tool for communication. Each student has to attain mastery over this tool in order to learn better, so that he or she can communicate what is learnt in a better way.

Let us try the second exercise. You are correct only if you have marked the first option because Curriculum includes all the experiences provided by a school. Its focus is to achieve the objectives.

Let us look at the third exercise. What is your guess? The second and the third meanings are closely related to the present context.

Let us see how these three aspects work in the idea of 'Language across the Curriculum' (LAC). Of course, language means the ability of a person to communicate. 'Language across the Curriculum' mainly implies that 'attempts to develop a language or communicating ability should cross through all the subjects. You may think why this stress on 'all' the subjects. It is because so far attempts to develop language ability was mainly focused in the context of language teaching. Developing language ability did not find any focus in the context of other subjects.

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

1.1. 3. Learning Points and Learning Activities

1. 1.3.1. The idea of 'Language across the Curriculum' (LAC)

To understand the idea with more clarity, do the following exercise.

Exercise IV

Classify the objectives given below into different groups with a specific criterion. It can be two or three groups of classification.

Theme of the Lesson: Indus Valley Civilisation

After the class, the students will be able to -

1. Use the words 'civilisation' and 'influence' in meaningful (historical) contexts.
2. Understand the social and economic life of the people of the Indus Valley civilisation.
3. Use words with prefix 'be' (like before) with actual meaning.
4. Compare and contrast the social life of the Indus Valley people with that of previous Civilizations.
5. Compare and contrast situations using the pattern 'A' was... while 'B' was...
6. Infer the causes for the growth of civilisation in the Indus Valley.

Go through your classification and check the criteria.

ExerciseV

Below, you will find a classification of the above objectives and your task is to identify the criterion behind this classification.

Group A- 1,3, 5

Group B -2, 4, 6

Hope you have guessed the criterion. The objectives of Group 'A' focus on language learning aspects, while that of Group 'B' focus on content aspects.

Objectives with two different focuses are clubbed and this is the core aspect of 'Language across the Curriculum'.

So, what exactly is 'Language across the Curriculum'?

'Language across the Curriculum' is an approach. An approach is the way to reach the goals. The goals are two-sided in the context of LAC. One, content-related or discipline- related goals, and the other is related to language learning.

Hence, 'Language across the Curriculum' (LAC) approach integrates language learning and content learning.

The following are the key points of the idea of 'Language across the Curriculum':

1. LAC is an approach to learning that focuses on improving language proficiency in all subjects in order to enhance students' learning and learning outcomes.
2. Language education does not only take place in specific subjects explicitly defined and reserved for it, such as mother tongue education, foreign language education, second language education, etc. Language learning and education also takes place in each and every subject in the school, in each and every academic/mental activity, across the whole curriculum – whether we are conscious of it or not.
3. LAC emphasises that language development is the responsibility of all teachers across the school and in all subject areas.
4. Each subject area has both similar language aspects and patterns as in other subject areas plus its own specific language usage and style.
5. Each subject area also has its own specialised vocabulary and different writing genres, e.g., Science report writing is different to History report writing.

Since language learning has to take into consideration the general language ability as well as the understanding of language in different subjects, we need to develop a comprehensive understanding of language education and language learning in schools that take place across all subjects, in addition to the central role of language as a subject itself and all that it involves (e.g., shaping the intellectual and social personality). This linguistic dimension in each and every learning activity is sometimes hidden and partly implicit and therefore, often underestimated in its importance.

In order to understand the importance of language in school education for all subjects and across the whole curriculum, we have to identify the basic tenets on which LAC rests (as given by Carson 1990):

1. Language develops mainly through its purposeful use (domains to be broadened).
2. Learning (often) involves talking, writing, shaping and moving (normally in reaction to perceptions).
3. Learning often occurs through speaking or writing as much as through shaping and moving.
4. Language use contributes to or is a pre-requisite for cognitive development.

5. Language is the medium for reflecting on learning, for improving it, and for becoming (more or less) autonomous as learners.

Examples of LAC situations

Example I: Let us see a specific example of how vocabulary aspects are dealt in LAC settings. In a LAC situation, a teacher focuses on three types of vocabulary:

1. Content specific or field specific vocabulary, i.e., technical vocabulary, for instance, photosynthesis, water cycle, pollination, etc.
2. The second type is general academic vocabulary as found in academic texts across a range of subjects –These are word families like the word family of 'analyse' will contain words such as analysis, analyser, analytical, analytically, etc.
3. The third type is linking words or logical connectors such as however, in contrast, firstly and secondly, etc., which indicate the logical relationship between different parts of the text.

Example II: If a science teacher wants to help his/her students to define something, how can she/he help students with the language part?

A sentence analysis or sentence-making table will help to analyse and generate useful sentences. Observe the definition of 'preservatives'.

x	=	Y	
Preservatives	are	additives	that maintain the freshness and quality of food.
Technical term	Relating verb	General class word	Clause/Phrase giving specific characteristics

See the instances of language function – defining- below.

Terms	⟹	General Class	Specific Class
Fertilisers	are	compounds	used to support plants' growth.
Vitamins	are	organic compounds	found in fruits, vegetables, meat and eggs.
Minerals	are	organic chemical elements	found in vegetables, fruits, milk, meat, egg yolks, and all kinds of seafood.
Calorie	is	a unit of energy	used as measurement for the amount of energy that a particular food provides.

Flowers	are	the structures	where the reproduction takes place.
Fertilisation	is	the process	where the male's pollen grains fuse together with the female's ovules inside the ovary and become one new cell.

How do teachers actually work in a LAC situation? They use the following to teach language in every subject:

1. Subject-specific vocabulary, e.g. balance sheet, reagent bottles, legato, etc.
2. Develop and work for familiarity with subject specific word formation, i.e. prefixes, suffixes, word roots, etc.,

   e.g., in Science the suffix '…ology'.
3. Deal with forms of expressions specific to the subject, for example, in Mathematics, "The sum of 100 and X is less than half of X, what is the value of X?" or in English, "Do you agree with the viewpoint presented in the essay? Justify your argument.", etc.
4. Competency and skills are required for comprehending, identifying, selecting and integrating information in connection with specific text types, tasks and materials. In science, e.g., "Extrapolate from the graph", "Write a hypothesis relevant to the experiment", "Compare Source A and Source B", etc.

Check Your Progress- 1

In the text below, you will find examples of three types of vocabulary.

Use a different colour to highlight the three different types of vocabulary.

"In the process of photosynthesis, carbon dioxide is taken in by the plants through the stomata of their leaves. Simultaneously, the plants release oxygen and excess water through the stomata, providing us with fresh air."

1.1.3.2. Goals of 'Language Across the Curriculum'

The major goals of LAC are very clear. First and foremost, it aims to support language development in each and every child. This should happen through all domains of language use as well as in each learning activity in the school. It also aims at giving the children feedback about their progress (through appropriate assessment and evaluation).

LAC cannot be narrowly understood as the exclusive domain of first or second language education. It is not even confined to the conventional four modes of language, namely, Reading, Writing, Listening and Speaking. All non-verbal means of representation and expression are rightly seen as part of the overall semiotic systems. Semiotic systems are nothing, but the system of using signs and symbols. This is also used in communication. Semiotics includes the use of images or graphs, movements and, generally speaking, all visual forms of representation and expression (Corson,1990).

Hence, there are different modes of human activities, which involve the use of language. All these modes of activity need to be mastered by the students, and specifically, eight modes of human activities involving language, have been distinguished. They are:

- Listening: Comprehending oral input/intake
- Speaking: Constructing meaningful utterances
- Reading: Understanding written texts
- Writing: Producing written texts/coherent discourse
- Viewing: Attending to visual signs/information
- Shaping: Using visual means of expression
- Watching: Attending to physical movements
- Moving: Using the whole body, the whole person for self-expression.

All these modes are to be taught and their use needs to be developed in the LAC approach.

The concept of LAC also assumes that language and learning as well as language and thinking are deeply linked. Thus, in order to further develop the children's existing mental and linguistic capacities, LAC is important. Hence, it focuses on learning where students are actively involved, where students construct knowledge on their own, and where students learn themselves rather than someone teaching them.

'Check Your Progress'- 2

Below are given different modes of activities involving language, in column 'A' and the outcome of these modes in column 'B'. Identify the outcome with the modes of activities involving language.

	Column 'A'	**Column 'B'**
1	Moving	comprehending the words in speech
2	Watching	constructing correct sentences and talk with clarity
3	Shaping	comprehending written texts
4	Speaking	writing correct sentences
5	Listening	understanding the meaning in pictures
6	Reading	using signs to communicate along with language
7	Writing	understanding and follows bodily actions
8	Viewing	communicating using the whole body

1.1.3.3. Importance of 'Language across the Curriculum'

Now you have understood the idea of 'Language across the Curriculum'.

***Exercise* VI**: List at least three advantages of applying this idea in our school curriculum.

Compare your writing with the following ideas:

LAC becomes significant because language plays a central role in learning. No matter what the subject area, students assimilate new concepts largely through language, that is, when they listen to and talk, read and write about what they are learning and relate this to what they already know. Through speaking and writing, language is linked to the thinking process and a manifestation of the thinking that is taking place. Thus, by explaining and expressing personal interpretations of new learning in various subject fields, students clarify and increase both their knowledge of the concepts in those fields and their understanding of the ways in which language is used in each. Consequently, all teachers are encouraged to participate in developing

language skills and competencies within their fields of responsibility, and thus contribute to the school learning policy as a whole.

Most importantly, we need to have a LAC approach because by focusing on the teaching and learning of the language within a subject, the teacher will improve the students' results in that subject, for example, in History, by explicitly teaching students how to write History essays, or how best to write 'for and against' arguments in Social Sciences or with different subject- related themes.

'Language across the Curriculum' is not only a question of the extension of language competencies as such (in its different dimensions and contexts), but rather it is the development of "conceptual literacy" and "discourse competence". We need to understand these two terms.

What is conceptual literacy? It is the ability to think clearly about concepts with the help of language. Thinking involves language and imagining and understanding something, identifying the attributes in the form of words and phrases. Discourse competence is different from this. It means to apply linguistic abilities acquired for the purpose of communicating clearly about relevant topics and thematic structures. In the first case, the student comprehends, and in the second case, the student expresses in the form of sentences what he/she has understood. For example, the student understands what a triangle is and explains or vocalises / expresses / articulates what a triangle is in the second case. Hence, language is not only a tool for expression as many of us think, but more importantly it is a tool to understand and comprehend things because as we understand something, we keep interacting with ourselves by verbally identifying the attributes. For example, when we see a rose, we say to ourselves that it is red in colour, it is a flower, it is soft, etc. In the context of academics, we identify the concepts by using rational "academic" style, based on subject-specific conventions and registers. The integration of the two related concepts mentioned above, namely, conceptual literacy and discourse competence can be labelled as academic literacy. LAC helps to achieve this academic literacy.

In conclusion, LAC, in the broadest sense aims at enabling students to manage the diverse discourse functions involved in academic and/or vocational work. Thus, it develops academic/vocational language proficiency for satisfactory participation in the relevant discourses. These discourse functions can largely be divided into a number of mental-linguistic macrostructures, namely, describing/reporting, naming/ defining, explaining / exemplifying, arguing/supporting, assessing, and evaluating.

'Check Your Progress'- 3

Below are given five sentences. Read and identify them as 'true' or 'false'.

In the context of LAC-

1. Subject teachers need to be competent to teach both content and language.
2. A school has to come to a consensus about the language teaching policy.
3. There is scope for students to learn subjects better than language.
4. The staff / faculty believe that language can be taught through each and every experience of the school.
5. The assumption is that each subject has the similar language pattern.

I.1.4. Let Us Summarise

- LAC is an approach to teaching and learning.
- Language education should take place through all sorts of experiences.
- Each subject has its unique language structure, and these different structures should be deliberately learnt.
- Language learning is pre-requisite for content learning.
- There are eight modes of human activities involving language and all need to be treated deliberately.
- Language and learning, and language and thinking are inter-related.
- The combination of conceptual literacy and discourse competence can be named as 'academic literacy'.

I.1.5. Answer to 'Check Your Progress' -1 , 2 and 3'

'Check Your Progress'-1

Technical/Subject specific: Photosynthesis, Carbon dioxide, stomata

General/ Academic: release and excess

Logical Connectors: simultaneously.

'Check Your Progress'- 2

1-8, 2-7, 3-6, 4-2, 5-1, 6-3, 7-2, 8-4.

'Check Your Progress'- 3

a-True, b-True, c-False, d-True, e-False

1.1.6. Unit - end Exercise

1. Explain the concept of ‘Language across the Curriculum’.
2. Discuss the importance of ‘Language across the Curriculum’ approach in schools.
3. Analyse the goals of ‘Language across the Curriculum’.

1.1.7 References

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Block 1 : Concept of Language across the Curriculum Language Background of Students and Classroom Discourse

Unit 2 : Language - Meaning, Concept and Features of Language; Language as a System.

Unit Structure

1.2.1. Learning Objectives

1.2.2. Introduction

1.2.3. Learning Points and Learning Activities

1.2.3.1. Meaning and Concept of Language

'Check your progress' -1

1.2.3.2. Features of Language

'Check your progress' -2

1.2.3.3. Language as a System

'Check your progress' -3

1.2.4. Let us Summarise

1.2.3.5. Answers to 'Check your progress' -1, 2 and 3'

1.2.6. Unit - end Exercise

1.2.7. References

1.2.1. Learning Objectives

After going through this Unit, the students teachers will be able to-

- Justify the importance of language in our life;
- Define the term 'language' from their perspective;
- Analyse and bring out the implications of the features of language; and
- Identify language as a system.

1.2.2. Introduction

Just imagine your daily routine. Your day starts, you are reading the newspaper, enquiring about different things you need, recalling the recipe of a dish, helping your children to learn, welcoming guests who visit you, saying prayers, reading and sending messages on your mobile phone, watching the cinema, teaching in a school, wishing people, and sharing your experiences. Have you observed that there is one single component, which is common and working throughout, helping you to achieve your task in each situation? That is nothing but language. You use language inevitably in each of the situations. Language helps us in multiple ways. That is why language is described as 'a powerful tool'. Language helps you win in many situations. That is why we have insisted in the first Unit that language should be taught and developed across the curriculum.

We have understood the importance of language, but have seldom thought about what the term 'language' means. It is very much needed at this point. What exactly is the meaning of language? It is an amazing feature unique to human beings. We cannot imagine a society without a language. It is a boon to the human kingdom. It is inevitable in the process of education. Therefore, as teachers, we need to identify the specific ways in which language helps us so that we can better explain its meaning. Hence, we are going to learn the meaning, concept and importance of language in the present Unit.

1.2.3. Learning Points and Learning Activities

1.2.3.1. Meaning and Concept of Language

Dear students, we all know that language is a process, a complex process. Defining it is more complex than using it. You can speak a language. But if anyone asks what do you mean by the term language, you are puzzled and take some time to answer the question. People from ancient times have been making attempts to solve these puzzling questions of 'What is language?', 'How does communication occur?' and 'Whether it is acquired or genetic?' People have used observations, experimentations, and many more techniques to understand this phenomenon. They have come out with various answers, which have helped us to comprehend the meaning of language to some extent, but still needs to be further explored. The major question is whether it is an innate ability possessed by us or we learn language through observation and imitation.

The first attempt in this regard was made by Ferdinand de Saussure, who defined language as a system of signs and redefined it as a system. Later, a number of linguists attempted to describe and define the process of language, and below you will see some of the definitions given by different specialists in the field. Observe that these are in chronological order.

Sl. No.	Author	Year	Definitions
1	Edward Sapir	1921	**"Language** is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols."
2	Bernard Bloch and George L. Trager	1942	"A language is a system of arbitrary vocal symbols by means of which a social group cooperates."
3	Noam Chomsky	1957	From now on I will consider "- **language** to be a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements."
4	Fred C.C. Peng	2005	"**language** is behaviour which utilizes body parts: the vocal apparatus and the auditory system for oral language; the brachial apparatus and the visual system for sign language. . . Such body parts are controlled by none other than the brain for their functions."
5	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."

The above definitions may help to identify how the focus has changed over the years in defining the concept of language.

Analyse the definitions and see whether you are able to answer the following questions:

(i) What does language consist of?

(ii) What is language used for?

(iii) What is unique with language?

(iv) Is language innate or imitative?

The answers will help you to understand the concept in-depth. You will be able to know whether the answers you have thought of are correct or not as you go through the lesson.

For better clarity about the concept of language, let us analyse two definitions. One of them is the definition given by Bloch and Trager, and the other one given by Noam Chomsky.

Recall the definition of language given by Bloch and Trager. Let us dissect this definition into components. You will identify five components in this.

1. Language is a system.
2. Language is a system of symbols.
3. Language is a system of vocal symbols.
4. Language is a system of vocal symbols which are arbitrary.
5. Language is a system of vocal symbols, which are arbitrary and through which the social group cooperates.

Let us understand the first aspect of this definition. Language is a system. What is a system? A system is a group of interacting, interrelated, or interdependent elements. These elements form a complex whole. A system cannot be observed directly. To give examples, culture is a system, religion is a system, law is a system. In this way, language is also a system. It is the description of observable behaviour. The grammar of a language is a simple and orderly description of the way that people in a given society talk-the sounds that people utter in various situations, and of acts which are associated with the sounds or follow the sounds.

Secondly, the elements of the system are different in different systems. The social behaviour of people in a society forms the element of culture. The tenets followed by a group of people belonging to a particular religion become the elements of religion. The rules form the elements of law. In language, the symbols form a system. Language is a system of symbols. The railway guard uses certain symbols, for example, the green flag. The train is not supposed to start until the driver sees the guard showing the green flag or the green lamp, for they are symbols of "All clear, Go". The train, however, stops or does not start if the guard shows the red flag or the red lamp, for they denote the signal "Danger, Stop''. This system works successfully because the symbols used are known to both the guard and the driver. The system of language, similarly works through symbols, the symbols being words. Language functions effectively when the symbols used are known to the speaker and the listener, the writer and the reader. The symbols of language are varied and complex.

Language symbols represent things, and are not the things themselves. The word 'table' is not a table. It stands for a table. The word 'boy' is not a boy. It stands for a boy. There is no logical connection between the symbols and the referent symbols. They acquire their meaning by convention. A sign, on the other hand, has a direct relation to the object it signifies. A road-sign showing the figure of a boy with a school-bag cautions a vehicle driver that he is approaching a school. Language uses words essentially as a symbol and not as signs.

Now we are clear that language is a system of symbols. What type of symbols is the next question? They are the vocal symbols. "Vocal" means that which is produced by voice, for example, the sounds 'ಅ' 'ಕ' 'ಜ' in Kannada, h, g, c, in English etc. These are the vocal symbols. Language is therefore a system of vocal symbols.

These symbols and their sequence are not uniform in all languages. It is 'arbitrary'. What is 'arbitrary'? Arbitrary is something based on random choice or personal urge rather than any reason or rationale.

Now we are clear about the meaning of language. It is a system of arbitrary vocal symbols. The next part of the definition explains the causes for which you use language. It is used by people to come together or to work together. People cooperate through this powerful means, the language.

Let us now proceed with Noam Chomsky's definition of language. The first part describes more about the structure of language, whereas the second part gives some clues to the process of how language is learnt or to the process of language acquisition. The understanding of this definition requires one to know its background. The ancient theories of language acquisition discussed more about the dilemma of nature versus nurture, that is, they discussed more about whether language is given by god or innate or learned from the individual in the environment. Then came some linguists and psychologists in the beginning of the 20th century. They declared that a child's language acquisition is directed by habit formation and reinforcement by imitation, repetition and analogy. This means that the child learns by imitating others, and learns better with repetition and through reinforcement. The most eminent representative of behaviourism, B. F. Skinner brought to light a concept known as operant conditioning. Accordingly, he claimed that language acquisition is a learned set of habits. At the same time, structural linguistics focused on 'publicly observable responses' and identified the differences in the language patterns and established that languages differ from each other without limits. The behaviourists' view was challenged by Noam Chomsky in 1957, when he put forward the 'theory of transformational grammar'. This theory is undoubtedly most dynamic and influential and has made him the 'master of modern thought'. His theory is known as 'generativism'. Chomsky worked on syntax, and this gave him the idea that language is innate. According to him, the vital or crucial parts of the human language ability are built into the brain and are programmed into the genes.

Now we have some grounds to understand this definition. So far, people have claimed that language is the result of imitation, and this was dominantly rejected by Chomsky. According to him, children are born with an innate ability to acquire language because they do have language innately. The Universal Grammar [UG] is hard-wired in the brain, which contains a language acquisition device [LAD]. UG is

the grammar of the human language, that is, the universal principles of organising all languages. This is the reason why children can accomplish cognitively a very challenging task of language acquisition even though they are still unable to do some simpler, cognitively fewer demanding things. Chomsky claims that language is the organ of the mind and it develops like other organs. Humans are designed to speak. Language acquisition is an internalisation of systematic rules of a language due to LAD. All languages have universal traits, which make them dialects of the human language. Chomsky defines language in this perspective.

"Language is a set (Finite or infinite) of sentences each finite in length and constructed out of a finite set of elements."

Let us understand this definition. The following ideas are very important in Chomsky's concept of language:

1. The word 'construction' in Chomsky's definition is significant. According to him, language is a creative activity and not just an imitative or response-oriented activity. Behaviourists claim that language is acquired by imitation. Chomsky does not agree with this. There is something more and different from imitation in the process of language acquisition according to him.
2. Secondly, language is a set of sentences. Language means construction of sentences.
3. These sentences are finite (limited) in length. These sentences can be elongated as much as one wants, but there is a limit for its length in the context of language.
4. Sentences are constructed out of finite set of elements. These elements are the phonemes (sounds used by a language) of a language.

What is Chomsky actually trying to say? You have heard of the term 'set' in Mathematics. What is a set? A set is a number of things that belong together or that are thought of as a group. For example, we say 'There must be one set of laws for the whole of the country'. We also speak about a collection of dolls, a collection of books, etc. These are sets. In the same way, we have different types of groups made for different activities such as a group of boys playing cricket or a group of girls playing tennis.

Chomsky tries to define language as a set of (group of) sentences, which have similar characteristics. These sets of sentences are constructed out of finite set of elements. What is meant by finite? It means limited in size. Finite components are the phonemes of the language and are limited in number. Phonemes are the smallest sound unit that can convey a distinct meaning or are the letters of the alphabet. For example, 'ಅ' 'ಕ' 'ಜ'in Kannada. We can form meaningful morphemes (smallest unit

of language that has meaning - the words) from these finite components. For example, 'mara', gaja (ಮರ, ಗಜ in Kannada), etc. From morphemes, sentences are constructed. Thus, language is certainly creative in nature. In other words, each speaker can say sentences (construct) that no one had ever spoken before, and is able to understand sentences that he had never heard before. Hence, the linguistic theory has to be able to determine how to produce sentences that are infinite from finite sound elements.

According to Chomsky, all natural languages whether they are in spoken or written form, are languages. To say so, he gives the following reasons that each natural language has a finite number of sounds in it. Secondly, though there may be infinite number of sentences in it, each sentence can be represented as a finite sequence of these sounds. Therefore, the essential core of grammar is innate, e.g., children from a fairly early age are able to produce novel utterances, which a competent speaker of the language will recognise as grammatically correct, and hence there must be something other than imitation involved. How is it possible?

They must have inferred, learned or otherwise acquired the grammatical rules by virtue of which the utterances that they produce are judged to be well- formed. Thus, Chomsky stresses that the language faculty possessed by humans is innate and species' specific. This means that it is found especially in humans. It is genetically transmitted and unique to the species. He also believes that there are several complex properties, which are universal to all languages, but are still arbitrary.

Since Chomsky believes that language is innate, he and his associates are called nativists. Thus, these linguists say that children are born with an innate ability to acquire language because they do have language innately.

According to Chomsky, language is an important ability and it is illogical to explain it just by describing its formal structures. This superficial description was provided by his predecessors. The study of language should not stop just with a description of the components. Chomsky tries to understand language from the perspective of human nature. He has his own rationale in saying that there is something more than repetition and reaction in language. At the age of five, a child can speak hundreds of sentences every day, sentences that he/she has not said or known before, and can understand words that he/she has not heard before. There has to be something deeper working here. This cannot be explained as just action - reaction and repetition. This means that there are deep processes possessed by humans that make them different from other creatures. These are yet to be identified. This understanding needs more than description.

'Check your progress' - 1

Below are given seven statements. Read each statement and identify it as 'true' or 'false' based on what you have understood.

a) Communication is species' specific.

b) Language is a system of words.

c) There is a relationship between word and its meaning.

d) Language is a set of sentences.

e) The language system and symbols are uniform in all languages.

f) Languages share some common properties.

g) Language is a system of auditory symbols.

1.2.3.2. Features of Language

Like any other concept, language also has unique features. What do we mean by feature? Feature is a distinctive attribute or aspect of something. You have heard about features of cells, organisms, etc. A feature of something is an interesting or important part or characteristic of it. In the light of this meaning, we need to understand the distinctive attributes of language.

Let us deduct the features of language from our own experience. You know many features of a human being like digestion, respiration, etc. Language is also the feature of a human being. What is the difference between these features and the language that we use? Just think. You are correct if you think that language as a feature comes by deliberate learning. It may not look deliberate, but it requires the individual to make deliberate attempts. Respiration is not like that. Even if we accept Chomsky's definition that it is not mere imitation, no one can deny that it demands focused efforts. Therefore, language is learnt.

Have you ever observed two people belonging to different regions but speaking the same language? Let us say a person from Bengaluru and a person from Mangaluru converse in Kannada. Do you think that they speak alike? Do you think that they use the same set of vocabulary? No. They speak with different registers. The culture contributes for language of a given society. Every language is related to the culture of the 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.

Exercise -I

Make a list of words used differently by speakers of the same language as you have observed in your language.

Sl. No.	Speaker 1	Speaker 2
1	tago	Ko(kannada)

This exercise will raise a question in your mind. What is the reason for these differences? This is because of different factors and culture is one of them. This is true in terms of different languages. Each community, in its own environment, coins and uses words based on its culture. If a particular feature of culture found in one language is absent in another language, you will not find related words here and hence, translation of that content becomes difficult and impossible. This is to say that language is related to or the product of culture.

Let us discuss another feature of language. Who actually uses it? Have you seen any other species using this amazing tool? You might have seen some communication systems in bees, chimpanzees, and in some types of birds and fishes. But the sophisticated form of language and its use is limited only to human beings. This means language is species' specific.

Which group among human beings is capable of mastery over language? The answer is any human being with proper training and practice. Soit is said that language is species uniformed.

Language is not a haphazard activity. There is system in every aspect of language. It may be in the sounds that a language uses (Phonemes) or the morphemes or words, etc. System is the inbuilt part of language. To understand this, one needs to be more observant and systematic. 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. Some sounds are selected by some languages and these sounds may not be found in other languages. Each language has its own system of vocabulary. Thus, each language is systematic. Hence, language is a system.

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. Language is based on aural and oral system.

Language can die and become extinct. A particular language may have ups and downs in terms of its usage. A language may flourish at a particular time and die or

get extinct in another course of time. Sanskrit was at the peak during Vedic times in India, but today it is found mostly in texts.

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 to / with whom they are being used.

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 the essential symbols 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 the ringing of bells and the beating of a drum are auditory symbols. They do not form any language. In language, 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.

Language is a skill. What do we mean by 'skill'? Skill is something that is learnt by practice. Hence, swimming, singing, dancing, and cooking are skills. But we do not say respiration or digestion are skills. They are automatic processes. Language is essentially learnt. It can be mastered by practice. That is why language is a skill.

Language is basically a process. It is the process of communication. What is a process basically? A process is an activity or group of activities towards a goal. Hence, language is an activity towards the goal of communication. Language is used mainly for communication.

Each language is governed by a particular set of rules. Each word in a sentence is used in a specific place for a specific reason, i.e., the rule of that language. For example, observe the following sentence in Kannada:

'Ashoka tinDi tindanu'(ಅಶೋಕ ತಿಂಡಿ ತಿಂದನು)

Here the subject comes first, followed by an object and the verb at the end. In English the same sentence is structured as 'Ashoka ate tiffin'. Here the rule is, the sentence should be structured with S V O pattern (Subject, Verb, Object pattern). In most of the Dravidian and Indo Aryan languages, the SOV pattern works. English has SVO language pattern. In forming sentence, we put subject, then verb, followed by an object.

Symbols of language are arbitrary. This means that there is no visual relationship between the language item and the object for which it stands. A man is called 'manushya' in Kannada. There is no specific rationale to call a man as 'manushya' except that it is the way people have used the word. There is no visual similarity between the symbol 'man' and the actual man. There is no logic or science here.

That is why there are different words found in different languages with the same meaning. In English, we say man, in Kannada 'manushya', etc. None is better than the other. We call a man 'man' because people have agreed to use it in that sense. A word may have more than one meaning. That is why it is said, that the meaning of words is in people and not in words. Hence, you must not only consider your interpretation of the word, but also the meaning the communicator is trying to convey. It is found that the word 'set' has the greatest number of meanings. It conveys nouns (58 different meanings), verbs (126), and adjectives (10).

Every language has its special features. It has its own style of functioning. The sounds, vocabulary, and structure of every language is different.Language is unique. For example, in Kannada we have expressions/ structures in- built to show respect to others, which is not found in English. For example, 'taavubanni'. In English, it is 'you come'. You may add 'please' and say 'you come please'.

'Check your progress' - 2

Below are given some facts in the first column and the reason for these in the second column. Match the facts with its reason appropriately.

Sl. No.	Column I	Column II
1	You cannot change the place of letters in a word	because language symbols are vocal symbols
2	There are different words in different languages which convey the same meaning	because language is a skill
3	Road signals are not language symbols	because language is a set of rules
4	Language can be acquired by practice	because language is arbitrary
5	Avalu maDuttaLe (ಅವಳು ಮಾಡುತ್ತಾಳೆ) is correct, but avalu maduttane (ಅವಳು ಮಾಡುತ್ತಾನೆ in kannada) is incorrect	because language is a system of phonemes

1.2.3.3. Language as a System

We have already understood that language is a system, a complex system. Read the following sentences related to Kannada language.

i) Radha haDu haDidaLu*(ರಾಧ ಹಾಡು ಹಾಡಿದಳು).*

ii) Umer paTa odidanu*(ಉಮರ್ ಪಾಠ ಓದಿದನು).*

In these sentences, we are using sounds like ra, da, etc. and words like haDu, paTa, etc, to communicate something. There is a system of sounds used in the word

'haDu'. You cannot interchange their order in the sentence. If the subject is feminine, the sentence ends with 'lu', if masculine, it ends with 'nu'. Hence, there is a system in the use of sounds, words, and also the structure of the sentences.

To understand further, this system of language has been viewed at different levels.

1) **Phonetics, Phonology**: This is the level of sounds. Here, one must distinguish between a set of possible human sounds, which constitutes the area of phonetics proper, and a set of system sounds used in a given human language, which constitutes the area of phonology. Phonology is concerned with classifying the sounds of language and with saying how the subset used in a particular language is utilised. For example, in Kannada there is a difference in the meaning of words 'rajaa' and 'jaara'. Just observe, the sounds are the same, but the sequence is different which gives a different meaning.

2) **Morphology:** To put it in simplified terms, this is the level of words. It is what one normally understands by grammar (along with syntax). The term morphology refers to the analysis of minimal forms in language and are comprised of sounds used to construct words, which have either a grammatical or a lexical function. Observe how the meaning changes with different forms of words in Kannada, mara, maradinda, markke, maradalli, etc. (ಮರ, ಮರದಿಂದ, ಮರಕ್ಕೆ, ಮರದಲ್ಲಿ)

3) **Syntax**: This is the level of sentences. It is concerned with the meanings of words in combination with each other to form phrases or sentences. In particular, it involves differences in meaning arrived at by changes in word order, the addition or subtraction of words from sentences or changes in the form of sentences. It furthermore deals with the relatedness of different sentence types and with the analysis of ambiguous sentences like '*sarkaari balakiyara shaale'* (ಸರ್ಕಾರಿ ಬಾಲಕಿಯರ ಶಾಲೆ). Whether '*sarkari*' is related to *'balakiyara'* or *'shaale'* is taken care of here. This is where we find a system in language at the sentence level.

4) **Semantics:** This is the area of meaning. There is no word equal in meaning to the other in any language. You need to select the exact word that conveys the meaning most appropriately. The context in which the word is to be used becomes important. This is the system. 'Uta ruchiyagittu. Uta chennagittu.' (ಊಟ ರುಚಿಯಾಗಿತ್ತು, ಊಟ ಚೆನ್ನಾಗಿತ್ತು) The first expression 'Uta ruchiyagittu' is better than 'Uta chennagittu'. Here one touches, however, on practically every other level of language as well as there exists lexical (relating to words and vocabulary), grammatical, sentence, and utterance meaning.

