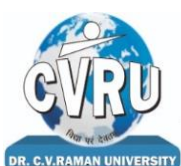


1BEDT6

ENGLISH I



DR. C.V. RAMAN UNIVERSITY

Chhattisgarh, Bilaspur AN AISECT GROUP UNIVERSITY

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1BEDT6 ENGLISH-I

Credit- 4

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STRUCTURE OF PROGRAMME

Title of the Program	: BACHELOR OF EDUCATION
Program Type	: Postgraduate
Program Credits	: 80 Credits
Program Duration	: 2 years
Eligibility Criteria	: Graduate in any discipline

PROGRAMME OBJECTIVES

The Bachelor of Education (B.Ed.) program aims at developing the understanding and competencies required by practicing teachers for effective teaching-learning process at the secondary stage. This program prepares prospective teachers to understand the psychological and sociological aspects of the child's development and also understand his behaviour under different conditions. This combined with rigorous practice of teaching prepares teacher trainees to master the art of teaching and the ability to deal with students based on their individual differences in various classroom situations.

PROGRAMME OUTCOMES

On successfully completing the program the student will be able to:

- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual social, emotional and physical development of the learners.
- Recognize self-identity as a 'teacher' through school-based learning experiences and reflective practices that continually evaluate the effects of their choices and actions.
- To change the behaviour, attitude and values of teacher trainees so that they shape into responsible and accountable agents of change in the society, in the perspective of local, national and global concerns and issues vital for human survival, progress and development.

PROGRAMME SPECIFIC OUTCOMES

- To enable students to understand the central concepts, tools of inquiry and structures of the disciplines of Education in general and teacher education in particular.
- To provide opportunities to teacher trainees that enable learning experiences to make meaningful.
- To make the student teachers understand how children learn and develop, how they differ in their approaches to learning and create learning opportunities.
- To develop the skills of student teachers to plan learning experiences in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge, and enable them to understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum.
- To develop the capacity among student teachers to use knowledge of effective verbal, non-verbal and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.

STRUCTURE OF COURSE

Title of the Program	: ENGLISH I
Program Type	: Core Course
Course Code	: 1BEDT6
Course Credits	: 4 Credit
Semester	: 1

COURSE LEARNING OBJECTIVES:

The learning objectives of Teaching of English at B.Ed. level are:

- To develop a clear understanding of the nature, scope, and importance of English language teaching.
- To understand the aims and objectives of teaching English at the school level.
- To develop proficiency in the four basic language skills: Listening, Speaking, Reading, and Writing (LSRW).
- To understand and apply various methods, approaches, and techniques of teaching English.
- To develop the ability to use ICT and digital resources effectively in English language teaching.
- To understand different assessment and evaluation techniques for measuring students' achievement in English.
- To develop the ability to identify individual differences and learning difficulties among English language learners.
- To develop communication skills, creativity, critical thinking, and confidence among learners through English teaching.

COURSE LEARNING OUTCOMES:

- Develop proficiency in English language skills such as listening, speaking, reading, and writing.
- Understand the nature, objectives, and importance of teaching English at the school level.
- Apply effective methods and approaches for teaching English as a second/foreign language.
- Prepare lesson plans and teaching-learning materials for English language teaching.
- Use appropriate teaching strategies and classroom activities to improve students' language skills.
- Develop learners' communication skills, creativity, and critical thinking through English teaching.
- Use ICT and digital resources effectively in teaching and learning English.

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B.Ed. English-I

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BLOCK I:	FOUNDATIONS AND FUNCTIONS OF LANGUAGE	
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This Self-Learning Material (SLM) for B.Ed. English-I provides an understanding of the nature, functions, and structure of language, with special reference to English language teaching in India. It covers the basic concepts of phonology, morphology, syntax, semantics, pronunciation, and language skills, including listening and speaking. It also discusses the position of English in India, English as a second language, constitutional provisions, language policies, and important educational commissions and curriculum frameworks. The material aims to develop learners' understanding of language and its role in education and to provide a foundation for effective English language teaching and learning.

UNIT-1

LANGUAGE

NOTES

UNIT STRUCTURE

- 1.1 Introduction
- 1.2 Objective
- 1.3 Meaning of language
- 1.4 Definition of language
- 1.5 Meaning of language from an educational perspective
- 1.6 Characteristics of language
- 1.7 Characteristics of language from an educational perspective
- 1.8 Summary
- 1.9 Glossary
- 1.10 Answer to check your progress
- 1.11 Suggested readings - OER
- 1.12 Reference
- 1.13 Exercise

1.1 Introduction

Language and society are closely connected and influence each other in many ways. Language is the primary means of communication through which people express their thoughts, emotions, ideas, and culture. It helps individuals interact, build relationships, and participate in social life. At the same time, society shapes language by influencing its vocabulary, style, pronunciation, and usage according to social, cultural, and historical changes. Thus, language is not only a tool for communication but also a reflection of a society's identity, values, traditions, and culture. Understanding the relationship between language and society is important for studying communication, education and social development.

1.2 OBJECTIVE

After studying this unit, learners will be able to:

- Understand the concept and importance of language in society.
- Explain the relationship between language and society.
- Identify how language reflects culture, traditions, and social identity.

NOTES

- Analyze the influence of society on language and the influence of language on society.
- Recognize the role of language in communication, education, and social development.
- Appreciate linguistic diversity and promote respect for different languages and cultures.
- Understand the importance of multilingualism and language in maintaining social harmony.

1.3 MEANING OF LANGUAGE

Language is one of the most important characteristics of human beings. It is a systematic and organized means of communication through which people express their thoughts, feelings, ideas, experiences, and knowledge. It enables individuals to interact with others, share information, preserve culture, and develop society.

1.4 DEFINITIONS OF LANGUAGE:

Some well-known definitions include:

Henry Sweet: "Language is the expression of ideas by means of speech sounds combined into words."

Edward Sapir: "Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols."

Noam Chomsky: "Language is a set of sentences, each finite in length and constructed from a finite set of element."

1.5 MEANING OF LANGUAGE FROM AN EDUCATIONAL PERSPECTIVE

From an educational perspective, language is not only a means of communication but also the primary tool for teaching, learning, thinking, and the overall development of the learner. It enables students to acquire knowledge, express ideas, develop reasoning skills, and participate effectively in classroom and social life.

Definitions

- **Edward Sapir defined language as** "a purely human and non-instinctive method of communicating ideas, emotions, and desires through voluntarily produced symbols."
- **Lev Vygotsky emphasized that** language is the most important cultural tool for cognitive development and learning. Through language, children develop higher-order thinking, problem-solving, and social understanding.

- **Jerome Bruner viewed language as** a key medium through which children construct knowledge and interact with others in the learning process.

- **Educational Meaning of Language** In education, language is regarded as: A medium of instruction: It is the primary means through which teachers explain concepts and students understand them.

A tool for learning: Students acquire knowledge, ask questions, solve problems, and develop concepts through language.

A tool for thinking: Language supports reasoning, reflection, analysis, creativity, and decision-making.

A means of self-expression: It enables learners to communicate their ideas, opinions, emotions, and experiences effectively.

A social tool: Language promotes interaction, collaboration, discussion, and cooperative learning among students.

A vehicle of culture: It transmits cultural values, traditions, beliefs, and knowledge from one generation to another.

A foundation for literacy: Reading, writing, listening, and speaking skills are developed through language education.

1.6. CHARACTERISTICS OF LANGUAGE:

The main characteristics of language are:

1. Arbitrariness – There is no natural connection between words and their meanings. For example, the word book has no inherent link to the object it represents.

2. Productivity (Creativity) – Language allows people to create and understand an unlimited number of new sentences.

3. Duality (Double Articulation) – Language has two levels:

Meaningless sounds (phonemes), e.g., /b/, /a/, /t/

Meaningful units (words), e.g., bat

4. Displacement – Language enables people to talk about things that are not present, such as the past, future, or imaginary events.

5. Cultural Transmission – Language is learned through interaction with others and passed from one generation to another.

6. Interchangeability – Speakers can both produce and understand messages.

7. Specialization – Speech is mainly used for communication rather than for any biological function. 1

8. Reflexiveness – Language can be used to talk about language itself.

NOTES

9.Discreteness – Language consists of distinct units (sounds and words) that can be combined in different ways.

10.Vocal-Auditory Channel – Human language is primarily spoken and heard, though it can also be written or signed.

1.7. CHARACTERISTICS OF LANGUAGE (EDUCATIONAL PERSPECTIVE)

1.Language is a means of communication

It helps learner's express ideas, feelings, and experiences and understand others.

2.Language is a social process

It develops through interaction with family, peers, teachers, and society.

3.Language is learned, not inherited

Children acquire language through listening, speaking, reading, and writing in their environment. Hu ji

4.Language is dynamic and changing

It changes over time according to culture, technology, and society.

5.Language is a tool for learning

It is the medium through which knowledge in all school subjects is taught and understood.

6.Language supports thinking and cognitive development

It helps learners reason, solve problems, analyze information, and think critically

7.Language is creative Learners can create new sentences and express original ideas through speaking and writing.

8.Language reflects culture

It carries the traditions, values, beliefs, and customs of a community.

9.Language develops all four skills

Effective language learning includes Listening, Speaking, Reading, and Writing (LSRW).

10.Language promotes personality and social development

It builds confidence, cooperation, empathy, and effective interpersonal relationships.

1.8 UNLIMITED PRODUCTION, CAPACITY

1.8.1 Capacity of Language

Definition: Unlimited production, also known as productivity or creativity of language, is the ability of human beings to create

and understand an unlimited number of new sentences using a finite set of words and grammatical rules.

Explanation: Human language is not restricted to fixed expressions. Speakers can combine words in different ways to produce new and meaningful sentences that they may have never heard before. This unique feature distinguishes human language from animal communication systems, which are generally limited to a fixed set of signals.

Examples:

"The students are preparing for their examination."

"The students are preparing for their online examination using artificial intelligence tools."

"Next year, students may attend classes in virtual reality classrooms."

These sentences are new combinations of familiar words, showing the unlimited productive nature of language.

1.8.2 Characteristics of Unlimited Production:

Enables the creation of countless new sentences.

Uses a limited vocabulary and grammatical rules.

Supports creativity and innovation in communication.

Allows speakers to express new ideas, emotions, and experiences.

1.8.3 Advantages of Productivity (Unlimited Production) in Language

1.Encourages Creativity:

Productivity allows speakers to create new words, phrases, and sentences to express original ideas and thoughts.

2.Facilitates Effective Communication:

People can communicate about new situations, events, and experiences, even if they have never discussed them before.

3.Supports Language Development:

As society changes, language grows by adding new vocabulary and expressions related to science, technology, culture, and everyday life.

4.Enables Expression of Complex Ideas:

Productivity helps people explain complex concepts, emotions, opinions, and abstract ideas clearly.

NOTES

NOTES**5.Promotes Learning and Education:**

Students can use language creatively in speaking, writing, and problem-solving, improving their communication and academic skills.

6.Adapts to Social and Technological Changes:

New words such as artificial intelligence, podcast, cryptocurrency, and video conferencing become part of the language as new developments arise.

7.Strengthens Cultural and Literary Expression:

Writers, poets, and speakers can produce unique stories, poems, speeches, and other literary works through the productive nature of language.

Conclusion: Unlimited production is one of the defining features of human language. It makes language flexible, creative, and capable of expressing an infinite range of ideas and experiences.

1.9. Capacity of Language

1.9.1 Meaning of Language Capacity

Language capacity refers to the natural ability of human beings to acquire, understand, produce, and use language effectively for communication. It is the capability of the human mind to learn language, express thoughts and emotions, and understand the speech or writing of others.

Capacity of language refers to the ability of language to express, communicate, and represent thoughts, ideas, feelings, and information effectively.

In education and linguistics, it can be defined as:

The capacity of language is its power to enable individuals to understand, express, and communicate ideas, emotions, experiences, and knowledge through spoken, written, or signed forms.

Some key capacities of language include:

Communication – sharing information and ideas.

Expression – expressing thoughts, emotions, and creativity.

Learning – acquiring and transmitting knowledge.

Social interaction – building relationships and participating in society.

Thinking – supporting reasoning, problem-solving, and imagination.

NOTES**1.9.2 Definition of Capacity of Language:**

The capacity of language is the ability of language to enable people to communicate ideas, thoughts, feelings, experiences, and information effectively through speaking, listening, reading, writing, or signing.

A simpler definition:

Capacity of language refers to its power or ability to express, communicate, and understand meaning.

Definition of Capacity Language

Capacity of language refers to the power, potential, and ability of language to perform a wide range of functions in human life. It enables people to communicate ideas, thoughts, emotions, experiences, beliefs, and knowledge. Language is not only a tool for communication but also a means of thinking, learning, creating culture, building relationships, and preserving knowledge across generations.

According to linguistics and education, the capacity of language includes its ability to:

- Express thoughts, feelings, and emotions clearly.
- Communicate information and ideas effectively.
- Support thinking, reasoning, and problem-solving.
- Facilitate learning and the acquisition of knowledge.
- Build social relationships and cultural identity.
- Preserve and transmit culture, traditions, and values from one generation to another.
- Encourage creativity through literature, storytelling, poetry, and art.
- Influence attitudes, behavior, and decision-making.

Comprehensive Definition

The capacity of language is the inherent ability of language to serve as a system of symbols that enables human beings to communicate, think, learn, express emotions, create knowledge, preserve culture, and participate effectively in social and cultural life. It is the foundation of human interaction, education, and intellectual development.

NOTES

1.10 Displacement, Arbitrariness

1.10.1 Meaning and definition of Displacement

Meaning:

Displacement means the ability of human language to talk about things, events, or ideas that are not present at the current time or place.

Definition:

“Displacement is a feature of human language that allows speakers to communicate about the past, future, distant places, and imaginary situations beyond the immediate environment.”

Displacement is a unique feature of human language that refers to the ability of speakers to communicate about objects, people, events, places, and ideas that are not present at the time and place of speaking. It allows humans to refer to things that happened in the past, may happen in the future, exist in distant locations, or even exist only in imagination.

Unlike most animal communication, which is usually connected to immediate situations (such as danger, food, or mating), human language can go beyond the present environment. Through displacement, people can share experiences, describe historical events, make future plans, discuss unknown places, and express imaginary thoughts.

1.10.1.1 Advantage Of Displacement

Displacement is the feature of human language that allows people to talk about things that are not present in the here and now. It enables communication about the past, the future, distant places, and imaginary situations.

1. Ability to Talk About the Past

People can describe past events, experiences, and history. This helps preserve culture, traditions, and knowledge for future generations.

Example: "India became independent in 1947."

2. Ability to Plan for the Future

Displacement allows people to discuss future goals, make plans, and prepare for upcoming events.

Example: "I will attend college next year."

3. Communication About Distant Places

People can exchange information about places they are not currently in.

Example: "My brother lives in London."

4. Sharing Knowledge and Education

Teachers, scientists, and writers can explain historical events, scientific discoveries, and other topics that are not happening in the present.

5. Encourages Creativity and Imagination

Displacement makes it possible to create stories, novels, poems, movies, and fictional characters.

Example: "A dragon lived in a magical forest."

6. Better Decision-Making

People can think about possible future situations, discuss them, and make informed decisions.

1.10.1.2 Usefulness of Displacement in language study.

Displacement is one of the most important features of human language. It helps us communicate beyond the present time and place. Its usefulness in language study includes:

1 . Study of Past, Present, and Future

It enables learners to understand and express events from the past, present, and future through language.

2 . Development of Communication Skills

Learners can discuss distant places, historical events, future plans, and imaginary situations, improving their communication ability.

3 . Understanding Literature

Poems, stories, novels, and plays often describe past events or imaginary worlds. Displacement helps students understand these texts.

4 . Learning Grammar and Tenses

It helps students learn and use different tenses correctly to express time.

5 . Development of Creative Thinking

Students can create stories, imagine situations, and express ideas creatively.

6 . Knowledge Sharing

It allows people to share history, culture, scientific knowledge, and experiences with others.

1.10.2 Meaning and definition of Arbitrariness**Meaning:**

NOTES

Arbitrariness means that there is no natural, logical, or inherent relationship between a linguistic sign (word) and the object or idea it represents. The connection between a word and its meaning exists only because the speakers of a language have accepted it by social convention.

For example, there is nothing about the sound "tree" that naturally connects it to the object. In Hindi it is "पेड़ (Ped)", in French "arbre", and in Spanish "árbol". Different languages use different words for the same object.

Definition:

"Arbitrariness is a fundamental feature of human language according to which the relationship between a linguistic sign (word) and its meaning is based on social convention rather than on any natural or necessary connection."

Another simple definition:

"Arbitrariness is the property of language in which words have meanings by social agreement, not because they naturally resemble or are connected to the things they represent."

Example

English: Book

Hindi: किताब

French: Livre

All three words refer to the same object, but the words are different. This shows that the relationship between a word and its meaning is arbitrary.

1.10.2.1 Advantage and Disadvantages of Arbitrariness**Advantages of Arbitrariness****1.Flexibility of Language**

Words can be created, changed, or borrowed easily as society and technology develop.

2. Rich Vocabulary

Different languages can have different words for the same object, making languages diverse and expressive.

3.Easy Creation of New Words

New terms can be introduced for inventions, scientific concepts, and modern technology.

4.Supports Cultural Diversity

Every language develops its own unique vocabulary, reflecting its culture and traditions.

5.Promotes Language Evolution

Language changes naturally over time without being limited by a fixed relationship between words and meanings.

Disadvantages of Arbitrariness.

1. Difficult for Beginners

Learners must memorize the meanings of words because there is no natural connection between a word and its meaning.

2. Language Differences Can Cause Confusion

The same object has different names in different languages, which may confuse language learners.

3. Misunderstanding Is Possible

If people do not know the conventional meaning of a word, communication may fail.

4. Requires Continuous Learning

As new words and meanings appear, speakers must keep updating their vocabulary.

1.10.2.2 of Arbitrariness in Language Study

Arbitrariness is an important feature of human language because it explains that there is no natural connection between a word and its meaning; the relationship is created by social agreement and convention.

1. Understanding the Nature of Language

Arbitrariness helps students understand that words do not have fixed natural meanings. Their meanings are decided by the speakers of a language.

2. Helps in Learning Different Languages

It explains why the same object can have different names in different languages, helping learners understand language diversity.

Example:

English: Water

Hindi: Paani

French: Eau

3. Study of Language Change

Arbitrariness helps linguists study how words develop, change, and gain new meanings over time.

4. Understanding Vocabulary Formation

It helps explain how new words are created and accepted by society, especially in science, technology, and culture.

5. Comparative Study of Languages

It allows researchers to compare different languages and understand their unique structures and vocabularies.

6. Development of Communication Skills

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NOTES

Understanding arbitrariness helps learners focus on the correct use of words according to social and cultural convention. Learners must memorize the meanings of words because there is no natural connection between a word and its meaning.

1.11 Arrangement of sound to produce meaning

The arrangement of sounds to produce meaning is called **phonology**.

1.11.1 Meaning of phonology

The word phonology comes from:

Phono = Sound

Logy = Study

So, phonology means "the study of the sound system of a language."

1.11.2 Definition of phonology

1. Phonology is the branch of linguistics that studies how speech sounds are organized and used in a language to create meaning. It focuses on the patterns, rules, and functions of sounds rather than how they are physically produced.

2 Phonology is the branch of linguistics that studies the sound system of a language and how sounds are arranged and used to create differences in meaning.

3. Phonology is the scientific study of the organization, patterning, and function of speech sounds in a language. It explains how sounds combine, interact, and distinguish meaning

4. Phonology deals with phonemes, sound patterns, stress, intonation, syllables, and the rules that govern how sounds are used in a language.

5. Phonology studies how changing one sound can change the meaning of a word and how sounds function within a language.

Example:

Bat → Pat

Fan → Van

1.11.3 Phonology: What Does It Study?**Phonology studies:**

Phonemes (स्वनिम) – The smallest units of sound that can change the meaning of a word.

Example: bat and pat (/b/ and /p/ are different phonemes).

Sound Patterns (ध्वनि-प्रतिरूप) – How sounds are arranged in a language.

Example: English allows "stop", but not "ptos" at the beginning of a word.

Syllables (अक्षर) – How words are divided into syllables.

Example: teacher = teach-er (2 syllables).

Stress (बलाघात) – Which syllable is emphasized in a word.

Example: TAbble, beGIN.

Intonation (स्वराघात) – The rise and fall of the voice in speech.

Example:

"You're coming." (statement)

"You're coming?" (question)

Sound Changes (ध्वनिपरिवर्तन) – How sounds change when words are spoken together.

Example: input is often pronounced as imput in connected speech.

Meaning through Sounds (ध्वनिद्वाराअर्थ) – How changing one sound changes the meaning of a word.

Example:

cat → bat

pin → bin

1.11.4 Objectives of Phonology

The objectives of phonology are to:

- *Study the sound system of a language.
- *Identify phonemes.
- *Understand sound patterns.
- *Explain pronunciation rules.
- *Show how sounds create meaning.
- *Improve communication.

