

UNDERSTANDING LANGUAGE, EARLY LITERACY AND LANGUAGE EDUCATION

Maximum Marks: 100

External : 70

Internal : 30

Design of the Course

- At least one unit of study to have a field-based assignment.
- Specific readings are to be used for discussion in groups enabling a close reading of texts.

Rationale and Aim

Language is not only the means of communication, it is also a medium through which most of the knowledge is acquired. It is a system that structures the reality around us and represent it in our minds. Language is not confined to the language classroom. It pervades all aspects, subjects and activities of a school and society at large. The key issues need a systematic study. The primary objective of the paper is to make teachers aware of the dynamics language operationalizes, as it exists in the classroom, in children's homes and the larger society and nation. To draw connections with theory while planning for instruction is another significant aim of this paper.

Specific Objectives

To help the students understand

- the nature of language
- interplay of language and society
- the developmental process of language acquisition
- function of language and how children use them as a tool
- significance and acquisition of early literacy in the larger context of school curriculum
- ways of handling aspects of grammar not in isolation but by creatively integrating it with text.

UNITS OF STUDY

UNIT 1: Nature and Acquisition of language

- Rule governed system and language
- Relationship of Language and Society: Identity, power & discrimination
- Language acquisition and language learning: pre-school & early school years
- Children's background and school experience
- Critiquing State policies on language and education

UNIT 2: Language across the Curriculum

- Function of Language: In the classroom, outside the classroom
- Language in Education and Curriculum
- Learning Language and learning through Language

UNIT 3: The Classroom practices and possibilities

- Perspectives on recording and writing
- Connections between classroom instruction and theories
- Role of literature in language learning
- Prevalent language teaching practices and their critique

UNIT 4: Reading and Writing

- Reading an expository text: strategies: comprehension: activating schema: building schema: reading to learn: acquisition of registers
- Ways of reading: pre-reading and post-reading activities
- Beyond the textbook; diverse forms of texts as materials for language
- Linkages between reading and writing
- Writing as a tool of consolidating knowledge, responding to/ aesthetically relating to narrative texts
- Assessment of writing

UNIT 5: Assessment

- Assessment as a continuum
- Use of multiple sources of comprehensive assessment
- Ways of assessment - observation, records, maintaining profiles, etc.

Mode of Transaction

- Participatory transaction by building them around responses of students.
- Giving students opportunities to go through experiential process for transacting some topics such as process writing.

Essential Readings

1. Anderson, R.C. (1984). Role of the Reader's Schema in Comprehension, Learning and Memory. In R.C. Anderson, J. Osbon & R.J. Tierney (Eds.) *Learning to Read in American schools: Based Readers and content texts*. Hillsdale, NJ: Lawrence Erlbaum Associates.
2. Armbruster, Bonnie B. (1984). The Problem of "Inconsiderate Text" In Duffy, G.G. (eds.) *Comprehension Instruction*. Perspectives and Suggestions. Longman Chapter 14.
3. Kumar, K. (2007). *The Child's Language and the Teacher*. India: NBT.

4. Labov, W. (1972). The logic of Non- Standard English. In *Language in Education*. Prepared by Language and Learning course Team. London: Routledge. 198-211.
5. Monson, R. J. (1991). Charting a New Course with Whole Language. *Education Leadership*. 48(6), 51-53.
6. Sinha, S. (2000). Acquiring Literacy in Schools. *Redesigning Curricula: A symposium on working a framework for School education*. September. 493.
7. Butler, A. and Turbill, J. (1984) *Towards Reading-Writing Classroom*. Primary English Teaching Association Cornell University: New York.
8. Mason, J. M. and Sinha, S. (1992) Emerging Literacy in the Early Childhood Years. Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.) *Handbook of Research on the Education of Young Children*. Macmillan: New York. pp . 137-150.
9. Rosenblatt, Louise M. (1980) What Fact Does This Poem Teach? *Language Arts*. 57(4).
10. Sinha, Shobha (2009).. Rosenblatts' Theory of Reading: Exploring Literature. *Contemporary Education Dialogue* Vol 6 (2). pp 223-237.
11. Tompkins, Gail E. (1994) *Teaching Writing: Balancing Process and Product* Macmillan: California.

Readings for Discussion

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Sieruhn and P. Pluddemonn (Eds.) *Multilingual education for South Africa*. Johannesburg, South Africa: Heinemann. 3-7.
2. Butler, A. and Turnbull, J. (1984). *Towards Reading-Writing Classroom*. New York: Primary English Teaching Association Cornell University. Chapter 2 and Chapter 3.
3. Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan. *Children's Literature in the Reading Programme*. Michigan: International Reading Association.
4. Pinnell, G.S. (1985). Ways to Look at the Functions of Children's Language. In A. Jaggar, M. Trika and Smith-Burke (eds.) *Observing the language learner*. Newark, DE: International Reading Association, 57-72.
5. Rhodes, L. K. and Shanklin N. L. (1993). *Windows into Literacy*. UK: Heinemann, The University of Michigan. Chapter 4: Assessing Language Systems and Strategies in Reading.
6. Rothleen, L. and Meinbach A. M. (1991). *The Literature Connection: Using Children's Books in Classroom*. Tucson, USA: Good Year Books.
7. Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan. *Children's Literature in the Reading Programme*. Michigan: International Reading Association.

8. Richards, Jack C. and Theodore S. Rodgers (1986). *Approaches and Methods in Language Teaching: A description and Analysis*. India: Cambridge University Press.

Advanced Readings

1. Freedman S. W. and Dyson A. H. (2003). Writing in Flood J. et. al. *Handbook of Research on Teaching English Language Arts*: New Jersey, USA: Lawrence Erlbaum Associates Inc.
2. Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years. Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.) *Handbook of research on the education of young children*. New York: Macmillan, 137-150.
3. Purves, Alan C. (1988). The Aesthetic Mind of Louise Rosenblatt. *Reader* 20, 68-77.
4. Sinha, S. (2009). Rosenblatt's Theory of Reading: Exploring Literature. *Contemporary Education Dialogue*, 6(2), 223-237.
5. Teals, W. and Sulzby, E. (1986). Introduction: Emergent Literacy as a perspective for Examining how young Children Become Writers and Readers. In W. Teals, E. Sulzby (eds.) *Emergent Literacy: Writing and Reading*. New Jersey: Norwood, pp. vii-xxv.