5) **Pragmatics:** The concern here is with the use of language in specific situations. The meaning of sentences need not be the same in an abstract form and in practical use. In the later case, one speaks of utterance meaning. The area of pragmatics relies

strongly for its analyses on the notion of speech act, which is concerned with the actual performance of language. This involves the notion of proposition or roughly the content of a sentence, and the intent and effect of an utterance. If you want to convey respect, one needs to use specific expressions in Kannada, like 'gurugalu baruttiddare'(ಗುರುಗಳು ಬರುತ್ತಿದ್ದಾರೆ). Though only one guru is coming, we use plural to show respect.

Check Your progress - 3

Some incomplete statements are given below. Select appropriate answers from the list following these statements and complete it

a. When we analyse the system of sounds in a language ——————

b. When we analyse the system of grammar in a language ——————

c. When we analyse the system words in a sentence in a language ——————

d. When we analyse the system of meaning conveyed in a language ——————

e. When we deal with the patterns of a language in specific situations, ——————

i) Morphology is involved

ii) Syntax is involved

iii) Semantics is involved

iv) pragmatics is involved

v) Phonology is involved

1.2.4. Let us Summarise

- The concept of language can be understood mainly with the help of two definitions given by Bloch and Trager and by Noam Chomsky. According to Bloch and Trager, "A language is a system of arbitrary vocal symbols by means of which a social group cooperates". According to Chomsky, "Language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements".
- The main features of language are: Language is learnt. Language is related to or the product of culture. Language is species' specific. Language is a system. Language is a system of systems. Language is a system of symbols. Symbols of language are vocal. Language is a skill subject. Language is used mainly for communication. Each language is governed by a particular set of rules. Symbols of language are arbitrary. Language is unique.
- The system of language can be understood essentially at five levels, namely, Phonemic level, Morphemic level, Syntax level, Semantic level, and Pragmatic level.

1.2.5. Answers to 'Check Your Progress':

'Check Your Progress' - 1

1. a. True, b. False, c. False, d. True, e. False, f. True, g. False.

'Check Your Progress' - 2

2. a. 1-5 ,b. 2-4, c. 3-1, d. 4-2, e. 5-3

'Check Your Progress' - 3

3. a-v, b-i, c-ii, d-iii, e-iv

1.2.6. Unit - end Exercise

1. Analyse the concept of language.
2. Explain the different features of language.
3. Elucidate language as a system.

1.2.7. References

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Block 1 : Concept of Language across the Curriculum Language Background of Students and Classroom Discourse

Unit 3: Understanding Multilingualism as a Resource in the Classroom, Home Language and School Language

Unit Structure

1.3.1 Learning Objectives

1.3.2 Introduction

1.3.3 Learning Points and Learning Activities

1.3.3.1: Understanding Multilingualism

'Check Your Progress' -1

1.3.3.2: Understanding Multilingualism as a Resource in the Classroom

'Check Your Progress' - 2

1.3.3.3: Educational Implications of Multilingualism

'Check Your Progress' -3

1.3.3.4: Home Language and School Language

'Check Your Progress' -4

1.3.4. Let Us Summarise

1.3.5 Answers to 'Check Your Progress' -1, 2, 3, and 4'

1.3.6 Unit - end Exercise

1.3.7 References

1.3.1. Learning Objectives

After going through this Unit, the student teachers will be able to-

- Explain the concept of multilingualism;
- Identify teachers' attitude towards multilingualism and change the attitude, if not positive;
- Challenge myths about multilingualism;
- Bring out the educational implications of multilingualism;

- Identify the differences between home language and school language; and
- Justify the need for using home language in the school context.

1.3.2. Introduction

Dear Students, India is a land of diversity. You have observed this diversity in different aspects.

Exercise I:

List below any four areas where you find diversity in India.

1.

2.

3.

4.

Certainly, you have come out with many areas, but there is definitely one important area in your list, i.e., the area of language. India is a country where you find diversity in language more than any other country in the world. In India, 22 languages are recognised by the Indian Constitution and 31 have received the status of official language. Overall, 880 languages are spoken by the people living in India. Don't you think this is something unique and great! You will find this diversity in language in your day-to-day classrooms also and must have experienced the advantages and challenges of this situation.

I was interested to know more about the scenario of language diversity in my place. Hence, I conducted a survey in this regard in the classrooms of three schools in Mangaluru semi-urban area. Even though these schools imparted education through different mediums of instruction, I chose the same class of 8th standard. I provided a data sheet and asked the students to write the languages they know, in the sense that they easily conversed. There was a total of 300 students. The result was as follows:

Number of languages known to speak	**Percentage of students speaking different languages**
Students knowing four languages	21
Students knowing three languages	24
Students knowing two languages	55

In different combinations of languages (Kannada, Konkani, Tulu, Malayalam, Bari, English, Hindi, and Tamil), all the students knew a minimum of two languages. These students came from different mother tongue backgrounds. It was surprising to know that 21% of them knew four languages to speak. This may be true in your situation also.

Exercise II:

In order to understand the language background of students in your place, make a small survey of the students in your school. Select any three classes including the classes you teach and find out how many languages each student knows. This will give you a clear understanding of the diversity of languages in your academic scenario.

Consolidate the data in the following table.

Number of languages known to speak	**Percentage of students speaking different languages**

These results help you to understand the meaning of multilingualism

1.3.3. Learning Points and Learning Activities

1.3.3.1. : Understanding Multilingualism

Meaning/ Concept of Multilingualism

Now it is easy for us to understand the concept of multilingualism. With the information presented above, we can say that it vividly exists around us, and at large throughout India. So, what is multilingualism?

Multilingualism refers to an individual speaker, who uses two or more languages or to a community of speakers, where the use of more than one language is common.

To understand more about the context of multilingualism, let us analyse what experts in the field of language and linguistics say about this situation. According to these authorities, multilingualism is not an abnormality. It is a natural situation. In multilingual countries, many languages are a fact of life, any restriction on the choice of language is not only wasteful, it is absurd.

India being a land of linguistic diversity, multilingualism is a norm. In a pluro-lingual environment, no single language can cater to all the needs of the people.

Let us understand the situation of language diversity in India from the information below in the table.

SCHEDULED LANGUAGES IN DESCENDING ORDER OF SPEAKERS' STRENGTH - 2011			
Sl No	Language	Spoken by	Percentage to total population
1	Hindi	52,83,47,1939,	43.63
2	Bengali	72,37,669	8.03
3	Marathi	8,30,26,680	6.86
4	Telugu	8,11,27,740	6.70
5	Tamil	6,90,26,881	5.70
6	Gujarati	5,54,92,554	4.58
7	Urdu	5,07,72,631	4.19
8	Kannada	4,37,06,512	3.61
9	Odia	3,75,21,324	3.10
10	Malayalam	3,48,38,819	2.88
11	Punjabi	3,31,24,726	2.74
12	Assame	1,53,11,351	1.26
13	Maithili	1,35,83,464	1.12
14	Santali	73,68,192	0.61
15	Kashmiri	67,97,587	0.56
16	Nepali	29,26,168	0.24
17	Sindhi	27,72,264	0.23
18	Dogri	25,96,767	0.21
19	Konkani	22,56,502	0.19
20	Manipuri	17,61,079	0.15
21	Bodo	14,82,929	0.12
22	Sanskrit	24,821	N
N - Stands for negligible			

Source: http://censusindia.gov.in/2011Census/Language_MTs.html

This situation has led to children speaking different languages in the school context. There are a good number of children who do not speak the languages used in the schools and therefore, have no voice in the classroom. They can neither understand the languages used in the school nor are able to express in their own language, resulting in low achievement.

It is sad that this is not taken seriously either by the school authorities at the grass root level or by the government at the top level. This situation is true in the case of tribals and minorities as a result of migration, as well as scheduled castes and tribes, and religious minorities like Urdu speaking Muslims all over India, ethnic minorities, and many more. The existence of these categories of children will give an idea of the magnitude of the problem. This will help us to understand the multiplicity and complications present in our regular classes, which is overlooked by the policymakers and curriculum frameworks, and also by the school personnel.

This scenario has led to the Kothari Education Commission (1964-66)to propose the three-language formula. It states that a child who comes to school with proficiency in his/her mother tongue must be taught to read and write in that language so that he/she learns better. To promote unity and national pride, the second language must include Hindi/regional/state language from Class III onwards. The third language must include a language that enables him/her to communicate with the larger community beyond the national boundaries. Three languages are the minimum number of languages that a child must know and use by the time he/she graduates from the school system. It implies that our teachers and the school system must be strengthened to be able to cater to the needs of all children.

We need to understand a little more about multilingualism. We said that a person who knows two or more than two languages at a time is known as multilingual. What does 'knowing' mean here? Will a person who can understand more than one language, be considered multilingual? A person who can read more than one language but is unable to understand them, will he be considered multilingual? For being multilingual, is it necessary to have command of all the four skills of language, namely, listening, speaking, reading and writing. If yes, then should he have native-like command of all the languages he knows? It may not be so. Multilingualism serves the necessity of effective communication and for that, it is not necessary to have competence in all the languages. So, multilingualism can be categorised according to the degree of acquisition and manner of acquisition.

Degree of Acquisition: By degree means the level of competency that a person has in other languages which he knows. If a person has native- like command of all the languages that he knows, then it is known as ambilingualism, and if a person has equal degree of competence in the language he uses, it is known equilingualism.

Manner of Acquisition: By manner of Acquisition means how a person is becoming multilingual. This also takes into account the stage at which a person acquires or learns other languages. When a child acquires more than one language naturally at home, it is termed as natural bilingualism. This situation generally happens in children. When a person learns other languages in an artificial or classroom setting, it is known as artificial multilingualism.

Pattanayak, (1981) gave some special features of Indian Multilingualism as follows:

1. Multilingualism is sustained in India by social institutions.
2. Linguistic features transcend genetic boundaries.
3. Multilingualism is the result of nationalism.
4. Change in linguistic codes or their mixing in communication does not create problems of identity, conflict and crisis.
5. It is possible to become multilingual without being multicultural.
6. Language boundaries because of regular contact are fuzzy.
7. Indian multilingualism is bifocal, existing both at mass and elite levels.
8. The functional relation between languages is not linear but hierarchical.

We need to know the causes of multilingualism in order to understand the concept better. Multilingualism is caused by many reasons. It happens because of migration of people, who come / go in search of employment. People of two different cultures living together, or coming into contact also may result in multilingualism. It may result also because of political invasions, development in technology, scientific discoveries, annexation and colonisation, commercial interaction, and many more reasons.

Exercise: III

You might have observed that people around you speak more than one language. Probably, you are also well- versed in more than one language. Try to recall and re-observe this phenomenon. To bring this situation to your conscious level, do the following activity:

- List the languages and dialect that your neighbours speak.
- Describe how well you speak them.
- Specify in which domain/situations you use these languages.
- Give examples of how your speech style changes when speaking (For example, at home vs. at school) and with different speakers (for example, with peers and with teachers).

'Check Your Progress'-1

Below you will find a few statements. Based on your learning, identify whether they are 'true' or 'false'.

1. Multilingualism is a boon.
2. Multilingualism can be classified based on the number of people who are multilingual.

3. To become multi lingual one needs to be multi-cultural.
4. Multilingualism refers only to the masses knowing more than one language.
5. Indian multilingualism is bi-focal.
6. Political invasion can be one of the causes for multilingualism.

1.3.3.2. : Understanding Multilingualism as a Resource in the Classroom

Attitude of teachers towards multilingualism is not always natural. It is not always evaluated in terms of its advantages. So, attitude towards multilingualism is either positive or negative. Some view multilingualism as a barrier as its acquisition is considered a burden / problem and for some, it is an asset. In dominant monolingual countries, two languages are considered as nuisance, three languages as uneconomic, and many languages as absurd.

There are others who look at bilingualism as "resource" for linguistic, social and cognitive development. According to the specialists in the field, it must be cultivated as a resource for enriching the human mind, development of languages, societies and cultures.

Studies have shown that multilingualism, if used properly, is a resource. It is a boon. Speaking more than one language does not cause any tension to children. There is transfer of learning from one language to another. There are social benefits also. A sound base in the languages spoken at home can increase the confidence and self-esteem of children. It deepens relation with the members of the family. It causes broad relationship with the community. It also increases prospects for jobs in the future. In the school context, it helps to fight racism by increasing awareness of diversity. It can promote communication between speakers of diverse languages.

Multilingualism is a special advantage in the classroom context. It allows for social justice. It helps to attain the goals of equity and equality. The findings of research studies related to Multilingualism have been summarised below: Read them carefully.

- Research states that children who speak more than one language have more meta linguistic awareness; they are better at problem solving, demonstrate greater creativity, and perform better in school and express more tolerant attitude towards others compared with monolingual.
- They have access to knowledge of other cultures. Multilingualism makes communication between different linguistic and cultural groups easy.
- It contributes for high cognitive development of a child. It leads to a broader world view.

- Capacity of switching codes provides an individual with a remarkable capacity and skill to adjust to different conditions they are exposed to. It makes their attitude flexible, which leads to an awareness of the presence of diversity in and around their environment, and not only that, it also promotes skills to deal with such situations.
- Multilingual speakers will have more defined distribution of functions and uses for the languages they know.
- Bilingual children perform better, especially in tasks that call for selective attention that includes inhibition, monitoring, and switching of focus of attention.
- One of the benefits that bilingual students have is related to meta linguistic awareness. This refers to the ability to be aware of the language system to focus on the form and function of words and monitor the process of comprehension.
- Studies also have revealed that bilingual children up to the age of six generally tend to outperform monolingual children on isolated tasks of meta linguistic awareness related to reading.
- Studies have demonstrated that children who were in schools, and also those who were not, had advantage over their monolingual peers with respect to their cognitive and intellectual skills. They also performed better on meta-linguistic and meta-cognitive task. Children, who were schooled, outperformed their monolingual counterparts in educational achievement.
- Given the fact that bilingual children have two or more languages in their repertoire, they have the advantage of cross-linguistic transfer. Most studies on cross-linguistic transfer state that literacy skills gained in one language can transfer to another language. Several studies on cross-language transfer have particularly indicated that phonological awareness skills transfer from one language to the other, especially from the first to the second.

'Check Your Progress'-2

List a few outcomes of multilingualism as indicated by research studies and write your experiences related to them.

1.3.3.3: Educational Implications of Multilingualism

Making the Best use of Multilingual Situations in the Classroom:

Since multilingualism is a dominant feature in the cultural scenario of India, it has been considered in the educational context also. Each school teaches two or

more than two languages in a focused manner. The following table gives you a picture of multilingualism in the classrooms of Karnataka.

	Area			School Category			
Name of languages taught	**All**	**Rural**	**Urban**	**Primary**	**Upper Primary**	**Secondary y**	**Higher Secondary y**
English	48,270	39,442	8,828	23,777	23,134	1,208	151
Hindi	43,212	36,142	7,070	21,016	20,928	1,124	144
Kannada	50,931	41,432	9,499	26,095	23,474	1,218	144
Urdu	3,840	2,370	1,470	2, 106	1,688	44	2
Others*	1,544	1052	492	614	852	62	16

Note: (1) Others* include all languages taught in 5% or less number of schools at primary stage.

(Source: Seventh All Indian School Education Survey, 2002 ;http://www.ncert.nic.in/programmes/education_survey/pdfs/Mediaof_intruction.pdf page 64)

Hope you have understood the data presented in the table. In order to check your understanding, try the following exercise:

Exercise IV:

Below are given statements based on the data presented in the table. Identify whether the statement is true and if it is true mark '√' in the space provided. If it is not true, mark 'X' in the space provided.

Sl. No.	**Statements**	**True/False**
1	Majority of schools teach Kannada language.	
2	Next to Kannada, the priority language is English.	
3	Hindi language also takes a prominent place in the school curriculum as the third language.	
4	As for as the area of schools are concerned, the status of priority for languages taught in rural and urban areas is the same.	
5	As for as the category of schools is concerned, there is difference in relation to the priority given to the languages.	
6	In Higher Secondary stage, English is taught in majority of the schools.	

Now you are familiar with the multilingual situation in our school system. Our next learning point is 'how to deal with multilingual classroom situations?'

In order to do this, it is very important to have a positive attitude. People do not always consider multilingualism positively. How about you? Are you happy about this or do you feel it as a hindrance? Do you think of it as a resource or a barrier in our classrooms? It may be difficult for you to say at once. Below is a test to know your attitude towards multilingualism.

Exercise V:

Test: Below are given some statements. Read them carefully and apply a '√' mark if you agree with it or mark 'X' if you disagree.

Sl. No.	Statements	Agree/Disagree
1	Speaking two or more languages places unnecessary emotional strain on children.	
2	Children who learn more than one language do not become fluent in any of these languages.	
3	Multilingualism is a positive social and personal resource.	
4	Speaking more than one language interferes with a child's intellectual development.	
5	Multilingual societies are usually poor and underdeveloped.	
6	It is important that children be schooled in their mother tongues in their early years	
7	It is a challenge to teach in a multilingual context.	
8	Multilingualism is a boon to India.	
9	I prefer to teach classes only in one medium, either English or Kannada.	
10	I prefer to teach in different mediums of instruction.	
11	I feel happy when students answer my questions in their mother tongue.	
12	I feel students should not be allowed to talk in Kannada or regional languages in an English medium class.	
13	It is difficult to understand the native languages of some of my students.	
14	I like to learn many languages.	

Ans: 1-X, 2-X, 3-√, 4-X, 5-X, 6-√, 7-√, 8-√, 9-X, 10-√, 11-√, 12-X, 13-X, 14-√

If you have scored 12 or above you are prepared to handle a multilingual situation in the school. Otherwise, you need to try change your attitude. Read more about multilingual classrooms from books and the internet.

People sometimes feel that speaking two or more languages places unnecessary emotional strain on children: But it is not true. It is a myth. Speaking more than one language does not create any emotional strain. People also think that children who learn more than one language do not become fluent in any of these languages. This need not be true. You also must have noticed children being fluent in more than one language, and for many people throughout the world, multilingualism is very common. The level of fluency depends on different factors. For example, how strong is the language programme to which the child is exposed, how much parental support is there to learn different languages, the child's interest to get exposed to different languages, etc. will decide the level of proficiency in each language that the child speaks. It has been strongly felt that multilingualism is a positive social and personal resource. Those who know more languages have broader scope to interact with many people compared with others who know a smaller number of languages. The more one gets exposed, better one will be in general awareness. People do not allow children to learn many languages because they think that speaking more than one language interferes with a child's intellectual development. It is neither scientifically proved nor observed. General observation also shows that multilingual children are smarter than monolingual children. There is a myth that multilingual societies are usually poor and underdeveloped. That is not true. Under development may be because of factors other than multilingualism. It is always beneficial to learn in one's mother tongue in the early years of schooling. This is universally accepted since we have witnessed that those who learn through their mother tongue are better thinkers than otherwise. Research also supports that a child's first language will enhance the acquisition of second and third language.

In our Indian context, different languages like local language/regional language or national language or international language are used as media of instruction in schools. While selecting languages for medium of instruction, there should be a specific focus in terms of developing degree of proficiency in different languages. For example, where the medium of instruction is English, the focus should be to enable children to become fluent and literate in English as early as possible. The selection of a language as a medium of instruction will have different implications. For example, if English is to be used as a medium of instruction, children will not develop interest and respect for their own regional languages/mother tongue. Children will think that their language and community are not valued. When they are taught

in English at the time when they are not ready to comprehend it, they cannot normally understand what the teacher is teaching and this results in under achievement of students. Therefore, at the early stages, proper decision should be taken about the language to be used for teaching purposes.

Given the situation of multilingual education in India, and the benefits of multilingualism as pointed out in the previous section, there are implications for practice. This implies that instruction in schools needs to address linguistic, meta-linguistic, and socio-cultural factors. Researchers suggest that, in terms of linguistic and meta-linguistic factors, the need is to use texts that can aid the process of comprehension. There is also the need for vocabulary development in the native and second language.

Specific Strategies to Use Multilingual Context as a Resource in the Classroom:

Multilingual context results in maximum benefits if used deliberately in a classroom. Below you will find specific strategies to use to get effective outcomes.

- basically, allow students to speak in their languages;
- develop a positive attitude among students to listen to different languages;
- create a multi- language friendly environment in the classroom;
- take special care to develop a feeling that all languages are important and equally beautiful;
- allow students to share stories from their community whenever there is an occasion for it;
- ask examples from students' community cultures as and when there is scope for it;
- analyse the tradition and customs of different linguistic groups in science and social science classes;
- find situations to explore and share more about different groups' cultures and languages;
- promote interest among students to learn the language of other students;
- get materials (newspapers / journals) of languages spoken by the students;
- appreciate the answers given in a regional language or mother tongue, even in an English medium class;
- take care not to look down upon students not using language of power;
- encourage students to answer in their language and help them to translate the same into the language of power (English); and

- appreciate the writing of varied types like scientific fictions, civic tips, poems, stories, etc. in the language of the students' choice and encourage them to share it either in English or local language.

'Check Your Progress' - 3

Sit in any two classes of your colleagues and observe the class from multi lingual perspective. Put a '√' mark to indicate the presence of the behaviour and 'X' to indicate that the behaviour was absent.

The teacher -

1. allows students to use language other than the language used for instruction;
2. creates an environment to use other languages;
3. appreciates students when they use native languages;
4. asks examples from native culture translates the learning point into the native language of the students;
5. does not ridicule the children speaking in native languages;
6. creates a friendly atmosphere for multilingualism;
7. accepts answers in native languages;
8. does not get angry if students deviate from speaking the language of instruction; and
9. uses materials/learning aids in the native languages of the students.

1.3.3.4. Home Language and School Language

We have already discussed that India is a land of many languages and multilingualism is not only the status, but also a necessity. As a matter of fact, the students' home language and school language may vary in majority of the situations. This has many implications for the students and therefore, we need to understand more about the concepts and situations of home language and school language. Hence, let us understand the meaning of these terms before we proceed to analyse its implications.

Home language is a language (or the variety of a language) that is most commonly spoken by the members of a family for everyday inter actions at home. It is also called family language or the language of the home.

The language used at school normally for academic purposes like to teach in the classroom, to interact with students on different occasions, daily communication, etc. is known as the school language.

In majority of the cases in India, the language used at home is different from that of the school or such official institutions. The language used at school is standard or a teacher centred one.

In reality, the students' home language gets no priority in a school. The school is a place where students from different cultures and social backgrounds interact. They use different dialects and idiolects at home. Teachers use language, which is difficult for the students to comprehend. This leads to difficulty in understanding and hence, results in underachievement.

This situation needs to be understood with care and analysed. Initially, learning begins at home with the mother tongue. The school is supposed to continue this learning. Though the school is aware of this fact, it presents drastic changes in the mode of educating the child. It starts with a previously decided curriculum. The mode changes from experience-based learning to classroom-based imaginary learning. When the child enters the school, he/she faces a new physical environment. The class is not like a home, and peers are not like family members. The child is placed completely in a strange environment. Apart from this, the child suddenly faces change in the language of interaction. The situation gets complicated. The child cannot express what he/she wants and even when able to do so is unable to do it with ease. This adds to the tension and disinterest in academics and may affect the child negatively. What is the alternative?

It seems quite convincing to use the home language of the child when it enters the school. The interaction becomes easy. The child finds the environment familiar. It can express what it wants to express. Difficulties can be shared. The child gets engaged in the learning process. The child asks questions, answers questions, and creates and communicates new knowledge with interest. It promotes confidence and also helps to confirm his/her cultural identity. This makes the child feel that the school is a place of worth. He/she can relate better with the school and develop an affinity with the school system. A child- centred approach for learning is possible here.

If students start schooling in a language that is not known, the teacher dominates the scene. Students become passive, and naturally no learning takes place. It curbs the ability of the learners and restricts their freedom. We know that in a constrained environment no meaningful learning can take place. It is most likely that the experiences in school will not be pleasant. This again will lead to underachievement.

It is also important to develop basic skills of language in the beginning of education. These skills are reading and writing. When students are taught these skills of the language, they speak every day, it is thrilling. You can imagine how the child feels when learning to read and write his/her own name, father's name, and mother's

name. With this, the child can understand the home language with more relevance. Apart from this, when learners speak or understand the language used to instruct them, they develop reading and writing skills faster and in a more meaningful way.

It has also been our experience that skills and concepts taught in the learners' home language do not have to be taught again, when they transfer to a second language. We have learnt number of concepts basically in Kannada, and these were not taught again when we switched over to English. With the help of the vocabulary we developed, we translated the skills and concepts to English. For example, we had learnt about 'water cycle' in Kannada, but when we had to recall and reproduce, we did not learn it again. A learner, who knows how to read and write in one language, will develop reading and writing skills in a new language faster because the learner already knows that the letters represent sounds, and he / she has to learn only the new sounds in the new language. The use of learners' home language makes the teacher's task also easy. This is true in the case of a teacher speaking the local language well. In the context of Mangaluru, majority of the elementary level teachers know the Tulu language and judiciously use Tulu in the school context, especially in the beginning stages. It also helps to develop a good rapport with the students. But in the case of non-native teacher and learner, the teacher suffers as much as the student. But when the instruction starts in the native language, the experience of both the teacher and the student is natural and more pleasing. As a result, both can be more creative, and this contributes for maximum learning outcome.

ExerciseVI:

You have taught in a school for years. Recall your experiences regarding the use of languages in your classroom. How did you promote students' learning? Did you use the native language of the students or any other language? Did you face any problems in the use of language? Write a paragraph discussing the above questions and suggest the best ways to handle such a situation.

From the above discussion, it is clear that the use of learners' home language in the classroom promotes a smooth transition between home and school. It allows the learners to get more involved in the learning process and enhances the development of basic literacy skills like reading, writing, and speaking. It also contributes for innovation and creativity on the part of the teacher and the students. It has scope for the support and involvement of the general community, since they also are familiar about the language used in the school. total, the use of home language leads to more rewarding educational outcomes.

Taking into consideration the complexity of the situation, different Education Commissions have put forward relevant and appropriate recommendations in this regard. The National Focus Group on Teaching of Indian Languages (2005)

recommends that children who come from oral cultures (i.e., from language that do not have a script), whose parents are migrants, and those who belong to the Scheduled Tribes, should be taught in the mother tongue until Class II. If the mother tongue of the child is different from the regional/state language, the regional language maybe adopted as the medium of instruction from Class III onwards for the elementary school.

Many of our children are thus, compelled to learn in languages that are not their own from early childhood years and are forced to leave behind their own culture and home language. Consequently, the regional or standard language can either motivate or marginalise children, particularly in early literacy and learning activities, depending on their respective language contexts. Children manage to negotiate a new language if they have the opportunity to hear and express themselves with peers or significant adults. If children are forced to learn a language that is a part of the textbook and school culture without any support, they tend to lack confidence in using the language. Children either cannot communicate with the larger community or lose interest in studies and drop out. There is little or no concentrated policy effort in the training of teachers and preparation of teaching- learning materials to address the linguistic complexities in the classroom, so that all children get a level playing field on early literacy and learning.

'Check Your Progress' - 4

Below are given six statements. Based on your learning of the fourth part of the Unit, write whether you agree or disagree to the statement.

a. All schools in Karnataka use the mother tongue as a medium of instruction.

b. Language of power should dominate the native language at the elementary level.

c. Use of native language creates a congenial atmosphere in the classroom.

d. The use of native language gives scope for development of creativity among the students.

e. Teachers should know the native languages of the students for better results in teaching.

1.3.4. Let Us Summarise

- Multilingualism refers to an individual speaker who uses two or more languages or to a community of speakers, where the use of more than one language is common.
- India being a land of linguistic diversity, multilingualism is a norm.

- This multilingual situation has led to children speaking different languages in the school context.
- School uses languages without taking into consideration the native language of the child.
- The students can neither understand the languages used in the school nor are able to express in their own language.
- Attitude of teachers towards multilingualism is not always positive.
- Teachers need to have positive attitude towards multilingualism to handle the related challenges.
- Multilingualism results in good academic gains, if considered as a source, rather than a hindrance.
- Teachers should be aware of the strategies to use multilingualism for the best results.
- Teachers should also be aware of the ways of facing the challenges of multilingualism.
- Home language and school language of the students are not always the same.
- It is always better to use the native language of the child in the early years of schooling.
- Use of native language in the early years of schooling contributes to the natural development of the cognitive abilities of the child as well as to the natural process of schooling.

1.3.5. Answers to 'Check Your Progress'- 1, 2, 3 and 4'

'Check Your Progress' 1-True, 2-False, 3-False, 4-False, 5-True, 6-True.

'Check Your Progress' -2

- meta linguistic awareness
- better at problem solving ability
- greater creativity
- better performance in school
- more tolerant attitude towards others compared with monolingual.
- access to knowledge of other cultures.
- better communication between different linguistic and cultural groups easy.

'Check Your Progress' - 3

If the answer is 'yes' for each statement, you can conclude that there exists a multilingual friendly environment.

See whether you are capable of giving feedback to the teacher and explain the pros and cons of the situation. To what extent you can convince the teacher to have a multilingual friendly environment indicates the success of your learning.

'Check Your Progress' - 4

a-disagree, b-disagree, c-agree, d-agree, e-agree

1.3.6. Unit - end Exercise

1) Explain the concept of multilingualism and the context of multilingual situation in India.
2) Analyse the educational needs in the context of multilingualism in India.
3) Explain how multilingualism can be used as a resource in the educational context.
4) Discuss the educational implications of multilingualism in the Indian context.
5) Explain the implications of home language versus school language in classroom situations and suggest ways of overcoming them.

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Block 1 : Concept of Language across the Curriculum Language Background of Students and Classroom Discourse

Unit 4: Power Dynamics of the 'Standard' Language as the School Language vs. Home Language or 'Dialects'

Unit Structure

1.4.1 Learning Objectives

1.4.2. Introduction

1.4.3 Learning Points and Learning Activities

1.4.3.1. Conceptual Clarification of the Terms

'Check Your Progress' - 1

1.4.3.2 History of English as the Standard Language in India

'Check Your Progress' - 2

1.4.3.3 Limitations of having the Power Language as the Standard Language

'Check Your Progress' - 3

1.4.3.4 Measures to be taken in this Situation

'Check Your Progress' - 4

1.4.4. Let Us Summarise

1.4.5 Answers to Check your progress 1, 2, 3, and 4'

1.4.6 Unit - end Exercise

1.4.7 References

1.4.1. Learning Objectives

After going through this Unit, the student teachers will be able to-

- Clarify the concept of 'Standard Language';
- Explain the meaning of home language with examples;
- Analyse how power dynamics works in the choice of language of the school;
- Identify the consequences of power dynamics playing a role in school language; and
- Become able to handle the challenges of language issues related to power dynamics.

1.4.2. Introduction

When a child is admitted to a school, he/ she is placed in a restricted environment. Many issues related to the child are decided by the school. Where should the child sit, what should the child wear, when should the child eat, and the list continues. You also think about it and identify behaviours where you find this restriction

Have you ever noticed the restriction in terms of learning languages. The child cannot learn what language she/ he should continue to learn. Even the parents cannot. Whatever language is offered should be accepted. Don't you think it creates problems for the child? Can we take it for granted and say, that the child, if wants to go through the process of education should abide by whatever the school prescribes? Should n't we pause for a while and see what the consequences of such one-sided decisions are? The child is used to home language and should immediately switch over to the standard language of the school. Have you ever thought about the difficulties?

You may think this is the fault of the school. No! Even the schools, including the personnel, have no choice of selecting the language as per the needs of the children.

So many other factors act on this situation. In the Indian context, it is mainly the power dynamics of the standard language that works in a school situation. What is this power dynamics? Whose power are we talking about? We are going to discuss these issues in the present Unit.

1.4.3. Learning Points and Learning Activities

1.4.3.1. Conceptual Clarification of the Terms

We need to understand four concepts to appreciate this Unit. They are as follows:

1. Power dynamics, 2. 'Standard' language,3. School language, and

4. Home language.

Power Dynamics: Let us understand the concept of power dynamics. In general, "power dynamics" refers to the way power works in a setting. It refers to specific interactions or ways in which power is exercised. Power dynamics can be found at any level, like, national, international, state, regional or even institutional level. In the present context, this term refers to the political power exercised by the British when they ruled India in the context of language, especially the school language, and continues to mean the 'power' role in the existing system as far as school language is concerned.