NOTES

*Help language learning and teaching.

1.11.5 Importance of Phonology

Phonology is important because it:

1. Improves pronunciation.
2. Develops speaking skills.
3. Improves listening comprehension.
4. Helps learners speak more naturally.
5. Supports reading and spelling.
6. Assists in language teaching.
7. SeHelps speech therapists diagnose and treat speech disorders.

1.11.6 Difference Between Phonetics and Phonology

Phonetics

Phonology

Studies speech sounds physically

Studies the sound system of a language

Focuses on production, transmission, and perception

Focuses on sound patterns and meaning

Universal

Language-specific

Concerned with how sounds are made

Concerned with how sounds function

Applications of Phonology

Phonology is used in:

1. Language teaching
2. Speech therapy
3. Linguistic research
4. Dictionary pronunciation guides
5. Speech recognition systems
6. Language learning apps.

1.12. SOCIALLY ACQUIRED

Language is socially acquired because people learn it through interaction with others. A child learns language by listening to and communicating with family, friends, teachers, and society. The language a person learns depends on their social and linguistic environment. Thus, language develops through imitation, interaction, and communication.

NOTES

1.12.1 MEANING OF SOCIALLY ACQUIRED

Socially acquired meaning is the meaning that a person learns from society through interaction with family, peers, teachers, language, culture, media, and other social institutions. These meanings are not innate (inborn); they are developed over time as individuals participate in their social and cultural environment.

This concept explains how people come to understand the significance of words, symbols, gestures, customs, and behaviors in the same way as others in their community.

Definition

Socially acquired meaning refers to the meaning assigned to objects, words, symbols, events, and behaviors that is learned through social interaction and cultural experiences rather than through biological instincts or individual experience alone.

Characteristics

Learned through social interaction.

Varies across different cultures and societies.

Passed from one generation to another.

Changes over time as society changes.

Helps people communicate and cooperate effectively.

1.12.2 Sources of Socially Acquired Meaning

Family – Children learn language, values, manners, and beliefs.

School – Teachers and classmates shape understanding of social norms and knowledge.

Culture – Traditions, customs, and rituals give meaning to actions and symbols.

Language – Words acquire shared meanings within a community.

NOTES

Media – Television, newspapers, social media, and films influence people's understanding.

Religion – Religious teachings provide meanings to symbols, practices, and moral values.

Peer Groups – Friends influence attitudes, slang, fashion, and behavior.

Examples

A red traffic light means "stop" because society has agreed on this meaning.

A white dove symbolizes peace in many cultures.

Shaking hands is a sign of greeting or respect in many societies.

Wearing a school uniform represents membership in a particular school.

The national flag symbolizes a country's identity and unity.

Words such as "mother," "teacher," or "doctor" carry meanings that people learn through language and society.

Importance

1. Enables effective communication.
 2. Helps individuals understand social norms and expectations.
 3. Promotes social cooperation and harmony.
 4. Preserves cultural traditions and values.
 5. Shapes identity and behavior.
- Supports learning and education.

1.12.3 Difference Between Personally Acquired and Socially Acquired Meaning

Personally Acquired Meaning

Socially Acquired Meaning

Learned through individual experience

Learned through society and culture

May differ from person to person

Shared by members of a community

Based on personal observations

Based on common social understanding

Example: A dog means fear to someone who was bitten

Example: A red traffic light means "stop"

Educational Perspective

From an educational and psychological perspective, students learn socially acquired meanings through interaction with teachers, classmates, textbooks, and the broader culture. These shared meanings make communication, learning, and participation in society possible.

Check your progress-possible one

Check Your Progress 1

- Q.1** How does language help in education?
- Q. 2** What is the relationship between language and society?
- Q. 3** Why is language important for culture?
- Q.4** What is the role of the mother tongue in education?
- Q.5.** What is unlimited production?
- Q.6.** What is language capacity?
- Q.7.** Why is unlimited production an important feature of language?
- Q.8.** How does language capacity help human beings?
- Q.9.** Explain the relationship between unlimited production and language capacity.

1.13. Summary:

Language and society are closely connected. Language is the primary means of communication that enables people to share ideas, thoughts, feelings, and knowledge. It helps preserve and transmit a society's culture, traditions, values, and heritage from one generation to the next. At the same time, society influences the development and changes in language over time. In education, language promotes learning, social interaction, cooperation, and national integration while fostering respect for cultural and linguistic diversity.

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The concept of **unlimited production** and **language capacity** further explains the creative and functional nature of human language. Unlimited production allows people to generate an endless number of new and meaningful sentences using a limited set of linguistic resources. Language capacity enables individuals to communicate ideas, express emotions, develop thinking and learning skills, preserve culture, and strengthen social relationships. Together, these features make language a dynamic and essential tool for human communication, individual development, social interaction, and the transmission of knowledge across generations.

1.14 GLOSSARY

Term- Language

Meaning- A system of communication using words, symbols, or signs.

Term- Society

Meaning- A group of people living together and sharing common culture and values.

Term- Communication

Meaning -The exchange of information, ideas, and feelings.

Term -Culture

Meaning -The beliefs, customs, traditions, and way of life of a community.

Term- Socialization

Meaning The process of learning social values, norms, and behavior.

Term Heritage

Meaning Traditions, culture, and knowledge passed from one generation to another.

Term - Identity

Meaning - A person's or group's sense of who they are, often shaped by language and culture. **Term** -Diversity

Meaning - The presence of different languages, cultures, and traditions in society.

Term -Values

Meaning- Principles and beliefs that guide people's behavior.

Term - National Integration

Meaning - Promoting unity and harmony among people of different backgrounds.

Term - Multilingualism

Meaning - The ability to use or speak more than one language.

Term - Mother Tongue

Meaning -The first language learned by a child.

Term - Interaction

Meaning - Communication and exchange between people.

Term - Education

Meaning - The process of acquiring knowledge, skills, values, and attitudes.

Term - Language Development

Meaning - The process of learning and improving language skills over time.

Term _Unlimited

Meaning __Without any limit; endless

Production

Term_Capacity

Meaning Ability or power to do something

Term Meaningful

Meaning Having clear meaning or purpose

Term _Grammar

Meaning Rules for using a language correctly

Term_ Communicate

Meaning _To share ideas or information

Term _Express

Meaning _To show or convey thoughts and feelings

Term _Interaction

Meaning _Communication or action between people

Term _Preserve

Meaning _To protect and keep something safe

Term _Knowledge

Meaning _Information, understanding, and skills gained through learning

Term _Culture

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Meaning _ The customs, beliefs, and way of life of a group of people

Term _Creative

Meaning _Able to produce new ideas or original work

1.15 Answer to check your progress-possible one

Check Your Progress 1

Ans.1 Language is the medium of teaching and learning. It helps students understand concepts, express ideas, and develop thinking and communication skills.

Ans.2 Language and society are interdependent. Language helps people communicate and preserve culture, while society influences the development and use of language.

Ans.3 Language preserves and transmits a community's culture, traditions, beliefs, and values from one generation to another.

Ans.4 The mother tongue helps children learn concepts easily, improves communication, and supports overall cognitive and emotional development.

Ans.5 Unlimited production is the ability of human language to create and understand an unlimited number of new and meaningful sentences using a limited number of words and grammar rules.

Ans.6 Language capacity is the ability of language to communicate ideas, express thoughts and feelings, support learning, preserve culture, and build social relationships.

Ans.7 It allows people to express new ideas and thoughts in countless ways, making language creative and flexible.

Ans.8 It helps people communicate, think, learn, solve problems, share knowledge, and preserve culture.

Ans.9 Unlimited production shows the creative nature of language, while language capacity shows its power to support communication, learning, thinking, and social interaction. Together, they make language an effective tool for human development.

1.16. SUGGESTED Reading

- An Introduction to Sociolinguistics – Ronald Wardhaugh.
- Language and Society – Suzanne Romaine.
- Sociolinguistics: An Introduction to Language and Society – Peter Trudgill.
- Language in Society – M. A. K. Halliday.
- The Study of Language – George Yule.

- Language, Society and Power – Annabelle Mooney & Betsy Evans.
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1.18. Exercise.**Multiple Choice Questions (MCQs) with Answers**

1. What is unlimited production?

- A. Ability to memorize words
- B. Ability to create unlimited meaningful sentences using limited words and grammar
- C. Ability to copy sentences
- D. Ability to read only

Answer: B

2. Language capacity mainly refers to the ability of language to:

- A. Draw pictures
- B. Communicate ideas and support learning
- C. Count numbers only
- D. Play games

Answer: B

3. Unlimited production is a feature of:

- A. Human language
- B. Animal sounds
- C. Traffic signals
- D. Computer hardware

Answer: A

4. Which of the following is supported by language capacity?

- A. Communication
- B. Learning
- C. Social interaction
- D. All of the above

Answer: D

5. Unlimited production allows people to:

- A. Speak only memorized sentences
- B. Create new and meaningful sentences
- C. Use only one language
- D. Avoid communication

Answer: B

Short answer type questions

1. What is unlimited production?

Answer: Unlimited production is the ability of human language to create and understand an unlimited number of new and meaningful sentences using a limited number of words and grammar rules.

2. Define language capacity.

Answer: Language capacity is the ability of language to communicate ideas, express thoughts and feelings, support learning, preserve culture, and build social relationships.

3. Why is unlimited production considered a unique feature of human language?

Answer: It is unique because it allows people to create and understand countless new sentences that they have never heard before.

4. Explain the importance of language capacity.

Answer: Language capacity helps people communicate effectively, think clearly, learn new knowledge, express emotions, preserve culture, and interact with others.

5. How are unlimited production and language capacity related?

Answer: Unlimited production shows the creative nature of language, while language capacity shows its power to support communication, learning, thinking, and social interaction.

Long Answer Type Questions

1. Explain the concept of unlimited production. Discuss its characteristics and importance in human language.

Answer: Unlimited production is the unique ability of human language to create and understand an unlimited number of new and meaningful sentences by using a limited number of sounds, words, and grammar rules. People can express new ideas, thoughts, and experiences without memorizing every sentence.

Characteristics:

Creates unlimited meaningful sentences.

Uses limited words and grammar rules.

Shows the creative nature of language.

Helps express new ideas in different situations.

Importance:

Promotes creativity.

Makes communication flexible.

Supports learning and problem-solving.

Enables effective expression of thoughts and emotions.

2. Define language capacity. Explain its role in communication, thinking, learning, and cultural preservation.

Answer: Language capacity is the power and ability of language to help people communicate, think, learn, express emotions, preserve culture, and build social relationships.

Role of Language Capacity:

Communication: Helps people share ideas and information.

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Thinking: Supports reasoning and decision-making.

Learning: Helps acquire and share knowledge.

Cultural Preservation: Passes traditions, values, and customs from one generation to another.

Thus, language capacity is essential for personal, educational, and social development.

3. Discuss the relationship between unlimited production and language capacity with suitable examples.

Answer: Unlimited production and language capacity are closely related. Unlimited production shows the creative aspect of language, while language capacity shows its overall power and functions.

For example, a student can create a new sentence like, "Artificial intelligence helps students learn faster." This sentence may never have been spoken before, but it is meaningful because of unlimited production. Language capacity enables the student to communicate this idea, learn from others, and share knowledge. Together, they make language creative, meaningful, and useful.

4. Why is unlimited production considered a unique feature of human language? Explain with examples.

Answer: Unlimited production is considered unique because humans can produce and understand an unlimited number of new sentences using limited vocabulary and grammar rules. Unlike animals, humans are not restricted to fixed signals or sounds.

Example: A person can say:

"The children are playing in the park."

"The children will play in the park tomorrow."

"The children might play in the park if it does not rain."

These are different sentences created from the same words and grammar rules.

5. Describe the various functions of language capacity and explain how it contributes to individual and social development.

Answer: Language capacity performs several important functions:

Communicates ideas and information.

Expresses emotions and opinions.

Supports thinking and reasoning.

Helps in learning and education.

Preserves culture and traditions.

Builds social relationships.

These functions help individuals develop knowledge and skills while strengthening communication and cooperation within society.

NOTES**Multiple choice question**

1. What is the primary function of language?

- a) Entertainment
- b) Communication
- c) Competition
- d) Decoration

2. Language is mainly a product of:

- a) Nature only
- b) Society and culture
- c) Technology only
- d) Geography only

3. Which branch of study examines the relationship between language and society?

- a) Phonetics
- b) Morphology
- c) Sociolinguistics
- d) Semantics

4. Which of the following best reflects cultural identity?

- a) Clothing only
- b) Language
- c) Transportation
- d) Climate

5. Society influences language through:

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- a) Social and cultural changes
- b) Weather conditions only
- c) Mathematical rules
- d) Physical appearance

Answers with Explanations:**Answer: 1 (b) Communication**

Explanation: Language is mainly used to communicate thoughts, ideas, feelings, and information. It enables people to interact, share knowledge, and build relationships.

Answer: 2 (b) Society and culture

Explanation: Language develops within a society and reflects its culture, customs, traditions, and values. Social interactions and cultural practices influence how language is used and changes over time.

Answer: 3 (c) Sociolinguistics

Explanation: Sociolinguistics is the branch of linguistics that studies how language and society influence each other, including factors such as social class, gender, culture, and regional differences.

Answer: 4 (b) Language

Explanation: Language is one of the strongest expressions of cultural identity. It preserves traditions, literature, history, beliefs, and values, helping to maintain a community's cultural heritage.

Answer: 5 (a) Social and cultural changes

Explanation: Changes in society, such as technological advancements, globalization, education, and cultural interactions, introduce new words, expressions, and communication styles, leading to the evolution of language.

B: Fill in the blanks

1. Language is primarily a means of _____.

Answer: communication

2. The study of the relationship between language and society is called _____.

Answer: Sociolinguistics

3. Language reflects the _____ and values of a society.

Answer: culture

4. Society influences the _____ and usage of language.

Answer: development

5. India is known for its _____ diversity.

Answer: linguistic

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UNIT-2

FUNCTION OF LANGUAGE

UNIT STRUCTURE

- 2.1 Introduction**
 - 2.2 Objectives**
 - 2.3 Functions of Language**
 - 2.3.1 Thought**
 - 2.3.2 Communication**
 - 2.3.3 Interaction**
 - 2.4 Social-Cultural Construct: Language and Knowledge**
 - 2.5 Language and Knowledge**
 - 2.5.1 Relationship Between Language and Knowledge**
 - 2.6 Summary**
 - 2.7 Summary**
 - 2.8 Glossary**
 - 2.9 Answers to Check Your Progress**
 - 2.10 Conclusion**
 - 2.11 Suggested Reading**
 - 2.12 References**
 - 2.13 Exercise Questions**
-

2.1. Introduction

Language is one of the most important means of human communication. It enables people to express their thoughts, ideas, feelings, needs, opinions, and experiences to others. Through language, people can share information, ask questions, give instructions, express emotions, and build social relationships.

Language is not used only for speaking or writing. It serves different purposes in different situations. For example, a teacher uses language to explain a lesson, a student uses it to ask questions, and people use it to express their feelings and communicate with others.

Therefore, the different purposes or uses for which language is used are known as the functions of language. Understanding these functions helps us understand how and why language is used in communication.

The major functions of language include informative, expressive, directive, social, imaginative, and communicative functions. These functions play an important role in our personal, social, educational, and professional life.

2.2 Objectives

The main objectives of studying the functions of language are:

- To understand the purpose of language – To know why language is used in different situations.
- To develop communication skills – To help learners communicate their ideas, thoughts, and feelings clearly.
- To express emotions and ideas – To understand how language is used to express feelings, opinions, and experiences.
- To exchange information – To use language for giving and receiving facts, knowledge, and information.
- To develop social relationships – To understand how language helps people interact with others and maintain relationships.
- To give and understand instructions – To use language for giving commands, requests, advice, and directions.
- To improve effective language use – To help learners choose appropriate language according to the situation and purpose.
- To understand different forms of communication – To recognize how language functions in personal, social, academic, and professional contexts.

2.3 function of language

Language is an important means of communication. It helps people express their thoughts, feelings, ideas, needs and experiences. We use language not only to communicate information but also to express emotions, give instructions, ask questions, build relationships and share knowledge. Therefore, language performs different functions according to the purpose for which it is used.

In simple words:

“Language is a means through which human beings communicate their thoughts, feelings and ideas with others.”

2.3.1 Thought

The thought function is one of the important functions of language. Language is closely connected with our thinking process. We use language to form, organize, develop and express our thoughts and ideas. It helps us understand ourselves, other people and the world around us.

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A person may have an idea or thought in their mind, but language provides a way to express that thought clearly. Through words, sentences and symbols, we can communicate our knowledge, opinions, beliefs, plans and experiences to others.

Main points:

- Language helps us think and organize our ideas.
- It helps us express thoughts and opinions.
- It helps us understand and explain concepts.
- It supports problem-solving and reasoning.
- It helps us share knowledge and experiences.
- It makes communication of complex ideas easier.

Example :

If student thinks, “I should study regularly to get good marks,” language helps the student express this thought to a teacher, parent or friend.

Conclusion:

Thus, the thought function of language shows that language is not only a means of communication but also an important tool for thinking, reasoning and expressing ideas.

2.3.2 Communication

The communication function of language refers to the use of language to share information, thoughts, ideas, feelings, needs and experiences with other people. It is one of the most important functions of language because human beings need communication in their personal, social and professional lives.

Through language, a speaker or writer sends a message, while a listener or reader receives and understands it. Communication can take place through speaking, writing, reading and listening.

Main points:

Language helps us exchange information.

It helps us express our needs and feelings.

It helps people understand one another.

It helps in building and maintaining relationships.

It is useful in education, business and social life.

It helps us share knowledge, experiences and ideas.

Example:

A teacher says, “Tomorrow you have a test.” The teacher is using language to communicate information to the students.

NOTES**2.3.3 Interaction**

The interaction function of language refers to the use of language to establish, maintain and develop relationships with other people. Through interaction, people communicate with one another, share feelings, show respect and build social relationships.

Language helps us interact with family members, friends, teachers, classmates and society. It also helps us greet people, ask about their well-being, make requests, thank others and participate in conversations.

Main points:

Language helps to build social relationships.

It helps people greet and communicate with each other.

It helps us express respect, friendliness and politeness.

It helps maintain friendship and cooperation.

It encourages social participation and understanding.

Examples:

“Hello! How are you?”

“Thank you for helping me.”

“Would you please help me?”

In short:

The interaction function of language helps people connect with one another and maintain healthy social relationships.

2.4 SOCIAL CULTURAL CONSTRUCT LANGUAGE AND KNOWLEDGE

social-cultural construct refers to an idea, belief, value, behavior, rule, or practice that is developed, maintained, and given meaning by people within a S and its culture.

It is called “social” because it is influenced by interactions among people, and “cultural” because it is shaped by traditions, beliefs, values, language, customs, and ways of life.

- **Meaning of “social”**

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The social aspect comes from the way people live together and interact. Society develops expectations about:

How people should behave

What is considered acceptable or unacceptable

How people should relate to one another

What roles people should perform

What behaviors should be rewarded or discouraged

For example, society may expect students to respect teachers and follow classroom rules.

- **Meaning of “cultural”**

The cultural aspect comes from the shared beliefs, traditions, customs, values, language, religion, and practices of a particular group.

For example, greeting practices differ across cultures. Some cultures commonly use handshakes, while others may bow or use other forms of greeting.

- **How social-cultural constructs develop**

They generally develop through:

Family – Children learn values, customs, language, and acceptable behavior.

Education – Schools teach knowledge, rules, social responsibilities, and cultural values.

Peer groups – Friends influence language, clothing, interests, and behavior.

Media – Television, films, social media, and advertising influence ideas about society.

Religion and traditions – Religious and cultural practices shape beliefs and behavior.

Community – Local communities establish shared customs and expectations.

Institutions – Government, workplaces, schools, and other organizations reinforce social norms.

- **Examples of social-cultural constructs**

Gender roles:

Ideas about what activities, occupations, clothing, or behaviors are considered appropriate for men and women are influenced by society and culture.

Beauty:

Ideas about what makes someone “beautiful” vary between cultures and historical periods.

Marriage:

Marriage exists in many societies, but its forms, ceremonies, expectations, and rules vary greatly across cultures.

Social status:

People may be considered prestigious because of occupation, wealth, education, family background, or other characteristics depending on the society.

Language:

Words and their meanings are socially agreed upon and passed from one generation to another.

Dress:

Different societies have different expectations about appropriate clothing for work, ceremonies, religious occasions, or everyday life.

- **Important characteristics**

A social-cultural construct is generally:

Learned rather than simply inherited.

Shared by members of a group.

Influenced by culture and society.

Passed between generations.

Changeable over time.

Different across societies and cultures.

Reinforced through social institutions and interactions.

- **Why it is important**

Understanding social-cultural constructs helps us recognize that many things we consider “normal,” “proper,” or “natural” may actually be influenced by the society and culture in which we live.

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For example, ideas about appropriate clothing, children's behavior, occupations, family roles, and forms of respect can vary significantly from one culture to another.

