

B.Ed. Two Year Programme

P.1.1 : Language

Maximum Marks: 100

Unit 1: General Introduction on Language

What is Language? various components of language; Functions of language; How different are different languages? Critical analysis of the following terms: Dialect, Standard and Non-standard language, classical ;Characterizing mother tongue, first language, and second language, bilingual and multilinguals.

Unit 2: Language Policies and Politics

Power, identity, and politics of language; Language as a medium of instruction and debates about English as a medium of instruction; The recommendations of NCF-2005 on language education

Unit 3: Language and Literacy in the Context of School

Language environment of school and the varied nature of Indian classrooms; Language Learner's profile: language environment at home; Characterizing bilingualism and multilingualism; Notions about interference or bridge; School's Expectations: Views relating to child's home language and literacy practices; What is viewed as "right" and "wrong" language in schools and the underlying assumptions; Critically understanding "errors" and the insights they provide.

Unit 4: Language Acquisition

Language learning in early childhood; Language and Cognition: Piaget, Vygotsky, And Chomsky on language acquisition and relevance of their views for the language teacher; Second language acquisition

Unit 5: Language Processes and the Classroom Context

Oral language in the classrooms; Participation in the classroom; Facilitating language interaction and independence. Creating secure classroom environment for language use; Space for "risk taking"; Reading: Engaging with books of different types ;Comprehension of stories and non-fiction (content area texts) ;Response to literature: Aesthetic and emotive aspect of reading; Writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.

Unit 6: Examining the language curriculum

Syllabus of different languages; Review of textbooks, use of literature in language textbooks, critical analysis of exercises and; Moving beyond the textbook: Children's literature for different age groups ;Classroom practices in India

Unit 7: Challenges in Language Learning

Issues of non-comprehension; lack of independence in language use; Examining the role of school context in creating difficulties for language learners ;Understanding language "disability" and the language teacher's role in dealing with it.

Readings

Agnihotri, R. K. (1996). KaunBhashaKaunBoli. Sandarbh 13, 37-43

Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.

Agnihotri, R.K., & Kumar, S. (2001). Bhasha, boli, laursamaj. Deshkal Publications.

Atwell, N. (1987). In the Middle: Writing, reading, and learning with the adolescents. Portsmouth: Heineman.

Kunwar, N. (2015). 'Right writing' in Indian classroom: learning to be artificial. Language and language teaching. Vol 4, No. 1, Issue 7.

Rai, M. (2015). Writing in Indian schools: the product priority. Language and language learning. Vol 4, No 1, Issue 7, 32-36

Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and

Language Teaching, 1:1. 22- 26.

Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, Contemporary Education