Standard Language: Let us understand the concept, 'standard language'. If you glance through the related literature you come across this word in two senses. Let us

understand both connotations and see what meaning fits in our situation. Standard language or standard variety is defined either as a language variety used by a population for public purposes, or as a variety that has undergone standardisation. Once a standard is defined, it is treated as prestigious and appropriate, while others' languages or dialects are marginalised. It also means the form of the language widely accepted as the usual correct form. For example, you might have heard of 'standard English', 'Standard Kannada', etc.

The second sense of standard language is the language accepted as 'standard', which is associated with status. It is the language proposed or entrusted by the people, who have more power on people who have less power.

In the Indian situation, it is the second context that is true. In the history of India, mostly foreign rulers were in power and they had a prestigious status and the language given by them was considered as the standard language, and these languages were attached with status.

Let us have clarity about this issue. In India, where each individual is almost multilingual, a special prestige is attached to the English language.

Both meanings which we discussed above related to standard language, are associated with higher status.

Thus 'standard language' means either the standard form of a given language or the language accepted by the people in power as 'standard', which is also associated with status.

Home Language: You are familiar with this concept in the previous Unit. Let us recall the same. A home language or dialect is a language that is most commonly spoken by the members of a family for everyday interactions at home. This is also called as the family language or the language of the home.

School Language: You are familiar with the concept of school language also. School language is the language spoken in the school. In many situations, these are different. A child who starts school, knowing only a home language that is different from the school language, frequently needs help learning to speak the school language. If he/she is very young, he/she will learn quickly, but older children may need special classes to learn the school language.

Children acquire their competency in home language not only with immediate family members, but also through larger kinship groups, street and neighbourhood. You have studied Chomsky's concept of language learning that states that children

are born with an innate language facility. Research has shown that Indians have special ability for learning languages. Children internalise an extremely complex system of language before they come to school. Indian children come armed with two or three languages, and schools hardly exploit this ability of the students. The language used at school is highly standard or teacher-centred one, whereas the students' home language gets no regard. Indeed, they are made to unlearn the native talent by forcing conservative school practices. Schools forget that home language is a special feature, which gives identity to the children and that is why home language is significant. It is also said that children think in their native language and translate into school language.

Now let us understand the meaning of the present topic, i.e., the power dynamics of the 'standard' language as the school language vs. home language or 'dialects'.

In the Indian educational system, as a result of power dynamics, we are forced to use a 'standard language' instead of home language or dialect. What is that 'standard language? It is English. Who were involved in power dynamics? It is the British who enforced it and the same has been continued until today. This means that the British, when they were in power had considered English as the standard language, and had promoted a sense that only those who had knowledge of English were eligible to have higher status. The seed thus sown by them has continued until today.

Power dynamics of the standard language or English in India has a long history. Understanding this historical background will help us to clarify the problem better. Therefore, let us discuss the history of English as the standard language in the educational scenario of India.

'Check Your Progress' - 1

Below are given some phrases/ words in Group 'A' and Group 'B'. Match them appropriately.

	Group A	**Group B**	
1	Standard language in India	a special feature which gives identity	a
2	Home language	specific interactions or ways in which	b
3	School language	English	c
4	Power dynamics	should be the language of the child	d

1.4.3.2. History of English as the Standard Language in India

Let us trace the history of English as the standard language in India. There is evidence to show that before the British rule there was a vigorous system of indigenous education with provisions for both sectarian and secular education. However, the learning of an elite standard language was always a part of the Indian education system. Before the British, the language of power was Persian, and before that, it was Sanskrit. The British rule debated the issue for many years before deciding in favour of English in schools as the medium of instruction which accorded prestige to the English language. Even during the British rule, controversy centred round the question of education through Indian languages versus English.

India has had a love-hate relationship with the English language. In its history of over two hundred years in India, English has continued to be a hot topic for debate. Long before English was introduced as the medium of Indian education, representatives of the East India Company in their dual role as merchant-administrators debated the role of English in relation to the 'native' languages in domains such as education, judiciary, and administration. The prolonged, and often bitter debate between the Anglicists and the Orientalists undoubtedly reflects the deep understanding, that the participants in the debate had, of the social and political consequences of the choice of a language as a medium of education. The Anglicists won and English was installed as the medium of education. Inevitably, with the medium came the system of Education prevalent in Imperial England. The total structure of Indian education was recast in the English mould. English quickly became the language of power and prestige. The Indian elite, long used to exploiting political and economic advantage, promptly accepted English as the medium of communication with the rulers.

Thus, with the advent of British, English language was extensively exposed to our country. English entered our country when the British first came to India after the incorporation of the East India Company in 1600. Gradually, it found roots and continued its existence as a result of the educational policies of Lord Macaulay. From the time the British started their rule in India, English remained the language of power, status, and privilege.

The main aim of British domination was to create and maintain a class of officers, clerks, and civil servants for administration to rule the vast and expansive subcontinent. The British rulers did not want the progress of Indians, especially in the field of education. They were scared to give progressive education. They thought that with enlightenment, Indians may challenge the alien rule as was the case previously in America. Giving education for Indians was barely a political necessity for them. They encouraged classical learning for their educational policy. This was

opposed by missionaries like Charles Grant (1746-1823), who wanted to give the knowledge of English to Indians.

When there was a debate ongoing on the issue of imparting the knowledge of English to Indians, there was a controversy between the Anglicists and the Orientalists. It came in the way of the smooth progress of English in India. The Orientalists wanted to promote Sanskrit and Persian learning, but those who had a different vision, wanted Indians to learn English. Hence, they proposed and insisted western education through the medium of English. This proposal was strongly supported by Indian progressive reformers and intellectuals. Then the people belonging to the middle class advocated and aspired their education in English, which was the language of the rulers. They saw that the capacity to speak and write English enabled them to get well- paid, profitable jobs under the government and a decent status in society. A stronger opposition on the work of the committee was made by the directors themselves as they opposed the education of vernacular languages and literature. These differences stopped the discussion for some time, and Lord Macaulay was appointed as the President of the Committee in 1834. He strongly believed that English education was more beneficial than Arabic and Sanskrit. He made use of the available situation, and quoted that there was already a great demand for English in India by the Indians. He claimed that "since indigenous languages were inadequate and chaotic, and indigenous arts and literature were petty futile things, only 'western' education with English as the sole medium would deliver the good". His aim of giving English education to Indians was only to create some interpreters for British. He wanted to create a class of persons, Indian in blood and colour but English in taste, in opinions, morals and intellect. His recommendations were in favour of giving education in English, that too for few Indians. These recommendations were approved by.

Lord Bentick, and Macaulay's policy of education through English was passed. In 1854, Charles Wood made significant recommendations where he said, "The English is to be the medium of instruction in the higher branches, and vernacular in the lower. English is to be taught where there is demand for it, but it is not to be substituted for the vernacular languages of the country".

After this, English steadily expanded extensively in India and gained roots in the educational system. The establishment of three universities, followed by a number of colleges gave rise to the popularity of English in India. However, the Indians educated in these universities and colleges started demanding their mother tongue as the medium of instruction, and to resolve this conflict, the British government appointed a Commission under the chairmanship of Dr. M.E. Sadler. The Commission argued that "mother tongue may be used only in high schools; in the higher classes

they urged the retention of English". This proposal was opposed by some great Indian leaders. Mahatma Gandhi made a significant remark saying that "real education is impossible through a foreign medium". He also said that "this is a sign of our slavery and degradation". He declared to Indians to criticise everything that was English, including the language. Therefore, English education suffered a serious setback.

By 1921, the mother tongue came to be the medium of instruction in middle schools, and its use was extended to high schools by 1937. However, the consequences were not good. The schools witnessed a complete deterioration of standards. The Wood Abbot Report (1936-37), recommended an alternative in simplified English in order to keep the flow of education through the medium of English. But the disaffection with English was growing deeper and wider as the struggle for freedom gained momentum. Until 1937, English continued to dominate the educational scenario. All ventures of life, all avenues of success could be opened only with the keys of English.

There was not much difference to the status of English after Independence. English, the language mostly of the colonisers during the British rule became accepted by the higher strata, the educationally, economically, and socially progressive class of the Indian society in the post-independence period. English became the language of industrialisation and modernisation, and now it is the language of globalisation. It is recognised as a global, international language, required significantly for professional and employment fields. It has become the cultural requirement for the middle-class group of Indians.

Thus, English the language of a few in the beginning, gradually spread all over India. Today, it has become the icon of status and an important tool to gain bread and butter. It continues as a link between the educated people and the elite. Though Hindi was introduced as the official language, English enjoys a prominent role and status. Unfortunately, it has resulted in a separate class of vernacular-educated natives. They, as a result of English domination, are destined to occupy a lower position in education, society as well as the job market.

As a result of this power dynamics caused by the British, the standard language is occupying the school system instead of the native language. Indian schools have to impart education in English in response to the demand of middle and higher classes of the Indian society. The reasons behind this are the economic and social factors, some overt and some covert such as:

- Parents get a higher social status by educating their children in English medium schools;

- Children, after receiving education in English medium institutions, are able to secure better job opportunities inside and outside India. This is the economically productive aspect and again, will bring the parents a better social status.

The demand for English emerges from many factors, as recognised by the Position Paper on the Teaching of English produced by NCERT in connection with the National Curriculum Framework- 2005: "English in India today is a symbol of peoples aspirations for quality in education and fuller participation in national and international life".Thus, there is a great demand for English in the present educational scenario of India. No one denies the importance of English in the system of education, but at what stage and how it should be given is the question. If it is given at the pre -primary and elementary stage, it does more harm than good. If it is taught, as is normally taught, without any link to the native language, then also it does not yield any productive results. Hence, let us analyse further the pros and cons of imparting education in the standard language (English) at the pre- primary or elementary level. To put it in other words, what are the disadvantages of having a standard language as the school language, instead of the native language?

'Check Your Progress' - 2

Below are listed some important events related to English as a standard language in India. Arrange them in chronological order.

a) British government appointed a Commission under the chairmanship of Dr M.E. Sadler.

b) Charles Wood made significant recommendations.

c) Mahatma Gandhi opposed the recommendation saying that real education is impossible through a foreign medium.

d) Lord Macaulay was appointed as the president of a Committee.

1.4.3.3. Limitations of having the Power Language as the Standard Language

We have already studied the consequences of using a standard language as the school language versus native language under the Section 1.3.3.4- 'Home Language and School Language'. Let us discuss some more points here.

When the standard language becomes the school language, there are always chances of undermining the native language or the home language. A family's language is a bond that connects the child to the family. It is a tool which helps the younger generation to pass on the culture, unique features, and tradition of the family. When children do not use the home language, there are chances that they will not retain the culture and unique features of the family resulting in a great loss to the

community. There are a number of families in India, who are well- versed in craft, medicine, fine art, hand art, and other family- specific talents. Once the children are taken away from their home language, all that is related to it gets lost. There are chances of children undermining their home culture, thinking that the culture of the language they are learning in school is great.

Home language is the language used to support and guide children. Once the school language dominates, the basic tool of guiding and supporting is lost. You might have come across school authorities insisting on parents to speak the school language at home so that the children can score more marks and feel at ease in the school situation. This becomes the reality and students are deprived by learning the richness of home language and associated culture.

A child needs at least six to seven years to learn a language to use it with ease. In case the child naturally gets exposed to another language, he/she can learn it with ease without much effort. If the child has to put in deliberate effort to learn more than one language, before acquiring one language, it becomes a burden and the child neither learns the native language or the second language with real competency. You might have observed the same situation in your school. The children are forced to learn English, before they master the native language, and in the bargain they neither learn Kannada(home language) nor English.

Research has proved that a child learns better in the mother tongue than a non-native language. UNESCO, since 1953 has encouraged mother tongue instruction in early childhood and primary education (UNESCO, 1953). Yet, English is dominating the scene. We also know that children do better in studies when they are given opportunities to learn in their native language. Parents also can participate in the learning of their children. More enrolment also is possible in this case. Mother tongue-based education is meaningful and advantageous, especially for the disadvantaged group and for children in rural areas. They can converse with teachers and school personnel with ease. We always believe that the family is the first teacher for the children. If English happens to be the school language, majority of the parents cannot prepare their children for schooling. The child finds everything strange.

We cannot say that it is impossible to retain the mother tongue when school language happens to be different. It requires some special conditions. To retain their mother tongue, children whose first language is not the medium of instruction must have: (1) continued interaction with their family and community in their first language on increasingly complex topics that go beyond household matters; (2) ongoing formal instruction in their first language to develop reading and writing skills; and (3) exposure to positive parental attitudes to maintaining the mother tongue, both as a marker of cultural identity and for certain instrumental purposes.

'Check Your Progress' - 3

Below are given some statements of which a few represent the consequences of having the standard language as the school language, which is different from the home language. Identify them. Represent them by writing 'yes' if it is so, and 'no' if it is not so, against it.

1. Students lose their native culture.
2. Students find it difficult to adjust to school life.
3. There will be good interaction between students and teachers.
4. There are chances of undermining the home language.
5. Schools neglect the native language proficiency of the students.
6. Students learn the school language very fast.

1.4.3.4. Measures to be taken in this Situation

There are two possibilities here. First and foremost, it is always advisable to give elementary education in the native language. If giving education in the standard language becomes imperative and inevitable, some measures and care should be taken seriously, so that children are not denied the benefits of the native language. Let us discuss these measures.

- The members of the family should follow the 'whole' home culture including language, without fail. They should not switch over to any other language for temporary reasons. Some arrangements can be made to support the school language.
- Teach the social language first. These are the words required to manage the day- to-day activities of the school like 'May I take this', 'Good morning', 'Please come', etc.
- Teach language sounds with songs, rhymes, and repetitive exercises. Let there be rhythm in what you teach. These can be bilingual. Kannada songs can be converted / translated in to English or vice versa.
- Correct and accurate language models should be presented whether it is speaking, writing or reading in English or Kannada.
- Do not correct the students' mistakes, instead pose correct form / present the correct version in the form of a question. If a child says, 'parents gone home' you will say, is it so? Your parents have gone home?

- Children learn more by listening and seeing. Give opportunities to learn by seeing visuals and listening to stories, songs, etc.
- Parents should narrate stories and their experiences to children. They will help them to develop their registers and language structures in both school and home languages.
- Provide books in the child's home language at home. Make the child listen, or read or tell stories or explain the pictures given in the book.
- Teachers should always consider parents as the first teacher. Converse with them, learn what their children know, and use them to enhance children's present knowledge.
- Never use the home language only for disciplinary purposes. I have seen teachers in English medium suddenly switch over to the native language when it comes to scolding the students. That makes the child think that the native language is used for that purpose only.

What can a teacher specially do?

- The teacher is supposed to use culturally responsive pedagogy. This means that the teacher should accept a pedagogy, which gives due regard to the culture and dialects of different students from different social and cultural backgrounds.
- The teacher should learn more common words and usages of different dialects used by the different students of his/her classroom.
- The teacher should find time to visit the homes of different students to get an understanding of their cultural background and rituals.
- The teacher should read books on local literature and locally important aspects and events..
- The teacher should appreciate the dialectic differences and never ridicule their usage.
- Observe how the child is using and acquiring the mother tongue than the standard language to evaluate his/her growth or progress.

'Check Your Progress' - 4

Below are given some statements. Put a '√' mark if the statement is correct and an 'X'mark if the statement is incorrect.

1. Parents always have less significance than teachers as far as the education of the child is concerned.
2. Teachers should involve parents especially in the process of developing the native and school language
3. School language is always better than home language.
4. Visual materials help learning language in the beginning stages.
5. Teachers need to learn the language background of students before teaching language.
6. There are possibility of students growing with low self-esteem if teachers neglect home language.
7. It is advisable to provide books and other learning materials for students only in school language.
8. Correcting students mistakes in language on the spot will help them to learn language better.

1.4.4. Let Us Summarise

- 'Power dynamics' refers to the way power works in a setting. It specially refers to specific interactions or ways in which power is exercised.
- 'Standard language' means either the standard form of a given language or the language accepted by the people in power as 'standard', which is also associated with status.
- A home language or dialect is a language that is most commonly spoken by the members of a family for everyday interactions at home.
- School language is the language spoken in the school.
- The British, when they were in power considered English as the standard language and promoted the sense that only those with the knowledge of English were eligible to higher status. The seed thus sown by them continues even today.
- When the British came to India, the total structure of the Indian education was recast in the English mould. English quickly became the language of power and prestige. The Indian elite, long used to exploiting political and economic advantage, promptly accepted English as the medium of communication with the rulers.

- English continued to enjoy a high status throughout the period of British rule in India, though there was a lot of opposition from the Indians.
- There were some great Indian leaders, who wanted education to be given to the people in English, and some elite wanted English for their selfish motives.
- English, as a standard language, is enjoying its high status even today for social, political, and economic reasons.
- Attempts should be made to pass proper educational policies at the national level to give education to students in their native language at the elementary level.
- When it becomes necessary to use English as the school language, some special measures need to be taken.

1.4.5. Answer to 'Check Your Progress' -1, 2, 3, and 4'

'Check Your Progress' - 1

Ans: 1-c, 2-a, 3-d, 4-b.

'Check Your Progress' - 2

Ans: d, b, a, c

'Check Your Progress' - 3

Ans: 1-yes, 2-Yes, 3-No, 4-yes, 5-Yes, 6-No

Answer to 'Check Your Progress' - 4

Ans: 1- X, 2-√ 3-X, 4-√, 5-√, 6-√, 7-X, 8-X

1.4.6. Unit - end Exercises

1) Trace the history of English as the standard language in India.
2) Analyse the consequences of school language being the standard language for native children.
3) Explain the measures to be taken in the context of school language being the standard language.

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Block 1 : Concept of Language across the Curriculum Language Background of Students and Classroom Discourse

Unit 5: Deficit Theory and Discontinuity Theory

Unit Structure

1.5.1 Learning Objectives

1.5.2. Introduction

1.5.3 Learning Points and Learning Activities

1.5.3.1. Deficit Theory and its Educational Implications

'Check Your Progress' -- 1

1.5.3.2. Discontinuity Theory

'Check Your Progress' -2

1.5.4. Let us Summarise

1.5.5. Answers to 'Check Your Progress' - 1 and 2'

1.5.6 Unit - end Exercises

1.5.7 References

1.5.1. Learning Objectives

After going through this Unit, the student teachers will be able to-

- Analyse the deficit theory from the perspective of their experience;
- Critically examine the content of deficit theory and draw their conclusions;
- Explain the discontinuity theory in the context of language learning;
- Critically examine the discontinuity theory from the perspective of their experience; and
- Bring out the educational implications of the deficit theory and the discontinuity theory in the context of language learning.

1.5.2. Introduction

In your class you must have observed that some students achieve better, while some do not fare so well. If your class is a heterogeneous one in terms of socio-economic status, there may be cases where you will find that most of the disadvantaged students are underachievers. Have you ever thought about this situation? What causes have you attributed for this low achievement? If you did not observe any such situation, think about this phenomenon and identify its causes.

Exercise I:

Now you go through the causes listed. See whether you have listed any cause related to language issue. If you have identified the difficulty related to the difference between the language of the family and of the school you are very closer to a particular theory which we are going to discuss in this Unit. This is known as the 'Deficit Theory"

We are going to discuss one more theory related to language learning in this Unit. There is a very interesting question, which has been tackled by the proponents of this theory. I am sure you also have thought about this many time. It is about the beginning of language learning in human beings. The question is whether human language developed slowly and gradually or developed at once. It is very strange that, we are the people who have gone through the process of learning language and achieved even maturity in this aspect. Still, we cannot answer how exactly language was developed. Make an attempt to think hypothetically about this question and reserve your decision until the end. The theory which deals with the way language has developed among humans is known as the 'Discontinuity Theory'.

We are going to understand both these theories in this Unit.

1.5.3. Learning Points and Learning Activities

1.5.3.1. Deficit Theory and its Educational Implications

Let us understand what the deficit theory is in general, and then clarify what it means in the field of language learning.

Let us consider two situations.

A teacher is teaching Class 6. That is the first day of the academic year. As he/she starts the class, he will see Naveen, a student who was admitted to school on the same day. He has dressed well in good clothes, worn costly shoes, and looking bright, stands near the door of the class awaiting the teacher's permission to enter the classroom. The teacher understands that he is a new comer and asks him to come inside.

After some time, another boy, Praveen, who was also admitted on the same day comes and stands near the door. He has worn a shabby shirt and pant, not combed his hair well, and eyes are pale, waits for permission to enter the class. The teacher understands that he is also a newcomer and asks him to come inside.

What thoughts may have crossed the teacher's mind as he/she observes these two boys?

There may be different kinds of thoughts, but this teacher has come to some assumptions as these two students enter the class. When the first boy enters, he/she feels happy as he/she concludes that 'he must be a smart and intelligent boy and good at studies' and when the second boy enters, he/she assumes that 'he must be a mediocre student and not good at studies.

The automatic assumption that some students are more prone to academic success than others is known as the 'deficit theory'. Or to associate some shortfall for non-academic process is the deficit theory. The "deficit theory" of education views that students who differ from the norm in a significant way should be considered deficient, and that the educational process must correct these deficiencies.

The deficit related to other areas was later related with the language deficiencies of students and that is how it was related in the area of language learning. According to the deficit hypothesis, the use of a non-standard form of English and a general lack of stimulation in the home will hinder a child's normal development. As a result, the home life and socialisation of students, who belong to lower class homes, is actually damaging to the children. According to the experts in the field, deficient environment lacking in alternatives, contingencies, and systematic and predictable rewards will naturally have a negative effect on children.

As we see, there is one type of behaviour through which all children get socialised. This is the linguistic or language that they use. Just as a 'deficient' environment will have a negative effect, so will a deficient language. Normally people believe that parents' use of vernacular language systematically places their children at a disadvantage in the school. This mismatch between the language of the home and that of the school is often cited as a possible explanation for the widespread failure of these children. From this perspective, the proponents of this theory believed that linguistic deficit brings about lower achievement levels.

The home- school mismatch hypothesis was applied in the context of deficit theory. What is meant by home-school mismatch? It means that what is provided or available at home is not according to the needs of the school, or does not match the school situation. This hypothesis was applied to language aspect. It means the under achievement of black students was associated with deficiency in language or linguistic deficit.

In an attempt to explain the deficiencies in lower socio-economic students' success rate, some researchers in the 1990s began to postulate that failure among those students occurred because there was not sufficient verbal foundation in the home for success. In cases where young children lack the verbal tools to interact socially, there are often harsh outcomes. Some scholars point out that all children who enter school "are highly competent language users…" but because of language and cultural diversity, they may not always be in a position to demonstrate their abilities.

These conclusions are not made on superficial facts. Numerous researchers have studied language differences between economically privileged children and children who live in poverty. They have described differences in terms of dialect, ways in which children use language. They noted that children from economically deprived communities did not succeed in school.

Exercise II:

I am sure, each one of you in your teaching career has experienced this problem and its consequences, and you must have also thought of the remedies.

Below are given some questions. Think about the answers.

1. Have you observed the difference between school language and home language of under achievers?
2. Do you feel underachievement should be attributed to home environment, especially the language pattern? If so, what are the remedies? If not, what are the other factors to which you can attribute underachievement of these students?

Implications of the theory

Let us think about what we can do when we come across situations like this.

Avoid labelling children as verbally incompetent: This theory has been analysed and criticised by many. At the same time, the educational implications are clear. Researchers agree that children from lower socio-economic environments enter school without the linguistic resources needed for success. At the same time, they suggest that teachers should avoid labelling children as verbally incompetent when their language does not conform to the teacher's linguistic model.

Focus on remediating problems: They also suggest that there is something wrong either with the child or in the environment, who differs from those who naturally succeed in school, and propose focusing on remediating problems, rather than appreciating the strengths all children bring to the classroom upon which a teacher can build to extend knowledge.

Develop a culture to bridge the gap: The researchers also recognise that children who grow up in poverty have a culture that does not align well with the ways schools

create knowledge. If teachers make an effort to bridge this gap, rather than focusing on a student, then all students can succeed in school.

Elaborate whenever you use the standard language: Talk more, let your words be communicable to the students, elaborate on what you are saying, let them hear more the patterns of the language you want them to use, do not use abbreviated speech.

Do not expect elaboration from students: Normally students are expected to give answers in full sentences from the beginning. Do not expect this. If they cannot frame a complete sentence, you complete the sentence. With more exposure, they will be capable of constructing full sentences. Wait until then.

Create a human environment in the classroom: Create a fearless environment and humanistic culture. Do not use harsh words, do not humiliate.

One thing we need to keep in mind. The dialects and the home language that the students speak can be used in a very resourceful way. We have already discussed it in a previous Unit. There is no problem in students learning the school language, but the entry for the home language or the dialect should be welcoming. Not only that, they should be used effectively in the school situation.

Implications in our context:

Even in Indian context our students, especially those who come from rural background face the problem of language. The rural dialect will be different from the school language and textual language. But in our experience they gradually get used to the school language. They are very well aware that there is a difference between the language that they use at home and that they use in the school for learning purpose. Hence, it cannot be completely accepted that the nature of home language causes failure of children in schools. This demands more research in Indian contexts. Moreover, today we are thinking in terms of home language as a resource that could be used profitably by schools.

'Check Your Progress'- 1

By now you have understood the theory. There is no need to accept all the theories presented to us. Evaluate the theory based on your experience and answer the following questions.

How far do you accept this theory? Can we attribute underachievement to the language pattern of the child? Are there other factors? Can we use home languages as a resource?

1.5.3.2. Discontinuity Theory

This is the second theory we are going to learn in this Unit. We cannot understand the theory of 'discontinuity' in isolation, and hence, it has to be understood along with the 'Theory of Continuity'.

Let us start with the theory of development related to continuity and discontinuity. This will help us to understand the theory we want to focus on. There are two major theories about how people develop. The continuity theory says that development is a gradual, continuous process, while the discontinuity theory says that development occurs in a series of distinct stages.

Let us say you want to cross a playground and decide to walk the distance. There is another person who also wants to cross the ground, but he decides to hop through it for his own reasons.

Crossing the playground by walking through it is like the continuity view of development. The proponents of this theory view development as a continuous process that is gradual and cumulative. For example, a child learns to crawl, and then to stand, and then to walk. It is just like walking through the path: a slow, steady attempt that leads to the goal.

On the other hand, some people see development as consisting of different stages. The discontinuity view of development believes that people pass through stages of life that are qualitatively different from each other. For example, children go from only being able to think in very literal terms to being able to think abstractly.

You know about the process of human evolution. You can see how different organs develop over the ages. It took millions of years to develop our present shape. Let us pose a question "How did the language of human being develop? Was it sudden or did it develop gradually, starting from the earliest ancestors of humans, with different features of language developing at different stages until people's speech resembled what we have today?

Think logically and meaningfully. If your answer is 'no, it was developed at one point of time rather suddenly during human evolution', you belong to the group of discontinuity theorists. Or if your answer is 'yes, it was developed gradually, starting from the earliest ancestors of humans, with different features of language developing at different stages until people's speech resembled what we have today' then you belong to the group of continuity theorists'.

The continuity theory of language evolution holds that language must have developed gradually, starting among the earliest ancestors of humans, with different features developing at different stages until people's speech resembled what we have today.

Discontinuity theorists say that language is a unique trait and appeared fairly suddenly during the course of human evolution (Noam Chomsky)

The continuity and discontinuity theories can also be presented in a different manner altogether.

Let us understand what the continuity theorists say since it would then be easy to understand what the discontinuity theorists propose.

Language development has been described at two extremes. At one extreme, there are claims for continuity, that "words develop as direct transformations of gestures"

What is meant by this? Long before a child learns to speak, he/she is able to communicate meaningfully and intentionally with his mother. In learning a language, he is acquiring a more effective and intricate means of doing something, which he can already do in a crude and more primitive fashion. If this were not so, not merely the child's acquiring of speech, but the very existence of language would be a strange mystery. The emphasis here is on communication as a continuous domain of development.

At the other end of the continuum are claims of discontinuity. The theoretical framework within which such claims are located tends to be the 'autonomous linguistic', one associated with Chomsky. We have already studied what Chomsky says. Try to recall the same. As we have different organs for different functions, we also have an organ for speech. This develops at a later stage. According to Chomsky, human language appears to be a unique phenomenon without significant similar aspect in the animal world. If this is so, it is quite senseless to raise the issue of explaining the evolution of human language from more primitive systems of communication that appeared at lower levels of intellectual capacity. According to Chomsky, language is a creative activity.

All we need to understand is that if we believe in the theory of discontinuity, we need to encourage language behaviours from a creative perspective.

There is lot of criticism for both theories and the truth is yet to be validated.

'Check Your Progress'- 2

Below are given some statements. Read these from the perspective of the Discontinuity and Continuity theories. If the statement is related to the Discontinuity theory, write 'D' against it. If the statement is related to the Continuity theory, write 'C' against it.

Sl. No	Statements	D/C
1	The child develops gradually through different stages.	
2	Language is a unique trait and appeared fairly suddenly during the course of human evolution.	
3	Human language appears to be a unique phenomenon, unlike that of animals.	
4	It is quite senseless to explain the evolution of human language from more primitive systems of communication.	
5	"Words develop as direct transformations of gestures."	

1.5.4. Let Us Summarise

- The deficit theory associates certain shortcomings for the underachievement of students, especially the disadvantaged. In the context of language, according to this theory the use of a non- standard form of English or any other school language and a general lack of stimulation in the home will hinder a child's normal development. As a result, the home life and socialisation of students who belong to the lower class is actually damaging to the children.
- Just as a 'deficient' environment will have a negative effect, so will a deficient language.
- Some of the ways to overcome underachievement in this context is to avoid labelling children as verbally incompetent and focus on remediating problems, develop a culture to bridge the gap, not expect elaboration from students, and create a human environment in the classroom.
- The discontinuity theorists say that language is a unique trait and appeared fairly suddenly during the course of human evolution.

1.5.5. Answers to 'Check Your Progress'1 and 2'

'Check Your Progress'-1

Your success in understanding the unit depends on how best you can share the same with your colleagues and come to a consensus.

'Check Your Progress'- 2

1-C, 2-D, 3-D, 4-D, 5-C

1.5.6. Unit - end Exercises

1. Explain the deficit theory along with its educational implications and write your observations in relation to the findings of this theory.
2. Critically examine the discontinuity theory from the perspective of your experience.

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Block 1 : Concept of Language across the Curriculum Language Background of Students and Classroom Discourse

Unit 6: Understanding the Language Background of Students as First or Second Language Users of the Language used in Teaching the Subject

Unit Structure

1.6.1. Learning Objectives

1.6.2. Introduction

1.6.3. Learning Points and Learning Activities

1.6.3.1. Meaning of the concept –Language Background

'Check Your Progress'- 1

1.6.3.2. Importance of Understanding the Language Background of Students

'Check Your Progress'- 2

1.6.3.3. Putting Language Awareness into Practice

'Check Your Progress'- 3

1.6.4. Let us Summarise

1.6.5. Answers to ''Check Your Progress'- 1, 2, and 3'

1.6.6. Unit - end Exercises

1.6.7. References

1.6.1. Learning Objectives

After going through this Unit, the student teachers will be able to-

- Explain the meaning of 'understanding the language background of students';
- Justify the need for knowing the language background of students;
- Analyse situations where problems arise in relation to language;
- Mention the advantages of being 'language aware'; and

- Apply the results of language awareness in their classrooms.

1.6.2. Introduction

I am giving you the description of three teachers who think differently about the language background of their students. Read them carefully.

Susheela teaches Science to the students of Class seventh 'A' section. Her school is situated in an urban area. There are forty students in her class. The medium of instruction is Kannada. However, Susheela is not aware as to how many students in her class speak Kannada outside the class or at home. She has not made any attempt to know it as she considers it unnecessary to know about their language background.

Kamala teaches Mathematics to the students of Class seventh 'B' section. There are forty students in this class. Her school is situated in a rural area. The medium of instruction is Kannada. On the first day of her class, Kamala enquired about the language background of her students like how many languages did they know, the language/languages that they speak at home, the language that they use in the bazaar, etc. She feels that it is important for a teacher to know the language background of her students.

Nirmala teaches Kannada to the students of Class seventh 'C' section. Her school is situated in an urban area. There are forty students in her class. Nirmala is not aware how many students in her class speak Kannada outside the class or at home. She has not made any attempt to know it and considers it unnecessary to know about their language background.

Exercise-I

Identify the differences among these three teachers. Who do you think is correct? Who do you think is wrong? Answer these questions along with reasons in the following table.

Teacher	Correct/ Not correct	Reasons
Teacher 1		
Teacher 2		
Teacher 3		

You are correct if you have identified the second teacher as correct. Whether a teacher teaches science or language or any subject, it is highly important to know the language background of the students. Let us understand in this Unit, what is meant by language background and why it is important. At the same time, let us discuss how to improve the language of students in non- language or content- based classes.