2.5 LANGUAGE AND KNOWLEDGE

Language and knowledge are closely connected. Language is not only a means of communication; it is also an important tool through which people acquire, organize, express, preserve, and share knowledge.

- **Meaning of Language**

Language is a system of words, symbols, signs, and rules that people use to communicate their thoughts, feelings, ideas, and experiences.

For example, English, Hindi, Urdu, and Marathi are different languages. Through language, a person can communicate something that happened in the past, explain an idea, ask a question, or describe something that is not physically present.

- **Meaning of Knowledge**

Knowledge refers to the information, understanding, skills, experiences, and ideas that a person acquires through learning, observation, experience, and interaction with others.

For example, knowing that plants need sunlight and water to grow is knowledge. Knowing how to ride a bicycle is also knowledge, but it is practical or skill-based knowledge.

2.5.1 Relationship Between Language and Knowledge

A. Language helps us acquire knowledge

We learn a large amount of knowledge through listening, reading, speaking, and writing.

For example, a teacher explains the concept of photosynthesis in the classroom. Students listen to the explanation and develop an understanding of the concept.

Thus:

Language → Learning → Understanding → Knowledge

B. Language helps us express knowledge

Having knowledge is not enough; we also need language to express and communicate that knowledge to others.

For example, a student may understand a mathematical concept but needs language to explain the steps of solving a problem.

C Language helps organize knowledge

Language gives names and categories to things. This helps us organize our thoughts.

For example, the words “fruit,” “vegetable,” “animal,” and “bird” help us classify and organize different objects and living beings.

Without words and concepts, it would be much more difficult to organize complex information.

D. Language preserves knowledge

Knowledge can be preserved through books, documents, literature, records, newspapers, digital media, and educational materials.

For example, historical knowledge has been preserved through written records. In this way, language allows knowledge to move from one generation to another.

E. Language is influenced by culture and experience

Different communities may have different words and expressions because their experiences and cultures are different.

For example, communities living in different geographical environments may have specialized vocabulary for their local environment, occupations, food, traditions, and social practices.

Therefore, language also reflects the culture and experiences of its speakers.

Language as a Tool for Thinking

Language does not merely communicate already-existing thoughts; it also helps us develop and structure our thinking.

When students learn new words and concepts, they become better able to understand and discuss complex ideas.

For example, learning words such as “democracy,” “equality,” “justice,” and “rights” gives students conceptual tools to think about social and political issues.

This is particularly important in education because students develop knowledge by talking, questioning, discussing, reading, and writing.

Language and Knowledge in Education

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In education, language plays a central role in almost every subject.

Science: Students learn scientific terms and explain scientific processes.

Mathematics: Students understand mathematical problems through both symbols and language.

Social Science: Students read about society, history, government, and culture.

Literature: Students explore ideas, emotions, values, and human experiences through language.

Art and practical subjects: Students use language to describe, discuss, and reflect on their work.

Therefore, language is not only the subject of language classes. It is also a medium through which knowledge is constructed and communicated across the curriculum.

Simple Example

Suppose a teacher asks:

“Why do plants need sunlight?”

A student may observe plants and develop an understanding through experience. But to communicate that understanding, the student needs language:

“Plants need sunlight to make their food through photosynthesis.”

Here, experience provides the basis for knowledge, while language helps the student understand, organize, and communicate that knowledge.

Check your progress:

Q.1 What is Communication and Culture?

Q.2.What is Language and Culture?

Q.3.What is Language and Knowledge?

Q.4.What is Culture and Knowledge?

Q.5.What is Communication and Knowledge?

2.6. Summary:

In simple words, language and knowledge cannot be completely separated. Language helps us think, learn, understand, classify, communicate, and preserve knowledge. At the same time, the knowledge and experiences of individuals and communities influence the development and use of language.

Thus, language is both a means of communication and a powerful tool for the construction, transmission, and development of knowledge.

Language performs many important functions in our daily life and education. The major functions of language are:

Communication – Language helps us share information, ideas, thoughts, and feelings with others.

Expression – It allows us to express emotions, opinions, needs, and experiences.

Thinking – Language helps us organize our thoughts, reason, analyze, and develop ideas.

Learning and Knowledge – We acquire, understand, and communicate knowledge through language.

Social Interaction – Language helps people build relationships and participate in society.

Preservation of Culture – Language preserves traditions, values, stories, history, and cultural knowledge.

Imagination and Creativity – It enables people to create stories, poems, literature, and new ideas.

Instruction and Guidance – Language is used to give directions, explain concepts, and teach skills.

Influence and Persuasion – Language can be used to convince, motivate, or influence others.

Identity – Language reflects a person's cultural and social identity.

In short: Language is a tool for communication, expression, thinking, learning, social interaction, cultural transmission, creativity, and knowledge construction.

Check your progress:

Q.1 What is Communication and Culture?

Q.2. What is Language and Culture?

Q.3. What is Language and Knowledge?

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Q.4.What is Culture and Knowledge?

Q.5.What is Communication and Knowledge?

2.7. SUMMARY

The main functions of language are:

Communication – Language helps people share ideas, information, feelings, and experiences.

Expression – It allows us to express emotions, opinions, needs, and desires.

Thinking – Language helps us organize thoughts, understand concepts, and develop reasoning.

Learning – We acquire and develop knowledge through listening, reading, speaking, and writing.

Social Interaction – Language helps people build relationships and participate in society.

Transmission of Culture – It passes traditions, values, beliefs, stories, and knowledge from one generation to another.

Preservation of Knowledge – Books, documents, and other written records preserve knowledge for the future.

Influence and Control – Language can be used to give instructions, persuade people, and influence behaviour.

Imagination and Creativity – Language enables literature, storytelling, poetry, and creative expression.

In short: Language is a powerful tool for communication, thinking, learning, social interaction, cultural transmission, and expression.

2.8. GLOSSARY:

- Language:A system of words, symbols, and rules used to communicate ideas, thoughts, and feelings.
- Knowledge:Information, understanding, skills, and ideas gained through learning and experience.
- Communication:The process of sharing information, ideas, or feelings with others.
- Learning:The process of gaining new knowledge, skills, or understanding.

- Understanding: The ability to grasp the meaning of an idea, concept, or information.
- Thinking: The mental process of forming ideas, making connections, and solving problems.
- Concept: A general idea or understanding about something.
- Experience: Knowledge gained by doing, observing, or participating in something.
- Expression: The act of communicating thoughts, feelings, or knowledge.
- Culture: The beliefs, customs, values, traditions, and practices of a particular society or group.
- Preservation: The process of keeping knowledge safe so that it can be used in the future.
- Transmission: The process of passing knowledge, ideas, or information from one person or generation to another.
- Curriculum: A planned set of educational content, learning experiences, and activities provided by an educational institution.
- Medium: A means or method through which something is communicated or taught.
- Classification
- The process of organizing things into groups according to their similarities or characteristics.
- Vocabulary: The collection of words used in a particular language or by a person.
- Observation: The act of carefully watching or examining something to gain information.
- Interaction: Communication or exchange between two or more people.

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2.9. Answer to check your progress:

- Ans.1_ Communication is the process of sharing ideas, feelings, information, beliefs, and experiences between people. Culture refers to the shared values, traditions, customs, beliefs, behaviour, and ways of life of a group of people.
- Culture strongly influences how people communicate. For example, gestures, facial expressions, greetings, dress, and ways of showing respect may differ from one culture to

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another. A behaviour considered polite in one culture may be considered inappropriate in another.

- Therefore, effective communication requires an understanding of the cultural background of the people involved.
- Ans. 2. Language is an important part of culture. It is used not only to communicate information but also to express a community's values, traditions, beliefs, history, and identity.
- People learn their culture through language. Stories, songs, proverbs, religious and social traditions, and historical experiences are passed from one generation to another through language.
- For example, the use of particular words for relationships, elders, festivals, or social roles can reflect the values of a particular culture.
- Ans.3. Language is one of the major means through which knowledge is created, stored, shared, and transmitted. What people learn from teachers, books, family members, media, and society is generally communicated through language.
- Education especially depends on language. A teacher uses language to explain concepts, students use language to ask questions and express understanding, and written language allows knowledge to be preserved for future generations.
- Thus, language provides a means of accessing both individual and collective knowledge.
- Ans.3. Culture influences what a society considers important knowledge. Different communities may have different forms of knowledge based on their environment, history, traditions, and experiences.
- For instance, traditional communities may possess valuable knowledge about local agriculture, plants, medicines, crafts, weather, and natural resources. Such knowledge is often passed orally from older generations to younger generations.
- Therefore, knowledge is not only found in formal educational institutions; it can also exist within cultural traditions and everyday practices.

- Ans.5. Communication makes it possible for knowledge to move from one person to another. Without communication, knowledge cannot easily be shared or developed collectively.
- Through discussion, questioning, teaching, writing, storytelling, and digital media, people exchange knowledge and develop new ideas. Communication also allows people to challenge existing knowledge and create new understandings.

2.10. Conclusion

Communication, culture, language, and knowledge form an interdependent relationship. Culture influences how people communicate and use language; language carries cultural values and knowledge; communication enables knowledge to be shared; and knowledge contributes to the development and transformation of culture. Understanding this intersection is essential for effective communication, meaningful learning, cultural understanding, and inclusive education.

2.11. Suggested Reading:

- NCERT – Language and Education — useful for understanding the relationship between language, learning, culture, and education.
- NCERT – Indian Society and Culture — helps understand cultural diversity and its influence on communication and learning.
- Claire Kramsch, Language and Culture — explains the close relationship between language, culture, and meaning.
- Dell Hymes, Foundations in Sociolinguistics — useful for understanding language as a social and cultural practice.
- Lev Vygotsky, Mind in Society — discusses the role of language and social interaction in the development of knowledge and learning.

Additional areas for reading:

- Language and cultural identity
- Communication across cultures
- Language and learning
- Traditional and indigenous knowledge
- Multilingualism and education.

2.12. Reference:

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1.NCERT. National Curriculum Framework for School Education. New Delhi: National Council of Educational Research and Training.

2.NCERT. Position Paper: National Focus Group on Teaching of Indian Languages. New Delhi: National Council of Educational Research and Training.

3.Kramsch, Claire. Language and Culture. Oxford: Oxford University Press.

4.Vygotsky, L. S. Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.

5.Hymes, Dell. Foundations in Sociolinguistics: An Ethnographic Approach. University of Pennsylvania Press.

2.13. Exercise

Questions 1

Multiple choice questions

1. Which of the following is an important means of transmitting culture from one generation to another?

- A. Language
- B. Technology
- C. Transport
- D. Economy

. Answer: A. Language

2 How does culture influence communication?

- A. It has no influence on communication
- B. It determines only the language people speak
- C. It influences values, gestures, behaviour, and ways of expressing ideas
- D. It prevents communication

Answer: C. It influences values, gestures, behaviour, and ways of expressing ideas

3. What is the main role of language in relation to knowledge?

- A. It prevents knowledge sharing
- KoB. It helps create, store, and transmit knowledge
- C. It replaces culture

D. It limits learning

Answer: B. It helps create, store, and transmit knowledge

4. Which statement best describes the relationship between culture and knowledge?

A. Culture and knowledge are completely separate

B. Culture influences what knowledge is valued and how it is passed on

C. Knowledge has no connection with culture

D. Culture prevents the development of knowledge

Answer: B. Culture influences what knowledge is valued and how it is passed on

5. Why is understanding culture important for effective communication?

A. It helps people understand different values, meanings, and communication practices

B. It makes language unnecessary

C. It prevents interaction between people

D. It eliminates differences between cultures

Answer: A. It helps people understand different values, meanings, and communication practices.

Question 2

Short answer type questions:

1.What is communication?

Ans.Communication is the process of sharing ideas, information, feelings, and experiences between individuals or groups.

2.How is language related to culture?

Language is an important part of culture. It expresses and transmits the values, beliefs, traditions, and experiences of a society.

3.How does culture influence communication?

Culture influences the way people speak, behave, use gestures, express emotions, and interact with others.

4.What role does language play in the transmission of knowledge?

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Language helps people create, preserve, understand, and share knowledge through speaking, writing, teaching, and discussion.

5. Why are communication, culture, language, and knowledge interconnected?

They are interconnected because culture influences language and communication, while language and communication help create and transmit knowledge within society.

Question 3**Long answer type questions:****1. Explain the relationship between communication, culture, language, and knowledge.**

Answer: Communication, culture, language, and knowledge are closely interconnected. Communication is the process of sharing ideas, information, feelings, and experiences. Culture influences how people communicate because their values, beliefs, customs, and traditions shape their behaviour and expressions. Language is an important tool of communication and carries cultural values from one generation to another. Knowledge is created, preserved, and transmitted through language and communication. Thus, culture influences language and communication, while communication and language help develop and transmit knowledge.

2. Discuss the role of language in the development and transmission of knowledge.

Answer: Language plays a central role in developing and transmitting knowledge. People use language to express ideas, ask questions, explain concepts, record information, and share experiences. In education, teachers use language to communicate knowledge to students, while students use it to understand and express what they have learned. Books, newspapers, stories, and digital resources also preserve knowledge through language. Language also helps pass traditional and cultural knowledge from one generation to another. Therefore, language is an essential medium for both individual learning and collective knowledge.

3. How does culture influence communication and learning? Explain with examples.

Answer: Culture influences communication and learning in many ways. It shapes people's beliefs, values, behaviour,

language, gestures, and ways of interacting with others. For example, ways of greeting elders, showing respect, participating in discussions, and expressing disagreement may differ between cultures. In a classroom, students from different cultural backgrounds may have different experiences and ways of understanding information. A teacher who recognises these differences can use inclusive teaching and communication methods. Therefore, understanding culture helps create effective communication, meaningful learning, and respect for diversity.

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UNIT-3

RULE BOUND SYSTEM OF LANGUAGE AND GRAMMATICAL ELEMENT

UNIT STRUCTURE

- 3.1. Introduction**
- 3.2. Objectives**
- 3.3. Introduction of Sound, Letter, Word and Meaning**
 - 3.3.1. Sound**
 - 3.3.2. Letter**
 - 3.3.3. Word**
 - 3.3.4. Meaning**
- 3.4. Understanding the Rule-Bound System of Language through English, Hindi and Local Languages**
 - 3.4.1. Introduction of Rule-Bound System**
 - 3.4.2. Learning Objectives**
 - 3.4.3. Language as a Rule-Bound System**
 - 3.4.4. Linguistic Elements**
 - 3.4.4.1. Sound (Phonological Level)**
 - 3.4.4.2. Letter/Script (Orthographic Level)**
 - 3.4.4.3. Word (Morphological Level)**
 - 3.4.4.4. Meaning (Semantic Level)**
 - 3.4.4.5. Grammatical Rules in Different Languages**
 - 3.4.4.6. Importance of Rule-Bound Language**
- 3.5. Summary**
- 3.6. Glossary – Rule-Bound System**
- 3.7. Check Your Progress - Answers**
- 3.8. Suggested Reading**
- 3.9. References**
- 3.10. Exercise**

3.1 Introduction

Language is called a rule-bound system because it works according to certain rules and patterns. These rules help us use sounds, words, phrases, and sentences correctly. Every language has its own rules of grammar, pronunciation, word formation, and sentence structure.

For example, in English, words are generally arranged in a particular order to form a meaningful sentence. If the rules are not followed, the sentence may become unclear or incorrect.

These rules are learned gradually through practice, observation, and communication.

Thus, language is not a random collection of words. It is a systematic and organized form of communication in which speakers follow commonly accepted rules to convey meaning effectively.

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3.2 Objectives

To understand that language follows certain rules and patterns.

To learn the correct use of grammar, words, and sentence structure.

To develop accurate and meaningful communication.

To understand the rules of pronunciation and word formation.

To help learners construct grammatically correct sentences.

To improve speaking, writing, reading, and listening skills.

To understand that every language has its own set of rules and structures

Topic: Sound, Letter, Word and Meaning

3.3 Introduction of sound, Letter, Word and meaning

Language is a structured and rule-governed system used for communication. Every language follows certain conventions that help speakers produce meaningful expressions. The basic elements of language—sound, letter, word, and meaning—are interconnected and contribute to effective communication.

3.3.1 Sound

Sound is the basic spoken element of language. It is produced through the speech organs and is perceived by the listener.

Key points:

Sounds form the foundation of spoken language.

Different sounds can distinguish one word from another.

Correct pronunciation supports clear communication.

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The arrangement of sounds follows the rules of a particular language.

Example:

The sounds /k/ and /g/ create a difference between words such as coat and goat.

3.3.2. Letter

A letter is a written symbol used to represent a speech sound or a combination of sounds.

Key points:

Letters provide a visual representation of language.

A group of letters can form a meaningful word.

Correct sequencing of letters is essential for accurate spelling.

The relationship between letters and sounds may vary across languages.

Example:

The letters c-a-t together represent the word cat.

3.3.3. Word

A word is a meaningful linguistic unit made up of one or more sounds or letters.

Key points:

Words are the building blocks of sentences.

Their form and use are governed by grammatical rules.

Words may express objects, actions, qualities, relationships, or ideas.

A change in word form can alter its grammatical function.

Example:

Teacher, teach, beautiful, and quickly perform different grammatical functions.

3.3.4. Meaning

Meaning refers to the idea, concept, object, action, or relationship conveyed through language.

Key points:

Meaning depends on the use of words in a particular context.

The same word may have different meanings in different situations.

Meaningful communication requires an appropriate relationship between language forms and their intended message.

Context plays an important role in interpreting meaning.

Example:

The word bank may refer to a financial institution or the side of a river, depending on the context.

Interrelationship among Sound, Letter, Word and Meaning

These four elements function together within the rule-bound system of language. Sounds form the spoken structure, letters represent language in written form, words combine these units into meaningful expressions, and meaning gives those expressions communicative value.

3.4 Understanding the Rule-Bound System of Language through English, Hindi and Local Languages

Rule-bound system

A rule-bound system is one in which:

Decisions are made according to predefined rules.

Everyone is expected to follow the same procedures.

Actions are guided by laws, policies, or regulations.

There is less room for personal discretion or arbitrary decisions.

Example:

In a school, if promotion to the next class requires students to meet specific attendance and examination criteria, the school is operating in a rule-bound manner.

In simple words: “A rule-bound system means a system that operates according to established rules rather than personal choices.”

3.4.1. Introduction of Rule-Bound System

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Language is a systematic and rule-governed means of communication. Every language, whether English, Hindi, or a local language, follows certain principles related to sound, script, word formation, grammar, and meaning. These rules help speakers understand one another and maintain clarity in communication.

English, Hindi, and local languages differ in pronunciation, vocabulary, and sentence patterns, yet all of them operate through organized linguistic systems. This unit explains the rule-bound nature of language with examples from different languages.

3.4.2. Learning Objectives

After studying this unit, learners will be able to:

Explain language as a rule-bound system.

Identify linguistic elements such as sound, letter, word, grammar, and meaning.

Compare English, Hindi, and local languages.

Understand how grammatical rules shape communication.

Apply language rules in real-life situations.

3.4.3. Language as a Rule-Bound System

A language is not a random collection of sounds or words. It follows rules that govern:

Pronunciation

Writing system

Word formation

Sentence structure

Meaning

Examples

Language

Correct Form

Incorrect Form

English

I am going to school.

Going school I am.

Hindi

मैं विद्यालय जा रहा हूँ।

जा विद्यालय हूँ मैं।

Bundeli (Local Language)

मैं स्कूल जात हूँ।

जात मैं स्कूल हूँ।

These examples show that every language has its own grammatical pattern.

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3.4.4. Linguistic Elements

3.4.4.1 Sound (Phonological Level)

Sound is the smallest spoken unit of language.

English

Hindi

Local Language

bat / pat

कल / फल

घर / घेर

Changing a sound changes meaning.

Characteristics of Sound

Basis of spoken language

Distinguishes words

Follows pronunciation rules

Varies across languages

3.4.4.2 Letter/Script (Orthographic Level)

Letters represent sounds in written form.

English

Hindi

Local Language

A, B, C

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अ, आ, क

Local scripts or Devanagari forms

Examples:

c-a-t → cat

क-म-ल → कमल

घ-र → घर

3.4.4.3 Word (Morphological Level)

Words are meaningful units formed by sounds or letters.

English

Hindi

Local Language

teacher

शिक्षक

गुरुजी

water

पानी

पनिया

Functions of Words

Naming

Describing

Expressing actions

Showing relationships

3.4.4.4 Meaning (Semantic Level)

Meaning refers to ideas or messages conveyed by words.

Example:

Word

Meaning

Bank

Financial institution / River side

कल

Yesterday / Tomorrow

पनिया

Water (local usage)

Meaning depends upon context.

3.4.4.5 Grammatical Rules in Different Languages

Word Order

Language

Pattern

English

Subject + Verb + Object

Hindi

Subject + Object + Verb

Local Language

Flexible but rule-based

Examples:

English: Ram eats mangoes.

Hindi: रामआमखाताहै।

Bundeli: रामआमखातहै।

3.4.4.6 Importance of Rule-Bound Language

Ensures clear communication

Reduces misunderstanding

Maintains language structure

Helps in learning multiple languages

Preserves local linguistic identity

Check Your Progress

Q1. Why is language called a rule-bound system?