1.6.3. Learning Points and Learning Activities

1.6.3.1. Meaning of the Concept – Language Background

In our day- to-day classroom, we teach different subjects like Language, Social Science, Science, Mathematics, Craft, etc. In the state of Karnataka these subjects, except Language, is taught either through Kannada or English language. Other languages are rarely used for instruction. Let us take the example of a Kannada medium class. Suppose there are forty students in a class, all of whom do not have Kannada as their mother tongue. For some, it may be the first language. What do we mean by first language in this context? It means the language that the child has been using at home. For some, it may be the second language. This may be the language the child is learning at school or has learnt outside the school before entering the school or there are cases where the child is learning the language used in the school for the first time. For all three categories of students, Kannada may be the medium of instruction in our schools. Thus, the background to learn or understand the language used in the classroom for these students is different. This is what is meant by language background of the students. If the teacher is teaching the subjects in Kannada, it is important to know whether Kannada is the first or second or third language of the students because each situation has implications in teaching and learning.

To be aware of language background does not only mean knowing the language background of the students. Being aware of language background actually means 'Being language aware'. What is meant by 'being language aware'? This means that in the course of teaching students coming from different language backgrounds, we identify our students facing number of difficulties. This may be in comprehending what we say, or to answer a question or to express anything independently, either orally or in writing. Sometimes students say, 'Madam I have understood what you said, but find it difficult to express it in writing'. Being language aware means being aware of such challenges that language presents in learning.

These difficulties may occur for first language students when they come across things for the first time or for second language learners when they find it difficult to understand as a result of lack of exposure. If the teachers are 'language aware', they can understand why students face these difficulties and what they can do to support these students.

'Check Your Progress'- 1

Below are given some statements on the concept of language awareness of teachers. If the statement is 'true' put a '√' mark against it and if it is false put a 'X' mark against it.

1. Knowing the language background means to be aware of the differences between school language and home language.
2. Knowing whether the language of instruction in the school is the first or second or third language of the student is important for a teacher.
3. The teacher need not know the language background of the students if the language of instruction of all the students in the class is in the first language.
4. Many times, students do not understand the language of the school because of lack of exposure.
5. Understanding the language background means being aware of the challenges that the languages of the students pose.
6. Subject teachers need not know the language background of the students.

1.6.3.2. Importance of Understanding the Language Background of Students

We said that students come from different backgrounds to our classrooms. Very few teachers in our context know about the cultural/ linguistic background of the students. Majority of the teachers are not aware that they need to know this. They are not sensitive to the challenges faced either by them or the students related to the language issues in the teaching- learning process. In most of the cases, it is taken for granted that 'the way I am teaching is understandable, if not, it is the problem of the students, I can't help'.

Teachers are hardly sensitive to the problems inherent in learning to speak and read school/class language. Why is it that potential teachers need to know more about the languages used by students is the question at hand?

We, the teachers communicate with our students and so it is natural that we expect our students to communicate with us. This communication takes place in different forms like conversation, writing, dialogue, etc. As teachers we give attention to each type of communication during the course of the teaching- learning process. Throughout this communication, it is obvious that use of language is the major means or form of communication. Therefore, being aware of language as it should be used, and also how our students use, is very important.

There are two things here. One is we as teachers need to know how language is used. For this it is important to identify two forms of language, namely, the conversational language and the academic language. We are talking here about those who speak the same language in and out of the classrooms. Students are more inclined to express themselves conversationally, i.e., they are not academic in their natural situation. They tend to communicate in academic form, when they are writing in the

examinations. If a teacher recognises this aspect, it will help her/him to guide the students to express themselves academically, to be concise and precise.

In our classes, languages are used as the medium or the vehicle for delivery of the subject message. If the learners are not aware or are not confident using the medium, it being their second or third language, they may get demotivated. They may lose interest in learning. In order to avoid this, language awareness is vital.

If teachers are language aware, it makes scope for them to become better language users in the classroom. It helps them to understand how the language used by them is having an impact on the students' understanding of the content.

It also helps them to focus their language use better according to the abilities of the students. This eventually results in better learning by the students.

An intelligent teacher keeps changing the vocabulary, sentence pattern, and way of describing in different classes based on their different language backgrounds. It is not only for the sake of teachers that it is said that they need to be language aware, but it will also have a significant effect on the students. If the students are more language aware and know to use the language more appropriately, they will be able to communicate better. They will be able to identify the role of language in understanding the content or matter.

Being language aware also means understanding the benefits of learning additional languages. The teacher needs to encourage the use of a second language for many reasons. It helps students to understand different cultures through which the children get a better picture. It also improves the students' cognitive ability and prepares them for life beyond school.

Even in present language classes, unlike traditional language lessons, children learn meaningful content rather than isolated language/grammatical elements. Language becomes a tool for critical thinking and communication and allows students access to authentic and relevant subject content and terminology.

Being language aware also means understanding the difference between conversational language and academic language. Conversational language requires skills to understand and take part in everyday conversations and activities. These basic language skills are used in informal communication, such as buying lunch at school, talking on the phone to friends, or playing sports. Conversational language is 'learned' fairly quickly. This is because in day-to-day conversation, certain clues from other people and clues from the context help us to understand its meaning. These social interactions are not very cognitively demanding and rarely require specialised language. Learners often get a lot of exposure to this type of language and as a result, their social language skills are often good compared with their

academic language skills. Conversational language is sometimes referred to as BICS (Basic Interpersonal Communication Skills).

Academic language refers to more formal language, which is essential for students to successfully demonstrate what they have learned and achieved. This includes listening, speaking, reading, and writing about content in a specific subject area, for example, reading about a particular event in history or discussing a new mathematical concept. In activities related to academic work, clues that help decide meaning are often reduced or absent. For example, a passage in a textbook may not include any pictures to support what learners are expected to read. Language also becomes more complex, and new ideas, concepts and terms are all presented to students at the same time. Academic language also requires deeper thinking skills, such as comparing, classifying, analysing, evaluating, and inferring. As learners progress through school, they are increasingly expected to use language in situations where they cannot rely on context and which are cognitively demanding. Academic language is sometimes referred to as CALP (Cognitive Academic Language Proficiency).

Understanding language background also helps for one of the basic tasks in supporting the teaching learning process, i.e., scaffolding. Scaffolding language is about providing sufficient context for the new language we are introducing and the new content. We can all have difficulties, all students have difficulties when engaging with academic content, because it is new, because it is complex, and because they have never encountered it before. So, when we are doing that, through a language that may not be the student's mother tongue, that makes the whole process of understanding and assimilating the new content even more difficult. Therefore, scaffolding should be about providing a very, very rich context, in which students can more easily access the content that we want them to understand. One of the most important things, when we are scaffolding language, is teachers' awareness of how and when this scaffolding that is needed. It is about knowing their students, and being able to identify areas in which they may need a bit of extra support. And, it is about not waiting until their final exam, or their assessment at the end, to tackle these problems, but rather to help students build up to that moment, and help them improve throughout the year. By scaffolding language alongside content, and providing continuous feedback on the language the students are using, the students will inevitably become more language aware. So, they will be better able to understand how the language is going to have an impact on their academic results, and eventually will also make them better language users, and better learners in general.

It is important that we consider the language demands of the activities and materials we have chosen for our lesson and provide appropriate support to help

with these demands. The language skills that learners will be using (listening, reading, writing, and speaking) will influence the type of support that you provide.

As part of understanding the importance of 'being language aware', we need to know some of the misconceptions about language awareness and overcome them. Let us understand what these misconceptions are.

Fluency in conversational language means fluency in academic language. Many teachers are surprised when they receive a piece of written work that suggests that a student who has no difficulties in everyday communication has problems understanding the main ideas of a lesson. Problems arise when teachers assume that students who have attained a high degree of fluency and accuracy in everyday social language have a corresponding level of academic proficiency. Whether the language of instruction is a student's first language or an additional language, they need time and the appropriate support to become competent in academic language as it is that language they will mostly need in school.

Many teachers of non-language subjects worry that there is no time to include language support in their teaching or that it is something they know little about. Some teachers may think that language support is not their role. However, many teachers would agree that it is their responsibility to create an inclusive classroom where all students can access the curriculum and where barriers to learning are reduced as much as possible.

Science teachers do not need to know the names of grammatical structures or to be able to use the appropriate linguistic labels. However, they do need to have a sound understanding of the challenges their students face, and plan to help them overcome these challenges. As we will see, these language-support techniques do not need to take a lot of extra time and should eventually become an everyday part of planning, teaching, and reflecting.

Some teachers working with older students worry that an additional language, is much harder to learn. Younger learners may succeed in speaking a new language with little or no accent, but there is evidence that older people are often more efficient learners and make faster progress at first. It is important to remember that language expectations for younger learners are generally lower and school language is more complex at higher grades, making learning a language challenging. While it is possible to learn both subject content and language at the same time, the language a learner uses in the classroom needs to be sufficiently well- developed and supported for them to be able to process the cognitive challenges they face.

Everyone has an individual experience of language. Students may not have previously heard some language that is specific to a subject and may need to be

introduced to this language in the same way that they would learn a second or foreign language. Most subjects have terms that need to be used appropriately. Some of these terms may have other meanings in other subject areas. First language speakers may also be stronger in certain skills than others. You may find that certain students are better at writing than at speaking, or that their understanding of the vocabulary of a subject area is better than their active use of it. You need to be aware of the language level and capability of all of your students, not just those who are learning through an additional language.

'Check Your Progress'- 2

Now you know that you need to be 'language aware'. Therefore, you need to know the language background of your students. Use the questions given below and collect data. Think about the alterations you need to make in your future lessons (especially language aspect) to these classes. Record your alterations and share with your colleagues. Take their opinion and feedback.

I. How many students have learnt the language I am using in the classroom as first language?

II. How many students have learnt (or learning) the language I am using in the classroom as second language?

III. How many students have learnt (or learning) the language I am using in the classroom as third language?

IV. Try to implement the alterations you have planned and document your experiences.

1.6.3.3. Translating Language Awareness into Practice

Once you are language aware, you can successfully help students to learn the content as well as the language aspect required and express the same.

Language Aw7areness in Practice

In this section, we will look at how language-aware teachers plan, teach, assess, reflect and collaborate.

Context

A teacher who is language-aware thinks about the school setting and circumstances, and the language profiles of their learners, that is, their different levels of competence. You need to have a good understanding of your learners' language experiences, both in and out of school. This will help you to plan the best way to support their continued learning and set realistic targets and challenges for them.

Planning

Once you have a clear understanding of your learners' language profiles, it will help you to build language support into your lesson planning. For many teachers, this means designing the various steps of the lesson in a way that will achieve the lesson content aims and then reviewing the lesson plan, with a specific focus on academic language (CALP). Learning objectives for content and language should be clearly set alongside each other.

Teaching

As well as carefully considering the language demands of your lesson at the planning stage, you should take extra steps during the lesson to be sensitive to the potential language needs of your learners. These techniques might include thinking aloud and describing what you are doing, using body language and gestures, adding visuals or diagrams and repeating or saying something in a different way using specific examples. It is important to give learners time to process the information and respond when you are asking them a question. Many teachers are already using some of these techniques, but deliberately focusing on them can result in a more planned approach to language awareness.

Assessment

Based on the learning objectives, it is important to plan assessment procedures to provide useful feedback on the learning process. Assessment outcomes need to be clearly linked to learning objectives and students need to understand the assessment criteria and what success in a particular task or assignment looks like. Give students feedback on their language as well as their understanding of a subject. This sends a message to the students about the value of language as a tool to communicate their ideas and also makes sure that language learning progresses.

Reflection

Reflection requires you to critically analyse your teaching with the aim of reaching a new perspective, modifying your attitude where necessary, and trying new approaches. When you focus specifically on language as part of this analysis, you can evaluate how well the support strategies you are using are working and what you might do differently to improve the language support you give to your students.

You need to remember the following points to become an effective teacher. These questions followed by answers will guide you in the proper direction.

- How can I better understand the language profile of my learners?

  You normally have a good understanding of the learners' language experience in school. This is based on how the curriculum is organised and through which language, the teaching and learning take place. However, it is important to understand the linguistic background of your learners and their experience of language outside school. This will help you to offer individual teaching and make the most of your students' existing knowledge.

- How am I going to include language support in my lesson planning?

  It is through language that learners access the content of the lesson and communicate their ideas. As a result, language is something that all teachers need to think about at the lesson-planning and preparation stages. It is important to design a lesson that will achieve the content aims, and then to go back and review each stage of your lesson and the activities you have planned with a focus on language.

- How will I scaffold language in my teaching?

  It is important to scaffold learning by providing guidance and support that challenges students based on their current ability. This will help learners to gain confidence and independence in using new knowledge or skills and develop their understanding in stages.

- How can I provide feedback on language as well as content?

  It can be difficult to know when and how to correct your students' language. It is important to strike a balance between helpful feedback that allows students to improve, and avoid over-correction, which can hinder the flow of a lesson and demotivate students.

- How can I reflect on my teaching?

  Teachers who continue to develop their teaching practice learn from reflecting on their experience. You are always learning simply by doing your job. However, this is greatly helped by reflection, which is a fundamental part of teacher development.

- How can I learn from others?

  Teachers who work together with the colleagues in their department and other departments encourage a more integrated approach to supporting students.

'Check Your Progress' - 3

If you want to end a lesson with maximum level of outcome, you need to follow the following steps. However, these steps are given in jumbled order. Hence, you need to identify the proper sequence.

1	Replan
2	Reteach
3	Understand the present language background of your students
4	Understand the present content background of your students
5	Plan your lessons based on these aspects
6	Teach the lesson
7	Reflect
8	Think of scaffolding strategies

1.6.4. Let Us Summarise

- To be aware of language background means knowing the language background of the students like what is their first, second, and third language and also to know the difference between the languages spoken by the students and the language of instruction in the school.
- Being aware of the language background actually means 'Being language aware'.
- Being 'language aware' means understanding the problems students face in relation to languages used for instruction.
- Being 'language aware' is important because language is the major means of communication. This also helps to promote academic language competency required of students, to know the different language needs of students, to motivate students by helping them use language effectively, and to properly plan the lesson giving equal weightage both to language and content aspect.
- There are different stages where one can precisely put language awareness into practice. These are in the setting of a lesson, context, planning, teaching, assessment, and reflection.

1.6.5. Answers to ‘Check Your Progress’ - 1, 2, and 3’.

‘Check Your Progress’ - 1

1-true, 2-true, 3-false, 4-true, 5-true, 6-false.

‘Check Your Progress’ - 2

See whether you have the answers to all the six questions. Read it once again and ensure its validity. Share the findings as well as your learning, with your colleagues and take their feedback. Proper answering and sharing will ensure your success.

‘Check Your Progress’ - 3

3-4-8-5-6-7-1-2

1.6.6. Unit - end Exercises

1. Explain what is meant by understanding the language background of students
2. Analyse how ‘being language aware’ helps a language teacher and a subject teacher.
3. Explain how you would use your ‘understanding of language background’ in the teaching- learning process.

1.6.7. References

Getting started with Language Awareness *https://www.cambridge-community.org.uk/professional-development/.../index.html*

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Block 2: Informational Reading and Writing

Unit 1: Reading in the Content Areas – Social Sciences, Science, and Mathematics

Unit Structure.

2.1.1 Learning Objectives

2.1.2. Introduction

2.1.3. Learning Points and Learning Activities

2.1.3.1. Concept and Nature of Reading in Content Areas

'Check Your Progress' - 1

2.1.3.2. Need for Developing Reading in Content Areas

'Check Your Progress' - 2

2.1.3.3 Role of Teachers in Developing Reading in Content Areas

'Check Your Progress' - 3

2.1.3.4. Strategies for Reading in Content Areas: Social Science, Science, Mathematics

'Check Your Progress' - 4

2.1.4. Let Us Summarise

2.1.5. Answers to 'Check Your Progress' - 1, 2, 3, and 4'

2.1.6. Unit - end Exercises

2.1.7. References

2.1.1. Learning Objectives

After going through this Unit, the student teachers will be able to-

- Explain the concept of reading in content areas;
- Identify how the language of different content areas differs;
- Explain why reading in different content areas is important;
- Identify strategies for reading for different content areas like Science, Social Science and Mathematics; and
- Use different strategies of reading in different content areas.

2.1.2. Introduction

"New focus on reading, writing, and improving literacy offers gains in all subjects"—Taryn Plumb

We have already seen under the concept of 'Language across the Curriculum' that teaching a language is the responsibility of not only language teachers, but of all teachers for many reasons. The process of teaching and learning a language should take place in all content area classrooms also. Once we have understood this point clearly, we need to understand what we specifically mean by teaching 'Language across the Curriculum'.

We all know that teaching a language means teaching the four skills of language, i.e., listening, reading, writing, and speaking. We need to concentrate more on the reading and writing skills in the context of teaching language in content areas like Science, Social Science, and Mathematics. These areas have specific and unique language demands from the learners. Hence, in this Unit, we are going to concentrate on why we need to prepare students for reading and writing in content areas, what is the scope of content area as we use this term, and also the different strategies which can be used to develop reading in content areas.

We need to be very clear at this point that reading in content areas is different from general reading or reading in literature. Here, we need to understand the distinctive language features of each discipline and prepare students to understand the content in these disciplines with ease.

2.1.3. Learning Points and Learning Activities

2.1.3.1. Concept and Nature of Reading in Content Areas

Teaching reading in the content areas is about helping learners make connections between what they already know and new information presented in the written form either in a textbook or electronically. As students make connections, they create meaning and better comprehend what they are reading. Teaching reading in the content areas therefore, is not about teaching basic reading skills; rather, it is about teaching students how to use reading as a tool for thinking and learning.

Simply put, content area reading is the reading that a person (usually a student) needs to complete and understand in a particular subject area. The content areas typically included in this definition are Science, Social Studies/History, and Mathematics as well as any area outside of literature. The reading associated with content area courses reflects not only the concepts and ideas important to these subjects, but also the text structures used by those practicing the field.

Making people content literate, means developing among the learners the ability to interpret meaning from text and to construct meaning with text. The job of a teacher is to help people or students learn how to construct that particular meaning and the way in which that is done is different depending on which discipline reading activity is taking place.

Reading in content areas is also referred to as subject matter reading and disciplinary reading and embodies what educators call "reading to learn". These terms refer to reading, understanding, learning, and using content area, subject matter, or disciplinary texts such as texts in science, history, or literature for the purpose of gaining, demonstrating, and possibly creating knowledge in that discipline.

Let us see what factors influence proficiency in reading content area. These can be identified as: 1) the disposition of individuals who read in the disciplines. This includes such influences as their levels of background and strategy knowledge, their understanding of the discipline, their attitudes and interest in the subject matter, and their ability levels; (2) the goals that students adapt for learning and the degree to which those goals are similar to the goals that their teachers have for their learning; (3) the structure, difficulty level, and tone of the texts; (4) the level of understanding required of the individuals (for example, memorisation versus critical thinking); and (5) the form in which that understanding is displayed (such as written versus oral or recall versus recognition). Thus, reading content area materials involves complex processes.

Educators often state that "reading to learn" is different from "learning to read." When students learn to read, the focus is often on the pronunciation and comprehension of narrative texts. Comprehension of these narratives does not usually require expertise in literary criticism and interpretation, although teachers seek literal, inferential, and evaluative/applied understandings. Reading to learn, however, focuses on the understanding and use of largely informational texts in disciplines such as history and science and a mix of informational and literary texts in the respective languages. Reading to learn *does* require disciplinary expertise. When reading a literary text, for example, students benefit from knowing how literary critics think about and discuss literature as a guide to their own interpretation and discussion of that text. When reading a history text, students benefit from understanding the way that historians gather and interpret data and write about historical events. Reading to learn science requires a different set of understanding than reading to learn history, literature, or any other subject matter.

Strategies for understanding and applying what is read will have some commonalties across disciplines; generally, however, the understanding of disciplinary texts is inextricably tied to understanding of the discipline.

Disciplines differ in their methods for creating and displaying knowledge. In addition, teachers in the disciplines expect students to understand those differences and to use them in learning information from the texts.

Difference between Content Area Texts and Literature Text

How is content area texts different from literature is the next question. Since most of the text used in subject areas is expository (informational), it requires its readers to use different strategies for reading and comprehending them than employed for reading literature. Consider the differences between a novel and social studies textbook. Novels are usually set up so that there are distinct chapters, but each page of the text looks the same. It features sentences in paragraphs. There may occasionally be a few illustrations, but they are few and far between. Now think about a textbook. While there are chapters and texts in paragraphs, textbooks also use sidebars, illustrations, headings, footers, and coloured text to "tell" their "stories". If the reader focuses only on the components of a textbook that are like a piece of literature, he/she will end up missing a large portion of the information on the page.

In addition to looking different, content area texts may be written differently than literature. Literature is often written in a narrative form, which relies on a plot and character dialogue to convey its message to the reader. Content area texts are usually expository meaning that are written to inform, persuade, describe or explain information for the reader. There is no action to tell a story in an expository text. The reader needs to use strategies for harnessing and synthesising the information in this type of text.

Beyond these general differences, specific content areas may use particular text structures or styles of writing. For example, laboratory reports written by scientists (and science students) follow a certain format that their writers and readers must understand in order to convey information.

Exercise I:

Identify three more differences between content area texts and literature writings.

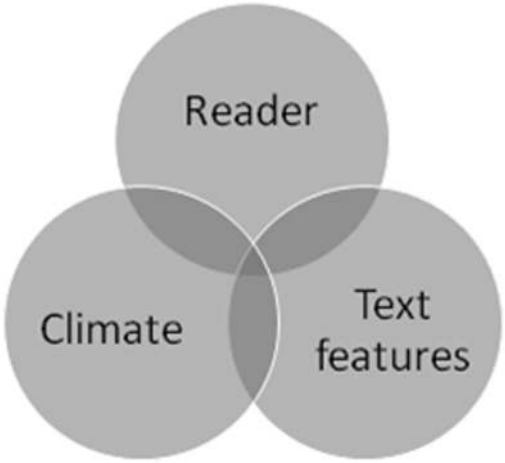
How do Readers understand Content Area Texts?

Readers need to choose and revise their choices of reading strategies depending on the type of content area text they are reading. Each genre (type) of text requires its readers to use a different set of strategies for accessing its information. The reader must first identify the text's structure and use his / her knowledge of this genre to read the text. While reading the text, he / she must use general reading strategies such as questioning, making inferences and connections, and activating prior knowledge and content specific strategies, including drawing on subject specific information to make meaning of the text. During this process, he/she is (hopefully)

making meaning on three different levels: literal (understanding the information written on the page), inferential (reading 'between the lines'), and evaluation (making judgments and conclusions about the information). These abilities develop from good content area reading instruction and practice.

Nature of content area reading

In order to understand the nature of reading in content areas, first we need to know three interactive elements of reading. They are as follows:



1. The Reader:

Three elements working interactively determine the meaning a reader constructs from a text. They are the **reader** and what she/he brings to the situation; the learning **climate** or the environment in which the reading occurs; and the **text features** or specific characteristics of the written text. To fully understand how these three elements affect the reading process, a short summary of the findings from cognitive science is helpful. Research from cognitive science identifies five premises that are basic to the teaching of content area reading skills:

i) The meaning of a text is not contained in the words on the page. Instead, the reader constructs meaning by making what he/she thinks is a logical, sensible connection between the new information he/she reads and what he/she already knows about the topic. Researchers believe that what we know is stored in knowledge frameworks called "schema". Learners draw on these schema to make inferences and predictions, organise and reflect on new information, and elaborate on it (Vacca and Vacca, 1993). When learners are confronted with "new" information, they try to make sense of it by seeing how it fits with what they already know. In other words, they try to match this new information with the existing schema /schemata so that it can be understood. To illustrate, try reading the following passage:

I cdnuolt blveiee taht I cluod aulaclty uesdnatnrd waht I was rdanieg. The phaonmneal pweor of the hmuan mnid, aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it dseno't mtaetr in what oerdr the ltteres in a word are, the only iproamtnt tihng is that the frsit and last ltteer be in the rghit pclae.

How did you do? This simple exercise illustrates the fact that deriving meaning is not just a matter of reading words on a page. In order to comprehend, the reader selects a schemata that seems appropriate and connects it with the new information, filling in gaps so the text makes sense.

This passage illustrates that deriving meaning is not simply a matter of reading the words on the page. In order to comprehend, the reader selects a schema that seems appropriate and connects it with the new information, filling in any gaps so that the text makes sense. Since no two students bring the same background and experience to class, no two students will comprehend a text passage in the same way.

ii) Closely related to the Schema Theory is the role prior knowledge plays in learning. Research and common sense tell us that the more a reader brings to the text in terms of knowledge and skills, the more he/she will learn and remember from what he reads.

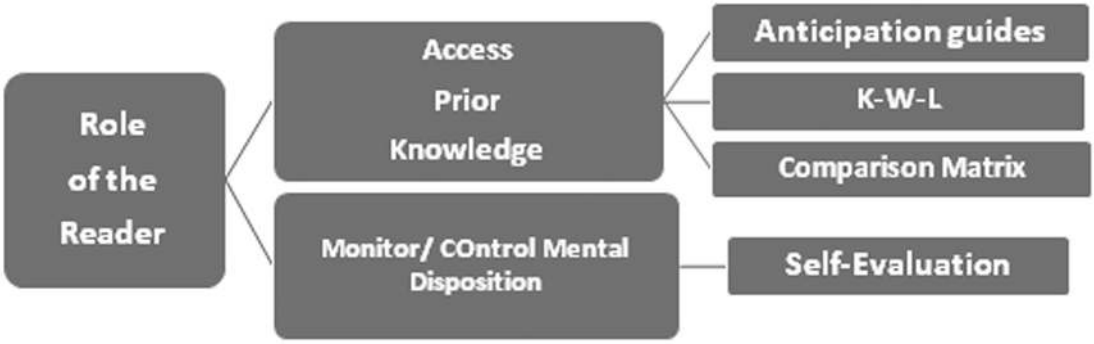
iii) How well a reader comprehends a text is also dependent on metacognition**.** His/her ability to think about and to control his/her thinking process before, during, and after reading. Students who have learned metacognitive skills can plan and monitor their comprehension, adapting and modifying their reading accordingly. Ineffective readers often are unaware that there is anything they should be doing while reading, except moving their eyes across the page. They have never been taught that they should think about what they are reading, create mental pictures, and ask questions (e.g., "Do I understand this? What do I need to do to fix things if I don't understand? Do I get the author's point? How does it fit with what I already know? What do I think the author will discuss next?"). Low-achieving students in particular, need to be taught how to monitor their understanding and to select and use appropriate "fix-up" strategies when needed.

iv) Reading and writing are integrally related. Reading and writing are two corresponding and complementary processes because both lead to generating ideas, organising them into a logical order, "drafting" them a number of times until they make sense, and then revising them as needed.

v) Learning increases when students collaborate in the learning process. Learning is a socially interactive process. Students learn by interacting with others in the classroom, when they feel free to generate questions, and discuss their ideas

freely with the teacher and one another. Dialogue can spark new ideas. Moreover, the process of verbalising one's understanding of an idea or concept deepens understanding and also offers listeners an opportunity to compare their thinking to what is said. Finally, as students have opportunities to instruct one another, they assume more responsibility for their own learning and that of their fellow students.

The Role of the Reader



Prior Knowledge

Let us see what constitutes the role of the reader. As noted earlier, prior knowledge is the content knowledge and personal experiences the reader brings to the learning task. Teachers know that students bring a wide range of background knowledge and experiences to class. The same class may contain students whose families are highly educated and encourage reading of all kinds, students whose experience of the world is limited to what they see on TV, and students for whom the language used for instruction is a second or even a third language. Faced with this mix of backgrounds, effective teachers help students prepare for reading as much as possible by incorporating pre-reading strategies that activate and assess the learners' prior knowledge. Putting forward that knowledge gives readers a structure on which to attach new learning.

Teachers can help students to activate their prior knowledge in a variety of ways such as brainstorming, asking questions, discussing the topic, and providing analogies. Other strategies which are explained under 'strategies for reading in content areas' can also be used like K-W-L(Know , Want to Know, Learned), Anticipation Guide, Comparison Matrix etc.

Mental Disposition

A second component in the reader's role in comprehending text is his mental disposition, or affective response toward reading. The reader's mental disposition encompasses such things as:

- how motivated he/she is to do what is required;

• how confident he/she feels about his/her ability to succeed at reading;

• how interested he/she is in actively pursuing meaning while reading;

• how he/she feels about what he/she is reading; and

• how much new learning he/she wants to integrate into his/her current schema

2. The Role of Climate



The environment in which reading occurs influences learning. The term *climate* refers to physical conditions such as temperature or noise level in the area and also affective dimensions such as how safe the reader feels, how competent, and even how he/she feels about others around him/her. While teachers have little control over the environment in which students do their homework, they are able to create an environment in their classrooms that enhances learning. Research suggests that students learn best in a pleasant, friendly climate where they

- feel accepted by their teachers and their peers;
- feel a sense of safety and order because academic expectations, instructions, and the purpose for assignments are clear;
- feel confident in their ability to complete tasks successfully; and
- see the value in the learning activities

i) Acceptance

Teachers can create a climate of acceptance in a number of ways. Students report feeling accepted when their teachers listen to them and respect their opinions. Teachers communicate acceptance when they are interested not only in how the students perform in class, but also in their extracurricular activities. Calling students by their preferred name, making eye contact, planning varied activities that address different learning styles and that capitalise on individual differences, encouraging

even the unassertive students to participate in class discussion all help students feel like they matter. Even a simple, sincere gesture can help students feel connected to their teacher and school.

ii) Safety and Order

Naturally, individuals need to feel safe from physical harm in order to be receptive to learning. Across the nation, teachers, administrators, and parents are working together to introduce and enforce school-wide procedures aimed at

violence prevention. Students also need to feel a sense of emotional safety, that is, that they are safe from emotional abuse. Within their individual classrooms, teachers can create a healthy climate by making it clear that any form of put-down or abusive behaviour will not be tolerated.

A sense of order is enhanced when teachers clearly articulate classroom rules and the purposes for each reading assignment. Students should know ahead of time what they will be doing with the information they read in the text, for example, will they be taking a true-false quiz, writing a summary, collaborating with others on an extended performance activity, or participating in a discussion of the material. One's reading of a text will vary depending on whether her/his purpose is to learn specific facts, to acquire a general understanding of a concept, or to interpret and evaluate the author's message. Ineffective readers do not differentiate among reading assignments. They read all textbooks in the same fashion.

iii) Competence and Value

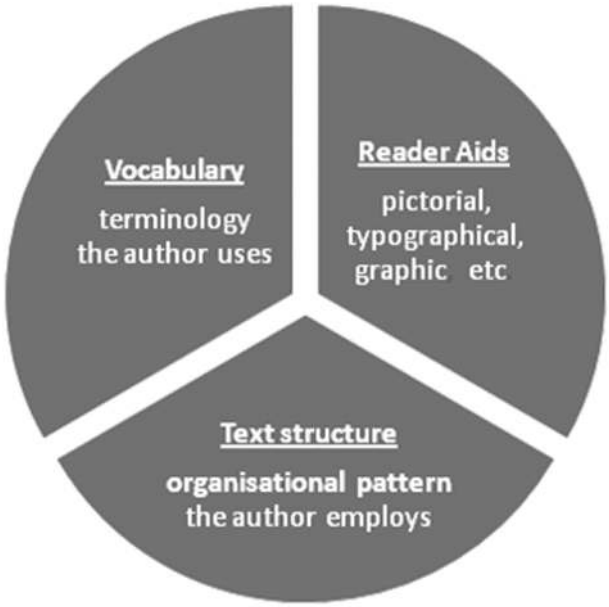
Students are more likely to learn when they feel capable of succeeding and when they see the relevance of the learning activities. Teachers can engender feelings of competence by:

- helping students develop confidence in their ability to access prior knowledge;
- filling in any gaps with necessary background knowledge prior to assigning reading;
- showing students how to "chunk up" assigned work into manageable pieces;
- acknowledging small successes as well as large ones;
- encouraging risk-taking in answering questions about what they have read; and
- validating responses, giving credit for correct aspects of an incorrect response.

Lastly, students need to see value in what they are asked to do. Although content area teachers are fascinated by their subject area, their students may not share that excitement. Yet. Enthusiasm can be contagious. Explanations about what students will gain from learning content material will help to increase motivation.

3. The Role of Text Features

Just as facial features distinguish one person from another, text features differentiate aspects of a page of text from others. Text features not only make printed pages unique, but also significantly affect comprehension. For example, a page of printed instructions describing how to assemble a child's bicycle is much easier to comprehend if those instructions are accompanied by detailed diagrams.



Research articles in scholarly medical journals can be confusing to the average layperson because they contain technical terminology.A novel that jumps from one-time frame to another and then back again is harder to follow than one written chronologically. These examples illustrate three types of text features that affect comprehension. Wise teachers consider these when they plan instructions. We can specifically refer to

i) **Reader aids:** Any pictorial, typographical, graphic, and structural representations whose purpose is to convey information; learning to be aware of features like bold print, headings, italics, bulleted material, and pictures can help students become more effective readers. Previewing text passages for reader aids can give the reader clues about concepts that are important and require attention.

ii) **Vocabulary:** Terminology the author uses to express ideas and concepts; and

iii) **Text structure:** The organisational pattern the author employs to express his/her ideas. Text features vary from one content area to another. For instance, mathematics texts require students to use subject-specific reading skills such as decoding symbols in an equation.

'Check Your Progress' - 1:

Classify the following statements under 'Role of Reader', 'Role of Climate' and 'Role of Text Features'

1. The knowledge the students have before reading is important in comprehension.
2. The text of each discipline will have an organisational pattern unique to it.
3. Teachers can create appropriate climate for students' reading.
4. Pictorial aids and graphic aids contribute to text comprehension.
5. Teachers can help students to activate their prior knowledge.
6. Students should be taught the terminology used in the textbook.
7. There are different strategies to activate the knowledge of students already have.
8. k-w-L is a strategy to activate what students already know.
9. The students should know the purpose of reading before they start reading.
10. Students' response for reading is important for comprehension.
11. If the students know the uses or advantages of their reading, they will learn more from reading.

2.1.3.2. Need for Developing Reading in Content Areas

Until recently, learning was thought to be a passive activity. Teachers poured their knowledge into the receptive minds of the students. Reading was thought to be passive as well. The words of the text contained meaning, while reading simply entailed decoding the words on the page. Recent research indicates however, that learning and reading are active processes. Readers construct meaning as they read. Effective readers are strategic. They make predictions, organise information, and interact with the text. They evaluate the ideas they are reading in light of what they already know. They monitor their comprehension, and know when and how to modify their reading behaviours when they have problem in understanding what they read. This new concept of reading has given way to the importance of reading in content areas.

Below you will find how the ideas about reading have changed from the time of Behaviourism to Cognitive Sciences.

Research Base	**Traditional Views** Behaviourism	**New Definition of Reading :** Cognitive Sciences
Goals of Reading	Mastery of isolated facts and skills	Constructing meaning and self-regulated learning
Reading as Process	Mechanically decoding words; memorising by rote.	An interaction among thereader, the text, and the context.
Learner Role/Metaphor	Passive; vessel receiving knowledge from external sources	Active; strategic reader, effective strategy user, cognitive apprentice

Reading is focused by the domain of knowledge in which it is employed. To read well in any discipline is to think well in that discipline. Each discipline has a conceptual vocabulary. Each has a manner of statement. Each has structures through which it develops, applies, and appraises its ideas. Therefore, reading ability in one area may not ensure competence in reading in another discipline area. Deliberate attempts and focus are needed and efforts have to be ensured to gain competency in each content area.

Teachers are the experts in their content areas. They can identify key concepts, critical vocabulary, text features, and reading-thinking skills needed to learn their content. They can and need to guide the students to read in the area of their study. Each area demands different strategies, and teachers can identify the strategies specific to their area and guide the students.

Research shows that students must be involved with their own learning and take personal responsibility for their achievement. Teachers must assure that students can use the strategies at an independent level.

'Check Your Progress'- 2

Below are given some incomplete statements followed by four answers. Identify the correct answer and complete the statements.

1. According to research, reading is_____

   (a) Students' personal responsibility

   (b) Teachers' responsibility

   (c) Text's responsibility

   (d) All the above

2. Technology promotes_____

   (a) Reading in depth
   (b) Superficial reading
   (c) Light reading
   (d) Analytical reading

3. Reading in content area is important specifically because____

   (a) Students have to score more marks in all subjects
   (b) The type of text in each content area demands it
   (c) It promotes interest among students in all content areas
   (d) Each teacher should take responsibility of making his/ her part of content understandable.

4. Teaching in content area should promote_____

   (a) Vocabulary
   (b) Questions
   (c) Visual imagery
   (d) Thinking

2.1.3.3. Role of Teachers

Content area teachers know that reading is a complex process, and they often struggle with the following questions:

- What are the specific skills or knowledge that students need in order to read effectively?
- Which learning environment promotes effective reading and learning?
- What strategies to use with students that will help them become more effective readers and independent learners?

In your daily classrooms, you might have come across responses like, “No, I didn’t finish reading the homework. It was too hard. I mean, I have no clue about chromosomes, or whatever the chapter was about. How can you expect me to read the chapter if it does not make any sense?” ‘What did we read yesterday?’ Well... uh... I think it was something about... Forests, wait... um... may be it was Types of Forests? Why do we have to know that stuff anyway? We’ll never need it.”, “But I did read the story. I just don’t remember it, that’s all. I never do. I read three times and still not remember what I read.”

Do these comments sound familiar? Students who struggle with reading often give up on reading and sometimes lose their confidence. To them, reading comprehension is something of a mystery. They think that comprehension just happens, or ought to, if one can decode the words on the page. When they are not successful at comprehending what they read, they blame the text, themselves, and / or even their teacher. These students are unaware that comprehension requires more than simple decoding. They have not been taught that readers have an active role to play while reading.

The challenge for teachers in content areas is to identify the strategies that would suit the students to understand the content knowledge while managing the wide range of differences in reading achievement. Researchers have come out with specific recommendations for Content Area Teachers such as:

- Provide explicit instruction and supportive practice in effective comprehension strategies throughout the school day;
- Increase the amount and quality of open, sustained discussion of reading content;
- Set and maintain high standards for text, conversation, questions, and vocabulary;
- Increase students' motivation and engagement with reading;
- Teach essential content knowledge so that students can master critical concepts;
- The vocabulary of each content area is different. Therefore, as you teach, make sure your students understand the words that you as a scientist, historian, mathematician, mechanic, etc. are important to be successful in your subject;
- There are three Levels of Vocabulary Comprehension which is essential for teachers to be aware of. These are: 1. Established prior knowledge: Students know the word easily and rapidly. It is part of their prior knowledge and can be used to building on new word recognition. 2. Acquainted (not normally used in daily life): Students recognise the word and understand the basic meaning. The word is partially understood, but clarification is needed. 3. Unknown Words (academic vocabulary): This is a new word and the meaning is not known. The word is not in the oral reading vocabulary of the students, but the new word represents known concepts;

- Teachers need to know their students, including their personal uses of literacy and what is important to them;
- Teachers need to model their own enjoyment of reading; find ways to incorporate multiple literacies into their classrooms; embrace engaging and interactive activities (e.g., book clubs, literature circles, etc.); include reading materials that represent a variety of formats, levels, and topics; and incorporate elements of choice in reading and project assignments.

'Check Your Progress' - 3

Identify whether the statements are true or false. If the statements are true, write 'T' against the statement, and if they are false, write 'F' against the statement.

1. Teachers should take the complete responsibility of the students' reading.
2. Teacher without any support can promote reading in content areas.
3. Teacher needs to model the joy of reading while making students read.
4. Teacher should ask the students what strategy they would like to follow while reading.
5. There are three types of vocabulary. One is what the students know and use well, second is what they know but not normally use in daily talk, and the third is what the teacher uses.
6. The meaning of words in all contexts is the same.

2.1.3.4. Strategies for Developing Reading in Content Area

Strategies for reading need to be used at three stages of reading like

- Before reading,
- During reading, and
- After reading.

Below you will find a number of strategies that can be used in any of the subjects at different stages of reading. Try to experiment these in your classrooms and come out with your own strategies and share the same with us.

Strategy 1: K-W-L (Know, Want to Know, Learned)

Before and During Reading Strategy

Content Area/ Subject - Any Subject

Description

K-W-L is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they **Know** about a topic. This information is recorded in the K column of the K-W-L chart (given below). Students then generate a list of questions about what they **Want to Know** about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have **learned** is recorded in the L column of the K-W-L chart.

Procedure

Step 1: Choose a text. This strategy works best with expository texts.

Step 2: Create a K-W-L chart**.** The teacher should create a chart on the blackboard or on an overhead transparency. In addition, the students should have their own chart on which to record information (below is an example of a K-W-L chart).

• **K (What I know)**	**W (What I want to know)**	**L (What I learnt today)**
•	•	•
•	•	•
•	•	•
	•	•
	•	•

Step 3: Ask students: "What comes to your mind when you see this word/ phrase/ picture etc. For example, Indian freedom fight/ Father of our nation/ Picture of Subhash Chandra Bos etc. The teacher and students record these associations in the K column of their charts. This is done until the students run out of ideas.

Step 4: Ask students what they want to learn about the topic: The teacher and students record these questions in the W column of their charts. This is done until students run out of ideas for questions. If the students respond with statements, turn them into questions before recording them in the W column.

Step 5: Have students read the text and fill out the L column of their charts. Students should look for answers to the questions in their W column. Students can fill out their L columns either during or after reading.

Source : Ogle, D.M. 1986. K-W-L: A teaching model that develops active reading of expository text. *Reading Teacher* 39: 564-570. https://fu-ctge-5245.wikispaces.com/file/view/Ogle.pdf

Strategy 2: Anticipation Guides

Before and During Reading Strategy

Content Area/ Subject - Any Subject

Description

Anticipation Guide is another instructional reading strategy that is used to guide students through a text. Here, the students are presented with some statements about the topic which they are going to read, for which they have to 'tick', either accepting or rejecting the statements. The students are exposed to the text after this, and after reading, the students 'tick' again.

Procedure

Step 1: List 3, 5 or 7 statements that address the major topics or themes of the text.

Step 2: Draw a table either on the blackboard or on the OHP screen with three columns with captions as shown below.

Step 3: Write the statements in the second column, and mark 'before reading' and 'after reading' in the first and third column.

Step 4: Explain to the students the topic they are going to read (e.g., shortly you are going to read a lesson on 'how important dates are' from social science text book) and ask them to tick (√) in the 'agree' column or 'disagree' column as they think.

Step 5: Give the text to read and see that the students go through the text.

Step 6: Make the students mark in the 'after reading' column.

Step 7: Ask them to reflect upon their responses

Step 8: Conclude with appreciating statements.

E.g., Please check (√) in the blank to indicate whether you agree or disagree with each of the following statements:

Before Reading		Statements	After Reading	
Agree	Disagree	• History is nothing but a list of dates. • Dates that are considered as significant by some may not be significant for all. • No dates are significant forever. • Most of the questions we ask out of curiosity are historical questions. • It is always correct to fix precise dates to processes that happen over a period of time. • Better to refer to span of time rather than a particular date when we talk about different events. • The classifications of events, accounts, etc. that we find in history texts are the correct and final classifications.	Agree	Disagree

NCERT- Class 8th text First lesson how important are dates?

* The students should think and respond, and should not tick without thinking. There should be some logic to agree or disagree. After reading, they can mention the source, to think so.

Strategy 3: Comparison Matrix

Before and During Reading Strategy

Content Area/ Subject - Any Subject - During, and After Reading

Description: This is a strategy specially used while reading and after reading. This helps students to think about what has been read and also to compare and analyse the ideas presented in the text. This works in all content areas as well as at any grade level.

Procedure

Step 1: Begin by explaining and modelling.

Step 2: Draw a table with as many rows and columns as required for the purpose.

Step 3: Write the subjects/ categories/ topics, etc. across the top row of the boxes and write the attributes/ characteristics/ details down the left column of boxes as shown below.

Step 4: Explain the theme/ topic to the students and model what the students are expected to do. Ask the students to recognise the similarities and

differences between/ among the provided topics and details. Explain what each column/row of the matrix requires.

Step 5: Make them reflect on their responses and compare them with others' responses.

Step 6: Present a matrix filled by you and discuss.

1. English

English	Poem 1	Poem 2	Poem 3	Poem 4	Poem 5
Character					
Setting					
Theme					
Point of view					

2. Mathematics

Mathematics	Addition	Subtraction	Multiplication	Division
Symbols				
Relationship				
Vocabulary				
Methods				

3. Social Science

Social Science	Karnataka	Tamilnadu	Kerala	Madhya Pradesh
Area				
Climate				
Physical features				
Culture				
Crops				

'Check Your Progress'-4

Below are given the links of a number of sites. Go through these sites and select any two strategies, use them in your classrooms and write a note of your experiences.

www.readingrockets.org/strategies/visual_imagery

www.ascd.org/ASCD/pdf/siteASCD/.../books/teaching-reading-sample-chapters.pdf

https://www.teachthought.com/.../25-reading-strategies-that-work-in-every-content-ar. www.ascd.org/publications/books/108037/.../C-=-Content-Reading-Strategies.aspx

https://wvde.state.wv.us/instruction/.../Reading Strategiesinthe Content Areas_000.ppt www.readingrockets.org/reading-topics/content-area-literacy

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2.1.4. Let Us Summarise

- The teacher needs to model a positive attitude and demonstrate the uses of reading in content area, taking the responsibility of teaching reading by understanding the nature of the texts in the respective subjects.
- Teaching reading in content areas is important for a number of reasons like the influence of technology, demand of content areas itself, decreasing level of interest in reading, lack of good modelling, lack of positive attitude towards reading, etc.
- The ideas about the meaning of reading and its process have changed over the years.
- Teaching reading in the content areas is about helping learners make the connection between what they already know and new information presented in written form, either in a textbook or electronically. As students make connections, they create meaning and better comprehend what they are reading. Teaching reading in the content areas, therefore, is not about teaching basic reading skills; rather, it is about teaching students how to use reading as a tool for thinking and learning.
- Readers need to choose and revise their choices of reading strategies depending on the type of content area text they are reading.
- Three elements working interactively determine the meaning a reader constructs from a text. They are the reader, and what she/he brings to the situation; the

learning climate, or the environment in which the reading occurs; and the text features or specific characteristics of the written text.

- There are different strategies for teaching reading in different content areas and they should be selected according to the purpose of reading and the nature of the texts.

2.1.5. Answers to 'Check Your Progress'-1, 2, 3, and 4'

'Check Your Progress'- 1 :

1-R, 2-T, 3-C, 4-T, 5-R, 6-T, 7-R, 8-R, 9-C, 10-R, 11-C.

'Check Your Progress'- 2 : 1-a, 2-c, 3-b, 4-d

'Check Your Progress'- 3 : 1-F, 2-F, 3-T, 4-F, 5-F, 6-F

'Check Your Progress'- 4 : Share with your colleagues and encourage them to use different strategies of reading in their classes. If you motivate them to use any two strategies, that is your success of the activity.

2.1.6. Unit - end Exercises

1. Explain the concept and nature of reading in content areas.
2. Explain the purpose of training students in reading in content areas.
3. Explain the role of teachers in training students in content areas.
4. Explain any four strategies that can be used to train students in reading in Mathematics, Social Science, and Science.

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Block 2: Informational Reading and Writing

Unit 2: Nature of Expository Texts vs Narrative Texts

Unit Structure

2.1.1 Learning Objectives

2.2.2. Introduction

2.2.3 Learning Points and Learning Activities

2.2.3.1. Nature of Expository Texts

'Check Your Progress'- 1

2.2.3.2. Nature of Narrative Texts

'Check Your Progress'- 2

2.2.3.3. Implications to Content Area Subjects

'Check Your Progress'- 3

2.2.4. Let us Summarise

2.2.5 Answers to 'Check Your Progress'- 1, 2, and 3'

2.2.6 Unit - end Exercises

2.2.7 References

2.1.1 Learning Objectives

After learning through this Unit, the student teachers will be able to **-**

- Explain the meaning of expository and narrative texts;
- Differentiate between expository and narrative texts;
- Identify expository and narrative texts in content area texts; and
- Compose expository and narrative texts in different subjects.

2.2.2. Introduction

In the last Unit, you have understood about content area reading and other concepts related to it. You have already read different types of texts in your academic life. You have come across novels, short stories, science fictions, biographies, auto biographies, laboratory records, historical records etc. Each of these type of writing serves different purposes and thus writing has been classified under different

headings. Let us learn two major types of writing in this Unit. To understand this, let us do a small exercise.

Exercise I:

Two sets of reading material are given in the boxes as Group A and Group B. Below that is given a list of features found in the material given in one of the groups. Based on your experience, identify the group in which (A or B) you notice the feature listed. Mark that group in the column provided beside the feature.

Group A	**Group B**
Newspaper, textbooks, records, handbooks	Fairy tales, adventurous stories, comics, drama, travelogue

Sl.No.	**Observed Features**	**Group**
1	Description of experiments	Eg., A
2	Time-line sequence of events	
3	Cartoon characters	
4	Story told by a grandmother	
5	New discoveries	
6	Bulleted text	
7	Cause and effect description	
8	Character description	
9	Graphical representation of the population of a country	
10	Action taken by the government on projects	

After you finish this activity, compare with the answers given below.

Ans: Features 1, 2, 5, 6, 9, and 10 are found in Group A and features 3, 4, 7, and 8 are found in Group B.

Now, let us move a step further. What are the characteristics of the texts of A or B. Identify them. Write 'A' against the character specified if you find it belongs to 'Group A' and write 'B' if you find it belongs to 'Group B'.

Sl.No.	Characteristics	Group
1	It is factual	E.g., A
2	It need not be factual	
3	It will have a chronological structure	
4	It is descriptive	
5	It is narrative	
6	It is informative	
7	It has cause and effect relationship	
8	It seeks to explain	
9	It has a definite structure	
10	It is people oriented	
11	It is organised	
12	The purpose is to entertain people	
13	The purpose is to inform people	
14	It is authentic	
15	It focuses on a specific topic	

Put together all the characteristics identified as belonging to Group A and Group B. You are correct if you have identified them as follows:

Group A: 1,4,6,8,9,11,13,14,15

Group B: 2,3,5,7,10, 12

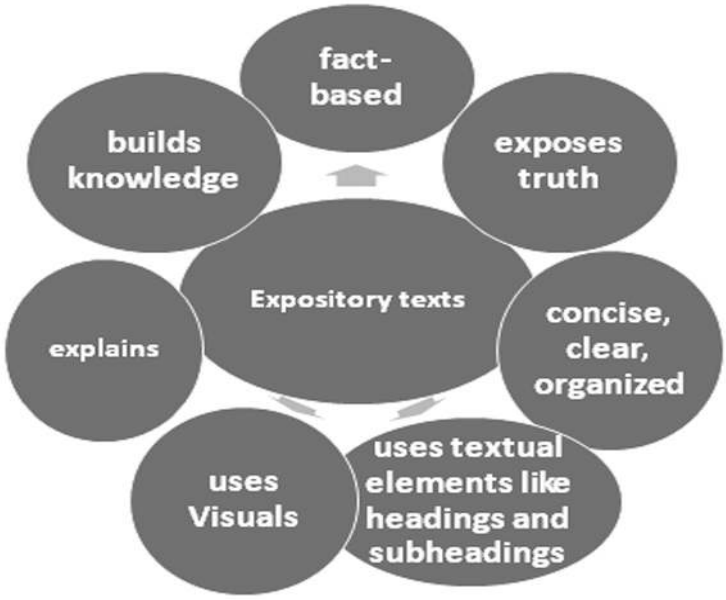
Texts with features identified in 'Group A' are called **Expository Texts** and texts with features identified in 'Group B' are called **Narrative Texts**.

Understanding the structure of these texts is of great importance in the effective teaching of content area reading. In this Unit, we will learn more about the nature of these two types of texts.

2.2.3. Learning Points and Learning Activities

2.2.3.1. Nature of Expository Texts

Observe the different characteristics of expository texts in the following diagram.



Expository text exposes you to facts in a way that is educational and purposeful. The text is fact-based with the purpose of exposing the truth through a reliable source. True and deliberate expository text will focus on educating its reader.

Expository text is clear and concise writing. It gets to the point quickly and efficiently. Unlike fiction, it starts its job in the first sentence itself. Through this one can gain new information. The text is well- organised.

The purpose of expository text is to explain something or provide / present information. This kind of text is designed to teach someone something and to give the facts that will inform the reader and help them build new knowledge. Due to these purposes, these texts are always nonfiction. You are probably familiar with different kinds of expository texts. Newspapers, magazines, textbooks, encyclopaedias, scientific books/journals, atlases, directions guides, and biographies, which we often read are great examples of expository texts.

Expository texts utilise specific structures to present and explain information. And, it has long been known that the ability to recognise text structure enhances the student's ability to comprehend and recall the information read.

Characteristics of an Expository Text

- It begins with a topic sentence;
- It answers the questions who, what, when, why?

- It usually tells about events in the order as they occurred;
- It includes only facts, not opinions;
- It opens with an interesting 'lead' or first sentence that gets the reader's attention;
- It often includes quotes or indirect quotes from the people involved;

An expository text contains one or more of the following features:

Headings and sub-headings, photographs and captions, footnotes and/or in bold vocabulary words, bulleted or numbered lists, maps, charts, graphs, tables, table of contents, headings, index, glossary, pronunciation guide, appendices, text features that support or enhance the text such as photographs, illustrations, captions, charts, diagrams, tables, graphs, timelines, etc.

The patterns shown below are frequently found in an expository text. Additionally, more than one pattern may be used within an expository text.

Types of Expository Texts

1. Descriptive Texts: This is a type or writing where describing something is the need or demand. It may be a person, place, pet or anything which needs to be and can be described. You will find below an example for descriptive text wherein a person is described

Mahatma Gandhi - A great Personality

Text: Mahatma Gandhi, as the name itself reveals, was an embodiment of great qualities, a person with multiple characteristics. He was a self- made man with great faith in self. "In a gentle way you can shake the world," he said. "Men often become what they believe themselves to be. If I believe I cannot do something, it makes me incapable of doing it. But when I believe I can, then I acquire the ability to do it even if I didn't have it in the beginning." He lived a life of simplicity and avoided limelight as much as he could, but still he is regarded as one of the greatest persons to have ever walked on earth. The reason is he always believed in himself. He believed that he had a great responsibility to free his country and he had complete faith in himself. He knew he would a play a significant role in the freedom of India and so he did. His faith in himself triggered the faith of millions of Indians in him.

Another great quality of Mahatma Gandhi was Resistance and Persistence.It was very tough to lead the Independence movement of a huge country such as India and that too with non-violence against the violent and cruel British army. Gandhi was beaten a lot of times, left alone, bleeding and lying on the ground, and sometimes it seemed that he would not see the sun the next day, but each day and each time he faced the opposition, he resisted, he persisted, and he got through all the opposition.

He quoted, “First they ignore you, then they laugh at you, then they fight you and then you win”.

Mahatma Gandhi was also recognised for his forgiveness. “The weak can never forgive. Forgiveness is the attribute of the strong” were the words of the Mahatma. He was thrown into jail, beaten on the roads; many people conspired his death. But he forgave them all. He always forgave people, who might have hurt him in any way.

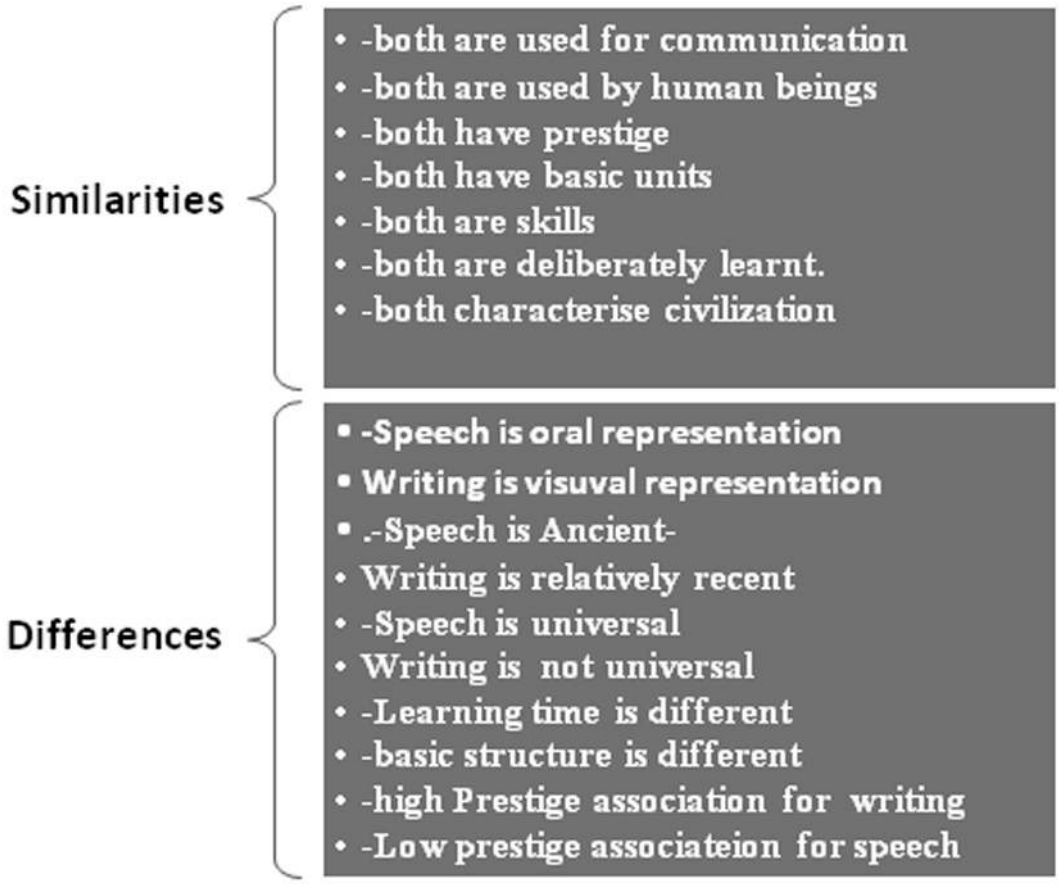
Good character was his main focus. He himself was a man of great character. He kept himself away from materialistic desires, always favoured truth and honesty, he condemned violence, he was married but still he was celibate, and was a pure vegetarian. He was a celebrity and was on the front page of all the important newspapers in the world at that time. But still he lived a life of simplicity and discipline.

“Love but never hate”, he said. This is a quality most people would have difficulty in adopting. But this is a quality often found in great people. It was present in Buddha, Christ, and in other great spiritual leaders. This was something Gandhi adopted as ideals for his life.

2. Sequential Writing Texts: This is a type of text where the information is presented in a sequential order. How to prepare a dish, how to prepare for the exam, how to run a machine, how to plan a trip, etc. are some to the topics for sequential texts. Here is an example of a paragraph in sequential text about “How to attend an interview”.

Text: Attending an interview needs knowledge and preparation. There are certain etiquettes which need to be followed without fail. Therefore, one needs to learn the process of attending an interview with deliberate efforts. As you enter the interview spot, first and foremost you need to greet the receptionist and follow the instruction given. When your turn comes, enter the room with confidence. Greet the people you meet, introduce yourself in a pleasant way. Respond with enthusiastic and pleasant answers. As you prepare to leave, tell the interviewer you would enjoy working with them. Thank the interviewers.

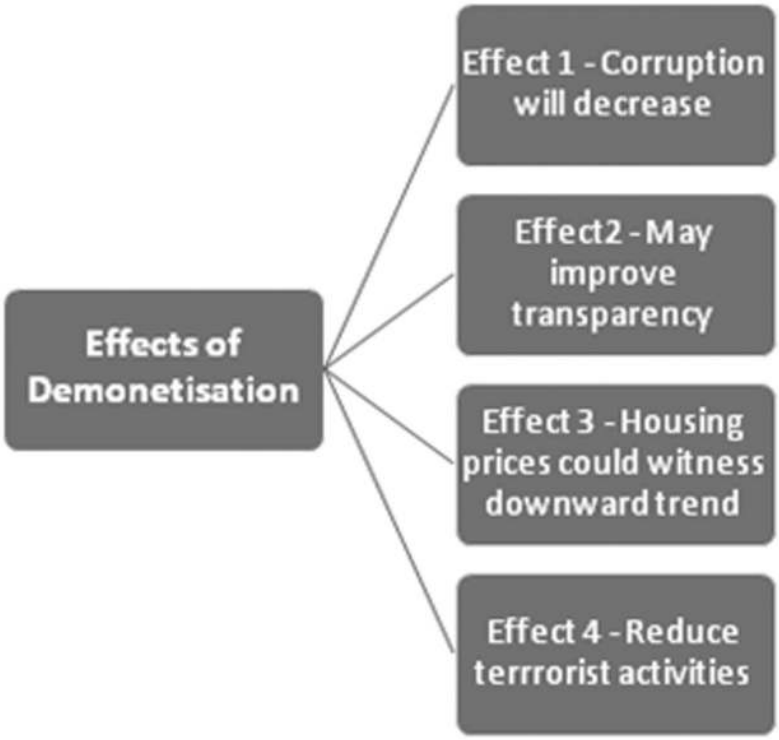
3. Compare/Contrast Texts: Comparing a concept, thing, person with another is a task normally followed to get more clarity about the concept is the purpose of these texts. Here, the present concept is normally compared with the concept previously learnt. This gives clarity about both the concepts. That is why students are normally asked to compare two things and find similarities and differences. In such cases, this type of writing will be useful. Below is an example of compare/ contrast text where speech and writing or compared.



Observe how the above points are presented in the form of a text below.

Text: "Speech and writing share many common characteristics in spite of some inbuilt differences. Speech is the oral representation, whereas writing is visual representation. Speech has ancient origin, while writing is of relatively recent origin. Speech is universal in the sense human beings normally adapt speech for communication, whereas writing is selective. The basic structure of these two activities is different. Speech has minimal and common base sounds, whereas writing has multiple bases. Speech is difficult to preserve compared with writing. Writing has higher prestige association than speech In spite of these differences, they share certain things in common. Both are used for the purpose of communication, both are used by human beings, both have prestige attached, both are skills and are deliberately learnt. But each serves unique purposes in unique ways."

4. Cause- Effect Texts: At times we need to narrate events and identify its causes. It mainly develops the reasoning and analytical ability of learners. After thinking about the causes or consequences of an event, the content will be presented in this form of texts. You will find this type of texts in both science and humanities disciplines. Below is an example of cause/effect text.

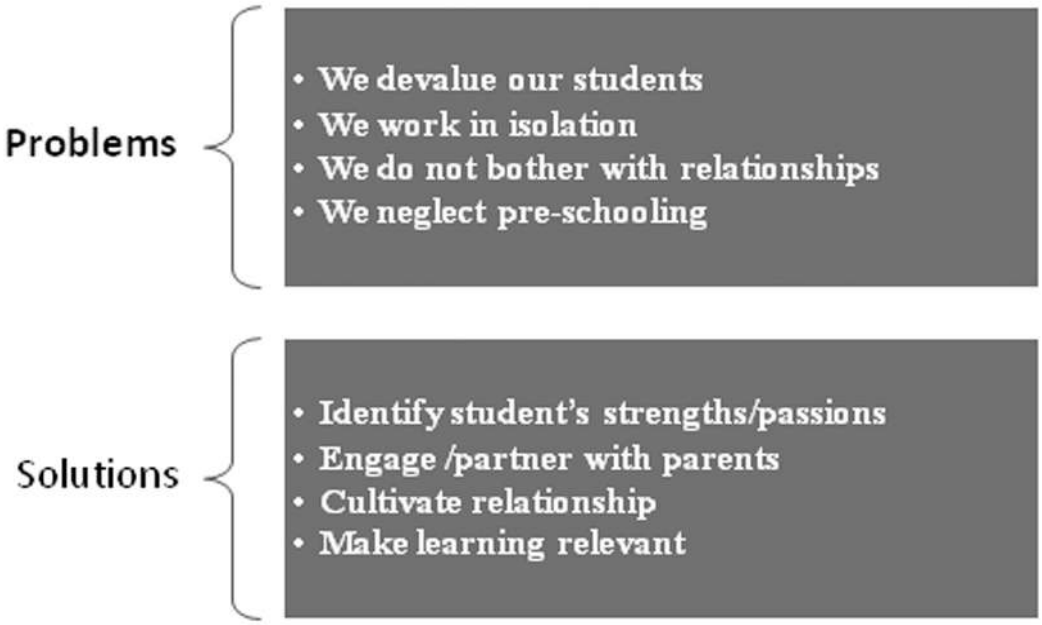


Observe how the above points are presented in the form of a text below.

Text: "Effects of Demonetisation**-** When the currency note of a particular denomination ceases to be a legal tender, it is termed as demonetisation. But since our government is replacing the old Rs. 500 notes with newer ones and eliminating Rs. 1,000 notes, it would be more appropriate to call the move as `scrapping' or `phasing out' of certain currency notes.