Q2. How do English and Hindi differ in sentence order?

Q3. What is the role of sound in language?

Q4. Why is context important?

3.5 Summary

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English, Hindi, and local languages are different in structure, vocabulary, and pronunciation, yet all function through systematic rules. Sounds create words, words convey meanings, and grammar organizes communication. Understanding these rules helps learners appreciate linguistic diversity and communicate effectively.

3.6 Glossary – Rule-Bound System

Rule – A fixed instruction to follow.

System – An organized method of working.

Law – A rule made by authority.

Procedure – A set way of doing something.

Regulation – An official rule.

Authority – The power to make decisions.

Discipline – Following rules and maintaining order.

Compliance – Following rules or laws.

Responsibility – A duty that must be fulfilled.

Decision – A choice made after consideration

3.7 Check Your Progress-Answer

Ans.1: Because it follows fixed rules of pronunciation, grammar, word formation, and meaning.

Ans.2: English follows Subject-Verb-Object order, whereas Hindi generally follows Subject-Object-Verb order.

Ans.3: Sound forms the basis of spoken communication and distinguishes words.

Answer Ans.4: Context helps determine the intended meaning of words.

3.8 Suggested Reading

- Yule, George (2020). The Study of Language. Cambridge University Press.
- Fromkin, Victoria, Rodman, Robert & Hyams, Nina (2018). An Introduction to Language. Cengage Learning.
- Crystal, David (2010). The Cambridge Encyclopedia of Language. Cambridge University Press.

- Lyons, John (1981). Language and Linguistics: An Introduction. Cambridge University Press.
- Agnihotri, R.K. (2007). Hindi: An Essential Grammar. Routledge.
- NCERT (2023). Language Across the Curriculum.

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3.9 References

- Crystal, D. (2010). The Cambridge Encyclopedia of Language. Cambridge University Press.
- Yule, G. (2020). The Study of Language. Cambridge University Press.
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- Lyons, J. (1981). Language and Linguistics: An Introduction. Cambridge University Press.
- NCERT. (2023). Language Across the Curriculum.

3.10 Exercise

A. Multiple Choice Questions (MCQs)**1. Language is primarily a _____ system.**

- a) Random
- b) Rule-bound
- c) Mechanical
- d) Mathematical
- Answer: b) Rule-bound

2. Which of the following is the basic unit of spoken language?

- a) Letter
- b) Word
- c) Sound
- d) Sentence
- Answer: c) Sound

3. Which element represents language in written form?

- a) Meaning
- b) Letter/Script
- c) Gesture
- d) Intonation
- Answer: b) Letter/Script

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4. Which of the following is a meaningful linguistic unit?

- a) Word
- b) Breath
- c) Noise
- d) Silence
- Answer: a) Word

5. Which linguistic level is mainly concerned with meaning?

- a) Phonology
- b) Morphology
- c) Semantics
- d) Phonetics
- Answer: c) Semantics

6. Which sentence follows the usual English word order?

- a) Mangoes Ram eats.
- b) Eats Ram mangoes.
- c) Ram eats mangoes.
- d) Mangoes eats Ram.
- Answer: c) Ram eats mangoes.

7. Hindi generally follows which basic sentence pattern?

- a) Subject + Verb + Object
- b) Subject + Object + Verb
- c) Verb + Subject + Object
- d) Object + Verb + Subject
- Answer: b) Subject + Object + Verb

8. The meaning of a word can change according to its _____.

- a) Colour
- b) Context
- c) Length
- d) Shape
- Answer: b) Context

9. Which of the following helps maintain clarity in communication?

- a) Ignoring grammar
- b) Following linguistic conventions
- c) Random word arrangement
- d) Changing pronunciation unnecessarily
- Answer: b) Following linguistic conventions

10. English, Hindi and local languages are different but all of them have:

- a) Exactly the same grammar
- b) No grammatical rules
- c) Their own linguistic systems
- d) The same vocabulary
- Answer: c) Their own linguistic systems

B. Fill in the Blanks

- 1. Language is a _____ system of communication.
- Answer: rule-bound
- 2. _____ is the basic element of spoken language.
- Answer: Sound
- 3. A _____ is a meaningful linguistic unit.
- Answer: Word
- 4. _____ deals with the study of meaning in language.
- Answer: Semantics
- 5. The meaning of a word may depend upon its _____.
- Answer: context
- 6. Hindi generally follows the _____ word order.
- Answer: Subject + Object + Verb
- 7. English generally follows the _____ word order.
- Answer: Subject + Verb + Object

C. True or False

- 1. Language is a completely random arrangement of sounds and words.
- Answer: False
- 2. Sounds play an important role in spoken communication.
- Answer: True
- 3. Letters are used to represent language in written form.
- Answer: True
- 4. Grammar has no role in effective communication.
- Answer: False
- 5. Context can influence the meaning of a word.
- Answer: True
- 6. English and Hindi necessarily follow the same sentence structure.
- Answer: False
- 7. Local languages also have systematic linguistic patterns.

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- Answer: True

D. Short Answer Questions

- 1. What is meant by a rule-bound system of language?
- Answer:
- A rule-bound system of language is an organized system in which sounds, words, grammatical forms, sentences, and meanings follow accepted linguistic conventions. These rules make communication understandable and meaningful.
- 2. What is the role of sound in language?
- Answer:
- Sound is the foundation of spoken communication. Differences in sounds can distinguish words and consequently change their meanings. Proper pronunciation therefore contributes to effective communication.
- 3. What is the difference between a sound and a letter?
- Answer:
- A sound is a spoken linguistic element that is heard, whereas a letter is a written symbol used to represent a sound or a combination of sounds.
- 4. Why are words important in communication?
- Answer:
- Words carry specific meanings and allow speakers to express objects, actions, qualities, emotions, and ideas. They also serve as essential components of sentences.
- 5. How does context affect meaning?
- Answer:
- Context provides information about the situation in which a word or expression is used. It enables the listener or reader to identify the intended meaning when a linguistic expression has more than one possible interpretation.
- 6. How are English and Hindi different in sentence structure?
- Answer:
- English generally uses Subject + Verb + Object order, while Hindi generally uses Subject + Object + Verb order. For example, English says "Rita reads a book," whereas Hindi says "रीता पुस्तक पढ़ती है।"
- 7. Why should local languages be included in language learning?
- Answer:

- Local languages connect learning with learners' everyday experiences and cultural surroundings. They also demonstrate that different languages may use different forms while fulfilling similar communicative functions.

E. Long Answer Questions

- 1. Explain language as a rule-bound system with examples from English, Hindi and a local language.
- Answer:
- Language is called a rule-bound system because its different elements operate according to established patterns. Pronunciation, word formation, sentence construction, and meaning are not organized randomly.
- In English, the sentence "Ram eats mangoes" follows the commonly used Subject + Verb + Object pattern. Hindi generally places the verb at the end, as in "राम आम खाता है।" A local language may have its own pronunciation, vocabulary, and grammatical conventions.
- Thus, English, Hindi, and local languages may differ in their structures, but each has rules that enable members of the language community to understand one another.
- 2. Discuss the relationship among,
- sound, letter, word and meaning.
- Answer:
- Sound is associated with the spoken form of language, while letters or scripts provide a written representation. When linguistic elements are organized according to the conventions of a language, they form words. Words then convey concepts, objects, actions, qualities, or relationships.
- For example, the English letters c-a-t form the word cat, which refers to a particular animal. Similar processes operate in Hindi and other languages, although their scripts and sound systems may differ.
- 3. Explain the role of grammar in communication.
- Answer:
- Grammar provides a framework for arranging and modifying linguistic elements. It guides speakers in forming acceptable words, phrases, and sentences. Grammatical conventions also indicate relationships such as tense, number, person, and agreement.

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- Without grammatical organization, the intended relationship between different parts of an expression may become unclear. Grammar therefore contributes to accuracy, clarity, and effective communication.

UNIT-4

LANGUAGE IN SCHOOL

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UNIT STRUCTURE

- 4.1. Introduction
- 4.2. Objectives
- 4.3. Communication and Language Teaching
- 4.4. Constructive Knowledge in the Classroom
 - 4.4.1. Role of the Learner
 - 4.4.2. Language-Rich Classroom: Importance of a Language-Rich Classroom
 - 4.4.2.1. Strategies for Creating a Language-Rich Classroom
- 4.5. Summary
- 4.6. Glossary
- 4.7. Answer to Check Your Progress
- 4.8. Suggested Reading
- 4.9. Reference
- 4.10. Exercise

4.1 Introduction:

Language is an essential part of school education. It is the main means through which teachers teach and students learn. Language helps students communicate their thoughts, feelings, ideas, and experiences. It also plays an important role in developing reading, writing, listening, and speaking skills.

In school, language is not limited to the language subject. It is used in all subjects, such as Science, Mathematics, Social Science, and Environmental Studies. Students understand concepts better when they can understand and use language effectively.

School language also helps students develop confidence, creativity, critical thinking, and social skills. Teachers use language to explain lessons, ask questions, give instructions, and encourage discussion. Students use it to answer questions, participate in activities, and interact with others.

Therefore, language is an important tool for learning, communication, personality development, and academic success.

Communication and Language Teaching

Constructive Knowledge in Classroom and Importance of a Language-Rich Classroom

4.2 Objectives

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- 14.2. After studying this unit, the student-teacher will be able to:
- 2.Explain the meaning and importance of communication.
 - 3.Understand the role of communication in language teaching.
 - 4.Explain the concept of constructive knowledge.
 - 5.Discuss the role of teacher and learner in a constructivist classroom.
 - 6.Explain the concept and importance of a language-rich classroom.
 - 7.Identify strategies for creating a language-rich classroom.

4.3 Communication and Language Teaching

Meaning of Communication

Communication is a process through which individuals share ideas, thoughts, feelings, information and experiences with one another. In the classroom, communication takes place between teacher and learners as well as among learners themselves.

Language is the most important medium of human communication. Therefore, effective language teaching should provide learners with opportunities to use language for real and meaningful communication.

Importance of Communication in Language Teaching

Communication:

- Develops learners' listening and speaking skills.
- Helps learners express their thoughts and feelings.
- Promotes interaction between teacher and learners.
- Develops confidence and fluency.
- Encourages collaborative learning.
- Helps learners use language in real-life situations.
- Develops critical and creative thinking.

4.4 Constructive Knowledge in the Classroom

Meaning of Constructivism

Constructivism is a learning theory which suggests that learners actively construct knowledge rather than simply receive it from the teacher.

Learners construct new knowledge by connecting new experiences with their previous knowledge, experiences and understanding.

Constructive Knowledge in Language Learning

In language learning, students construct knowledge when they:

participate in discussions,

share their experiences,

ask questions,

interact with peers,

interpret texts,

express their opinions,

solve language-related problems, and

reflect on their learning.

Thus, language learning becomes an active and meaningful process.

3. Role of the Teacher in a Constructivist Classroom

The teacher is not merely a transmitter of knowledge. The teacher acts as a facilitator, guide and co-learner.

The teacher should:

create a supportive learning environment;

encourage questioning and discussion;

connect learning with students' experiences;

provide meaningful language activities;

encourage peer interaction;

accept different viewpoints;

provide constructive feedback; and

motivate learners to discover knowledge independently.

4.4.1. Role of the Learner

IN:

participate in classroom discussions;

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ask and answer questions;
share personal experiences;
work collaboratively;
explore and discover new ideas;
interpret and construct meaning;
solve problems; and
reflect on their learning.

4.4.2 Language-Rich Classroom: Importance of a Language-Rich Classroom**1. Development of Language Skills**

It provides opportunities to develop LSRW skills—Listening, Speaking, Reading and Writing.

2. Vocabulary Development

Regular exposure to language helps learners acquire new words and expressions.

3. Development of Fluency

Frequent communication helps learners become more fluent and confident.

4. Development of Reading Habits

Availability of books and other reading materials encourages independent reading.

5. Development of Writing Skills

Regular opportunities for creative and functional writing improve written expression.

6. Confidence Building

A supportive environment reduces fear and hesitation in using language.

7. Critical Thinking

Discussions, questioning and interpretation help learners develop critical thinking.

8. Meaningful Learning

Language is learnt through meaningful contexts rather than through mechanical memorisation.

4.4.2.1 Strategies for Creating a Language-Rich Classroom

A teacher can create a language-rich classroom through:

Group discussion

Pair work

Storytelling

Role play

Debates

Dramatisation

Picture description

Reading corner

Creative writing

Project work

Question-answer sessions

Peer interaction

These activities provide learners with opportunities to use language naturally and meaningfully.

Teacher as a Facilitator

In a language-rich classroom, the teacher should create situations where students use language rather than merely learn about language.

For example, instead of only teaching the rules of speaking or writing, the teacher can organise a group discussion, role play or storytelling activity. Through such activities, learners learn language through actual use.

Assessment of Language Learning

Assessment should examine the learner's ability to use language effectively, not merely memorise grammatical rules.

The teacher can use:

oral presentations,

reading activities,

conversations,

storytelling,

written assignments,

projects,

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role play,
portfolios,
observation, and
classroom participation.

Assessment should be continuous, constructive and supportive.

Check your progress:

Q1. What is communication?

Q2. What is meant by language teaching?

Q3. What is constructivism?

Q4. What is the role of a teacher in a constructivist classroom?

Q5. What is a language-rich classroom?

4.5 Summary

Communication is central to language learning. A constructivist approach considers learners as active constructors of knowledge. A language-rich classroom provides learners with meaningful opportunities to use language in different contexts. The teacher acts as a facilitator, while learners actively participate in constructing knowledge.

4.6 Glossary

Communication

The process of sharing ideas, thoughts, feelings and information.

Language Teaching

The process of helping learners develop the ability to understand and use a language effectively.

Constructivism

A theory which states that learners actively construct knowledge through experience and interaction.

Constructive Knowledge

Knowledge developed by learners by connecting new information with their previous experiences and understanding.

Language-Rich Classroom

A classroom that provides learners with frequent opportunities to listen, speak, read and write.

Interaction

The process of communicating and exchanging ideas with teachers or other learners.

Learner-Centred Approach

An approach in which learners actively participate in the learning process.

Facilitator

A teacher who guides and supports learners rather than simply providing information.

Language Skills

The four major skills of language: Listening, Speaking, Reading and Writing (LSRW).

Vocabulary

The collection of words that a person knows and uses.

Fluency

The ability to use a language smoothly and confidently.

Feedback

Information or response given to a learner to help improve learning or performance.

Peer Learning

Learning that takes place through interaction and cooperation among learners.

Collaborative Learning

A learning process in which learners work together to achieve a common goal.

Meaningful Learning

Learning in which new knowledge is connected with learners' existing knowledge and real-life experiences.

Critical Thinking**NOTES**

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The ability to analyse, evaluate and interpret information logically.

Language Exposure

Opportunities to hear, read, speak or interact with a language.

Role Play

An activity in which learners act out a particular situation or role.

Storytelling

The activity of presenting or narrating a story to develop language and communication skills.

Assessment

systematic process of judging or The understanding learners' knowledge, skills and progress.

4.7 Answer to check your progress

Ans.1: Communication is the process of sharing ideas, thoughts, feelings, information and experiences between individuals. In the classroom, it helps teachers and learners exchange ideas and understand each other.

Ans.2: Language teaching is the process of developing learners' ability to listen, speak, read and write effectively in a language.

Ans.3: Constructivism is a learning theory which states that learners actively construct their own knowledge by connecting new information with their previous knowledge and experiences.

Ans.4: teacher acts as a facilitator and guide. The teacher encourages discussion, questioning, interaction, exploration and learning through experiences.

Ans.5: A language-rich classroom is an environment where learners get continuous opportunities to listen, speak, read and write through meaningful activities and different language resources.

4.8. Suggested Reading

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4.10 Exercise

A. Multiple Choice Questions (MCQs)

1. Communication is the process of:

- a) Memorising information
- b) Sharing ideas, thoughts and feelings
- c) Writing examinations
- d) Learning grammar rules

Answer: b) Sharing ideas, thoughts and feelings

2. According to constructivism, learners:

- a) Only receive knowledge from teachers
- b) Memorise all information
- c) Actively construct their own knowledge

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d) Avoid classroom interaction

Answer: c) Actively construct their own knowledge

3. Which of the following is NOT a basic language skill?

a) Listening

b) Speaking

c) Reading

d) Memorising

Answer: d) Memorising

4. In a constructivist classroom, the teacher acts mainly as a:

a) Dictator

b) Facilitator

c) Examiner

d) Lecturer only

Answer: b) Facilitator

5. A language-rich classroom provides learners with:

a) Only textbook-based learning

b) Opportunities to use language meaningfully

c) Only grammar exercises

d) No interaction

Answer: b) Opportunities to use language meaningfully.

B. Short Answer Type Questions:

1. What is communication? Mention any two importance of communication in language teaching.

Answer:

Communication is the process of sharing ideas, thoughts, feelings, information and experiences between people.

Two important functions of communication in language teaching are:

It develops learners' listening and speaking skills.

It helps learners express their thoughts and feelings confidently.

2. What is meant by constructive knowledge?

Answer:

Constructive knowledge refers to knowledge that learners develop actively by connecting new information with their previous knowledge, experiences and understanding. Learners construct knowledge through interaction, discussion, observation and experience.

3. Explain the role of a teacher in a constructivist classroom.

Answer:

In a constructivist classroom, the teacher acts as a facilitator and guide rather than simply transmitting information. The teacher encourages questioning, discussion, interaction and exploration. The teacher also connects classroom learning with learners' experiences and provides constructive feedback.

4. What is a language-rich classroom? Mention any three features.

Answer:

A language-rich classroom is an environment where learners get frequent opportunities to listen, speak, read and write.

Three features are:

Availability of books, newspapers and other reading materials.

Opportunities for discussion, storytelling and role play.

Display of charts, posters and students' written work.

5. Mention any four activities that develop language skills.

Answer:

Four activities are:

Storytelling

Group discussion

Role play

Creative writing

These activities provide learners with meaningful opportunities to use language.

C. Long Answer Type Questions:

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1. Explain the concept of constructivism in language teaching. Discuss the roles of the teacher and learner in a constructivist classroom.

Answer: Constructivism is a learning theory which states that learners actively construct their own knowledge rather than simply receiving knowledge from the teacher. Learners develop understanding by connecting new information with their previous knowledge and experiences.

In language teaching, learners construct knowledge through discussion, interaction, reading, writing, questioning and other meaningful activities.

Role of the Teacher: Acts as a facilitator and guide. Encourages questioning and discussion. Provides meaningful learning activities. Connects new learning with learners' experiences. Encourages peer interaction. Provides constructive feedback.

Creates a supportive classroom environment.

Role of the Learner:

Participates actively in classroom activities.

Asks questions and expresses ideas.

Shares personal experiences.

Works collaboratively with peers.

Explores and discovers new knowledge.

Reflects on the learning process.

Thus, constructivist language teaching makes learners active participants in the learning process.

2. What is a language-rich classroom? Discuss its importance in developing LSRW skills.

Answer:

A language-rich classroom is an environment where learners are continuously exposed to meaningful language and get opportunities to use language in different ways. It supports the development of Listening, Speaking, Reading and Writing (LSRW) skills.

Importance:

Listening: Students listen to stories, discussions, instructions and conversations.

Speaking: Group discussions, presentations and role plays develop oral communication.

Reading: Books, newspapers, magazines and stories encourage reading habits.

Writing: Creative writing, assignments and classroom activities improve written expression.

Vocabulary: Regular exposure to language increases vocabulary.

Confidence: Opportunities to communicate help learners overcome hesitation.

Critical Thinking: Discussions and questioning develop analytical and critical thinking.

Meaningful Learning: Learners use language in real and meaningful situations.

Therefore, a language-rich classroom plays an important role in developing learners' overall language competence.

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UNIT-5

NATURE OF LANGUAGE

UNIT STRUCTURE

- 5.1. Introduction**
 - 5.2. Objectives**
 - 5.3. Language as Rule-Governed Behavior and Linguistic Variability**
 - 5.3.1. Meaning**
 - 5.3.2. Characteristics of Rule-Governed Language**
 - 5.3.3. Levels of Linguistic Rules**
 - 5.3.4. Linguistic Variability**
 - 5.3.5. Language, Dialect and Standard Language**
 - 5.3.6. Linguistic Variability in the Classroom**
 - 5.3.7. Importance of Understanding Linguistic Variability for Teachers**
 - 5.3.8. Teacher's Role**
 - 5.3.9. Educational Implications**
 - 5.4. Summary**
 - 5.5. Glossary**
 - 5.6. Answer to Check Your Progress**
 - 5.7. Suggested Reading**
 - 5.8. Reference**
 - 5.9. Exercise**
-

5.1 Introduction

Language is a systematic means of communication. It is not a random collection of words and sounds. People use language according to certain rules and patterns. At the same time, language is not exactly the same for every person or in every situation. It varies according to region, society, age, education, occupation, context and other factors.