This may result in a number of consequences or results. Demonetisation may result in some positive as well as negative consequences. It may reduce terrorist activities by putting a check on their financial sources. It may hit the trade because the buying process may shrink. It will bring transparency in many sectors, including the real estate. As a result, the house prises may come down helping the middle class. It may be a positive sign for the middle class The major impact may be that corruption may reduce, and this is importantly the major objective of demonetisation."

5. Problem Solution Texts: Problem-solution writing is a method for analysing and writing about a topic by identifying a problem and proposing one or more solutions. A problem-solution text is a type of argument. Below is an example for Problem/Solution text on 'Dropouts in India'.



Text: "The major cause for dropouts is not the poverty of people as we normally think, but can be attributed to a number of other factors. The students are not in school simply because they do not want to be there. They find classrooms boring and disinteresting. The class inputs are irrelevant to their future goals. They are not made to feel that they are important in the class or they are not properly prepared for schooling. These necessitate us to look at this problem from a different perspective. We need to identify their passions and strengths. We need to involve the parents and work in joint partnership. We have to focus on making the school relevant to them. Deliberate and careful attempts need to be made to prepare the students for schooling. This stage should develop a liking and love towards the school. These are the immediate measures to be focused on, without which dropout rates cannot be minimised."

'Check Your Progress' - 1

Below are given a number of topics. Identify those topics, which have scope to be expository texts and mark them with the letter 'E'.

1. Describing a person
2. Procedure of conducting an experiment
3. The story of a grass hopper
4. Difference between a plant cell and an animal cell
5. What I want to become when I grow as an adult?
6. How does our parliament work?
7. If I become a Prime minister!
8. A conversation between a master and his servant

2.2.3.1. Nature of Narrative texts

Narrative Texts: You must have read a number of fairy tales, fables, etc. when you were small. Remember 'bethaladakathegalu'(ಬೇತಾಳದ ಕತೆಗಳು), vikram and bethal'(ವಿಕ್ರಮ ಮತ್ತು ಬೇತಾಳ), etc.. These are nothing but narratives. You have definitely read some narratives in the poetry form also. Recall 'Govinahaadu'(ಗೋವಿನ ಹಾಡು) or 'dharanimandalmadhyadoLage'(ಧರಣಿಮಂಡಲ ಮಧ್ಯದೊಳಗೆ) where you shed tears. This is a beautiful piece of a narrative text. Thus, legends, fables, fairy tales, folk tales, short stories, dramas, fantasies, fictions, etc. are narrative texts.

What makes a text narrative?

Narrative text is a kind of text that retells a story in the past tense. The purpose of the text is to entertain or amuse the readers or listeners about the story. The succession of events is given in chronological order. Narratives are accounts of past events, either real or fictional. A narrative essay, which tells about real incidents, must have a clearly defined setting, characters, plot, and point of view. It must include an introduction, a climax, and a conclusion. Narrative literature presents the action in a linear form from start to finish. The author's purpose in writing a narrative essay may be to communicate an important lesson learned during the story such as the importance of knowing how to swim when the author nearly drowned and not just recount past events. Hence it can be a text to amuse, entertain and deal with an actual or vicarious experience in different ways.

It includes any type of writing that relates a series of events, both fiction (novels, short stories, poems) and nonfiction (memoirs, biographies, news stories). Both forms tell stories that use imaginative language and express emotion, often through the use of imagery, metaphors, and symbols.

The main characteristics of narrative texts are as follows:

- Many are based on common events from life,
- Key vocabulary is often known,
- Simple vocabulary,
- Cause and effect known,
- Concrete or real concepts,
- People oriented,
- Dialogue makes the text less concept dense,
- Stories can have personal meaning,
- May give insight for own life/interest,
- Purpose is to entertain or share experience,
- Chronological structure,

• Simple concepts,

• Familiar story types, and

It can be either in the first person or third person.

It is subjective in terms of content.

Let us see some examples of narrative texts.

Text: "Once upon a time, there lived an Elephant by the name of Karpuratilaka in a forest. He had created all round chaos in the forest. Once it happened that he destroyed the burrows of the jackals in his merciless stroll. This action of Elephant was not tolerable to the animals and all of them wanted to kill the Elephant. They had a conversation regarding this, but thought it was nearly impossible to kill the Elephant due to his gigantic size.

Suddenly, an old Jackal said, "Leave everything on me. I will cleverly bring about his death". Everyone gave his consent to the idea of the old Jackal.

The next day, old Jackal went to the Elephant, bowed respectfully before him and said, "My Lord! Favor me with your royal glance". The Elephant looked at him and said in a loud voice, "Who are you? Why haveyou come here?" The intelligent Jackal replied, "I am only a poor Jackal. Your Majesty, no one can deny your greatness. You are kind-hearted, gentle and possess all qualities of a ruler. Taking these things in the mind, all the animals have chosen you to be their King. Please accept this offer and make us obliged".

The Elephant appeared to be happy with all the praise thrown by the Jackal. The Jackal found the time to be appropriate and further acclaimed, "Your Highness, all the animals are eager to see your kingship ceremony. It will be held in the middle of the forest, where thousands of animals have already gathered to get your glimpse. So, please come with me without any delay".

The Elephant was really pleased by the Jackal's talk. The Jackal took the Elephant deep into the forest. On the way, they had to walk through a swampy area by the side of a lake. The Jackal walked across the swampy region easily.

But as soon as the Elephant stepped on the swamp, he got stuck in it. He tried his best to come out of the swamp, but to no avail. The more he tried to move out, the more he went deep into it. He got frightened and called out the Jackal, "Friend, Please help me to come out of this mud. I am sinking deep into the mud. Call other animals quickly to help me otherwise I will die".

The Jackal replied, "I am not going to save you. You deserve this conduct. You are a cruel, arrogant and a merciless creature. You killed our siblings and kids. You have destroyed our burrows and nests of poor birds. You knew everything, but

remained indifferent. I am sorry to say that your end has come". The Jackal left the place immediately and the Elephant kept shouting for help. In a little while, the Elephant disappeared from the scene, sinking into the deep mud."

(From 'Hithopadesha')

'Check Your Progress' -2

Identify narrative texts and expository texts from the following. Mark narrative texts using the letter 'N' and expository text using the letter 'E'.

1. "Once upon a time, there was a huge tree on the banks of a river. The tree made a comfortable home for the family of birds who had built their nests on its branch. The birds were living there happily as the tree with its widespread branches sheltered them from scorching sun and heavy rains.

One day, when the sky was overcast with dark clouds, it rained very heavily. Some monkeys who were playing nearby the tree got drenched and ran for shelter under the tree. All of them were shivering with cold. When the birds saw the monkeys in the pitiable condition, one of the birds said," O Monkeys, you would not have to shiver like this, if you had built a home like us. You would not have to suffer like this. If we can build our nest with small beaks, then why can't you. By God's grace, you have two hands and two legs. On hearing this, the monkeys got annoyed and swore to teach a lesson to the birds. They said to themselves, "These birds are not afraid of the rain or of cold wind. They are living comfortably that is why they are criticizing us like this. Let the rain stops, we'll show them how to build home". As soon as the rain stopped, the monkeys climbed up the tree and destroyed the nests of the birds. They also broke the birds' eggs and threw the young ones down.

The poor birds flew here and there in misery. They were full of regret for their words and realized that they should not have given advice that was not asked. Advice should only be given to learned, wise and to those who ask for it."

2. "Maura, who like to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first gave her some left over food. The second Sheik gave her some unappetizing camel's tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik's camp.

The following day, the queen invited the three sheiks to dinner at her palace. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him. This Sheik Hakim's act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you" she announced her choice to the sheiks. "So it is Hakim I will marry".

(Arabian story)

3. "The sun shone brightly and the west breeze blew. The kite was flying this way and that way tied to her string. Suddenly the string snapped. The kite was free. She soared high in the air until she could see far, far away. The kite followed some parrots who took her to see the rainforests. The air was cool and the kite got wet. The kite followed some crocodiles who took her to see the rivers. The air was misty and the kite caught a fish. The kite followed some wallabies who took her to see the deserts. The air was hot and the kite got tired. So the kite followed the sun who took her back home."

4. "From far out in space, Earth looks like a blue ball. Since water covers three-fourths of the Earth's surface, blue is the colour we see most. The continents look brown, like small islands floating in the huge, blue sea. White clouds wrap around the Earth like a light blanket. The Earth is shaped like a sphere, or a ball. It is 25,000 miles around! It would take more than a year to stroll around the whole planet. A spaceship can fly around the widest part of the sphere in only 90 minutes."

5 Everyone has several different types of teeth. Each type has a unique name and a different purpose. The teeth in the front of your mouth, and the easiest to see, are called incisors. There are four incisors on the top and four on the bottom. Incisors are shaped like tiny chisels with flat ends that are sharp. These teeth are used for cutting and chopping food. They are the first teeth to chew most food we eat. The pointed teeth on either side of your incisors are called canine teeth. People have a total of four canine teeth, two on top and two on the bottom. Because they are pointed and sharp, they are used to tear food."

2.2.3.3. Implications to Content Area

Understanding expository and narrative texts has many implications to content area reading.

- Clear understanding of the nature of these two texts will help students to comprehend content area texts more easily. Therefore, this type of text needs to be presented for students to read in content areas.

- Students can identify what type of structure fits the themes that they select to compose texts. Training needs to be given to identify the type of texts they read.
- Students can understand the nature of texts in different disciplines and this will help them to know the differences between and among different content areas. Students need to be exposed to different types of texts and also compose different types of texts found in content areas.
- This will help in overall understanding of the texts of content areas.

The role of the Teacher

Whenever the teacher assigns reading to students in content areas, he/she needs to:

- Tell them to identify the structure of the content;
- Tell the student to identify the characteristics of the text-whether it is factual, imaginary, has cause and effect relationship, sequential, etc. so that the students identify the structure of the content. This makes comprehension easy.
- Promote students to write paragraphs on different themes of content areas.
- The teacher needs to discuss the structure of paragraphs-whether narrative or expository, which will help the students to compose effective paragraphs.

'Check Your Progress' -3

Imagine that you are teaching the topic 'magnetism' in physics and want to develop among your students the competency to compose texts in Science. Which topics among those given below would you suggest to develop narrative text

1. Types of magnets
2. History of magnets
3. The story behind the invention of the magnet
4. How magnets have been used over the years
5. Uses of magnets

2.2.4. Let Us Summarise

- Different types of texts are used in content area textbooks. Therefore, it is important to understand the nature of different types of texts.
- There are two major types of texts, namely, expository texts and narrative texts.
- Expository texts are those, which exposes us to different information.

- Narrative texts are those, which have a cause and effect relationship.
- Disciplines which are fact oriented normally demand expository type of texts.
- Themes which are fiction oriented and have a time component demand narrative texts.
- Teachers need to develop the competency to understand and compose expository texts and narrative texts among students to help them comprehend content area texts.

2.2.5. Answers to 'Check Your Progress' -1, 2, and 3'

'Check Your Progress' -1 : 2, 4, 6, 8 are expository themes.

'Check Your Progress' -2 : 1, 2, are Narrative texts and 3, 4, 5, are Expository texts

'Check Your Progress' -3 : 2, 3, 4

2.2.6. Unit - end Exercise

1. Explain the nature of expository and narrative texts with suitable examples.
2. Explain how you would promote expository and narrative text comprehension and composition among your students.

2.2.7. References

1. http://study.com/academy/lesson/what-is-expository-text-definition-types-examples.html
2. https://www.slideshare.net/ghaitram/expository-texts?next_slideshow=1
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Block 2: Informational Reading and Writing

Unit 3 - Transactional vs Reflexive Texts

Unit Structure

2.3.1 Learning Objectives

2.3.2. Introduction

2.3.3. Learning Points and Learning Activities

2.3.3.1. Nature of Transactional Texts

'Check Your Progress' - 1

2.3.3.2. Nature of Reflexive Texts

'Check Your Progress' - 2

2.3.4. Let us Summarise

2.3.5. Answers to 'Check Your Progress'-1 and 2'

2.3.6. Unit - end Exercise

2.3.7. References

2.3.1. Learning Objectives

After learning this Unit, the student teachers will be able to-

- Explain the meaning of transactional and reflexive texts;
- Differentiate between transactional and reflexive texts;
- Identify transactional and reflexive texts in their content area subjects; and
- Compose transactional and reflexive texts in different subjects.

2.3.2. Introduction

In the previous unit, you have learnt about two types of texts, i.e., expository and narrative texts. Apart from these types of texts, you will come across some more kinds of texts in your academic and social situations. You are familiar with the mails that you send to your friends, you might have read about different blogs or you might have your own blogs. To what category do these texts belong? You are going to learn the same in this Unit.

Exercise I:

You have heard a lot about the 'Swacchatha Abhiyan' these days. Suppose, you want to develop awareness on this among the members of your community, what are the different strategies you would use?

List at least three strategies.

I am sure you have listed more than three. Refer your answer with the answers given below.

- Prepare sign boards
- Send mails
- Set up a blog
- Prepare small speeches
- Make surveys and note
- Prepare a questionnaire
- Prepare invitations

These are nothing but 'Transactional Texts'. Let us understand what are Transactional Texts and their characteristics.

2.3.3.1. Nature of Transactional Texts

Meaning: Transactional texts are written with the purpose of communicating ideas and information between individuals. The term 'transactional text' is used for texts that are specifically dependent on communication between two or more people to gather or provide information.

You will come across different types of transactional texts in schools. They may be book reviews, term papers, laboratory reports, research projects, proposals, and doctoral dissertations; outside school, such writing takes the form of letters, memorandums, abstracts, summaries, proposals, reports, and planning documents of all kinds. Students who practice transactional forms of writing in their classroom will have lots of opportunities to practice it in their jobs. It is important, therefore, that students learn to do it clearly, correctly, concisely, coherently, and carefully. It includes all writing dealing with facts, theories, information or persuasion, e.g., in newspapers, textbooks, manuals, and recipe books. It includes the writing of historians, journalists, scientists, advertisers, and philosophers.

Functional text is another name for transactional text. It refers to text that has a more obvious purpose, very often a business purpose. It is concerned with events in day-to-day living. Transactional texts also include a broad range of text types such

as business letters, friendly emails, invitations, speeches, and interviews. Students need to learn to understand and compose both social and business text formats to be successful in school, the workplace, and social settings. It also includes the published records of proceedings such as papers read, addresses delivered, or discussions at the meetings of a learned society or the like. It reflects the interaction of an individual with one or more other persons, especially as influenced by their assumed relational roles of parent, student, or adult.

There are two types of transactional texts based on their length. One is longer transactional texts which includes the writing of letters, reviews, reports, diary entries, memoranda, and minutes. There are shorter transactional texts like the writing of the body copy of an advert or a poster, messages, postcards, notices, flyers, e-mails, friendly letter, etc. Business letter, invitation, diary extracts, minutes, articles, feature articles, editorial reviews, and formal reports can also be categorised as transactional texts.

Characteristics of Transactional texts :

Transactional texts intend to communicate, persuade or inform. Transactional letters should be brief. Typically, they include a short opening paragraph thanking the recipient for their prior communication. A transactional letter usually contains two main paragraphs, one to establish the topic and the second to elaborate on it. The ending is brief and formal, as befits a professional communication. In every piece of transactional writing, you will find a specific purpose, which is addressed to specific audience and it reflects a particular context. The style of transactional writing will be different based on the type of the text like formal in minutes, intimate in a postcard, casual in a letter etc.

Below you will find some formats of transactional writing:

1. AN INVITATION



2. MEMORANDUM

TO:

Mr. Mr Srinivasan (Secretary, Aditya Group of Institutions, Bangalore)

Mr. Ms Roopa Achar (Member, Aditya Group of Institutions Trust, Bangalore)

Mr. Azad Hussain (Special Officer, Aditya Group of Institutions, Bangalore)

FROM: Mrs. Nandini Joshi (Principal, Aditya Group of Institutions)

DATE: 22 January 2019

SUBJECT: Appointment of a counsellor

At the last Governing Body meeting held on Monday 15 January 2019, it was agreed that there are enough funds in the school budget to employ a specialized counsellor for our school

We need to hold a meeting to discuss the action steps we need to take to employ a counselor as soon as possible. I suggest we meet on 27 January immediately after school. Please let the school secretary know as soon as you can whether you will be present.

3. THE CURRICULUM VITAE

1	NAME	
2	DATE OF BIRTH	
3	NATIONALITY	
4	ADDRESS	
5	TELEPHONE	
6	PRESENT OCCUPATION	
7	ACADEMIC BACKGROUND	
8	PROFESSIONAL QUALIFICATIONS	
9	INTERESTS AND ACTIVITIES	
10	LANGUAGES KNOWN	
11	SERVICES RENDERED TO THE COMMUNITY	
12	REFEREES	
13	INTERESTS AND ACTIVITIES	

4. ADVERTISEMENTS

Aditya Group of Institutions,Kempegowda Street, Sahakar Nagar, Bangalore-30

Adityagr2010@gmail.com

REQUIRES Fresh/ Experienced trained Graduate/ Post Graduate Teachers for Primary, Secondary, Higher Secondary English Medium School for Maths, Science, Sanskrit, Social Science, English, Physics &Chemistry. Apply with full resume within 7 days through e-mail

Check Your Progress - 1

Below are given some questions followed by four answers. Identify the correct answers.

1. Which one does not indicate the purpose of transactional texts?
   a. Entertain
   b. Persuade
   c. Inform
   d. Communicate
2. What is the other name for transactional texts?
   a. Functional texts
   b. Non-functional texts
   c. Communicative texts
   d. Persuasive texts
3. What is not common in transactional texts?
   a. Specific style
   b. purpose
   c. brief
   d. visuals
4. What is not an example for transactional texts?
   a. Memorandum
   b. Invitation
   c. Short story
   d. Advertisement

2.3.3.2. Nature of Reflexive Texts

You are familiar about or at least heard of reflective writing. But reflexive writing is a strange one for you. Therefore, it is important to be clear about the difference between reflective writing and reflexive writing. Below are given four texts. Read them and identify the difference between texts 1, 2 and 3,4.

1. The night was very dark and I was frightened. I was always been afraid of ghosts. Whenever I was alone in the dark, I was afraid that a ghost lurking in some dark corner would suddenly spring on him. And tonight it was so dark that one could barely see one's own hand. I had to go from one room to another. As I stepped out of the room, a feet seemed to turn to lead and my heart began to beat like a drum. Rambha, our old maidservant was standing by the door. "What's the matter, son?" she asked with a laugh. "I am frightened, Dai," I answered. " Frightened, child! Frightened of what?" "See how dark it is! I'm afraid of ghosts!" I whispered in a terrified voice. Rambha patted my head affectionately and said, "Whoever heard of anyone being afraid of dark! Listen to me: Think of the lord and no ghost will dare come near you. No one will touch a hair of your head. The god will protect you."

Rambha's words gave me courage. Thinking of the lord, I left the room. And from that day, I was never lonely or afraid. I believed that as long as lord was with me, I am safe from the danger.

2. How many people can look back in their life span and pinpoint the exact moments that changed their life forever? I can remember that cold October morning like it was yesterday, I had left my house thousands of times before, but this particular morning was by far one of the hardest things I've ever done in my life. Driving towards the hospital that morning, I made a promise to myself that I was going to be a big girl. I was no longer the little five-year-old. My Father grabbed my hand. I knew that everything was going to be alright. I had one of the four surgeons in the country operating on me, that had completed this surgery successfully. My mom is sitting alongside of me holding my hand, and my Grandparents are welcoming me back with warm smiles. I had survived. I survived open-heart surgery for the fifth time in my short sixteen years on this earth. It was in that exact moment that I knew I was going to appreciate everyday given to me for the rest of my life. It was in only doing that, which I would be able to fully appreciate what my surgeon had done for me. It took months for me to make the full recovery. Slowly, but surely, I made it. During those few months of my mom constantly taking care of me, it made my appreciation and love grow for her immensely. It's hard to have full gratitude for your independence until it's taken away from you. There isn't a day that goes by that I am not reminded of the strength I have within me. It was those few moments that forever changed who I am supposed to be.

3. This workshop was held during last week at the Sharada Nivas College, Tumkur. Talks by learned resource persons were effective and useful. The need, strategies, and methods of good listening were beautifully analysed. The workshop helped to eliminate the bad habits of people while conversing and clear the conditions for effective listening. During one of the presentations I was surprised to know that we really hear only 25% of what others speak. This focused my attention on the importance of listening. We should make conscious efforts to listen to someone who is speaking. Most of the people pretend to listen to satisfy me and when I confront them with some questions, they say, 'will you please repeat what you said'. But my mother is a very good listener. She keeps nodding her head making signs ensuring her listening. The best part is, she even repeats what I say and asks questions based on that. I really love it. Sometimes I wonder why do we not learn from the examples that are just in front of us.

4. There is an incident which occurred at the examination during my first year at the high school and which is worth recording. Mr Giles, the educational Inspector, had come on a visit of inspection. He had set us five words to write as a spelling exercise. One of the words was 'Kettle'. I had misspelt it. The teacher tried to prompt me with the point of his boot, but I would not be prompted. It was beyond me to see that he wanted me to copy the spelling from my neighbour's slate, for I had thought that the teacher was there to supervise us against copying. The result was that all the boys, except myself, were found to have spelt every word correctly. Only I had been stupid. I never could learn the art of 'copying'.

In texts 1and 2 you will see that experiences have influenced the individuals to such an extent that they have changed the life of these people. In 3 and 4, such an impact is not seen. The individual is reflecting on the past events and of course, might have learnt and decided to follow it up in future life. The first two are reflexive texts and the last two are reflective texts.

Reflective texts describe a real or imaginary scene, event, interaction, passing thought, memory, form, adding a personal reflection on the meaning of the item or incident, thought, emotion or situation in one's life. Reflection achieves some learning, but the learner is the "same person" afterwards.

Reflexivity achieves learning, but also leaves the learner changed as a result. So (very crudely!) we could say that reflexivity is reflection + self- change. In reflexive (self reflective) texts, you will find the text coupled with personal experience. For example, you might find about how a person developed as a thinker, writer, or researcher; or how a particular process or event was unfolded to him. The key is that this writing engages the writer. As well as sharing insights with readers, reflexive writing contributes as "an important component of intellectual work". In many cases,

self reflection is a means of argumentation in which one uses his/ her experiences to make a point about the importance of a particular event, process, or form of knowledge.

Reflexive texts often focus on an experience and an explanation of how that experience changed the person or aided in the growth of a person as an individual. In short, reflexiveness achieves learning, but also leaves the person changed as a result. Often as a challenging form of learning, reflexive essays are important for developing critical thinking skills and learning how to express opinions in greater depth.

Check Your Progress - 2

Below are given two texts of reflexive type. Identify the lines that help you to identify these as reflexive texts.

1.Currently I'm living in Bengaluru. Some time back, I was suffering from minor lung disorder. Nobody wants to visit hospital for this kind of reason. Anyway, I had gone to hospital for check-up since I had free time. I was there at hospital @6.30 PM, even though consulting time was @7.30PM. 5–6 Patients were already waiting for the doctor with token in their hand. I was annoyed with this thing since I was early for the check-up and also I had to return to my room quickly. Bengaluru traffic is so much terrible that, in peak hours it would take 2 hours just to travel 5KMs.Ok finally, doctor arrived @7.45. I was waiting, waiting and waiting. Doctor took minimum 15 minutes for each patient. When slot no.3 was out of chamber, two people rushed to the chamber directly without any tokens, upon a doctor's call. Assistant told us that they have urgent matter to discuss. The people waiting outside were unhappy including me. Someone started raising voice and scolding them for this act.30 minutes passed. They are still in, discussing with doctor. "Damn, it's already 9p.m.", someone uttered. My patience also got vanished. Assistant could feel our anger. Few people started creating nuisance outside, which followed scolding the people sitting inside. They could hear these teasing/humiliating words from outside. Finally, they are out from the cabin. 30-year-old guy with his father (doctor told me about them later) hands joined and asking forgiveness. People behind me staring them and murmuring. Those people left hospital with head down hearing those scolding. At that time, I never felt pity for them as I thought they have killed my valuable time. (I don't know what I was going to do with valuable time). After sometime, assistant called my no and I went in. I was still in angry mode. Noticing this, doctor told me to be calm, smiling. He asked my problem and gave prescription quickly. When I about to leave, he told me the matter of the people who made us angry before. The elder person was suffering from Leukaemia (Blood Cancer). The other person was his son, carried him to hospital. He determined to save his father

but his father was in a condition which can't be cured. Knowing this fact both father and son were feeling low. Doctor was giving them valuable suggestions how to be strong in that situations. His father got emotional at that moment. Doctor made him comfortable and told him to live his life to the fullest. From that day onwards, I have learnt to be patient, and think twice before I take decisions and before getting irritated.

2. My father had been suffering of gangrene for more than a year and 4 times operated on right leg. starting from cutting of 1 finger to cutting whole right leg. A real painful process he had gone through. We are two sisters, both married and living in other city than our parents.To be honest- Being a working woman and a mother of 1 year old, I had been little selfish. I had got too much engrossed with my "own" family, priorities, profession and all that I never realised that the time I am delaying to spend with my father- is time I may not ever get! I always promised myself long weekend to long vacation to spend with papa as quality time. I kept on delaying it for this-that reason. At last I promised the Diwali vacation- to spend with papa. Made plans as well to help him come out of downs and improve at physical-mental health.

A day before Diwali vacation a late-night call blurred my imaginary plans. Papa called and just asked me to visit him the coming morning. I could sense pain and longing in his voice. I left early morning. Every passing moment while travelling killed something within.

I reached home finally. From the open door I could see papa looking at door, without blinking even once. The last step I took on stairs, exactly was moment papa ended his wait. My mom had no words other than saying- He just asked where have you reached… just asked!

This changed my mind altogether. After this I have been very careful to the needs of others. I do not want to repeat the same with my mother. I have shifted to her place along with my husband and kids.

2.3.4. Let Us Summarise

- Transactional texts are written with the purpose of communicating ideas and information between individuals. The term 'transactional texts' is used for texts that are specifically dependent on communication between two or more people to gather or provide information.
- Transactional texts include book reviews, term papers, laboratory reports, research projects, proposals, and doctoral dissertations; outside school, such writing takes the form of letters, memos, abstracts, summaries, proposals, reports, and planning documents of all kinds.

- Functional Writing is another name for Transactional Writing. This kind of writing includes letters, e-mails, advertisements, and other writing that can be part of a business transaction or is part of the broader business world.
- One is longer transactional texts which includes the writing of letters, reviews, reports, diary entries, memoranda, and minutes.
- Shorter transactional writing includes the writing of the body copy of an advert or a poster, messages, postcards, notices, and flyers. Transactional writing is very important because you will practice this kind of writing in your future business career.
- While writing transactional type of texts, one needs to consider the purpose, audience, context, and style.
- The assessment of transactional writing needs to be done in such a way that helps students to improve this form of writing.
- Reflexive texts are different from reflective texts. Reflection achieves some learning, but learner is the "same person" afterwards. Reflexivity achieves learning, but also leaves the learner changed as a result. So (very crudely!) we could say that reflexivity is reflection + self- change.
- In reflexive (self reflective) writing, one can present personal experience. For example, one might write about how he developed as a thinker, writer, or researcher; or how a particular process or event unfolded for him. The key is that this writing engages the person.
- As well as sharing insights with readers, reflexive writing contributes as "an important component of intellectual work". In many cases, self reflection is a means of argumentation in which you use your experience to make a point about the importance of a particular event, process, or form of knowledge.
- Reflexive essays often focus on an experience and an explanation of how that experience changed the person or aided in the growth of a person as an individual.
- Often a challenging form of learning, reflexive essays are important for developing critical thinking skills and learning how to express opinions in greater depth.

2.3.5. Answers to ‘Check Your Progress’ - 1 and 2’

Check Your Progress - 1

1-a,2-a,3-d,4-c

Check Your Progress - 2

1. From that day onwards, I have learnt to be patient, and think twice before I take decisions and before getting irritated.
2. This changed my mind altogether. After this I have been very careful to the needs of others.

2.3.6. Unit - end Exercises

1. Explain the characteristics and types of transactional writing.
2. Explain the of reflexive texts with an example.

2.3.7. References

How to Write Reflexive Essays: 13 Steps (with Pictures)

https://www.wikihow.com/Write-Reflexive-Essays

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Block 2: Informational Reading and Writing

Unit 4: Schema Theory, Reading Comprehension and Text Structure

Unit Structure

2.4.1 Learning Objectives

2.4.2. Introduction

2.4.3 Learning Points and Learning Activities

2.4.3.1 Concept and Types of Schema

'Check Your Progress' - 1

2.4.3.2 Schema Theory

'Check Your Progress' - 2

2.4.3.3 Schema Theory, Reading Comprehension and Text Structure

'Check Your Progress' - 3

2.4.3.4. Educational Implications

'Check Your Progress' - 4

2.4.4. Let Us Summarise

2.4.5 Answer to 'Check your Progress' - 1, 2, 3 and 4'

2.4.6 Unit -end Exercises

2.4.7 References

2.4.1 Learning Objectives

After learning through this Unit, the student teachers will be able to-

- Explain the meaning of the terms schema and schemata;
- Explain schema theory;
- Identify the implications of Schema theory for reading; and
- Bring out the implications of Schema theory for teachers.

2.4.2. Introduction

You must have noticed while reading that you comprehend some texts better than the others. You must have also noticed the same among your students. Have you ever contemplated on this aspect and tried to find the reason for this phenomenon? There are definite answers to this and the 'Schema Theory' provides the appropriate answer.

You may be wondering what this 'Schema theory' is. Let us say someone says that they saw a tiger on the previous day. Immediately you will visualise a tiger. The same process will take place whenever you listen to someone or read something. As you listen to people, you will get the picture of what they are describing. Just read the following paragraph of a story.

Exercise-I

"There was a small village in Karnataka, where a herd of cows were living with their little calves. The cows were going for grazing regularly in the morning and were back by evening leaving their little ones in the safety of the village. The cows were accompanied by Kalinga, a cowherd. Close to the grazing area, there was a dense forest. When the cows were grazing, they lazily enjoyed sunshine also. One day, from the dense forest, Arbudha, a tiger who had become old and weak saw them. He was very hungry. On seeing these cows, he was overjoyed and thought 'I can catch one of these fat cows for my dinner' and hid behind a rock waiting for the right time to catch the cow."

As you read the passage you will get the image of cows, calves, Kalinga, etc. and all these images will be based on your previous images of cows, calves, etc. The same is true with any text matter. As we read, we imagine what is described. These pictures depend on the images stored in our mind based on reading and experiences. These are called schema. The plural form of schema is schemes or schemata. In this Unit, we are going to learn about Schema and the theory related to it known as the 'Schema Theory'. You will also understand the implications of 'Schema Theory' to reading comprehension.

2.4.3. Learning Points and Learning Activities

2.4.3.1. Concept and Types of Schema

The term "Schema" was first used in psychology and was defined as "an active organization of past reactions or experiences". A Schemata is a generalised description or a conceptual system for understanding knowledge-how knowledge is represented and how it is used. Schema can also be viewed as creating new connections by activating previous knowledge. It is an organised knowledge structure. It is based on past, personal experiences, which are powerful. The past knowledge

mixes with new experiences and new knowledge is created. It is a unique feature of the human information processing system. Each individual will have his or her own set of schema, and the schema of two persons of the same concept may be different.

An example of schema would be to think of your schema of a cat. You immediately get the picture of a cat with all its attributes(eyes, ears, cries, legs, etc.), and then as you proceed to think, Cats of different colours, of different sizes, cats behaviours of crying, eating, watching, etc. come to your mind. Still further you may get the picture of a black cat, myths about black cats, and then it may take you to think of kittens. Depending upon your personal experience, the knowledge of a cat as a pet or as an animal to fear may be a part of your schema. And so, it goes with the development of a schemata. Each new experience incorporates more information into one's schema. Some visual representations of schema are given below:







In order for background knowledge to be valuable, it must be stored in a person's long-term memory. Schemas are important for comprehending, learning, and remembering. The more developed schema, the more learning. Schema support assimilation. This means adding more information to the existing schema. They also contribute for accommodation wherein one has to restructure the present schemata,while learning new knowledge. All knowledge of humans is constructed. It is not replicated.

Schemas are hierarchical in that, large schema includes the small ones and the small schema include even smaller ones. For example, consider the schema related to a village. The subsidiary schema will be a farm, shandy, dwelling area of people, etc. Again, there is a schema of a farm including a group of trees, farmers, different activities, etc.

In the context of reading, these schemata or the organised previous knowledge, has an important role to play. Based on previous experiences, each individual develops knowledge structures related to different concepts, events, etc. These structures are the schema. These are stored in the minds of the individual, starting from a word up to a whole novel, a country, etc.

Let us try to clarify the concept of schemawith more clarity with the following example.

Exercise-II

Here is an exercise for you. Try to experience your schemata as you read the lines below.

1. It was a Christmas day.
2. There was a big city next our village.
3. There was a small family in a village. They led a life of acute poverty.
4. It was a Deepavali day.
5. It was my birthday.
6. Once upon a time, there lived a demon in the forest.

The picture that different people get for the same words may be different. A person who has not suffered poverty cannot understand the third sentence because he does not have that schemata.

Types of schema

Schema are generated not only in terms of concepts, but in other aspects also. Let us see what are the types of schema.

Social schema

Social schema are generated by an event, i.e., going to a temple that consists of an entrance with a big door, two idols on both the sides (jaya-vijaya), the outer space to take pradakshina, the crowd inside, the sounds of the bell, the chanting of mantras, the inner hall (garbhagudi), the priests sitting in the front, etc.

Ideological schema

Ideological schema are generated by attitudes or opinions on relevant social or political issues, for example, dowry and divorce.

Formal schema

Formal schema is related to the background knowledge of the formal, rhetorical organisational structures of different types of texts. In other words, formal schema refers to the knowledge of the ways in which genres are presented like prose, poetry, etc. This is the macro structure which refers to the underlying structure, which accounts for the organisation of a text or discourse. If this part is familiar, comprehension will be easy. Some students find it easy to understand the same content if it is presented in the prose form rather than poetry form. This is basically because of the structure of presentation of the text. It may be the length of the sentences or

the style of writing, etc. The extent of comprehension depends on the formal schema of the individual reader. A very good example in Kannada is the students' ability at the secondary level to understand the 'vachanas' or the 'dasarapada' in its original form. If the same is presented in the prose form, they will understand the rhetorical structure of a written text, such as differences in genre or between narrative styles and their corresponding structures. For example, the schema of a poem, prose, drama, etc.

Linguistic schema

Linguistic schema include the decoding features that a person needs in order to understand how words are organised and fit together in a sentence (be it spoken or written discourse). The decoding structure will be different in different languages.

Content schema

Content schema refer to knowledge about the subject matter or content of a text. It can be descriptive or sequential, etc.

Functions of Schema

Schema provide scaffolding for assimilation of text and information. They facilitate allocation and attention. Allocation is the processing of fixing or placing information in the memory. Schema helps to understand what is more important and what is less important, and allocation is done accordingly.

Schema contributes for inference elaboration. A person while learning and reading makes a number of hypotheses. He tests the hypotheses as he/she proceeds in these activities. Schemata help to elaborate our inferences about what is going to be there in the text or what we are going to learn, etc.

Schema enhance memorising and summarising. As already seen, more developed schemata help in deeper understanding of the text. It also helps the brain to summarise the concept, event or paragraph and store it properly.

Check your progress – 1

Below are given types of schemata and examples. Match them.

	Table A	Table B	
1	Social Schema	The knowledge of South Indian rivers	a
2	Ideological Schema	The syntax structure of the Kannada language	b
3	Formal schema	Shandi in a village	c
4	Linguistic schema	Wedding	d
5	Content schema	The structure of a fiction	e

2.4.3.2. Schema Theory

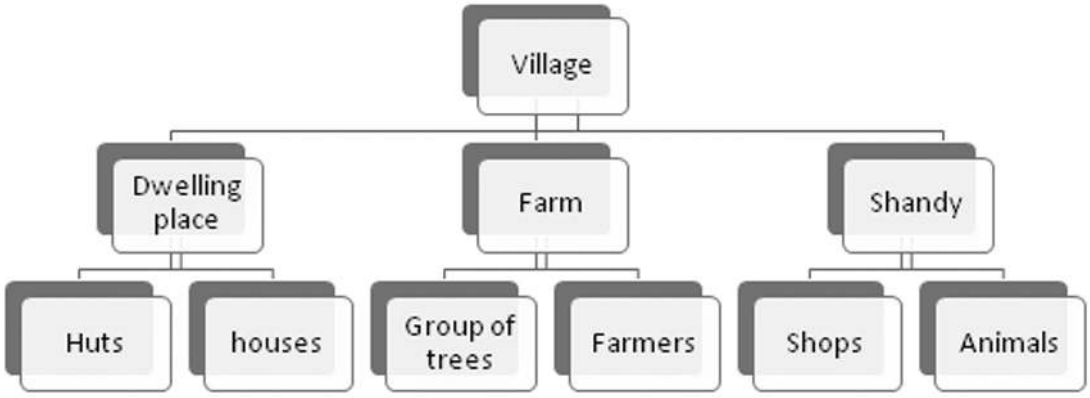
Schema Theory is a cognitive learning theory used by psychologists, linguists, and psycholinguistics, to better understand the process of comprehension. It was introduced by psychologist Sir Fredric Bartlett, and made popular by another psychologist, Jean Piaget, and later expanded by education psychologist Richard Anderson.

The Schema Theory describes how knowledge is acquired, processed, and organised. The starting assumption of this theory is that the "very act of comprehension involves one's knowledge of the world". *Ac*cording to this theory, knowledge is a network of mental frames or cognitive constructs called Schema. Schema organise knowledge stored in the long-term memory and represent knowledge about concepts, objects and the relationships they have with other objects, situations, events, sequences of events, actions, and sequences of actions. "Schema can represent knowledge at all levels - from ideologies and cultural truths to knowledge about the meaning of a particular word, to knowledge about what patterns of excitations are associated with what letters of the alphabet. We have schemata that represent all levels of our experience, at all levels of abstraction. Finally, our schemas are our knowledge. All of our general knowledge is embedded in schema."

Schema also expand and change in time, due to acquisition of new information, but deeply installed schema are inert and slow in changing. This can provide an explanation as to why some people live with incorrect or inconsistent beliefs rather than changing them. When new information is retrieved, if possible, it will be assimilated into the existing schema(ta) or the related schema will be changed(accommodated*)* in order to integrate the new information. For example, during the schooling process, a child learns about lizard as a reptile first, and assimilates the schema similar to lizards and when they see chameleon, tries to assimilate it also as a reptile from its characters and develops corresponding schema. The schema of the child is now expanded with the assimilation of a new item. The child identifies the similarities and differences and the schema get more depth.

The schema theory also explains how readers use prior knowledge to comprehend and learn from text. The term 'schema' is also defined as "a data structure for representing the concepts stored in memory". These are abstract knowledge structures. It is a general knowledge structure used for understanding. The fundamental tenet of the schema theory assumes that the written text does not carry any meaning by itself. Rather, a text only provides directions for readers as to how they should retrieve or construct meaning from their previously acquired knowledge. This previous knowledge is called the readers' background knowledge (prior knowledge), and the previously acquired knowledge structures are called schemata.

The schemata of a reader are organised in a hierarchical manner, with the most general at the top to the most specific at the bottom. Recall the example given before in the context of explaining what is a schema. Observe the following diagram and try to understand what we mean by hierarchy in this context.



According to the schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. Reading comprehension operates in two directions, from bottom up to the top and from the top down to the bottom of the hierarchy. The bottom-up processing is activated by specific data from the text, while the top-down processing starts with general data to confirm these predictions. These two kinds of processing occur simultaneously and interactively, which add to the concept of interaction or comprehension between the bottom-up and top-down processes. According to the schema theory, people make sense of new experiences and the world by activating the mental representations or schemas stored in their memory. New experiences and information are interpreted according to how it fits into their schema. Information that does not fit may be misunderstood or misconstrued. Now you may relate your difficulty in comprehension with a definite cause. If there is a discrepancy between text material demands and reader's previous knowledge, then there may arise difficulty of not understanding or misunderstanding.

Check Your Progress-2

Below are given some statements. Some are related to the schema theory and others are not. Identify the related statements by denoting 'Yes' and non-related by denoting 'No'.

1. Readers use prior knowledge to comprehend and learn from text.
2. Comprehension is not an interactive process

3. Describes how knowledge is acquired, processed, and organised.
4. Knowledge is a network of mental frames or cognitive constructs called schema.
5. Reading comprehension operates in two directions.
6. It is a cognitive learning theory.
7. Reading comprehension occurs on the basis of present knowledge.

2.4.3.3. Schema Theory, Reading Comprehension, and Text Structure

Reading is the process of analysing a textual message and the brain analyses stimuli on many levels. A schemata is knowledge stored including information gathered from reading. This stored knowledge of past experiences and information plays a key role in our comprehension when reading.

If the students are familiar with the genre of the text, their reading comprehension becomes easy. Genre is the type of text that students read (prose, poetry, fiction, drama, etc).

Comprehension is constructing a schema that provides a coherent explanation of experiences, events or text. Every person experiences an event, a text or a situation and all constructions are based on previous experiences.

What is the problem when we are reading a passage from a foreign language? It is difficult to comprehend though we refer to the dictionary because of lack of knowledge of the forms as well as lack of background knowledge of the culture and society.

While teaching rational reading, most of the attention is on the linguistic form of the reading material and their background and it ignores the function of the readers and their background knowledge; hence, the development of students' reading was restricted. Part of the interpretation of the text is formed by inference. Such inferences are drawn based on previous experience of life or of similar text, or of films or television programmes or on the basis of emphatic imagination, etc. As each sentence of the text is interpreted by the reader, together with inferences which permit its interpretation in that context, itis assimilated into a constantly recreated matrix of ideas.

If comprehension has to be effective, the students have to develop good schemata. Knowledge of text structure helps the students to develop proper schemata. Then, what is text structure?

Text structure refers to how information within a written text is organised. You have already learnt about these text structures in Unit 2.2 under 'Expository Writing'.

They are description, cause and effect, comparison-contrast, order-sequence, and problem-solution. Try to recall the same once again. Teaching students to recognise common text structures can help students monitor their comprehension at different levels.

The Three Levels of Comprehension

Reading comprehension is the ability to process information that we have read and to understand its meaning. We said schema is directly related to one's reading comprehension. More the schemata, deeper will be the comprehension. If the schema is broader and deeper, the person will be able to reach higher levels of comprehension. Let us see what the different levels of comprehension are. The three levels of comprehension are the literal level, inferential level, and the critical/evaluative level.

1. The Literal Level: It is simply what the text says and what actually happens in the story. This is a very important level of understanding because it provides the foundation for more advanced comprehension. It focuses on reading the passages, hearing the words or viewing the images. It involves identifying important and essential information. With guidance, students can distinguish between the important and less important ideas.

2. The Inferential Level: It involves determining what the text means. Determining inferential meaning requires you to think about the text and draw a conclusion. The focus shifts to reading between the lines and looking at what is implied by the material under study. It requires students to combine pieces of information in order to make inferences about the author's intent and message. Guiding students to recognise these perceived relationships promotes understanding and decreases the risk of being overwhelmed by the complexities of the text being viewed, heard or read.

3. The Critical Level: In this level, we analyse or synthesise information and apply it to other information. Understanding at the literal and interpretive levels are combined, reorganised, and restructured at the critical level to express opinions, draw new insights, and develop fresh ideas. Guiding students through the applied level shows them how to synthesise information, to read between the lines, and to develop a deeper understanding of the concepts, principles, and implications presented in the text.

The following example will help you to understand the different levels of comprehension. Read the story given below, followed by the questions, and learn to grow with the ability for comprehension and also to evaluate students' comprehension.

Punyakoti and the Tiger

There was a small village in Karnataka, where a herd of cows were living with their little calves. The cows were going for grazing regularly in the morning and were back by evening leaving their little ones in the safety of the village. The cows were accompanied by Kalinga, a cowherd.

Close to the grazing area, there was a dense forest. When the cows were grazing, they lazily enjoyed sunshine also. One day, from the dense forest, Arbudha, a tiger who had become old and weak saw them. He was very hungry. On seeing these cows, he was overjoyed and thought 'I can catch one of these fat cows for my dinner' and hid behind a rock waiting for the right time to catch the cow.

As the sun began to set in the evening, Kalinga along with the herd of cows set off to be back home. The awaiting tiger also set himself to pounce on the cow and jumped out with a loud roar. All the cows ran helter-skelter and reached the village except one cow who was slower than the rest. She was the most beautiful and most gentle of all the cows in the herd. She was called Punyakoti.

The tiger pounced on Punyakoti, and was about to kill her with his powerful jaws, when Punyakoti said 'Dear Tiger, please do not kill me just now, 'I have a little calf in my home who will be waiting for me. He will be very hungry and needs his evening meal. Please let me go back, feed him to night, and once I have fed him, I promise that I will return to you. Then you can eat me.'

The tiger was taken aback in surprise. He had killed many animals in his long-life time. During such incidents, many pleaded for their life, but no one had ever promised to come back. The tiger was annoyed and roared 'Do you take me for a fool?'. 'If I let you go, you will never return! No, I will kill you and eat you now.' The cow pleaded again. 'Sir, I ask you this favour not for me, but for my poor hungry calf. He must be wondering where his mother is. Let me go back to him, feed him one last time and say goodbye to him. I promise that I will come back.' Arbhuda was moved by the cow's plea. 'Alright, go back to your calf and come back to me,' he said. 'I will wait here for you.

Punyakoti ran back to the village as fast as she could, and reached the cowshed where her calf waited. The calf was frightened as all the other cows had come home, except his mother. When he saw his mother, at once, he ran to her. Punyakoti soothed him, licked him and fed him. When the little calf had drunk all the milk that he could, she told him of the incident in the forest and her promise to the tiger.

'Don't go back, mother, please stay with me,' the little calf pleaded in reply. 'I must go back, my child,' explained Punyakoti gently. 'I have given my word, and

you would not want your mother to break a promise, would you?' The little calf felt miserable, but didn't know what to do or how to save his mother from the tiger.

Punyakoti gathered all the other cows together, and explained her case and reuested them to take care of her calf. But the other cows too begged her to stay back. Punyakoti had made her decision to keep up her promise and said, 'I have made a promise, and I must keep it up.' Bidding a final goodbye to her little calf, she left.

Meanwhile, Arbhuda the tiger had grown even more hungry and was furious. He was cursing himself for letting his dinner go. He was stunned and could not believe his eyes when he saw Punyakoti walking up the hill towards him. 'Here I am, as I promised,' said the cow, coming up to the tiger. 'I have fed my calf for the last time, and said good bye to him, and the other cows have promised to look after him. So now you may kill me and eat me too.' Arbhuda, moved and humbled by Punyakoti's courage and honesty, shook his massive head. 'I cannot eat you,' he said. 'It is better that I die of hunger than eat someone as good and truthful as you.' And so saying, he turned away into the forest.

Punyakoti returned to her little calf, who was overjoyed to see her, and the two lived happily ever after. Arbhuda, the tiger went away and never bothered them again.

Questions for Each Level of Comprehension

1. Why was Arbhuda overjoyed (literal)?
2. How did Punyakoti feel when Arbuda pounced on her(inferential)?
3. What does the story writer want to communicate through the story? (Critical level)

Check Your Progress--3

Identify the level of comprehension evaluated in the following questions by indicating the letters 'I', 'C', and 'L'.

1. What made Arbhuda to give a chance to Punyakoti to go back to the village and appear asecond time?
2. Who was caught by Arbhuda?
3. How did Punyakoti feel when Arbhuda said 'I cannot eat you'?
4. What did the little calf say when Punyakoti told him of the incident in the forest and her promise to the tiger?
5. How does the story depict the character of Arbhuda?

2.4.3.4. Educational Implications:

The educational psychologist Richard Anderson is accredited with having introduced the schema theory to the educational community in 1977. The research carried out by him found that comprehension, and in turn memory and learning, depend on the student recurring or bringing to bear the appropriate schema. These ideas were considered revolutionary because reading ceased to be considered as a matter of simple word recognition; instead, attention was placed on the reader's role in the process of comprehension. In the current schema theory, reading is considered as an interactive process between the reader's background knowledge and the text. Since then, the schema theory has proven useful in many other disciplines and is used for analysis, marketing, music, and more.

In reading and teaching, we use graphic organisers or pre-reading or pre- lesson type of things and show the structure of a lesson. This helps to develop schema. These are the external forms of the internal structures (schema). The schema theory has direct implications for teachers and classrooms. They can be summarised as follows:

1. Pre- teach to build requisite knowledge;
2. Integrate new to known;
3. Highlight structure of material to be learned/read;
4. Cover less information with more depth;
5. Have activities like 'KQL (already Know, Questions and Learnt);
6. Good readers use background knowledge to make sense of new information that they are reading. When the students' background knowledge is activated it helps to bring a deeper meaning to what they are reading;
7. In comparison, when a struggling reader cannot draw upon a well- developed schemata, he/she will have a hard time comprehending new information;
8. If the students' schema is triggered during learning, that information is more likely to become permanent. It focuses the students' attention on the topic they already know, and how they can use their new knowledge. This can be applied to all forms of teaching whenever new concepts are introduced during the pre- reading introduction and the reading of a text. After teaching, the goal is that the students should use their new schema for future learning regardless of how the knowledge is triggered; and
9. Familiarise students with different text structures as they develop the reading habit. This enhances their reading comprehension.

Check Your Progress-4

Below are given some incomplete statements. Complete them with the help of the points you have learnt in this lesson.

1. Pre- teach to build ——————————
2. Integrate new to ——————————
3. Highlight structure of material ——————————
4. Cover less information with ——————————
5. Have activities like ——————————
6. Good readers use background knowledge to make sense of new information that they are reading. When the students' background knowledge is activated, it helps——————————
7. In comparison, when a struggling reader cannot draw upon a well- developed schema, he/she will have a hard time ——————————
8. If the students' schema is triggered during learning, that information is more likely ——————————

2.4.4. Let Us Summarise

1. A schema is a generalised description or a conceptual system for understanding knowledge-how the knowledge is represented and how it is used.
2. Schemata is based on past, personal experiences which are powerful. The past knowledge mixes with new experiences and new knowledge is created.
3. It is a unique feature of human information processing system.
4. Each individual will have his/her own schema,and the schema of two persons of the same concept may be different.
5. There are different types of schema, namely, social schema, ideological schema, formal schema, linguistic schema, and content schema.
6. Schema has a number of functions.
7. According to the schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text.
8. The schema theory has direct implications for reading comprehension.
9. Comprehension takes place based on the schemata of a person has related to the text.

2.4.5. Answer to 'Check Your Progress' : 1,2,3, and 4'

Check Your Progress-1

Ans: 1-d, 2-c, 3-b ,4-e, 5-a

Check Your Progress - 2

1-Yes; 2-No; 3-Yes; 4-Yes; 5-Yes; 6-Yes; 7-No

Check Your Progress-3

Ans: 1.I, 2-L, 3-I, 4-L, 5-C

Check Your Progress-4

1. requisite knowledge
2. known
3. to be learned/read
4. more depth
5. 'KQL (already Know, Questions and Learnt)
6. to bring a deeper meaning to what they are reading
7. comprehending new information
8. to become permanent

2.4.6. Unit - end Exercise

1. Explain the Schema Theory and its relationship with reading comprehension.
2. Identify the implications of the Schema Theory for teachers teaching- reading in the classrooms.

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Block 2: Informational Reading and Writing

Unit 5: Reading Strategies - Note-making; Summarising; Making Reading-Writing Connections; Process Writing.

Unit Structure

2.5.1 Learning Objectives

2.5.2. Introduction

2.5.3 Learning Points and Learning Activities

2.5.3.1. Note Making

'Check Your Progress' - 1

2.5.3.2 Summarising

'Check Your Progress' -2

2.5.3.3. Making Reading-Writing Connection

'Check Your Progress' -3

2.5.3.4. Process Writing

'Check Your Progress' - 4

2.5.4. Let us Summarise

2.5.5 Answers to 'Check Your Progress - 1, 2, 3, and 4'

2.5.6 Unit - end Exercises

2.5.7 References

2.5.1. Learning Objectives

After going through this Unit, the student teachers will be able to-

- Explain the reading strategies;
- Make notes in an effective way;
- Summarise a paragraph effectively;
- Use appropriate strategies for reading-writing connections; and
- Write using the process method.

2.5.2. Introduction

We read a lot. Sometimes we read with a specific purpose to continue our writing and at times, we read just out of interest or as a habit. When we read for a particular purpose of furthering our writing, we like to make notes of what we read so that it helps in our writing. This note making is an art. Some people make notes of all that they read. Later they feel it is like an ocean and they cannot even identify what points are important for their purpose. Some scribble a few points. But what is the proper way of taking note of what we read? We are going to discuss this question in the first part of this Unit. This is something about the skill of reading. Like reading, writing also is an important skill to be developed. Writing skill can be developed through different tasks, and helping students to write good summaries of the text is an effective tool to develop good writing skills. Hence, in the second part of this Unit we are going to discuss how to develop the skill of 'summarising'. You might have noticed in the classroom that those who write well also read well. But the vice versa may not be true. It means, we cannot say that those who read well also write well. This is because there is a positive correlation between writing and reading. As teachers, we need to harness this phenomenon and make our students good writers so that they are equally good readers. In the third part of this Unit, we will understand this aspect of 'reading-writing connection'. With all these skills, learning how to produce a piece of writing will be discussed in the fourth part of this Unit.

2.5.3.1. Note-making

Concept

Before we understand the procedure of note making, let us be clear about what we mean by this. You must have come across the two terms, namely, 'note taking' and 'note making'. We take notes when we listen to a speaker/speech/talk, etc. It is reproducing same ideas and has short-term utility. We make notes when we read text/lesson/printed material. It is short and is written in one's own language. Abbreviations and symbols can be used when we make notes. It has long-term utility. You must understand that we are discussing note making as a reading strategy.

Importance of note-making

Making notes is a good habit. It helps in many ways. It focuses you on the central idea or the points that are important. It is a good aid to remember the points to be developed. It helps to structure class assignments or your essays. It helps to keep a record of what is read so that you can trace it again for your use. It helps you to think about what you have read. It allows you to bring cohesion in your writing. It aids in arriving at conclusions. It helps to be aware of plagiarism. It is a good documentation of what you have read. It improves your study habits. It also enhances your memory.

It helps you to prepare before the lecture. Making notes helps you recall information that would otherwise be lost. It also helps in organising one's ideas, and think critically and analytically about what you are reading.

Making notes the right way is not an easy task. It is not simply about jotting down everything that you read. We need to take into consideration some important points while taking notes. Let us discuss them.

Be selective: You need to take into consideration this point when you take note of what you read. Otherwise the points you take may become too brief or too long. If it becomes too long, it is just a waste of time and energy. If it is too short, you may miss out some important points. Therefore, try to be selective.

What is meant by being selective in this case? It means you need to be selective in two aspects:

- You need to decide what to read, and
- You need to decide what points need to be noted.

What needs to be read?

The abstract, introduction or preface: They help you to decide whether you should read more or not.

Beginning and ends of promising sections: They suggest whether the content is worth reading in more detail.

Let us understand this aspect of being selective with an analogy.

Let us say you want to attend a function and decide to purchase all the clothes and accessories you need for the same. Accordingly, you go to a mall where all that is required for the occasion is available. Do you buy all that feels nice? No, if you do so, you will not be a good planner and you cannot effectively achieve your goal. The same thing is true in relation to reading and making notes also. You will not take notes of all that you read. You should not. You should be clear as to the purpose of your writing as you are clear about the function you want to attend. You decide what type of dress including the make-up you want to have. In the same way, you must decide what aspects,i.e., ideas, examples, analogies, and information that you are looking for. Just before purchasing you will make sure whether the quality is good and appropriate to your requirement. In case of note making, you must see whether it is really relevant to your piece of writing. Use your judgment accurately. Sometimes you may find some new item is not in your list, but you feel that it adds extraordinarily to your dress plan. In the same way, you may find some ideas may not be listed, but you feel it adds some more clarity and beauty to what you write. You can select it also.

What and how note making should proceed?

- First and foremost, you have to note down the year of publication of the article or the book you are reading to know how recent is the information in relation to your specific topic.
- Read the contents page and index: See whether there are specific sections devoted to your topic of interest.
- Read actively while you take notes: People take notes in two ways. First, they are passive while taking notes. But some aspects keep a reader active while taking notes. You need to keep thinking about what you want from the source, look for answers to questions that you have in mind, look for the connection and see how you can bring a link between what you are presenting and the good points you get from the source. Taking notes in your own words rather than verbatim, and recording direct quotes when it is required, etc. are other points that make reading active.
- Take points instead of full description: You should not be descriptive while taking notes. If there is a point explained in one paragraph, you should take a note within two or three words or in one big phrase.
- Let the notes be in the form of phrase or words rather than sentences: It is always better to take notes in the form of phrases. You can later elaborate as you require.
- Examine whether the points are directly connected: See whether the points you select have direct connection with the title or topic you want to write. Keep remembering the topic or the heading on which you want to continue to write. Take note of only those points, which are directly connected to it.
- Take note of the content of note making: When you have realised something that you read is useful, and you want to make a note of it, decide the headings under which you can put those points. For example, definition, importance, examples, analogies, problems, etc. These headings may change based on the topic you decide to continue writing.
- Use triggers or catchy marks to remember the points; use different colours for different aspects so that it is easy to identify.
- Identify and use symbols and abbreviations that help you take notes fast, like simlrly(similarly), grd(gradually), etc. These need not be the universal abbreviations, but developed by you for your own purpose.
- Use colours: Show the relationship between or among the points using different colours.

- Highlight the headings like examples, illustrations, research findings, etc.
- See that the points are well-spaced: Keep your notes well-spaced so that you can see individual points later when you need it.
- Use readable format: Make notes a clear readable format. Do not be lazy and scribble. Then you may not be able to read what you have written.
- You can have a page layout for your note making process
- As mentioned earlier, note down the bibliographical details at the top of each page. Write the page number also along with this. Below these details, draw two columns.
- Use the first column for notes you make for reading. This may include the ideas of the author (to be written in your own words unless you decide to put it as quote), summaries of what you have read, quotations, examples, case studies, diagrams, etc. along with page numbers.
- Use the second column for your comments. This depends on your requirement for further reading. You can note the similarities and differences with other authors, other information, indicate how important is the point, or even more important or less important, etc. You can refer to the following layout:

Bibliographic Details	
• Important points referred	• Main ideas
• Examples	• Analogies
• Quotations	• Case studies
• Authors' comments, etc.	• Your Comments
• Points to Elaborate	• Add other examples
• Find similar analogies	• Substantiate, etc.

Stages of Note - Making

Though note making is a single activity, it consists of three stages:

Pre-note making: Before reading, make a list of the aspects or headings under which you want to take notes. For example, if you want to write on the contributions of Indian Mathematicians, decide the content of your writing such as name, contribution, period, introduction for each mathematician, etc.

Note making: This is the actual note making stage. Here, make a note of the main ideas as per the requirement of your writing, taking into consideration all the aspects given above.

Post - note making: At this stage, you need to revise and reflect on the notes taken by you. You can delete the points that are not required, modify the titles, and organise the whole notes.

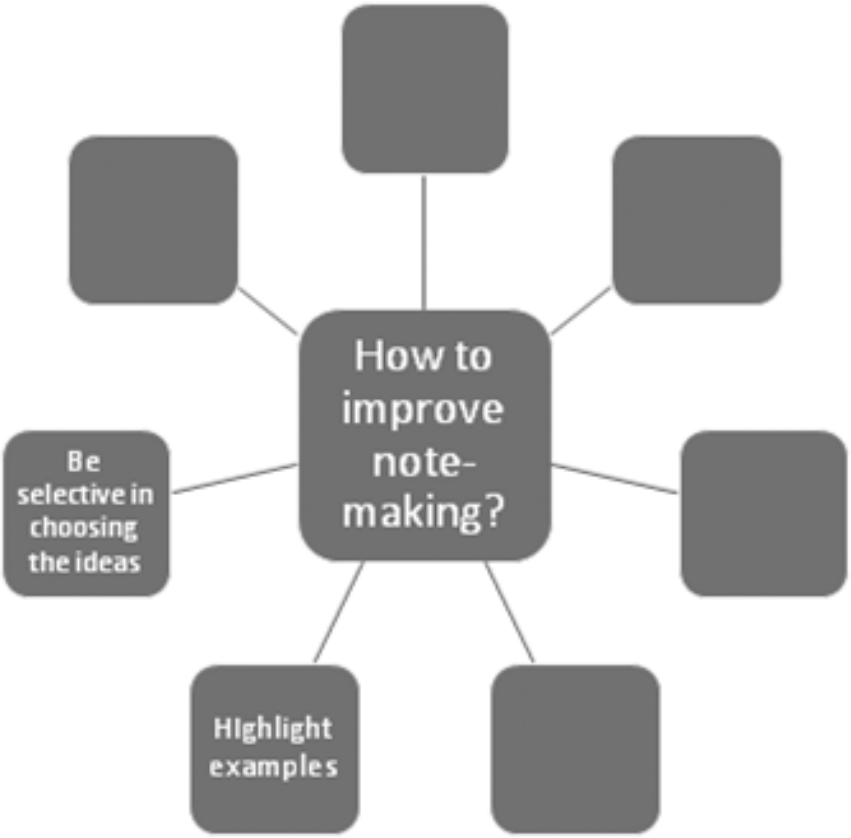
Risks in Note - Making

Be cautious of Plagiarism**.**

You might have already aware of plagiarism. It is using someone's writing as your own. It is a serious offence. One needs to take great care of this. Sometimes it may happen, even though you deliberately do not intend doing it, especially when you closely paraphrase while taking notes or when you copy verbatim and forget to put the same in inverted commas ("..") for the text you have used. Therefore, if you find anything very relevant and apt and should be used without any change, put it in quotes. Take note of the source as soon as you start reading. Develop a system to record the source in your writing by identifying a separate place in your note taking space (like the right corner, left corner, etc.). If you are referring to a website, keep a note of the URL (Website address) and the date you access the reference.

Check Your Progress - 1

Below are given a few points that would improve your note making skills. Find the rest of the points that would contribute towards this.



2.5.3.2. Summarising

Concept of Summarising

A summary is "a brief statement or account of the main points of something". Writing a good summary indicates that you have clearly understood a text and that you can effectively communicate that understanding to your readers. It is a technical skill that demonstrates reading comprehension and writing ability. A well-written summary is not an analysis of the text, but rather condensed overview of the original piece.

Summarising is one of the important study skills. It is a shortened version of the text written in one's own language. A summary always covers the essential points of the original text. The beauty of the summary is that it presents large portions of information in short cohesive sentences.

A Summary can be used to sum up information, to present information cohesively, to state the main points without detailed information, to refer to a body of work, to give examples of several points of view.

How to write a summary? Writing a summary is a skill. You can do it through constant practice. Some important points have to be taken into consideration while summarising. The following phases will guide you through the summarising procedures.

Phase One

For summarising, the first step is to read the original text. At this stage, focus on reading the original text without taking any notes. The purpose of this is to become familiar with the main idea of the text. This gives insight into the author's style and voice. Do not start highlighting the main ideas in the first reading. This reading is only to understand the text as a whole. Try to understand what type of text you are dealing with.

Read for the second time to understand the text in more depth. Rereading means active reading. You already know what is active reading. Mark the salient points you want to add in your summary. Highlight the topic sentences and significant points. Also, note the areas you do not understand. Depending on the difficulty of the text, reread until you feel like you have a solid basis for your summary.

Once you have actively reread the text, take a couple of minutes to organise the information you have collected. If there are no sub-headings, try to divide the text into sections.

Now create a thesis statement. The key to a good summary is a developed thesis statement. A thesis statement is to write the gist of the text in one statement, often in

the introduction, that demonstrates your understanding of the author's original text. The purpose of including a thesis statement is to correctly identify the author's argument or main idea of the text. When writing a summary, you need to recast the author's argument, without including a personal opinion.

At this point, you have virtually outlined the introduction and body of your summary. Your thesis statement can be used as the introductory sentence to your summary, while the other main points will fall into the body paragraph.

Phase Two

Start writing a draft of the summary of the text. As you write the draft, take care of the following points:

- See that your summary starts with a clear identification of the type of work, title, author, and main point in the present tense. (e.g., In the feature article "Four Kinds of Reading", the author, Donald Hall, explains his opinion about different types of reading).
- Write down the main points, key words, and topic sentence.
- Write down the key support points for the main topic, but do not include minor details.
- Use your own language to convey the ideas.
- Avoid technical language. Write in simple language.
- Write in third person, it means the material should be presented in a neutral fashion.
- Delete illustrations, examples, and quotations.
- Replace long phrases with single words.
- Do not include anything that does not appear in the original.
- Do not include your own comments or evaluation. This means you have to be very careful of your word choice. The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.
- Write using "summarising language". Periodically remind your reader that this is a summary by using phrases such as the article claims, the author suggests, etc.
- When writing a summary, remember that it should be in the form of a paragraph.
- Write in present tense.
- Be concise since a summary should not be equal in length to the original text. Adjust the length to 40% of the original text.