5.2 Objectives

- After studying this unit, the learner will be able to:
- Explain language as rule-governed behavior.
- Understand the different levels of linguistic rules.
- Explain the meaning of linguistic variability.
- Identify different types of language variation.

- Understand the relationship between language and society.
- Discuss the implications of linguistic variability for classroom teaching.

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5.3 Language as Rule-Governed Behavior and Linguistic Variability

- Language as Rule-Governed Behavior
- **5.3.1 Meanin**
- Language is called rule-governed behavior because speakers follow certain rules while using it. These rules determine how sounds, words and sentences are formed and used.
- For example:
- “She is reading a book.”
- This sentence follows the grammatical rules of English.
- If we say:
- “Reading she book a is.”
- the words are understandable individually, but the sentence does not follow normal English word-order rules.
- Thus, language users unconsciously follow the rules of their language while speaking and writing.

5.3.2. Characteristics of Rule-Governed Language

- 1. Systematic
- Language follows a systematic structure. Sounds, words and sentences are organised according to particular patterns.
- 2. Structured
- Every language has its own structure and grammatical system.
- 3. Socially Shared
- Language rules are shared by members of a speech community.
- 4. Mostly Unconscious
- Native speakers usually follow language rules without consciously thinking about them.
- 5. Changeable
- Language rules and patterns can change over time as society and language change.
- 6. Context-Dependent

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- The way language is used depends upon the situation, purpose and relationship between speakers.

5.3.3. Levels of Linguistic Rules

- Language operates at different levels.
- **A. Phonological Rules**
- These rules deal with the sounds of a language and how sounds are organised.
- Example: The pronunciation of words follows the sound system of a particular language.
- **B. Morphological Rules**
- These rules deal with the formation of words.
- Example:
- play → played
- happy → happiness
- **C. Syntactic Rules**
- These rules determine how words are arranged to form sentences.
- Example:
- “The boy is playing.”
- The arrangement of words follows English syntax.
- **D. Semantic Rules**
- These rules are related to the meaning of words and sentences.
- For example, the meaning of a sentence depends upon the meaning and relationship of its words.
- **E. Pragmatic Rules**
- Pragmatics deals with the use of language according to context and social situation.
- For example, the way a student speaks to a teacher may be different from the way the student speaks to a close friend.

5.3.4. Linguistic Variability

- Meaning
- Linguistic variability refers to the differences that exist in the way people use language.
- Language varies from one speaker to another and from one situation to another. These differences are a natural feature of language.
- For example, people from different regions may use different words or pronunciations for the same object.

- Types of Linguistic Variability

A. **Regional Variation**

- Language may vary according to geographical region.
- For example, English spoken in India may differ from English spoken in Britain or America in pronunciation, vocabulary and certain expressions.
- Regional varieties are often called dialects.

B. **Social Variation**

- Language may vary according to social groups.
- Factors such as:
 - social background,
 - education,
 - occupation,
 - age, and
 - social networks
- can influence language use.

C. **Age-Based Variation**

- People of different age groups may use different expressions.
- For example, younger people may use contemporary slang or new expressions that are less common among older generations.

D. **Occupational Variation**

- Different professions develop their own specialised vocabulary.
- Examples:
 - Doctors use medical terminology.
 - Lawyers use legal terminology.
 - Teachers use educational terminology.
 - Scientists use scientific terminology.
- Such specialised language is often called jargon.

E. **Situational Variation**

- People change their language according to the situation.
- For example:
 - Formal:
 - “Could you please provide me with the required information?”
 - Informal:

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- “Can you give me the information?”
- The meaning may be similar, but the style changes according to the situation.

F. Individual Variation

- Every individual has a unique way of speaking. This individual pattern of language use is called idiolect.
- Differences may occur in:
 - pronunciation,
 - vocabulary,
 - sentence patterns, and
 - style of expression.

5.3.5. Language, Dialect and Standard Language

- Language
- A language is a system of communication shared by a speech community.
- Dialect
- A dialect is a variety of a language associated with a particular region or social group.
- Standard Language
- A standard language is a socially recognised variety generally used in formal education, administration, writing and public communication.
- It is important to understand that a dialect is not an inferior form of language. Different varieties have their own systematic rules and patterns.

5.3.6. Linguistic Variability in the Classroom

- A classroom may contain learners who speak different languages or varieties of the same language.
- For example, students may differ in:
 - home language,
 - mother tongue,
 - regional dialect,
 - pronunciation,
 - vocabulary, and
 - style of communication.
- A teacher should recognise this diversity as a resource rather than a problem.

- 8. Importance of Understanding Linguistic Variability for Teachers
- Understanding linguistic variability helps teachers to:
- Respect learners' linguistic backgrounds.
- Avoid discrimination based on language or accent.
- Create an inclusive classroom.
- Understand learners' difficulties better.
- Connect classroom language with learners' home language.
- Encourage participation from all learners.
- Develop positive attitudes towards multilingualism.
- Help learners understand formal and standard language without devaluing their home varieties.

5.3.7. Teacher's Role

- The teacher should:
- respect all language varieties;
- encourage learners to express themselves;
- avoid making fun of accents or dialects;
- provide opportunities for multilingual interaction;
- gradually introduce the standard/formal variety where required;
- use examples from learners' linguistic backgrounds;
- create an inclusive language environment.
- The teacher should understand that variation does not mean incorrect language. Different varieties follow their own linguistic patterns.

5.3.8. Educational Implications

- Linguistic variability has important implications for language education.
- Inclusive Language Teaching
- Teaching should accommodate learners from different linguistic backgrounds.
- Multilingual Approach
- Learners' home languages can be used as resources for understanding new concepts and languages.
- Respect for Diversity
- Teachers should promote respect for different accents, dialects and languages.
- Context-Based Teaching
- Students should be taught when to use formal, informal and context-specific forms of language.

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- Development of Communicative Competence
- Students should learn not only grammatical correctness but also appropriate language use in different social contexts.

Check your progress

- Q1.** What is meant by language as rule-governed behavior?
Q2. Explain any three types of linguistic rules.
Q3. Define linguistic variability.
Q4. What is a dialect?
Q5. Explain any four types of linguistic variability.

5.4 Summary

Language is a rule-governed system because speakers follow patterns of pronunciation, word formation, sentence formation, meaning and language use. However, language is also variable and dynamic. It changes according to region, society, age, occupation, individual speakers and situations.

5.5 Glossary

- **Rule-Governed Behaviour:** Use of language according to systematic rules and patterns.
- **Phonology:** Study of the sound system of a language.
- **Morphology:** Study of word formation and structure.
- **Syntax:** Rules governing sentence structure.
- **Semantics:** Study of meaning.
- **Pragmatics:** Study of language use in context.
- **Linguistic Variability:** Differences in language use among speakers and situations.
- **Dialect:** A regional or social variety of a language.
- **Idiolect:** An individual's unique way of using language.
- **Jargon:** Specialised vocabulary associated with a profession or group.
- **Standard Language:** A socially recognised variety used widely in formal contexts.
- **Multilingualism:** The use or presence of more than one language in an individual or community.

5.6 Answer to check your progress

Ans.1. Language is called rule-governed behaviour because speakers use language according to certain systematic rules and patterns. These rules govern the use of sounds, words, sentences, meanings and language in different contexts. Speakers usually follow these rules unconsciously.

Ans.2: Three important types of linguistic rules are:

Phonological Rules: These rules govern the sounds and pronunciation of a language.

Morphological Rules: These rules explain how words are formed and changed, such as play → played.

Syntactic Rules: These rules determine how words are arranged to form grammatically meaningful sentences.

Ans.3: Linguistic variability refers to the differences in the way language is used by different people or groups and in different situations. Language may vary according to region, social background, age, occupation, individual style and context.

Ans.4 A dialect is a variety of a language associated with a particular geographical region or social group. It may differ from other varieties in pronunciation, vocabulary and grammar. A dialect is not an inferior form of language; it has its own systematic patterns.

Ans.5: Regional Variation: Language differs according to geographical areas.

Social Variation: Language differs among different social groups.

Age-Based Variation: People of different age groups may use different vocabulary and expressions.

Occupational Variation: Different professions use specialised vocabulary and terminology.

Other forms include situational and individual variation.

5.7 Suggested Reading

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5.9 Exercise

A. Multiple Choice Questions (MCQs)

1. Language is considered rule-governed because:
 - a) It consists only of vocabulary

- b) It follows systematic rules and patterns
- c) It never changes
- d) It is used only in writing

Answer: b) It follows systematic rules and patterns

2. Which branch of linguistics deals with sentence structure?

- a) Phonology
- b) Morphology
- c) Syntax
- d) Semantics

Answer: c) Syntax

3. Linguistic variability means:

- a) Language is always the same
- b) Differences in language use among people and situations
- c) Language has no rules
- d) Only grammatical mistakes

Answer: b) Differences in language use among people and situations

4. The unique language style of an individual is called:

- a) Dialect
- b) Idiolect
- c) Jargon
- d) Register

Answer: b) Idiolect

5. Specialised vocabulary used by a particular profession is known as:

- a) Dialect
- b) Idiolect
- c) Jargon
- d) Accent

Answer: c) Jargon

Fill in the Blanks

1. Language is a _____ system of communication.

Answer: rule-governed

2. The study of sentence structure is called _____.

Answer: Syntax

3. The unique way in which an individual uses language is called _____.

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Answer: Idiolect

4. A regional or social variety of a language is called a _____.

Answer: Dialect

5. Specialised vocabulary used by a particular profession is called _____.

Answer: Jargon

Short Answer Type Questions

1. What is meant by language as rule-governed behaviour?

Answer:

Language is called rule-governed behaviour because speakers follow systematic rules for using sounds, words, sentences, meanings and expressions. These rules are generally followed naturally and unconsciously by language users.

2. What is linguistic variability?

Answer:

Linguistic variability refers to differences in language use among individuals and groups. Language may vary according to region, social background, age, occupation, situation and individual style.

3. What is a dialect?

Answer:

A dialect is a regional or social variety of a language. It may differ from other varieties in pronunciation, vocabulary and grammar. A dialect has its own systematic rules.

4. What is an idiolect?

Answer:

An idiolect is the unique way in which an individual uses language. It includes a person's particular pronunciation, vocabulary, sentence patterns and style.

5. Why is it important for teachers to understand linguistic variability?

Answer:

It helps teachers respect learners' linguistic backgrounds, avoid language-based discrimination, understand learners' difficulties and create an inclusive classroom. It also helps teachers use learners' home languages as resources for learning.

Long Answer Type Questions

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1. Explain language as rule-governed behaviour. Discuss the different levels of linguistic rules.

Answer:

Language is a rule-governed system because speakers follow certain systematic patterns while communicating. These rules govern the use of sounds, words, sentences, meanings and language according to context.

The major levels of linguistic rules are:

Phonological Rules: These deal with the sound system and pronunciation of a language.

Morphological Rules: These deal with the formation and structure of words.

Syntactic Rules: These determine how words are arranged to form sentences.

Semantic Rules: These are related to the meaning of words and sentences.

Pragmatic Rules: These govern the appropriate use of language according to social context and situation.

2. What is linguistic variability? Explain its major types with examples.

Answer:

Linguistic variability refers to differences in the way people use language. Language is not used in exactly the same way by everyone. It varies according to geographical, social and situational factors.

Major types include:

1.Regional Variation: Language differs from one geographical region to another.

2.Social Variation: Language may differ among different social groups.

3.Age-Based Variation: Different age groups may use different expressions and vocabulary.

4.Occupational Variation: Professionals use specialised vocabulary related to their work, called jargon.

5.Situational Variation: People use different language in formal and informal situations.

6.Individual Variation: Every individual has a distinctive way of using language, known as an idiolect.

NOTES

UNIT- 6

Pronunciations

UNIT STRUCTURE

- 6.1. Introduction
- 6.2. Objectives
- 6.3. Meaning of Pronunciation
 - 6.3.1. Importance of Pronunciation in Language Learning
 - 6.3.2. Elements of Pronunciation
- 6.4. Linguistic Diversity
 - 6.4.1. Meaning
 - 6.4.2. Importance of Linguistic Diversity
 - 6.4.3. Pedagogical Implications of Linguistic Diversity
- 6.5. Speech, Writing
 - 6.5.1. Meaning of Speech
 - 6.5.2. Writing
 - 6.5.3. Speech and Writing Relationship
 - 6.5.4. Teaching Speech and Writing
- 6.6. Summary
- 6.7. Glossary
- 6.8. Answer to Check Your Progress
- 6.9. Suggested Reading
- 6.10. References
- 6.11. Exercise

6.1 Introduction:

Language is an important means of communication. Effective communication depends not only on knowledge of vocabulary and grammar but also on proper pronunciation, meaningful speech and effective writing. In a multilingual and multicultural country like India, learners come from different linguistic backgrounds. This creates linguistic diversity in the classroom. A language teacher therefore needs to understand pronunciation, linguistic diversity and the relationship between speech and writing in order to create an effective and inclusive language-learning environment.

6.2 Objectives

After studying this unit, the learner will be able to:

Explain the meaning of pronunciation.
Understand the importance of correct pronunciation.

Explain the concept of linguistic diversity.
Discuss the importance of linguistic diversity in education.

Identify the pedagogical implications of linguistic diversity.

Explain the relationship between speech and writing.

Discuss the role of the teacher in a linguistically diverse classroom.

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6.3 Meaning of Pronunciation

Pronunciation refers to the way in which a word or language is **spoken and produced through speech sounds**.

Good pronunciation involves the appropriate use of:

- 1.individual speech sounds,
- 2.stress,
- 3.rhythm,
- 4.intonation,
- 5.pauses, and
- 6.connected speech.

Pronunciation is an important part of oral communication because unclear pronunciation may create difficulty in understanding the speaker.

6.3.1 Importance of Pronunciation in Language Learning:

1. Effective Communication

Clear pronunciation helps the listener understand the speaker's message.

2. Development of Speaking Skills

Correct pronunciation improves learners' oral communication and fluency.

3.Building Confidence

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Learners feel more confident when they can pronounce words clearly.

4. Better Listening

Knowledge of speech sounds helps learners recognise words while listening.

5. Avoiding Misunderstanding

Differences in pronunciation can sometimes change meaning. Therefore, awareness of sounds is important for effective communication.

6. Improvement of Fluency

Proper stress, rhythm and intonation make speech more natural and understandable.

6.3.2 Elements of Pronunciation**A. Individual Sounds**

These include consonant and vowel sounds of a language.

B. Stress

Stress refers to giving greater prominence to a particular syllable or word.

C. Rhythm

Rhythm refers to the pattern of stressed and unstressed sounds in speech.

D. Intonation

Intonation refers to the rise and fall of the voice while speaking.

E. Pause

Pauses help divide speech into meaningful units and make communication clearer.

6.4. Linguistic Diversity

Diversity means variety or difference among people, things, ideas, or ways of life. In the context of language, language diversity means that people use different languages, dialects, accents, vocabulary, and styles of communication.

6.4.1 Meaning

Linguistic diversity refers to the presence and use of different languages and language varieties within a society or community.

India is linguistically diverse, with many languages, dialects and varieties used by different communities.

In a classroom, learners may have different:

mother tongues,
regional languages,
dialects,
accents,
vocabulary, and
language-learning experiences.

6.4.2 Importance of Linguistic Diversity

Linguistic diversity is an important educational resource.

1. Promotes Cultural Understanding

Different languages are closely connected with people's culture, history and identity.

2. Encourages Respect

Understanding different languages develops respect for linguistic and cultural differences.

3. Supports Inclusive Education

Recognition of learners' languages helps create an inclusive classroom.

4. Enhances Learning

Learners can use their previous linguistic knowledge to understand a new language.

5. Develops Multilingual Competence

Exposure to different languages can help learners develop the ability to communicate in more than one language.

6. Promotes Social Interaction

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Language diversity provides opportunities for learners to interact with people from different backgrounds.

6.4.3. Pedagogical Implications of Linguistic Diversity

Linguistic diversity has important implications for language teaching.

1. Respect Learners' Home Languages

Teachers should recognise learners' mother tongues and home languages as valuable resources.

2. Avoid Language-Based Discrimination

No learner should be considered less intelligent because of their accent, dialect or home language.

3. Use Multilingual Resources

Teachers can use bilingual or multilingual materials wherever appropriate.

4. Connect New Learning with Previous Knowledge

Learners' knowledge of their first language can support the learning of another language.

5. Encourage Peer Interaction

Students from different linguistic backgrounds can learn from one another.

6. Provide Additional Support

Learners who are learning a new language may require additional opportunities for practice and interaction.

7. Promote Inclusive Classroom Practices

The teacher should create an environment where all learners feel comfortable expressing themselves.

6.5. Speech, Writing

6.5.1. Meaning of Speech

Speech is the oral form of language through which people communicate using sounds produced by the speech organs.

Speech is generally immediate and interactive. It allows speakers and listeners to respond to one another.

Features of Speech

It is primarily oral.

It involves pronunciation and speech sounds.

It uses stress, rhythm and intonation.

It allows immediate feedback.

It is often supported by gestures and facial expressions.

It may be formal or informal.

Importance of Speech in Language Learning

Speech activities help learners develop:

fluency,

pronunciation,

listening skills,

confidence,

vocabulary, and

communicative competence.

6.5.2. Writing

Meaning

Writing is the graphic representation of language used to communicate ideas, information and feelings.

Writing allows a message to be recorded and communicated across time and distance.

Features of Writing

It is a visual form of communication.

It generally follows conventions of spelling and punctuation.

It can be revised and edited.

It provides a permanent record.

It may be formal or informal.

It requires organisation of ideas.

6.5.3. speech and writing relationship

Speech and writing are two important forms of language. They are closely related but are not identical.

Speech

Writing

Primarily oral

Primarily written/visual

Uses pronunciation, stress and intonation

Uses spelling and punctuation

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Usually allows immediate interaction
 Usually does not provide immediate feedback
 Often spontaneous
 Can be planned and revised
 Supported by gestures and facial expressions
 Uses graphic symbols and formatting
 Often informal in everyday situations
 Often more structured in formal contexts
 Neither form is inherently superior. Both are important for effective communication.

6.5.4. Teaching Speech and Writing

A language teacher should provide balanced opportunities for both oral and written language.

- **Activities for Speech**

*Group discussion
 *Conversation
 "Role play
 *Debate
 *Storytelling
 *Oral presentation
 *Interview

- **Activities for Writing**

Paragraph writing
 Essay writing
 Letter writing
 Diary writing
 Report writing
 Creative writing
 Note-making

These activities help learners develop both communicative competence and literacy skills.

Check your progress:

Q.1.What is meant by pronunciation?

Q.2.Explain any four elements of pronunciation.

What is linguistic diversity?

Q.3.What is linguistic diversity?

Q.4.Why is linguistic diversity important in education?

Answer:

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6.6. Summary

Pronunciation is an essential part of effective oral communication. Linguistic diversity refers to the presence of different languages, dialects and language varieties in society. In a diverse classroom, teachers should respect learners' linguistic backgrounds and use diversity as a learning resource.

Speech and writing are two important forms of language. Speech is primarily oral and interactive, while writing is visual, more permanent and can usually be planned and revised. Effective language teaching should provide learners with opportunities to develop pronunciation, speaking, listening, reading and writing skills.

A linguistically sensitive teacher can create an inclusive, democratic and language-rich classroom where every learner's linguistic background is respected.

6.7. Glossary:

- Pronunciation: The way speech sounds are produced and spoken.
- Stress: Greater prominence given to a syllable or word.
- Rhythm: The pattern of stressed and unstressed sounds in speech.
- Intonation: The rise and fall of the voice during speech.
- Linguistic Diversity: The presence of different languages and language varieties.
- Mother Tongue: The first language acquired by a person.
- Dialect: A regional or social variety of a language.
- Speech: The oral form of language.
- Writing: The graphic representation of language.

Multilingualism: The use or presence of more than one language.

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Pedagogical Implications: The effects or considerations that a concept has for teaching and learning.

Communicative Competence: The ability to use language appropriately and effectively in different situations.

6.8. Answer to check your progress

Q.1.What is meant by pronunciation?

Answer:

Pronunciation refers to the way in which words and language sounds are produced and spoken. It includes the correct production of consonants and vowels, as well as stress, rhythm, intonation and pauses.

Explain any four elements of pronunciation.

Q.2.What is linguistic diversity?

Answer:

Four important elements of pronunciation are:

Individual sounds: Correct production of vowel and consonant sounds.

Stress: Giving greater emphasis to a particular syllable or word.

Rhythm: The pattern of stressed and unstressed sounds in speech.

Intonation: The rise and fall of the voice while speaking.

Q.3.What is linguistic diversity?

Answer:

Linguistic diversity refers to the presence and use of different languages, dialects and language varieties within a society or classroom. In India, learners may have different mother tongues, regional languages and accents.

Q.4.Why is linguistic diversity important in education?

Answer:

Linguistic diversity refers to the presence and use of different languages, dialects and language varieties within a society or classroom. In India, learners may have different mother tongues, regional languages and accents.