- Cite direct quotes if you use them.
- Use some key words in the summary and accordingly, give a title for the summary.
- Follow the original organisation of the text.
- Be sure to include some transition words (*then, however, also, moreover*) to help with the overall structure and flow of the summary.

Phase Three

After making the first draft, you need to revise what you have written. Go through the checklist below to make sure your summary encompasses all of the necessary parts.

- Included title and author in introduction.
- Included a thesis statement.
- Cited all direct textual references.
- Does not contain any personal commentary and is written in present tense.
- Own language is used to convey the ideas.
- Technical language is avoided.
- Language used is simple.
- Written in third person
- Illustrations, examples, and quotations not included.
- Long phrases are replaced with single words.
- Does not include anything that does not appear in the original.
- Does not include any comments or evaluation.
- "Summarising language" has been used.
- Summarised paragraph is concise, i.e., 40% of the original text.
- Direct quotes have been cited.
- Key words are used in the summary.
- Original organisation of the text has been followed.
- Transition words are included.
- There is accuracy in terms of ideas of the original text, grammar, punctuation, and spelling.
- Comprehensive enough to cover the original text as a whole.

Phase Four

Form a fair summary based on the evaluation.

'Check Your Progress' -2

Identify the points that should be followed while writing a summary, from the list given below:

1. Write down the main points, key words, and topic sentence.
2. Try to interpret wherever needed.
3. Write down key support points for the main topic, but do not include minor details.
4. Use your own language to convey the ideas.
5. Avoid technical language. Write in simple language.
6. Elaborate the sentences of the original text.
7. Write in third person, which means the material should be presented in a neutral fashion.
8. Delete illustrations, examples, and quotations.
9. Replace long phrases with single words.
10. Do not include anything that does not appear in the original.

2.5.3.3. Reading-Writing Connection

What exactly we mean by Reading-Writing connection? This is the connection between the skills of reading and writing. Does practicing the skill of reading develops writing skill and vice versa? This is the present question. Does reading contribute more for developing the skill of writing or the skill of writing contributes more for developing the skill of reading?

Let us see some of the research evidences to answer this question.

Evidence shows that high-quality writing instruction can improve students' reading comprehension, reading fluency, and word-solving skills. Writing about reading makes comprehension visible; it also helps readers frame and focus their understanding. Indeed, asking students to write about their reading may provide the best window into their reading process and comprehension.

The NCTE Policy Brief on 'Reading and Writing across the Curriculum' states that "discipline-based instruction in reading and writing enhances student achievement in all subjects … Without strategies for reading course material and opportunities to write thoughtfully about it, students have difficulty mastering

concepts. These literacy practices are firmly linked with both thinking and learning". NCTE has also cited the following study related to reading and writing connections: "If the whole idea behind English language arts classes is to foster a love of reading and a thirst for human experience and ideas represented through text, then we have to think critically about not only the kinds of reading our students do, but also the kinds of writing they do"(Nancy Patterson, in *Voices from the Middle*). It is appropriate to apply the same in our situation also.

(Source:http://www2.ncte.org/blog/2017/12/relationship-writing-reading/)

Here are four insights into the connection between reading and writing as shared by Steve Graham (2010).

1. We combine reading and writing for functional purposes because they draw upon similar knowledge bases. Our background knowledge helps us interpret what we are reading and also informs what we write. If students read about a topic before they write about it, this gives them information that they can then use when writing.
2. When students write about a text they are reading, whether that be responding to questions, taking notes, or summarizing the material, this also helps them to better understand and retain the material they are reading.
3. Reading and writing instruction need not be kept separate. When combined, there are positive effects both in terms of students learning to write and in terms of students to learning to read.
4. Reading and writing are both acts of communication. As students become skilled readers, they notice more than just the content of the text. Readers potentially observe sentence and paragraph structures, variations in pacing, and recurring themes. These observations cause the reader to employ metacognitive skills and try to get inside the writer's head.

Thus, researches have shown high correlation between writing and reading. This means students who write well, also read well. The opposite is not always true. Why this correlation high is the question? Experts in the field explain this phenomenon like this: let us analyse the process of reading. In this process, a student has to decode text, understand vocabulary, and use background knowledge to comprehend meaning. In the process of writing, many more tasks are involved. The writer has to consider a topic and what needs to be written about it. Readers need not do these tasks. Writers have to decide how to start and conclude a paragraph. These are given to the readers. Writers have to generate ideas and put them in a cohesive fashion. Readers have to only interpret them. The process of writing is still more complex when we think of transferring ideas into words. The writers have to select

a thought or idea, an abstract concept, and have to give a concrete shape in the form of words. Writers have to give shape to every phrase and sentence. Sentences have to be arranged in a paragraph and should see that there is unity and cohesion in these paragraphs. The writers' work does not stop here. They have to revise, edit. They have to have the readers in their mind and should revise as per the needs of readers. This demands extra knowledge of the audience. It is said that "writers sweat out every word; readers sweep out every word". This is the interpretation for the high correlation between writing and reading. When one ability subsumes all the skills of another, while requiring additional skills, chances are good that correlation in skill level from the more complex task to the less complex task is stronger than the reverse. Hence, researches confirm that reading and writing are more interdependent than we thought. The relationship between reading and writing is a bit like that of the chicken and the egg. Which came first is not as important as the fact that without one the other cannot exist. A child's literacy development is dependent on this interconnection between reading and writing.

Therefore, practice in writing helps children build their reading skills. This is especially true for younger children who are working to develop phonemic awareness and phonics skills. Phonemic awareness (the understanding that words are developed from sound "chunks") develops as children read and write new words. Similarly, phonics skills or the ability to link sounds together to construct words are reinforced when children read and write the same words. For older children, practice in the process of writing their own texts helps them analyse the pieces that they read. They can apply their knowledge about the ways that they choose to use particular language, text structure or content to better understand a professional author's construction of his or her texts.

Strategies for Using Reading and Writing to Reinforce Development of Literacy Skills

Simply knowing that reading and writing are intimately connected processes is not enough. In order to help children develop these two essential skills, parents and teachers need to apply this knowledge while working with them. Some strategies help in this regard. Let us analyse them.

Genre task

This is one of the useful methods to use the relationship between reading and writing. Here attempts must be made to involve students in a specific genre. The literary genre is a category of literary composition. It can be in the form of a story, novel, prose, poetry, etc. Both parents and teachers can select a text of a particular genre, which will be of interest for their children. They should read a number of texts in that genre, along with their children, highlighting the salient features of that

genre and also taking note of language attributes like phonemes, morphemes, sentence structure, etc. After students read a few texts in a particular genre, they should be encouraged to compose texts in the same genre. This will help them to develop both reading and writing skills.

Reading to Develop Specific Writing Skills

There are number of writing skills that are intended to be developed among students. Starting from writing small paragraphs until writing meaningful essays, the students have to master a number of minor skills. Once the teachers and parents identify the skills with which students have to be trained, they can select proper models related to that skill and make the children read the text again and again, and give practice to master the same writing skill. Continued practice in the skill focused, will help students to master that skill. Parents and teachers do not have to engage in an extensive genre study to foster their children's reading and writing abilities. For example, some students may find it difficult to write the introductory paragraph for an essay. The teacher/parents can expose the students to 'good beginnings' of essays and make the students read. Then the students should be made to practice good beginnings for the essays. This helps in developing both reading and writing skills.

Combining Sound Instruction in Reading and Writing

Phonemic awareness and phonics are the basics for reading. Without comprehending the connection between sounds and letters, a person cannot read. The connection between reading and writing can help to have competency in these skills among young readers. Parents and teachers should help children to read out the words in both their reading and writing. When child come to a word in their reading that is unfamiliar, the adult(s) can model or guide in sounding out the word using knowledge of phonemes (sound "chunks"). Similarly, if a child wants to write a new word, the adult(s) can use the same technique to help choose which letters to write. If the children are young, accurate spelling is not as important as an understanding of the connection between particular sounds and letters. Therefore, helping children pick letters that approximate the spelling is more appropriate than providing them with the actual spelling. If the children are older and have an understanding of some of the unique variations in the English language (such as silent "e"), the parent or teacher should encourage them to use that knowledge to come up with the spelling of the word.

Choice in Reading and Writing

Allow children to swim in the ocean of books. Keep plenty of books in front of them and just see that they are motivated to go through them. You need not tell them to open and see the books. They will see on their own. They will pick up a book of

their interest. Tell them to read a text of their choice. Next, tell them to copy a paragraph of their choice from the book reading aloud. And tell them to reproduce the same paragraph on their own. Do not worry too much about accuracy. It comes through practice. In each instance, see that the student read as they write. Avoid identifying texts for students to read. This method helps to develop both reading and writing.

Articulate the Relationship

Why should I write so much and so many times? This question is normally asked by the students. Share with students how reading helps writing and writing helps reading. This will make learning meaningful. Apply the law of effect. Tell them that if they learn writing, that develops reading also and vice versa.

Check Your Progress - 3

Below are given strategies to the advantages of writing and reading relationship followed by the related tasks. Match them.

1. Genre task
2. Combining sound instruction.
3. Reading to Develop Specific Writing Skills.
4. Choice in reading and writing.

a) Allow students to read and write what they want

b) Make students read the letters, words, phrases

c) Train students to learn one particular skill in which students are weak.

d) Train students to develop competency to write a particular form of literature.

2.5.3.4. Process Writing

You must have read good poems, novel, short stories, etc. Do you think the text appears on their pages automatically? No. Good writers plan and revise, rearrange and delete text, re-reading and producing multiple drafts before they produce their finished document. This is what a process writing approach is about. They take a lot of effort to make their writing interesting. This is true for everybody as far as writing is concerned. Therefore, we have to make deliberate efforts to develop the skill of writing among our children.

What is process writing?

Process writing is an approach for developing writing skill. This treats all writing as a creative act. This approach requires time and positive feedback to be done well. In process writing, the teacher is not the one who sets students a writing topic and

receives the finished product for correction without any intervention in the writing process itself. But she/he is the one who is continuously helping the students with constructive and careful feedback to develop the intended skill. Language errors are not taken very seriously in the beginning of writing these products because people have found that focusing on language errors 'improves neither grammatical accuracy nor writing fluency' and they suggest instead that paying attention to what the students say will show an improvement in writing.

Process writing is also explained as a way of breaking down the task of writing into its smaller components. By completing each step sequentially, writing becomes a less threatening and daunting task. Students learn that writing does not just happen; it is planned and it evolves, taking shape as it develops.

Stages in Process Writing Approach.

1 Pre-writing Phase

This phase is essential to help students generate and organise their thoughts prior to writing. It creates a roadmap of the writing piece, allowing them to see where they are going with their ideas and how they will get there. Writing without working through the steps of the prewriting phase is like leaving students in the midst of a jungle without any aid to reach the destination. In such a case, the students are deviated from the path of writing. They may even forget where they were going in the first place. With no direction in which to go, they may be unable to start at all. Similarly, without generating and organising ideas first, your students' writing often loses direction. Although they may start with a solid idea for a composition, without a "road map", writing often strays from the topic, fading out or winding up at a different destination than originally intended.

Pre-writing also helps to organise, sequence, and elaborate on ideas prior to writing. At this point, the teacher has to motivate students to write creatively, and guide them as to how to think in order to develop a piece of writing. Here, the ideas should get generated in the minds of the students. The writing phase turns this organisation of ideas into a composition. At this stage, the teacher can follow a number of activities like brainstorming, planning, generating ideas, questioning, discussion and debate, etc. During brainstorming, the students can be asked to give as many ideas as possible in random fashion. There is no right and wrong discussion here. At this stage, the students make a plan of their writing work. This planning takes place in groups and the plans of different groups can be compared and discussed again and a final form of plan can be generated. Ideas can be generated through different tasks like describing the given theme, comparing, associating with something, analysing, applying the same in different situations or by arguing for

and against the theme. The teacher can ask appropriate questions or give clues to generate ideas.

It is advantageous to follow two steps at this stage. One is to select a topic and follow all the activities suggested above and collect ideas required to write on the selected topic. Second, it is important to organise ideas by putting them into categories of main ideas and corresponding details. The organisation can be done using an outline, notes, graphic organiser, etc.

2. The Writing Phase

Once the prewriting phase has been completed and a method for organising ideas is ready, the most difficult part of the process is over. Students merely need to follow the structure they have created to write the paragraph, composition, or essay without worrying about the topic, supports, and direction of their writing.

During this stage, students can write without much attention to the accuracy of their work or the organisation. The most important feature is meaning. Here, the teacher (or other students) should concentrate on the content of the writing. Is it coherent? Is there anything missing? Anything extra? These questions need to be taken care of.

The second part of the writing phase is the proofreading phase. During this step, students have to be encouraged to read their compositions out loud to someone, or have someone read their writing to them. This often makes it easier to identify errors.

Now the writing is adapted to a readership. Students should focus more on form and on producing a finished piece of work. The teacher can help with error correction and give organisational advice.

3. Evaluating Phase

Evaluation of the writing of students takes place at this stage. A good writer is a good evaluator also. The students can once again go through and confirm that their piece of writing is apt. If any changes are required, it should be modified or rewritten. The students should look for errors, proper sequence, and overall unity in the writing. It can be self-evaluation or peer evaluation. The latter is better. The students share their observation, and suggestions if required should be incorporated. The writing produced after all these processes is the final writing of students.

The Role of Feedback in Process Writing

Giving feedback orally is very important in process writing. The teacher is in continuous conversation with the students throughout the process of writing. Responses should be suitable to the students in focus. One should always keep in

mind that positive comments can help build students' confidence and motivate them in the writing work. Therefore, first identify what is good in the writing, appreciate the child for the same enthusiastically and then give constructive feedback. Use phrases like your writing will be still more effective if ... etc. Research also shows that feedback is more useful between drafts, not when it is done at the end of the task. Corrections written on compositions returned to the student after the process has finished seem to do little to improve student writing. Therefore, feedback needs to be given at different stages as they are in the process of writing. Intervention is more importantthan correcting the product.

One more point needs to be kept in mind while giving feedback in process writing approach. Here, the focus is to make students good writers rather than to evaluate and assign marks for their writing. Therefore, here the teachers are not keen on assigning grades or giving marks for their writing. The focus is also to see that there happens something more than just writing. This means other values also are achieved here like developing reading, self -confidence, self-esteem, etc

Challenges in Process Writing Approach

Process writing is not an easy way to guide students. There are many implications for teachers than students. The teacher needs to have a very positive approach towards her/his students. The teacher needs to have patience. The teacher should search for what is good rather than the error. Students may not be happy to write and rewrite the texts. The teacher should find ways to encourage and keep on motivating the students. Orienting students about the values of good writing also is essential.

Check Your Progress- 4

Below are given some statements of which some are true in relation to process writing. Identify them indicating their numbers.

1. Process writing is random writing.
2. Process writing does not take into consideration grammar and punctuation.
3. Process writing is allowing students to write as they want.
4. Process writing has a definite structure.
5. Process writing aims at achieving more than just developing writing.
6. Process writing is applicable only for a particular level of students.
7. Process writing is an approach to writing.
8. Challenges are more for students than teachers in process writing.
9. Giving feedback is a crucial feature in process writing.

2.5.4. Let Us Summarise

- Note making means making notes when we read a text/lesson/printed material. It is short and is written in one's own language. Abbreviations and symbols can be used when we make notes. It has a long- term utility. While taking notes, we need to consider what to read and what points to be taken down. For effective note making, one should read actively.
- Summary is "a brief statement or account of the main points of something". Writing a good summary indicates that you clearly understand a text and that you can effectively communicate that understanding to your readers. It is a technical skill that demonstrates reading comprehension and writing ability. A well-written summary is not an analysis of the text; rather, it is a condensed overview of the original piece. Summary writing has three phases, namely, pre- writing, writing, and evaluation.
- Reading - Writing connection is between the skills of reading and writing. Researches have indicated that there is a positive correlation between writing and reading than reading and writing. However, attempting to develop reading and writing results in better results than promoting individual skills. The connection between writing and reading should be properly harnessed by the teacher.
- Process writing is an approach for developing writing skill. It treats all writing as a creative act. This approach requires time and positive feedback to be done well. In process writing, the teacher is not the one who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself. But she/he is the one who continuously helps the students with constructive and careful feedback to develop the intended skill. Language errors are not taken very seriously in the beginning of writing these products.

2.5.5. Answers to 'Check Your Progress 1, 2, 3, and 4'

Check Your Progress - 1 :

- Take points instead of full description
- Let the notes be in the form of phrase or words rather than sentences
- Examine whether the points are directly connected
- Use triggers.

Check Your Progress -2 : 1, 3, 4, 5, 7, 8, 9,10

Check Your Progress 3 : 1-d, 2-b, 3-a, 4-c

Check Your Progress 4 : 4, 5, 7, 9

2.5.6. Unit - end Exercises

1. Explain the process of note making and its advantages.
2. Analyse the points to be considered while summarising a text.
3. Explain how teachers can harness the advantage of reading-writing correlation for developing communication skills among students.
4. Explain the process writing approach and its advantages in relation to the approach for writing followed in regular classrooms.

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Block 2: Informational Reading and Writing

Unit 6: Writing with a Purpose

Unit Structure

2.6.1 Learning Objectives

2.6.2. Introduction

2.6.3 Learning Points and Learning Activities

2.6.3.1 Understanding the Meaning of 'Writing with a Purpose'

'Check Your progress' - 1

2.6.3.2. Understanding how to Achieve Purpose

'Check Your progress' -2

2.6.4. Let us Summarise

2.6.5 Answers to 'Check Your progress' - 1 and 2'

2.6.6 Unit - end Exercises

2.6.7 References

2.6.1. Learning Objectives

After going through this Unit, the student teachers will be able to -

- Understand the meaning of 'writing with a purpose' and;
- Understand how to write with a purpose.

2.6.2. Introduction

Writing is an interesting process for many of us. We keep writing in different situations. You will find different types of writing also. You will find a few paragraphs below. Identify in what way they are different.

Exercise-I

i) I was not as fluent as I am today when I started giving lectures. In spite of high level of preparation, I can not say, that I was completely confident. From my childhood days, I used to perform at some level on the stage, and hence, I did not have stage fear. But when I started addressing intellectuals, I used to struggle for words, answer their questions, etc...

ii) A nervous old lady on a bus was made even more nervous by the fact that the driver periodically slipped his arm out of the window. When she could not stand it any longer, she tapped him on the shoulder and whispered on his ear: "Young man...you keep both hands on the wheel...I'll tell you when it's raining!"

iii) My name is Sonali. I am a teacher at Goravanahalli. I am writing my own story, a story about an event in my life and how it changed me. Of course, you will read some interesting small stories which really made my life great!

You will definitely find that the paragraphs are different. Where exactly is the difference? The first one is an extract from a speech, the second is a joke and can be shared in a group, and the third one is an introduction for an autobiography. Still further, what is the difference? The difference is in the purpose and audience. So we do write not only for a single purpose and same audience, but for different purposes and varied audience. This is what is known as 'Writing with a Purpose'. Let us learn more about what we mean by 'Writing with a Purpose' and how to achieve it.

2.6.3. Learning Points and Learning Activities

2.6.3.1. Understanding the Meaning of 'Writing with a Purpose'

Most of the times we write because we are asked or requested to do so, or it is a compulsion. We are supposed to submit an assignment or a paper, or we have to compose an essay, dissertation, or project report as partial fulfilment of the course. But we also create other types of writing. We send mails to our friends, we compose jokes based on our funny experiences, and write letters both formal and informal. Though we deliberately do not think about the purpose and audience in these situations, unconsciously these two aspects will be working in our mind as we write. Sometimes we compose a message and edit the text thinking that the person on the other side may not understand, or enjoy or like what we write. But writing becomes more effective when we start keeping in mind deliberately and consciously the purpose and audience.

Matured and effective writers always think of these aspects. They are clear of what they want to inform or persuade or entertain. You might have experienced that the paragraphs you read and write in different subjects are different in terms of presentation. Read the following two paragraphs about the sun, one from a physics text and the other from a languagetext.

Physics : The Sun is the star at the centre of the solar system. It is a nearly perfect sphere of hot plasma, with internal convective motion that generates a magnetic field via a dynamo process. It is by far the most important source of energy for life on earth. Its diameter is about 1.39 million kilometres (864,000 miles), or 109 times that of earth, and its mass is about 330,000 times that of earth. It accounts for about 99.86% of the total mass of the solar system. Roughly three quarters of the sun's mass consists of hydrogen ; the rest is mostly helium , with much smaller quantities of heavier elements, including oxygen, carbon, neon, and iron.

Language

The Sun Rising - By John Donne

Busy old fool, unruly sun,

Why dost thou thus,

Through windows, and through curtains call on us?

Must to thy motions lovers' seasons run?

Saucy pedantic wretch, go chide

Late school boys and sour prentices,

Go tell court huntsmen that the king will ride,

Call country wants to harvest offices,

Love, all alike, no season knows nor clime,

Nor hours, days, months, which are the rags of time.

You might have noticed in the above examples that the theme is the same, but the content and form of writing is different. This is because the nature or philosophy of the two subjects is different and demands different forms of writing or the purpose of two writings is different.

Hence, writing has a number of variables like the context, form, genre, subject, purpose, audience, etc. Therefore, as we start writing we should ask in the beginning what is it I am writing about, and should be clear about our audience, purpose, content, and form. You may have to write very differently if you are writing to your friends than when you are writing to your principal or head of the institution. Let us analyse these aspects in detail.

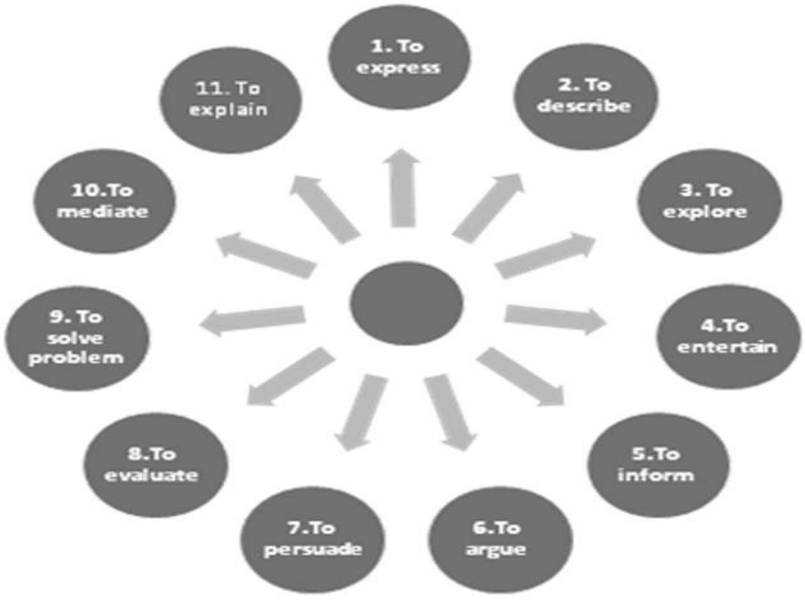
Check Your Progress - 1

Below are given different ways in which you will find written content. Try to identify the purpose.

	Types of Texts	Purpose	
1.	Advertisement	requesting presence	a
2.	Poem	publicise	b
3.	Invitation	influence	c
4.	Election propaganda text	inform	d
5.	News item	to communicate feelings	e
6.	E-mail	indoctrinate	f

2.6.3.2. Understanding how to Achieve Purpose

The first point is to confirm the purpose of writing. It is to answer the question 'why' of writing or 'what is the goal of writing?' Most of the time your immediate purpose may be to complete an assignment or receive a good grade. But the long-range purpose of writing is to communicate to a particular audience. In order to communicate successfully to an audience, understanding the purpose for writing will make you a better writer. What do we mean by purpose? Purpose is the reason or reasons why a person composes a particular piece of writing. Focusing on purpose as one writes helps a person to know what form of writing to choose, how to focus and organise the writing, what kinds of evidence to cite, how formal or informal the writing style should be, and how much should be written. There are different purposes for writing and it can be understood from the following diagram.



These purposes are very important to identify because they are very significant when we are in the process of academic writing. These will help us as guides when we are writing on different subjects with different purposes.

1.Writing to Express

Writing diaries is a good habit. It is not intended to be read by any one. It is a personal document. This type of writing is known as expressive writing. Expressive writing literally comes from our core. It is personal and emotional writing without regard to form or other writing conventions like spelling and punctuation as it simply expresses what is on your mind and in your heart.

2. Writing to Describe

Descriptive writing is used normally to describe something. It portrays people, places, things, moments, and theories with enough vivid detail to help the reader create a mental picture of what is being written about. For example, the writer wants to explain the personality of Mahatma Gandhi or describe the Taj Mahal, or a robot, It finds its purpose solved when the writing not only gives information but also the experience the writer had at some level.

3. Writing to Explore/Learn

In exploratory writing the writer narrates the research process that he is involved in by posing questions and making attempts to answer the same. In exploratory writing, the writer's purpose is to ask key questions and reflect on topics that challenge simple answers. In those topics where intuition and reflection are more important than rational analysis or argumentation, writers focus more on their journey of discovery than on any definite answers.

4. Writing to Entertain

As a purpose or goal of writing, entertaining is often used with some other purpose such as to explain, argue, or inform in a humorous way. Sometimes however, entertaining others with humour is our main goal. Entertaining may take the form of a brief joke, a newspaper column, a television script etc, but its goal is to relax the audience and share some story of surprising actions.

5. Writing to Inform

Most academic writing is in the form of informative writing. The effect of academic writing depends on the presentation of clear and accurate information. The vast majority of essays are written to inform. These essays can be used to inform readers on seemingly factual information; the lifecycle of a fruit-fly for instance.

6. Writing to Explain

You have already studied about the type of writing where explaining something is the purpose. We have discussed it under 'expository writing'. The writer's purpose is to gather facts and information, combine them with his or her own knowledge and experience, and clarify for some audience who or what something is, how it happened or should happen, and/or why something happened. Explaining the whos, whats, hows, whys, and wherefores requires that the writer to analyse the subject (divide it into its important parts) and show the relationship of those parts. Thus, writing to explain relies heavily on definition, process analysis, cause/effect, analysis, and synthesis.

We need to understand how explaining is different from informing. Explaining goes one step beyond informing or reporting. A reporter merely reports what his or her sources say or the data indicates. An expository writer adds his or her particular understanding, interpretation, or thesis to that information. An expository writer says this is the best or most accurate definition of democracy, or the right way to make milk pedas, or the most relevant causes of accident.

7. Writing to Argue

The argumentative essay is a persuasive essay in which the writer tries to convince the readers to accept the argument that the writer is making and convince them to switch to his/her side.

8. Writing to Persuade

Persuasive writing is a form of nonfiction writing that encourages careful word choice, the development of logical arguments, and a cohesive summary. It provides the opportunity to convince someone to adapt a particular viewpoint. Persuasive writing is very common in advertisement campaigns where marketing person wants to convince people to buy something. But it can also be used in several other situations as well.

9. Writing to Evaluate

This is the type of writing where the writer tries to evaluate a writing , a person, product, thing, or policy. Of course, evaluation is a kind of argument and it defends the merits and presents evidences for its defence. For example, how has social media impacted human relationships? The answer forms an evaluative essay.

10. Writing to Solve a Problem

This is type of writing is also known as 'policy essay', because it recommends the readers to adopt a solution to a particular problem. Problem solving essays focus on problems and recommendationsthat are feasible, cost-effective, efficient, relevant to the situation, and better than other possible alternative solutions.

11. Writing to Mediate

You might have experienced a number of debates and discussion. Here the writer attempts to start a war and 'defeat' the arguments of the opposition. This is what happens normally in traditional way of writing. But there are people, who are not of this kind, but they use a variety of strategies to reduce the confrontation and threat in order to open up the debate.

Audience

An audience is a group of readers, who read a particular piece of writing. Our audience might be teachers, classmates, the president of an organisation, the staff of a management company, or any other number of possibilities. Audiences come in all shapes and sizes. They may be a group of similar people or combinations of different groups of people. Writers need to determine who they are in order to analyse the audience and write effectively.

Form, Genre, and Medium

Another consideration that writers must weigh both before and while they write is the form, genre, and medium in which the audience will encounter their ideas. The appreciation any piece of writing receives from an audience is based, in part, on the manner and format in which that writing is presented. Likewise, medium refers to the manner in which writing is disseminated (a newspaper, textbook, popular magazine, specialised journal, on the Internet, and so forth). Here too, the needs of audience and purpose can often be met to a greater or lesser degree dependent upon the medium.

(SOURCE:HTTPS://UNMTAOSENGLISH.FILES.WORDPRESS.COM/2012/11/WRITING CONTEXT.PDF**)**

Let us try to understand what types of writing are used in content area teaching and learning. We have already seen different types of writing in the present and previous units. Each discipline demands more than one type of writing. Observe the writing tasks in the examples below:

Sl No	Theme	Purpose	Subject	Type of Writing
1	Describe a plant cell and an animal cell	Describe/ explain	Science	Expository
2	Describe Tropical Forests and Temperate Forests	Describe/ explain	Geography	Expository
3	Describe a Triangle and a Quadrilateral	Describe/ explain	Mathematics	Expository
4	Narrate the significant conquests of Ashoka	Narrate	History	Narrative
5	Describe Shravanabelagola	Describe/ explain	History	Expository
6	Describe the personality of RajaWodyear	Describe/ explain	History	Expository
7	Describe the concept of 'Satyagraha'	Describe/ explain	History	Expository
8	Why should socially disadvantaged group be exempted from paying fees	Argue	History	Expository
9	How can we prevent students from dropping out of high school	Solve problem	Civics	Expository-Solve problem
10	How do you assess Akbar as a ruler	evaluate	History	Expository
11	Why should we lead a disciplined life?	Persuade	Civics	Expository
12	What is the best way to avoid teen pregnancy?	Solve problem	Civics	Expository
13	Explain how hydrogen is prepared in the laboratory.	Explain	Science	Expository-Sequential
14	Compare parallelogram and a rectangle	Compare -contrast	Mathematics	Expository-Compare-contrast
15	Explain the causes and consequences of Panipat war	Find cause and effect	History	Expository-cause and effect
16	Write a personal letter to your friend	share Personal information	Language	Transactional
17.	Write a reflective essay on your school excusion	discribe	Language	Reflective

As shown in the above table the purpose of writing in each subject should be identified by the teacher and the students and the related type of writing should be developed among students.

Check Your Progress - 2

Below are given some situations of writing. Identify under what category of purpose they can be identified.

a) Girija, a student of class 8th, wants to keep a record of what happens in the school.

b) Rahul is interested to give a picture of how fantastically the Indian cricket team played last night.

c) Rumela, a fourth standard teacher, wants to write about her experimental attempts to find answers for the undisciplined behaviour of some of her students.

d) Nishanth wants to write a funny story about Spiderman.

e) A journalist wants to write about the after effects of the floods in Kerala.

f) Jyothi, a fourth standard child, wants to write how the process of photosynthesis takes place.

g) Azad, a college student, wants to establish that mobile phones are highly useful for all.

h) Farita composes a write- up to convince why 'Mother Horlicks' should be bought and used.

i) Mr. Thomas has been assigned with the task of preparing a report about the working of Vivekananda Institutions of Education.

j) Chimpu is preparing an essay on how to educate people against meting out punishment to children.

k) Mr. Herald is trying to convince people through his writing on how harassment of women should be stopped.

1. Writing to explain; 2. Argumentatory writing; 3. Writing to mediate; 4.Writing to express; 5. Writing to inform; 6.Writing to solve problems; 7.Writing to describe; 8. Writing to entertain; 9.Evaluative writing; 10.Peruasive writing; 11.Writing to explore

2.6.4. Let Us Summarise

1. Writing becomes more effective when we start writing keeping in mind the purpose and audience.
2. The type of writing in different disciplines is different because the nature of discipline and the purpose of its teaching and learning are different.
3. There are several purposes of writing like writing to express, describe, explore, entertain, inform, argue, persuade, evaluate, solve problems, mediate, and explain.
4. Audience, genre, and medium are three important aspects to be decided before writing.

2.6.5. Answers to 'Check Your Progress 1 and 2'

Check Your Progress -1

1-c, 2-e, 3-a, 4-f, 5-b, 6-d

Check Your Progress -2

a-4, b-7, c-11, d-8, e-5, f-1, g-2, h-10, i-9, j-6, k-3

2.6.6. Unit - end Exercises

1. Explain the concept of 'writing with a purpose'
2. Explain the different types of purposes in writing and analyse how can they be achieved.

2.6.7. References

1. HTTP://GRAMMAR.CCC.COMMNET.EDU/GRAMMAR/COMPOSITION/PURPOSE.HTMWRITING WITH A SENSE OF PURPOSE HTTPS://UNMTAOSENGLISH.FILES.WORDPRESS.COM/2012/11/WRITING-CONTEXT.PDF
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