6.9. Suggested Reading

The following books and documents are useful for further study of pronunciation, linguistic diversity, speech, writing and their pedagogical implications:

NOTES

- NCERT (2005). National Curriculum Framework 2005. New Delhi: National Council of Educational Research and Training.
- NCERT (2006). Position Paper: National Focus Group on Teaching of Indian Languages. New Delhi: NCERT.
- NCERT (2006). Position Paper: National Focus Group on Teaching of English. New Delhi: NCERT.
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6.11. Exercise:

A. Multiple Choice Questions (MCQs)

1. Pronunciation refers to:

- a) The written form of language
- b) The way words and sounds are produced
- c) The meaning of a sentence
- d) The length of a paragraph

Answer: b) The way words and sounds are produced

2. Which of the following is an element of pronunciation?

- a) Punctuation
- b) Paragraph
- c) Intonation
- d) Handwriting

Answer: c) Intonation

3. Linguistic diversity means:

- a) Use of only one language
- b) Presence of different languages and language varieties
- c) Learning only English
- d) Avoiding regional languages

Answer: b) Presence of different languages and language varieties

4. Which of the following is mainly associated with writing?

- a) Intonation
- b) Facial expressions
- c) Spelling and punctuation
- d) Voice modulation

Answer: c) Spelling and punctuation

5. Which activity is useful for developing speech skills?

- a) Essay writing
- b) Role play
- c) Copying sentences
- d) Note-making

Answer: b) Role play

B. True or False

1. Pronunciation includes stress, rhythm and intonation.

Answer: True

2. Linguistic diversity should be treated as a problem in the classroom.

Answer: False

3. Speech is generally an oral form of communication.

Answer: True

4. Writing cannot be revised or edited.

Answer: False

5. Teachers should respect learners' home languages and dialects.

Answer: True

Short Answer Type Questions:

1. What is pronunciation?

Answer:

Pronunciation is the way in which words and speech sounds are produced and spoken. It includes the correct production of sounds, stress, rhythm, intonation and pauses.

2. What is linguistic diversity?

Answer:

Linguistic diversity refers to the presence of different languages, dialects and language varieties in a society or classroom. It is an important feature of a multilingual country like India.

3. State any four pedagogical implications of linguistic diversity.

Answer:

Four pedagogical implications are:

Respect learners' home languages.

Avoid language-based discrimination.

Use multilingual resources where appropriate.

Provide additional language support to learners when necessary.

4. What is the importance of pronunciation in English learning?

Answer:

Good pronunciation improves communication, speaking fluency, listening ability and learner confidence. It also reduces misunderstanding and helps learners communicate more effectively in English.

5. Give four differences between speech and writing.

Answer:

Speech is oral, immediate, often spontaneous and uses stress and intonation. Writing is visual, usually planned, can be

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revised and uses spelling and punctuation. Both are important forms of communication.

D. Long Answer Type Questions:

1. Explain pronunciation and discuss its importance in English language learning.

Answer:

Pronunciation refers to the way speech sounds and words are produced. It includes individual vowel and consonant sounds, stress, rhythm, intonation and pauses.

Pronunciation is important in English language learning because it:

improves effective communication;

develops speaking and listening skills;

increases learners' confidence;

reduces misunderstanding;

improves fluency;

helps learners understand spoken English.

Teachers should provide opportunities for learners to listen to good models and practise pronunciation through repetition, conversation, role play and oral activities. The aim should be intelligible and effective communication rather than forcing learners to completely remove their linguistic identity or accent.

2. Explain linguistic diversity and discuss its pedagogical implications in the classroom.

Answer:

Linguistic diversity refers to the presence of different languages, dialects, accents and language varieties among people. In a multilingual country like India, learners may come to the classroom with different mother tongues and linguistic experiences.

Linguistic diversity has several pedagogical implications. Teachers should respect learners' home languages and avoid discrimination based on language or accent. They can use multilingual resources, connect new concepts with learners' previous knowledge and encourage peer interaction. Teachers should provide additional support to learners who are learning English as an additional language.

Thus, linguistic diversity should be viewed as a resource for learning. A teacher who respects linguistic diversity can create an inclusive, democratic and supportive classroom.

3. Discuss the relationship between speech and writing and explain how they can be developed in the classroom.

Answer:

Speech and writing are two important forms of language communication. Speech is primarily oral and uses pronunciation, stress, rhythm and intonation. It usually involves immediate interaction and may be spontaneous. Writing is a visual form of communication that uses spelling, punctuation and organised written expression. It can generally be planned, revised and edited.

Both speech and writing are closely related but have different characteristics. Speech can be developed through group discussions, conversations, role plays, debates, storytelling, interviews and oral presentations. Writing can be developed through paragraph writing, essay writing, letter writing, report writing, diary writing and creative writing.

Effective language teaching should provide opportunities to develop both skills. Together, they help learners develop communicative competence, confidence and overall language proficiency.

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UNIT- 7

Organization of Sounds, Structure of Sentences, Universal Nature and Structure of Meaning.

UNIT STRUCTURE

- 7.1. Introduction**
 - 7.2. Objectives**
 - 7.3. Organization of Sounds**
 - 7.4. Structure of Sentences**
 - 7.5. Concept of the Universal Nature of Language**
 - 7.6. Meaning of Structure (Semantics)**
 - 7.7. Relationship Between Sound, Sentence and Meaning**
 - 7.8. Pedagogical Implications**
 - 7.9. Summary**
 - 7.10. Glossary**
 - 7.11. Check Your Progress – Answers**
 - 7.12. Suggested Reading**
 - 7.13. References**
 - 7.14. Exercises**
-

7.1 Introduction:

Language is a systematic system of communication. It is not simply a collection of words and sounds. The sounds of a language are organised according to rules, words are combined to form sentences, and sentences convey meaning. Although languages differ from one another, they also share many common features. These common features help us understand the universal nature of language.

For a language learner and teacher, understanding the organization of sounds, sentence structure and meaning is important for effective language teaching. These areas are closely related to phonology, syntax and semantics.

7.2 Objectives:

After studying this unit, learners will be able to:

- Explain the organization of sounds in language.
- Describe the structure of sentences.

- Explain the concept of the universal nature of language.
- Understand the structure of meaning.
- Differentiate between phonology, syntax and semantics.
- Explain the pedagogical importance of these concepts in language teaching.

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7.3. Organization of Sounds

- **Meaning**
- Human language consists of speech sounds that are produced and organised systematically. The study of the sound system of a language is called phonology.
- A language does not use sounds randomly. Each language has rules about:
 - which sounds can occur;
 - how sounds can be combined;
 - where sounds can occur in words;
 - how sounds change in different situations.
- **For example** in English, the sounds /p/, /t/, /k/ and /m/ are used in different combinations to form words such as pat, top, cat and map.
- **Phoneme:**
- A phoneme is the smallest sound unit that can distinguish one word from another.
- For example:
 - pin /pɪn/
 - bin /bɪn/
- The change from /p/ to /b/ changes the meaning of the word. Therefore, /p/ and /b/ are different phonemes in English.
- **Syllable:**
- A syllable is a unit of pronunciation containing a vowel sound, with or without surrounding consonants.
- Examples:
 - book – one syllable
 - teacher – two syllables
 - education – four syllables
- **Stress and Intonation**

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- Stress refers to giving greater emphasis to a particular syllable or word.
- Intonation refers to the rise and fall of the voice while speaking.
- Both are important for effective oral communication.
- **Importance of Organization of Sounds**
 - Understanding sound organization helps learners:
 - 1.pronounce words clearly;
 - 2.distinguish between similar words;
 - 3.improve listening skills;
 - 4.develop speaking fluency;
 - 5.understand stress and intonation;
 - 6.communicate more effectively.

7.4. Structure of Sentences:

Meaning

The structure of sentences refers to the way words are organised and combined to form meaningful sentences. The study of sentence structure is called syntax.

Words cannot usually be placed together randomly. Languages have grammatical rules that determine how words are arranged.

For example:

The child reads a book.

This sentence has a meaningful structure:

Subject + Verb + Object

The child → Subject

reads → Verb

a book → Object

If the words are arranged randomly, such as “Book child reads a”, the intended meaning is difficult to understand in standard English.

Basic Components of a Sentence:

A sentence may contain:

Subject – who or what the sentence is about.

Verb – an action or state.

Object – the person or thing affected by the action.

Complement – completes the meaning of the sentence.

Modifier – provides additional information.

Types of Sentences**1. Simple Sentence**

Contains one main clause.

Example:

The students are reading.

2. Compound Sentence

Contains two or more independent clauses joined together.

Example:

The students are reading and the teacher is explaining.

3. Complex Sentence

Contains a main clause and one or more dependent clauses.

Example:

The students are reading because they have an examination.

Importance of Sentence Structure:

Knowledge of sentence structure helps learners:

1. construct grammatically correct sentences;
2. express ideas clearly;
3. understand written and spoken language;
4. improve writing skills;
5. develop communicative competence.

7.5 Concept of the Universal Nature of Language

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NOTES**Meaning**

The universal nature of language refers to the common characteristics and properties found across human languages. Languages differ in sounds, vocabulary and grammatical structures, but they share many fundamental features.

Human beings are capable of learning and using language to communicate thoughts, feelings, experiences and information.

Common Features of Human Language.**1. Language is Systematic**

Every language has rules governing sounds, words and sentences.

2. Language is Symbolic

Words and sounds represent objects, actions, ideas and experiences.

3. Language is Meaningful

Language is used to convey meaning.

4. Language is Social

Language develops and functions through interaction with other people.

5. Language is Creative

Speakers can produce and understand new sentences that they may never have heard before.

6. Language is Dynamic

Languages change over time because of social, cultural and technological developments.

7. Language is Acquired

Children normally acquire their first language through exposure and interaction with other speakers.

Language Universals

Although languages differ, some broad patterns occur across many or all human languages. For example, human languages

have systems for expressing relationships such as actions, participants, time and other aspects of experience.

However, universal does not mean that every language has exactly the same grammar. Languages can express similar ideas in different ways.

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7.6. Meaning of Structure

Meaning

The study of meaning in language is called semantics. Meaning is an essential part of communication because language is used to express ideas, experiences, feelings and relationships.

Meaning is not limited to individual words. It can be understood at different levels.

- **Word Meaning**

Words have meanings that help us understand what they refer to.

Example:

Teacher → a person who teaches.

- **Sentence Meaning**

Words combine according to grammatical rules to create sentence meaning.

For example:

The boy opened the door.

The meaning comes from the individual words as well as the way they are organised.

- **Lexical Meaning**

Lexical meaning refers to the meaning associated with individual words.

Examples:

happy – feeling pleasure

large – having considerable size

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- **Synonymy**

Words with similar meanings are called synonyms.

Example:

big – large

- **Antonymy**

Words with opposite meanings are called antonyms.

Example:

hot – cold

- **Polysemy**

A word may have several related meanings.

Example:

Head can refer to a part of the body or the person who leads an organisation.

- **Context and Meaning**

Meaning can also depend on the context in the room which language is used.

For example:

“It is cold here.”

Depending on the context, this may simply describe the temperature or may indirectly suggest that someone should close a window.

Thus, understanding language requires attention to both linguistic structure and context.

7.7. Relationship Between Sound, Sentence and Meaning

The three aspects of language are closely connected:

Sounds → Words → Sentences → Meaning

For example:

Sounds: /k/ /æt/

↓
 Word: cat
 ↓
 Sentence: The cat is sleeping.
 ↓
 Meaning: A particular animal is in a sleeping state.

Thus, language operates at different levels, and each level contributes to communication.

Level.	Main Area.	What it .. Studies
Sound.	Phonology.	Organisation of speech sounds.

Sound
 Phonology
 Organisation of speech sounds
 Word formation
 Morphology
 Structure of words
 Sentence
 Syntax
 Organisation of words in sentences
 Meaning
 Semantics
 Meaning of words and sentences
 Context
 Pragmatics
 Meaning in use and context

7.8. Pedagogical Implications

Understanding sounds, sentence structure, universals and meaning has important implications for language teaching.

1. Teaching Pronunciation

Teachers should provide opportunities to practise individual sounds, stress, rhythm and intonation.

2. Teaching Grammar in Context

Sentence structure should be taught through meaningful examples rather than only through memorisation of grammatical rules.

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NOTES**3. Use of Learners' Existing Knowledge**

Teachers can connect new language structures with learners' existing linguistic knowledge.

4. Focus on Meaning

Language activities should help learners understand and communicate meaning, not merely memorise words.

5. Error Analysis

Learners' errors can provide information about how they understand sound, grammar and meaning.

6. Communicative Activities

Discussions, role plays, storytelling and problem-solving activities help learners use language meaningfully.

7. Respect for Linguistic Diversity

Teachers should recognise that learners may come from different linguistic backgrounds. Differences between the home language and English may influence pronunciation, sentence formation and meaning.

Check your progress:

Q.1. What is meant by the organization of sounds in language?

Q.2. What is a phoneme? Give an example.

Q.3. What is meant by the structure of a sentence?

Q.4. What are the basic components of a sentence?

Q.5. What is meant by the universal nature of language?

7.9. Summary:

Language is a structured system consisting of sounds, words, sentences and meanings. Phonology deals with the organisation of sounds, while syntax deals with the structure of sentences and semantics deals with meaning. Languages differ in their particular structures, but human languages share many broad

characteristics such as being systematic, symbolic, meaningful, social, creative and dynamic.

Understanding these aspects is important for language teachers. It enables teachers to teach pronunciation, grammar and vocabulary more effectively and to help learners develop meaningful communication skills.

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7.10 Glossary:

- Phonology: Study of the sound system and organisation of sounds in a language.
- Phoneme: The smallest sound unit that can distinguish meaning.
- Syllable: A unit of pronunciation containing a vowel sound.
- Syntax: Study of sentence structure.
- Semantics: Study of meaning in language.
- Morphology: Study of the structure and formation of words.
- Pragmatics: Study of meaning in relation to context and language use.
- Language Universal: A feature or general property shared across human languages.
- Stress: Greater emphasis given to a syllable or word.
- Intonation: Rise and fall of the voice during speech.
- Synonym: A word with a similar meaning to another word.
- Antonym: A word with an opposite meaning.

7.11. Check Your Progress – Answers

- 1. What is meant by the organization of sounds in language?

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- Answer:
- The organization of sounds refers to the systematic arrangement and use of speech sounds in a language. Phonology studies how sounds are organised, combined and used to distinguish meanings.

- 2. What is a phoneme? Give an example.
- Answer:
- A phoneme is the smallest sound unit that can change the meaning of a word. For example, in pin and bin, the sounds /p/ and /b/ change the meaning. Therefore, /p/ and /b/ are different phonemes.

- 3. What is meant by the structure of a sentence?
- Answer:
- Sentence structure refers to the way words and phrases are organised according to grammatical rules to form meaningful sentences. The study of sentence structure is called syntax. For example, “The child reads a book” follows the pattern Subject + Verb + Object.

- 4. What are the basic components of a sentence?
- Answer:
- The basic components of a sentence may include:
- Subject – the person or thing being discussed.
- Verb – an action or state.
- Object – the person or thing affected by the action.
- Complement – completes the meaning of the sentence.
- Modifier – gives additional information.

- 5. What is meant by the universal nature of language?
- Answer:
- The universal nature of language refers to the common characteristics found across human languages. Although languages differ in sounds, vocabulary and grammar, they share features such as being systematic, symbolic, meaningful, social, creative and dynamic.

7.12. Suggested Reading:

The following books and documents are useful for further study of sound organization, sentence structure, language universals and meaning:

NOTES

- Yule, G. (2020). *The Study of Language* (7th ed.). Cambridge University Press.
- Crystal, D. (2003). *The Cambridge Encyclopedia of Language* (2nd ed.). Cambridge University Press.
- Roach, P. (2009). *English Phonetics and Phonology: A Practical Course* (4th ed.). Cambridge University Press.
- Fromkin, V., Rodman, R., & Hyams, N. (2018). *An Introduction to Language* (11th ed.). Cengage Learning.
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- Wardhaugh, R., & Fuller, J. M. (2015). *An Introduction to Sociolinguistics* (7th ed.). Wiley-Blackwell.
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- Roach, P. (2009). English Phonetics and Phonology: A Practical Course (4th ed.). Cambridge University Press.
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- Yule, G. (2020). The Study of Language (7th ed.). Cambridge University Press.

7.14. Exercise

Multiple choice questions:

1. The study of the sound system of a language is called:

- a) Syntax
- b) Semantics
- c) Phonology
- d) Morphology

Answer: c) Phonology

2. The smallest sound unit that can distinguish meaning is called:

- a) Syllable

- b) Phoneme
- c) Word
- d) Sentence

Answer: b) Phoneme

3. The study of sentence structure is known as:

- a) Syntax
- b) Phonology
- c) Semantics
- d) Pragmatics

Answer: a) Syntax

4. The study of meaning in language is called:

- a) Morphology
- b) Phonetics
- c) Semantics
- d) Syntax

Answer: c) Semantics

5. Which of the following is a common feature of human language?

- a) It is completely random
- b) It is systematic
- c) It has no meaning
- d) It never changes

Answer: b) It is systematic

B. True or False

1. Phonology deals with the organization of sounds in a language.

Answer: True

2. Syntax is the study of word meanings.

Answer: False

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3.Semantics deals with meaning in language.

Answer: True

4.All human languages have exactly the same grammatical structure.

Answer: False

5.Language is a systematic and meaningful form of communication.

Answer: True

C. Short Answer Type Questions:

1. What is phonology?

Answer:

Phonology is the study of the sound system of a language. It explains how speech sounds are organised and combined according to the rules of a language.

2. What is a phoneme? Give an example.

Answer:

A phoneme is the smallest sound unit that can distinguish the meaning of words. For example, /p/ and /b/ are different phonemes in pin and bin.

3. What is syntax?

Answer:

Syntax is the study of the structure and arrangement of words in sentences. It explains how words are combined according to grammatical rules to form meaningful sentences.

4. What is semantics?

Answer:

Semantics is the study of meaning in language. It deals with the meaning of words, phrases and sentences.

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5. Mention any four universal characteristics of human language.

Answer:

Four characteristics are:

Language is systematic.

Language is symbolic.

Language is meaningful.

Language is social.

Language is also creative and dynamic.

D. Long Answer Type Questions:

1. Explain the organization of sounds in language.

Answer:

The sounds of a language are not arranged randomly. They are organised according to a systematic set of rules. Phonology studies this organisation.

A phoneme is the smallest sound unit that can distinguish meaning. For example, /p/ and /b/ distinguish pin and bin. Sounds are also organised into syllables, words and larger units of speech. Stress, rhythm and intonation further influence spoken communication.

Understanding sound organisation helps learners improve pronunciation, listening and speaking skills. Teachers should provide activities such as sound discrimination, pronunciation practice, listening exercises and oral communication.

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UNIT- 8

Basic concepts in Phonology, morphology, syntax and semantics

UNIT STRUCTURE

- 8.1. Introduction
- 8.2. Objectives
- 8.3. Meaning of Phonology
 - 8.3.1. Basic Concepts of Phonology
 - 8.3.2. Importance of Phonology in Language Teaching
 - 8.3.3. Classroom Activities
- 8.4. Morphology
- 8.5. Inflection and Derivation
 - 8.5.1. Inflection
 - 8.5.2. Derivation
 - 8.5.3. Differences between Inflection and Derivation
- 8.6. Importance of Morphology in Language Teaching
- 8.7. Syntax
 - 8.7.1. Meaning of Syntax
 - 8.7.2. Basic Concepts of Syntax
 - 8.7.3. Importance of Syntax in Language Teaching
- 8.8. Semantics
 - 8.8.1. Meaning of Semantics
 - 8.8.2. Basic Concepts of Semantics
 - 8.8.3. Word Meaning
 - 8.8.4. Synonymy
 - 8.8.5. Antonymy
 - 8.8.6. Polysemy
 - 8.8.7. Homonymy
 - 8.8.8. Context and Meaning
 - 8.8.9. Lexical and Sentence Meaning
 - 8.8.10. Importance of Semantics in Language Teaching
 - 8.8.11. Pedagogical Implications
- 8.9. Summary
- 8.10. Glossary
- 8.11. Check Your Progress – Answers
- 8.12. Suggested Reading
- 8.13. References
- 8.14. Exercise

8.1 Introduction:

Language is a systematic means of human communication. It consists of sounds, words, sentences and meanings. To understand how a language works, it is useful to study its different levels of structure. Four important branches of linguistics are phonology, morphology, syntax and semantics.

*Phonology deals with the organisation of sounds.

*Morphology deals with the structure and formation of words.

*Syntax deals with the arrangement of words into sentences.

*Semantics deals with meaning.

These four areas are closely connected. A learner needs knowledge of sounds to pronounce words, knowledge of word formation to understand vocabulary, knowledge of syntax to form sentences, and knowledge of semantics to understand and communicate meaning. For a B.Ed. student, these concepts are particularly important because they help in understanding language 1.1

Meaning of Phonology

Phonology is the branch of linguistics that studies the sound system of a particular language. It explains how speech sounds are organised and how they function to distinguish meaning.

For example:

pin

bin

The difference between /p/ and /b/ changes the meaning of the words. Therefore, these sounds function as separate phonemes in English.

Phonology is different from phonetics. Phonetics mainly studies how speech sounds are physically produced, transmitted and heard, whereas phonology studies how those sounds function within a language system.

1.2 Basic Concepts of Phonology

A. Speech Sound

A speech sound is a sound produced by the human speech organs during communication. Languages select and organise a limited number of sounds to create a large number of words.

B. Phoneme

A phoneme is the smallest sound unit that can distinguish one word from another.

Examples:

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/p/ and /b/ in pat and bat

/t/ and /d/ in ten and den

Changing one phoneme can change the meaning of a word.

C. Minimal Pair

A minimal pair consists of two words that differ in only one sound and have different meanings.

Examples:

cat – bat

ship – sheep

fan – van

Minimal pairs are useful in teaching pronunciation and listening discrimination.

D. Syllable

A syllable is a unit of pronunciation containing a vowel sound, with or without consonant sounds.

Examples:

book – one syllable

teacher – two syllables

education – four syllables
learning and planning effective language teaching.

8.2 Objectives

After studying this unit, the learner will be able to:

- Define phonology, morphology, syntax and semantics.
- Explain the basic concepts of phonology.
- describe the structure and formation of words.
- Explain the basic concepts of syntax.
- Describe different aspects of meaning.
- Differentiate between phonology, morphology, syntax and semantics.
- Explain the educational and pedagogical importance of these areas.
- Apply these concepts in language teaching.

8.3 Meaning of Phonology

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Phonology is the branch of linguistics that studies the sound system of a particular language. It explains how speech sounds are organised and how they function to distinguish meaning.

For example:

pin

bin

The difference between /p/ and /b/ changes the meaning of the words. Therefore, these sounds function as separate phonemes in English.

Phonology is different from phonetics. Phonetics mainly studies how speech sounds are physically produced, transmitted and heard, whereas phonology studies how those sounds function within a language system.

8.3.1 Basic Concepts of Phonology

- Speech Sound

A speech sound is a sound produced by the human speech organs during communication. Languages select and organise a limited number of sounds to create a large number of words.

- Phoneme

A phoneme is the smallest sound unit that can distinguish one word from another.

Examples:

/p/ and /b/ in pat and bat

/t/ and /d/ in ten and den

Changing one phoneme can change the meaning of a word.

- Minimal Pair

A minimal pair consists of two words that differ in only one sound and have different meanings.

Examples:

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cat – bat
ship – sheep
fan – van

Minimal pairs are useful in teaching pronunciation and listening discrimination.

- Syllable

A syllable is a unit of pronunciation containing a vowel sound, with or without consonant sounds.

Examples:

book – one syllable
teacher – two syllables
education – four syllables

- Stress

Stress means giving greater prominence or emphasis to a particular syllable or word.

Example:

PREsent – noun
preSENT – verb

Stress can sometimes help distinguish meaning or grammatical function.

- Intonation

Intonation refers to the rise and fall of the voice in spoken language.

For example, English questions may be spoken with different intonation patterns depending on the type of question and the speaker's intention.

- Rhythm

Rhythm is the pattern of stressed and unstressed syllables in speech. It contributes to the natural flow of spoken language.

NOTES**8.3.2. Importance of Phonology in Language Teaching**

- Knowledge of phonology helps the teacher:
- Teach Correct And Intelligible Pronunciation;
- Develop Listening Skills;
- Identify Pronunciation Difficulties;
- Distinguish Similar Sounds;
- Teach Stress, Rhythm And Intonation;
- Improve Learners' Speaking Confidence;
- understand the influence of learners' first language on English pronunciation.

Classroom Activities**Teachers can use:**

- Minimal-pair exercises
- Listening and discrimination activities
- Pronunciation drills
- Reading aloud
- Rhymes and songs
- Dialogue practice
- Stress and intonation exercises

The goal should be clear and intelligible communication, rather than simply forcing learners to imitate a particular accent.

NOTES

8.4. Morphology

Meaning of Morphology

Morphology is the branch of linguistics that studies the internal structure, formation and modification of words.

For example:
unhappiness

This word can be analysed as:

un + happy + ness

Each part contributes to the meaning or grammatical function of the word.

Basic Concepts of Morphology**Morpheme**

A morpheme is the smallest meaningful unit in a language.

Examples:

- book → one morpheme
- .books → book + s
- unhappy → un + happy
- teacher → teach + er

A morpheme may be a complete word or a part of a word.

Free Morpheme

A free morpheme can occur independently as a word.

Examples:

- **book**
- **teach**
- **happy**
- **child**

NOTES**Bound Morpheme**

A bound morpheme cannot normally occur independently and must be attached to another morpheme.

Examples:

- un- in unhappy
- -ness in kindness
- -ed in played
- -s in books

4.4 Root

A root is the basic part of a word that carries its central meaning.

Example:

help in helpful, helpless, helper

4.5 Stem

A stem is the form to which grammatical or inflectional endings can be added.

For example:

- 1.play → played, playing, plays
- 2.Here, play functions as the stem.

4.6 Affix

An affix is a morpheme added to a root or stem.

There are two major types:

NOTES**Prefix**

A prefix is added before the root.

Examples:

un + happy = unhappy

re + write = rewrite

dis + agree = disagree

Suffix

A suffix is added after the root.

Examples:

teach + er = teacher

kind + ness = kindness

quick + ly = quickly

8.5. Inflection and Derivation

8.5.1 Inflection

Inflection changes the grammatical form of a word without creating a completely new lexical item.

Examples:

book → books

walk → walked

play → playing

tall → taller

Inflection can indicate number, tense, comparison and other grammatical feat.

8.5.2 Derivation

Derivation involves forming a new word by adding an affix or making another morphological change.

Examples:

happy → unhappy

teach → teacher

kind → kindness
develop → development

NOTES**8.5.3. Differences**

Inflection

- Shows grammatical information.
- Usually does not change the basic lexical category.

Example: play → played

Derivation

- Often creates a new word.
- May change the word class.

Example: teach → teacher

8.6. Importance of Morphology in Language Teaching

Morphological knowledge helps learners:
understand how words are formed;

expand vocabulary;

- Recognise prefixes and suffixes;
- Understand grammatical forms;
- Guess the meaning of unfamiliar words;

improve spelling and writing;

understand relationships between words.

Teachers can use word-building activities, root-word exercises, prefix-suffix activities and word-family charts.

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8.7. Syntax

8.7.1 Meaning of Syntax

Syntax is the branch of linguistics that studies the arrangement of words and phrases in sentences.

Words must generally be arranged according to the grammatical rules of a language.

For example:

The boy is reading a book.

The basic pattern is:

Subject + Verb + Object

If the words are arranged randomly, the sentence may become difficult to understand or grammatically incorrect.

8.7.2. Basic Concepts of Syntax

1 Word Order

Languages have different patterns of word order.

English commonly follows:

Subject + Verb + Object (SVO)

Example:

Ravi reads a book.

Ravi → Subject

reads → Verb

a book → Object

Other languages may use different word-order patterns.

2 Phrase

A phrase is a group of words that functions as a unit but does not normally contain a complete subject-predicate structure.

Examples:

the tall boy

in the classroom

very quickly

Types of Phrases

- Noun phrase
- Verb phrase
- Adjective phrase
- Adverb phrase
- Prepositional phrase

3 Clause

A clause is a group of words containing a subject and a predicate.

- Independent Clause

Can stand alone as a complete sentence.

Example:

The students are studying.

- Dependent Clause

Cannot normally stand alone.

Example:

because the examination is near

4 Sentence

A sentence is a grammatically organised unit that expresses a complete thought or communicative purpose.

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NOTES**Types of Sentences**

- Simple: The child is sleeping.
- Compound: The child is sleeping and the mother is reading.
- Complex: The child is sleeping because he is tired.

5 Grammatical Relations

Syntax also examines relationships such as:

subject

object

complement

modifier

For example:

The teacher explained the lesson clearly.

Here:

The teacher = Subject

explained = Verb

the lesson = Object

clearly = Modifier

8.7.3. Importance of Syntax in Language Teaching

Knowledge of syntax helps learners:

- form grammatically correct sentences;
- understand sentence patterns;
- organise ideas logically;
- improve speaking;
- improve writing;
- understand complex sentences;
- develop communicative competence.

8.8. Semantics

8.8.1. Meaning of Semantics

Semantics is the branch of linguistics that studies meaning in language.

It examines the meanings of words, phrases and sentences and the relationships between different meanings.

For example:

The child opened the door.

The meaning of the sentence comes from both the meanings of individual words and the relationship between those words.

8.8.2. Basic Concepts of Semantics

- **Word Meaning**

Individual words carry meaning.

Examples:

teacher – a person who teaches

book – a written or printed work

- **8.8.4 Synonymy**

Synonyms are words with similar or nearly similar meanings.

Examples:

big – large

begin – start

happy – joyful

- **11.3 Antonymy**

Antonyms are words with opposite meanings.

Examples:

hot – cold

high – low

old – young

- **Polysemy**

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Polysemy occurs when a word has several related meanings.

Example:

Head can refer to:

a part of the body;
the leader of an organisation.

- **Homonymy**

Homonyms are words that have the same form or pronunciation but different meanings.

Example:

bat
a flying mammal;
an object used in sports.

- **Context and Meaning**

Meaning can depend on the context in which a word or sentence is used.

For example:

“Can you open the window?”

Grammatically, it is a question about ability, but in ordinary conversation it can function as a polite request.

Therefore, understanding language involves more than knowing dictionary meanings.

- **Lexical and Sentence Meaning**

Lexical Meaning

It refers to the meaning of individual words.

Example:

Teacher → a person who teaches.

Sentence Meaning

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It refers to the meaning created when words are combined into a sentence.

Example:

The teacher entered the classroom.

The meaning depends on the individual

words and their grammatical relationships.

8.8.3.. Importance of Semantics in Language Teaching

Semantics helps learners:

- .understand vocabulary;
- .distinguish similar and opposite meanings;
- .understand sentences;
- .use words appropriately;
- .develop reading comprehension;
- .improve speaking and writing;

understand meaning in context.

Teachers should teach vocabulary in meaningful contexts rather than only through isolated word lists.

8.8.4. Pedagogical Implications

Understanding these four areas has important implications for language teaching.

1. Integrated Language Teaching

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Teachers should not teach pronunciation, vocabulary, grammar and meaning as completely separate areas. They are interconnected.

2. Pronunciation Development

Phonology helps teachers identify pronunciation problems and provide appropriate practice.

3. Vocabulary Development

Morphology enables learners to understand word families, roots, prefixes and suffixes.

4. Grammar Teaching

Syntax helps teachers explain sentence patterns and grammatical relationships.

5. Meaningful Learning

Semantics encourages teachers to teach vocabulary and grammar through meaningful contexts.

6. Error Analysis

Learners' errors may occur at different levels:

sound errors;

word-formation errors;

sentence-structure errors;

meaning-related errors.

Understanding these levels helps teachers diagnose learning difficulties.

7. First Language Influence

Learners' first language may influence their English pronunciation, word formation and sentence structure. Teachers should identify such differences and provide appropriate support.

8. Communicative Approach

The ultimate purpose of language learning is meaningful communication. Therefore, learners should have opportunities to use sounds, words, sentences and meanings in real or realistic communicative situations.

Check your progress:

Q.1. What is phonology?

Q.2. What is a phoneme? Give an example.

Q.3. What is a morpheme?

Q.4. What is morphology?

Q.5. What is syntax?

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8.9. Summary:

Phonology, morphology, syntax and semantics are four important areas of language study. Phonology deals with the organisation of sounds, morphology deals with the structure and formation of words, syntax deals with sentence structure, and semantics deals with meaning.

These areas are interconnected. Sounds form words, words are organised into sentences, and sentences convey meaning. Understanding these concepts enables teachers to analyse language systematically and design effective classroom activities. It also helps learners develop pronunciation, vocabulary, grammar, comprehension and overall communicative competence.

8.10 Glossary

- .Morphology: Study of word structure and formation.
- .Morpheme: Smallest meaningful unit of language.
- .Root: Basic part of a word carrying its central meaning.
- .Affix: A morpheme attached to a root or stem.
- .Prefix: An affix added before a root.
- .Suffix: An affix added after a root.
- .Syntax: Study of sentence structure.

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- .Phrase: A group of words functioning as a unit.
- .Clause: A group of words containing a subject and predicate.
- .Semantics: Study of meaning in language.
- .Synonym: A word with a similar meaning.
- .Antonym: A word with an opposite meaning.
- .Polysemy: A word having several related meanings.
- Homonym: A word having the same form or pronunciation as another word but a different meaning.
- Inflection: Grammatical modification of a word.
- .Derivation: Formation of a new word through morphological processes.

8.11. Check Your Progress – Answers

1. What is phonology?

Answer:

Phonology is the branch of linguistics that studies the sound system of a language. It explains how speech sounds are organised and how they function to distinguish meaning.

2. What is a phoneme? Give an example.

Answer:

A phoneme is the smallest sound unit that can distinguish one word from another. For example, /p/ and /b/ are different phonemes in pin and bin because changing the sound changes the meaning.

3. What is a morpheme?

Answer:

A morpheme is the smallest meaningful unit of a language. It may be a complete word or part of a word. For example, books contains two morphemes: book + s.

4. What is morphology?

Answer:

Morphology is the branch of linguistics that studies the internal structure, formation and modification of words. It includes the study of morphemes, roots, stems, prefixes, suffixes, inflection and derivation.

5. What is syntax?

Answer:

Syntax is the branch of linguistics that studies how words and phrases are arranged to form grammatically correct and meaningful sentences. For example, "The boy reads a book" follows the Subject + Verb + Object pattern.

8.12. Suggested Reading

The following books and documents are useful for further study of phonology, morphology, syntax and semantics:

- .Yule, G. (2020). The Study of Language (7th ed.). Cambridge University Press.
- .Crystal, D. (2003). The Cambridge Encyclopedia of Language (2nd ed.). Cambridge University Press.
- .Fromkin, V., Rodman, R., & Hyams, N. (2018). An Introduction to Language (11th ed.). Cengage Learning.
- .O'Grady, W., Archibald, J., Aronoff, M., & Rees-Miller, J. (2017). Contemporary Linguistics: An Introduction (7th ed.). Bedford/St. Martin's.
- .Roach, P. (2009). English Phonetics and Phonology: A Practical Course (4th ed.). Cambridge University Press.
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- .NCERT. (2006). Position Paper: National Focus Group on Teaching of English. New Delhi: National Council of Educational Research and Training.
- .O'Grady, W., Archibald, J., Aronoff, M., & Rees-Miller, J. (2017). Contemporary Linguistics: An Introduction (7th ed.). Bedford/St. Martin's.
- .Palmer, F. R. (1981). Semantics (2nd ed.). Cambridge University Press.

8.14. Exercise

A. Multiple Choice Questions (MCQs)

1. The study of the sound system of a language is called:

- a) Morphology
- b) Syntax
- c) Phonology
- d) Semantics

Answer: c) Phonology

2. The smallest meaningful unit of language is called:

- a) Phoneme
- b) Morpheme
- c) Syllable

d) Phrase

Answer: b) Morpheme

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3. The study of sentence structure is known as:

a) Semantics

b) Syntax

c) Phonology

d) Morphology

Answer: b) Syntax

4. The study of meaning in language is called:

a) Semantics

b) Syntax

c) Phonology

d) Morphology

Answer: a) Semantics

5. Which of the following is a bound morpheme?

a) Book

b) Teach

c) Happy

d) Un-

Answer: d) Un-

B. True or False

1. Phonology studies the organisation of sounds in a language.

Answer: True

2. A phoneme is the smallest meaningful unit of language.

Answer: False

3. Morphology deals with the structure and formation of words.

Answer: True

4. Syntax deals with the meaning of individual words.

Answer: False

5. Semantics is concerned with meaning in language.

Answer: True

C. Short Answer Type Questions

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1. Define phonology and mention its importance.

Answer:

Phonology is the study of the sound system of a language. It helps learners understand speech sounds, pronunciation, stress, rhythm and intonation. It is important for developing clear speaking and effective listening skills.

2. What is a morpheme? Give two examples.

Answer:

A morpheme is the smallest meaningful unit of language. For example, books consists of book + s, and unhappy consists of un + happy.

3. What is the difference between a free and a bound morpheme?

Answer:

A free morpheme can occur independently as a word, such as book or happy. A bound morpheme cannot normally occur independently and must be attached to another morpheme, such as un- in unhappy or -ness in kindness.

4. What is syntax?

Answer:

Syntax is the branch of linguistics that studies the arrangement of words and phrases in sentences. It explains how words are combined according to grammatical rules to form meaningful sentences.

5. What is semantics? Mention two examples of semantic relationships.

Answer:

Semantics is the study of meaning in language. Two important semantic relationships are synonymy, such as big-large, and antonymy, such as hot-cold.

D. Long Answer Type Questions

1. Explain the basic concepts of phonology and discuss their importance in language teaching.

Answer:

Phonology is the study of the sound system of a language. It explains how speech sounds are organised and how they function to distinguish meaning. Important concepts in

phonology include phoneme, minimal pair, syllable, stress, rhythm and intonation.

A phoneme is the smallest sound unit that can distinguish meaning. For example, /p/ and /b/ distinguish pin and bin. A minimal pair consists of two words that differ in one sound, such as cat and bat. Syllables are units of pronunciation, while stress, rhythm and intonation contribute to natural and meaningful speech.

Phonology is important in language teaching because it helps learners develop accurate and intelligible pronunciation. Teachers can use pronunciation drills, minimal-pair exercises, listening activities, reading aloud and stress-and-intonation practice. Phonological knowledge also helps teachers understand pronunciation difficulties caused by differences between learners' first language and English.

2. Explain morphology and syntax with suitable examples.

Answer:

Morphology is the study of the internal structure and formation of words. Its basic unit is the morpheme. Morphemes may be free or bound. For example, teacher can be analysed as teach + er, while unhappy consists of un + happy. Morphology also includes processes such as inflection and derivation.

Syntax is the study of sentence structure. It explains how words and phrases are arranged according to grammatical rules. For example:

The student reads a book.

The sentence follows the pattern:

Subject + Verb + Object

Syntax also includes the study of phrases, clauses and different types of sentences such as simple, compound and complex sentences.

Both morphology and syntax are important for language learning. Morphology helps learners develop vocabulary and understand word formation, while syntax helps them construct grammatically correct sentences.

3. Explain semantics and discuss the relationship among phonology, morphology, syntax and semantics.

Answer:

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Semantics is the study of meaning in language. It deals with the meanings of words, phrases and sentences. Important concepts include synonymy, antonymy, polysemy and homonymy.

For example:

big – large → synonyms

hot – cold → antonyms

head having more than one related meaning → polysemy

Phonology, morphology, syntax and semantics represent different but connected levels of language:

Phonology → Sounds

Morphology → Words

Syntax → Sentences

Semantics → Meaning

For example, the sounds of a word are organised through phonology; its internal parts are studied through morphology; its use in a sentence is explained through syntax; and the meaning of the word or sentence is studied through semantics.

Understanding all four areas helps teachers teach language in an integrated way. It supports pronunciation, vocabulary, grammar, comprehension and communicative competence.

UNIT- 9

POSITION OF ENGLISH IN INDIA

NOTES

UNIT STRUCTURE

- 9.1. Introduction
- 9.2. Objectives
- 9.3. Meaning of Colonial Language
- 9.4. English in India
 - 9.4.1. Role of English During Colonial Rule
 - 9.4.2. English After Independence
 - 9.4.3. Introduction in Post-Colonial Times
- 9.5. English as a Link Language
 - 9.5.1. English and Education
 - 9.5.2. Challenges
- 9.6. Summary
- 9.7. Glossary
- 9.8. Check your progress
- 9.9. Suggested reading (OER)
- 9.10. Reference
- 9.11. Exercises

9.1. Introduction

English is one of the most widely used languages in the world today. Its spread to different countries is closely connected with British colonialism. During the colonial period, Britain established political, economic and educational control over many countries. English was introduced as an important language of administration, education and communication.

9.2. Objectives:

- The main objectives of studying the position of English in India are:
- To understand the historical development of English in India.
- To study the role of English as a link language among different linguistic communities.
- To examine the importance of English in education and higher studies.

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- To understand the use of English in administration, law, science, and technology.
- To study the role of English in business and employment opportunities.
- To examine the importance of English in international communication.
- To understand the advantages and challenges associated with the use of English in Indian society.

9.3. Meaning of colonial language

A colonial language is a language introduced and promoted by a colonial power in the territories it controls. English became a colonial language because the British used it in their colonies for:

Administration and government work

Education

Law and courts

Trade and business

Communication among different regions

9.4. English in India

English came to India with British traders and later became firmly established under British rule. The British gradually made English an important language of higher education and administration.

A major development was Macaulay's Minute on Education (1835), which supported English education in India. Later, English became an important medium for higher education and government employment.

English education also created a new educated Indian class. Many Indians learned English and used it to participate in administration, education, journalism and social reform.

9.4.1. Role of English During Colonial Rule

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English served several purposes during British rule:

Administrative language: It was used for government administration and official communication.

Educational language: English became important in schools, colleges and universities, especially in higher education.

Language of the educated class: Knowledge of English was associated with modern education and employment opportunities.

Language of law: English was widely used in courts and legal documents.

Language of communication: It helped communication between people belonging to different linguistic regions.

Effects of English as a Colonial Language

The spread of English had both positive and negative effects.

Positive effects:

Provided access to Western literature, science and ideas.

Helped the growth of modern education.

Created opportunities for communication across different regions.

Played a role in the development of journalism and social reform.

Became useful in international communication.

Negative effects:

Local and indigenous languages were sometimes given less importance.

English education was mainly accessible to limited sections of society.

It created a distinction between English-educated and non-English-educated people.

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English was sometimes associated with social status and colonial power.

9.4.2 English After Independence

After independence, English did not disappear from India. It continued to be used because of its practical importance. It became an important associate official language and remained significant in higher education, science, technology, law, business and international communication.

Today, English in India is no longer simply a colonial language. It has developed into an important part of Indian multilingual society, often referred to as Indian English.

9.4.3. Introduction in Post-Colonial Times

After the end of British colonial rule, English continued to occupy an important position in many former colonies, including India. Although English was originally introduced as a language of colonial power, it gradually became a useful language for education, administration, employment, science, technology and international communication.

9.4.1. Meaning of Post-Colonial Times

Post-colonial times refer to the period after a country gains independence from colonial rule. In this period, people often reconsider the role of the colonial language and decide how it should be used alongside their own languages.

9.4.2. Position of English in India After Independence

After independence in 1947, India continued to use English because of its established position in administration and education. English was also useful because India has many regional languages.

English became important in:

Higher education

Government and administration

Courts and law

Science and technology

Business and commerce

Journalism and mass communication

International relations

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9.5. English as a Link Language

India is a multilingual country. English has often worked as a link language between people who speak different Indian languages. It helps communication at national and international levels.

9.5.1. English and Education

English continues to have a strong position in Indian education. Many higher education courses, particularly in science, technology, medicine, management and professional studies, use English as a major medium of instruction.

Knowledge of English is also considered useful for employment and higher studies.

Development of Indian English

After independence, English in India gradually developed its own characteristics. Indian writers and speakers adapted English to express Indian culture, experiences and social realities.

Indian English literature includes writers such as:

*R. K. Narayan

*Mulk Raj Anand

*Raja Rao

*Salman Rushdie

*Arundhati Roy

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This shows that English can be used to express Indian experiences rather than only British culture.

Advantages of English in Post-Colonial India

Provides access to international knowledge and literature.

1.Supports higher and professional education.

2.Creates employment opportunities.

3.Helps international communication.

4.Acts as a link language in a multilingual country.

5.Supports science, technology and business.

9.5.2. Challenges

The continued importance of English also creates some challenges:

It can create a gap between English-educated and non-English-educated people.

Regional languages may receive less attention in some areas.

English-medium education can create social and economic inequalities.

There is sometimes a conflict between the promotion of English and the preservation of indigenous languages.

9.6. Summary:

In post-colonial times, English has changed from being mainly a language of colonial power to becoming a language of education, opportunity and international communication. In India, it exists alongside many Indian languages and has developed into Indian English. Therefore, English continues to hold an important position in post-colonial society.

9.7. Glossary

Colonialism

The practice of one country controlling another country.

Colony

A country or territory controlled by another country.

Colonial Language

A language introduced and promoted by a colonial power.

British Rule

The period when Britain controlled India.

Macaulay's Minute

A document of 1835 that supported English education in India.

Western Education

Education based largely on European knowledge, ideas and systems.

Medium of Instruction

The language used for teaching in educational institutions.

Higher Education

Education provided at colleges and universities
Anglicisation

Indigenous Languages

Languages traditionally spoken by the people of a particular region.

Colonial Power

A country that controls another territory politically or economically.

Post-colonial

Relating to the period after colonial rule has ended.

Independence

Freedom of a country from foreign political control.

Link Language

A language used to communicate between people who have different mother tongues.

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Multilingualism

The use of more than one language by a person or society.

Global Language

A language used widely for international communication.

International Communication

Communication between people or countries across national boundaries.

Language Policy

Official decisions and rules concerning the use and teaching of languages.

Language Identity

The connection between language and a person's or community's cultural identity.

Linguistic Diversity

The presence of many different languages within a society or country.

Language Inequality

Unequal opportunities or status associated with different languages.

9.8. Check Your Progress – Answers

1. What is a colonial language?

Answer: A colonial language is a language introduced and promoted by a colonial power in the territories it controls.

2. How did English become important in India?

Answer: English became important in India during British rule. It was used in administration, education, courts, trade and communication.

3. What was Macaulay's contribution to English education in India?

Answer: Macaulay's Minute of 1835 supported the promotion of English education in India and contributed to its growing importance in higher education.

4. What were two effects of English as a colonial language?

Answer: English provided access to Western knowledge and education, but it also reduced the importance of some indigenous languages and created social differences between English-educated and non-English-educated people.

5. What is meant by post-colonial times?

Answer: Post-colonial times refer to the period after a country becomes independent from colonial rule.

6. Why did English continue to be used in India after independence?

Answer: English continued because it was already established in administration and education and was useful for communication among people with different regional languages.

7. What is a link language?

Answer: A link language is a language used for communication between people who have different mother tongues.

9.9. Suggested Reading

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- Kachru, Braj B. The Alchemy of English: The Spread, Functions, and Models of Non-Native Englishes. University of Illinois Press.
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- Narasimhaiah, C. D. An Anthology of Commonwealth Poetry. Macmillan.
- Mehrotra, Raja R. The Oxford India Anthology of Twelve Modern Indian Poets. Oxford University Press.

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Online Resources

- British Council – English language and education resources.
- Encyclopaedia Britannica – Articles on English language and British colonialism.
- NCERT – Materials on language, education and colonial India.

9.10. References

- Kachru, Braj B. The Indianization of English: The English Language in India. Oxford University Press.
- Crystal, David. English as a Global Language. Cambridge University Press.
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- Graddol, David. The Future of English? British Council.
- NCERT. India and the Contemporary World and related materials on colonialism, education and language.
- British Council. Resources on English as a global and international language.

9.11. Exercise:

A. Short Answer Type Questions

1. What is meant by a second language?

Answer: A second language is a language learned and used in addition to a person's first or mother tongue. In India, English is widely learned as a second language.

2. Why is English important in India?

Answer: English is important for education, employment, business, administration, science, technology and international communication.

3. What is a link language?

Answer: A link language is a language used for communication between people who have different mother tongues.

4. How does English function as a link language in India?

Answer: English helps people from different linguistic backgrounds communicate with one another. It is especially useful in higher education, professional and official contexts.

5. What is multilingualism?

Answer: Multilingualism is the use or presence of several languages in an individual or society. India is a multilingual country.

B. Long Answer Type Questions with Answers

1. Discuss the position of English as a second language in India.

Answer: English has an important position as a second language in India. India is a multilingual country with many regional languages, and English provides an additional means of communication.

English is widely used in education, administration, law, business, science and technology. It is particularly important in higher and professional education. Knowledge of English also provides better opportunities for employment and higher studies. English also acts as a link language among people who speak different Indian languages. In addition, it provides access to international knowledge and communication.

Thus, English has a strong position as a second language in India because of its educational, professional and communicative importance.

2. Explain the importance of English in Indian education, employment and professional life.

Answer: English plays an important role in Indian education and professional life. Many colleges and universities use English as a medium of instruction, particularly in professional courses such as engineering, medicine, management and technology.

English is also important for accessing textbooks, research papers, online resources and international academic materials.

In employment, English communication skills are valued in areas such as IT, business, tourism, education and multinational

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companies. Good English proficiency can improve career opportunities and professional communication.

Therefore, English is an important language for both educational development and employment opportunities in India.

3. Discuss the role of English as a link language in the Indian context.

Answer:India has a large number of languages and dialects. People from different regions may not share the same mother tongue. English can therefore function as a link language between people with different linguistic backgrounds.

It is used in higher education, administration, professional communication, business and national-level institutions. It can provide a common means of communication without requiring people to adopt another regional language.

Thus, English serves an important communicative function in India's multilingual society.

UNIT- 10

ENGLISH AS SECOND LANGUAGE IN INDIA

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UNIT STRUCTURE

- 10.1. Introduction
- 10.2. Objectives
- 10.3. Meaning of Second Language
 - 10.3.1. Position of English in India
 - 10.3.2. English and Education
 - 10.3.3. English and Employment
- 10.4. English as a Link Language in Global Context
 - 10.4.1. English as a Global Link Language
 - 10.4.2. English in India as a Link Language
- 10.5. Challenges of Teaching and Learning English
- 10.6. Conclusion
- 10.7. Glossary
- 10.8. Check Your Progress – Answers
- 10.9. Suggested Reading
- 10.10. References
- 10.11. Exercise

10.1 INTRODUCTION

India is a multilingual country where many regional languages are spoken. In this situation, English has an important position as a second language. It is widely used in education, administration, business, science, technology and communication.

10.2. Objectives:

After completing this unit, the learner will be able to:

- 1.Explain the meaning and importance of English as a second language in India.
- 2.Describe the position and functions of English in Indian education and society.
- 3.Understand the role of English as a link language in India.
- 4.Explain the importance of English as a global link language.

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5. Identify the major challenges involved in teaching and learning English.

6. Discuss the influence of learners' mother tongues on English learning.

7. Recognise the importance of listening, speaking, reading and writing skills in English learning.

8. Suggest suitable ways to improve the teaching and learning of English.

9. Understand the relationship between English, education, employment and global communication.

10. Develop a positive attitude towards learning and using English as a means of communication.

10.3. Meaning of Second Language

A second language is a language learned and used in addition to a person's mother tongue or first language. In India, English is generally learned after or alongside the regional language.

10.3.1. Position of English in India

English occupies an important position in Indian society because:

- It is widely taught in schools and colleges.
- It is used in higher and professional education.
- It is important for employment and career opportunities.
- It is used in administration, law and business.
- It provides access to international knowledge and information.
- It helps communication between people from different linguistic backgrounds.

10.3.2. English and Education

English is an important medium of instruction, particularly in higher education and professional fields such as medicine, engineering, management and technology. Many textbooks and academic resources are also available in English.

10.3.3. English and Employment

Knowledge of English can provide better opportunities in areas such as business, information technology, tourism, education and multinational companies. Therefore, English is often viewed as a language of social and economic opportunity.

10.4. English as a Link Language in Global Context

Introduction:

A link language is a language used to communicate between people who have different mother tongues. English has become one of the most important link languages in the world.

10.4.1. English as a Global Link Language

English is widely used for communication between people from different countries. It is commonly used in:

1. International business
2. Diplomacy and international relations
3. Science and research
4. Higher education
5. Tourism and travel
6. Information technology
7. International media and communication

10.4.2. English in India as a Link Language

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India has many languages and regional varieties. English helps people from different linguistic backgrounds communicate with one another. It is particularly useful in higher education, government, professional communication and national-level institutions.

English and Globalisation

Globalisation has increased the importance of English. The growth of the internet, international business, technology and global education has made English an important means of international communication.

Advantages:

- Facilitates international communication.
- Provides access to global knowledge.
- Supports international education and employment.
- Helps in business and professional communication.
- Connects people from different linguistic backgrounds.

10.5. Challenges of Teaching and Learning English

Introduction

Although English is widely taught in India, teaching and learning it can be challenging because of India's linguistic, social and educational diversity.

Major Challenges**1. Linguistic Diversity**

Students come from different language backgrounds. Their mother tongue can influence their English pronunciation, vocabulary and grammar.

2. Lack of Practice

Many students learn English mainly through textbooks and examinations and get limited opportunities to speak it in everyday life.

NOTES**3. Large Classes**

Large numbers of students make it difficult for teachers to give individual attention and speaking practice.

4. Lack of Resources

Some schools may have limited access to libraries, digital resources, language laboratories and other teaching materials.

5. Fear of Making Mistakes

Students may hesitate to speak English because they are afraid of making grammatical or pronunciation errors.

6. Differences in Learning Levels

Students in the same classroom may have very different levels of English proficiency, making teaching difficult.

7. Examination-Oriented Learning

When teaching focuses mainly on examinations, students may develop knowledge of grammar but have limited practical communication skills.

8. Teacher-Related Challenges

Teachers may face difficulties in managing large classes, using modern teaching methods and providing sufficient language practice.

Ways to Improve English Learning

1. Encourage regular speaking and listening practice.
2. Use activities such as group discussions, role play and presentations.
3. Make use of audio-visual and digital resources.
4. Create a supportive classroom environment.
5. Give importance to all four skills: listening, speaking, reading and writing.

Avoid making students afraid of mistakes.

10.6. Conclusion

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Teaching and learning English in India involves several challenges, but these can be reduced through effective teaching methods, regular practice, suitable learning resources and a supportive classroom environment. English should be taught not only as a subject but also as a means of communication.

10.7. Glossary:

Second Language

A language learned and used in addition to one's first or mother tongue.

First Language

The language a person learns first, usually at home.

Mother Tongue

The language naturally learned and spoken by a person from childhood.

Multilingualism

The use of several languages by an individual or society.

Link Language

A language used for communication between people who have different mother tongues.

Global language

A language used widely for international communication.

Globalisation

The process through which countries and people become increasingly connected.

Communication

The process of exchanging information, ideas or feelings.

Language Skills

The abilities of listening, speaking, reading and writing.

Proficiency

The level of skill or ability a person has in using a language.

Bilingualism

The ability to use two languages.

Pronunciation

The way words are spoken.

Vocabulary

The words known and used by a person in a language.

Grammar

The rules that govern the structure and use of a language.

Language Learning

The process of acquiring knowledge and skills in a language.

Language Teaching

The process of helping learners acquire and use a language.

Mother-Tongue Influence

The effect of a learner's first language on learning another language.

Language Barrier

A difficulty in communication caused by differences in language.

English Proficiency

The ability to use English effectively and accurately.

Digital Resources

Online or electronic materials used to support language learning.

Communicative Competence

The ability to use language appropriately and effectively in real-life situations.

Examination-Oriented Learning

Learning mainly with the aim of performing well in examinations.

10.8. Check Your Progress – Answers

1. What is meant by a second language?

A second language is a language learned and used in addition to a person's first or mother tongue.

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2. Why is English important as a second language in India?

English is important for education, employment, administration, business, science, technology and international communication.

3. Mention any three areas where English is used in India.

English is used in education, business and administration.

4. How does English help in higher education?

Many textbooks, research materials and professional courses are available in English. It therefore provides access to higher and specialised education.

5. How does English help in employment?

Knowledge of English provides opportunities in fields such as information technology, business, education, tourism and multinational organisations.

6. What is a link language?

A link language is a language used for communication between people who have different mother tongues.

7. Why is English called a global link language?

English is widely used for communication among people from different countries in business, education, science, technology and international relations.

8. How does English function as a link language in India?

It helps people from different linguistic backgrounds communicate with one another, especially in higher education, professional and official contexts.

9. How has globalisation increased the importance of English?

Globalisation has increased international communication through business, education, travel, technology and the internet, making English more widely used.

10.9. Suggested Reading

1.Kachru, Braj B. The Indianization of English: The English Language in India. Oxford University Press.

2.Kachru, Braj B. The Alchemy of English: The Spread, Functions, and Models of Non-Native Englishes. University of Illinois Press.

3.Crystal, David. English as a Global Language. Cambridge University Press.

4.Richards, Jack C. The Context of Language Teaching. Cambridge University Press.

5.Krashen, Stephen D. Principles and Practice in Second Language Acquisition. Pergamum Press.

6.Pennycook, Alastair. English and the Discourses of Colonialism. Routledge.

7.Graddol, David. The Future of English? British Council.

8.NCERT. Materials on English language teaching, multilingualism and language education in India.

Online Resources

- British Council – English language teaching and learning resources.
- NCERT – Language education and English teaching materials.
- Encyclopedia Britannica – Resources on English language and its global development.

10.10. References

- Kachru, Braj B. The Indianization of English: The English Language in India. Oxford University Press.
- Crystal, David. English as a Global Language. Cambridge University Press.
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- Krashen, Stephen D. Principles and Practice in Second Language Acquisition. Pergamon Press.
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- Pennycook, Alastair. English and the Discourses of Colonialism. Routledge.
- Graddol, David. The Future of English? British Council.
- NCERT. Materials on English Language Teaching and Multilingual Education in India.

10.11. Exercise:

A. Fill in the Blanks:

1. English is widely used as a _____ language in India.
2. A language used between people with different mother tongues is called a _____ language.
3. The four basic language skills are listening, speaking, reading and _____.
4. The effect of the first language on learning another language is called _____ influence.
5. _____ has increased the importance of English around the world.

Answers:

1. second
2. link
3. writing
4. mother-tongue
5. Globalisation

B. True or False:

1. English is used in higher education in India.
2. English has no importance in international communication.
3. India is a multilingual country.
4. Fear of making mistakes can affect English learning.
5. Large classes can make English teaching more difficult.

Answers:

1. True
2. False
3. True
4. True
5. True

C.Short Answer Type Questions:

1. What is meant by a second language?

A second language is a language learned and used in addition to a person's first or mother tongue. In India, English is widely learned as a second language.

2. Why is English important in India?

English is important for education, employment, business, administration, science, technology and international communication.

3. What is a link language?

A link language is a language used for communication between people who have different mother tongues.

4. How does English function as a link language in India?

English helps people from different linguistic backgrounds communicate with one another. It is especially useful in higher education, professional and official contexts.

5. What is multilingualism?

Multilingualism is the use or presence of several languages in an individual or society. India is a multilingual country.

D.Long Answer Type Questions.

1. Discuss the position of English as a second language in India.

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Answer: English has an important position as a second language in India. India is a multilingual country with many regional languages, and English provides an additional means of communication.

English is widely used in education, administration, law, business, science and technology. It is particularly important in higher and professional education. Knowledge of English also provides better opportunities for employment and higher studies. English also acts as a link language among people who speak different Indian languages. In addition, it provides access to international knowledge and communication.

Thus, English has a strong position as a second language in India because of its educational, professional and communicative importance.

2. Explain the importance of English in Indian education, employment and professional life.

Answer: English plays an important role in Indian education and professional life. Many colleges and universities use English as a medium of instruction, particularly in professional courses such as engineering, medicine, management and technology.

English is also important for accessing textbooks, research papers, online resources and international academic materials.

In employment, English communication skills are valued in areas such as IT, business, tourism, education and multinational companies. Good English proficiency can improve career opportunities and professional communication.

Therefore, English is an important language for both educational development and employment opportunities in India.

UNIT- 11

LANGUAGE SKILLS: LISTENING AND SPEAKING

NOTES

UNIT STRUCTURE

- 11.1. Introduction
- 11.2. Objectives
- 11.3. Listening Skill
 - 11.3.1. Importance of Listening
 - 11.3.2. Types of Listening
 - 11.3.3. Stages of Listening
 - 11.3.4. Barriers to Listening
 - 11.3.5. Ways to Improve Listening
- 11.4. Speaking Skill
 - 11.4.1. Importance of Speaking
 - 11.4.2. Elements of Effective Speaking
 - 11.4.3. Barriers to Speaking
 - 11.4.4. Ways to Improve Speaking
- 11.5. Language Skills – Reading
- 11.6. Non-Verbal Reading Skills, Teaching and Writing
- 11.7. Teaching Language Skills
 - 11.7.1. Writing Skill
- 11.8. Designing Appropriate Learning Experiences for English Language Learning
- 11.9. Conclusion
- 11.10. Glossary
- 11.11. Check Your Progress – Answers
- 11.12. Suggested Reading
- 11.13. References
- 11.14. Exercise

11.1. Introduction

Language learning involves four major skills: Listening, Speaking, Reading and Writing. Listening and speaking are called oral or receptive and productive skills respectively. They are essential for effective communication in everyday, academic and professional situations.

11.2. Objectives:

The main objectives of developing language skills are:

1. To develop Listening skills for understanding spoken language.
2. To develop Speaking skills for clear and effective communication.

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3. To develop Reading skills for understanding and interpreting written texts.
4. To develop Writing skills for expressing ideas clearly and correctly.
5. To improve vocabulary, grammar, pronunciation, and sentence formation.
6. To develop confidence and fluency in using the language.
7. To enable learners to communicate effectively in academic, social, and professional situations.
8. To develop the ability to express thoughts, feelings, and ideas accurately.
9. To encourage critical thinking and creative expression through language.
10. To make learners independent and effective users of English.

11.3. Listening Skill

Meaning of Listening: Listening is the ability to hear, understand and interpret spoken language. It is more than simply hearing sounds. A good listener understands the speaker's message, ideas, feelings and intentions.

11.3.1. Importance of listening:

Listening is important because it:

- 1.Helps learners understand spoken English.
- 2.Improves pronunciation and vocabulary.
- 3.Develops communication skills.
- 4.Helps learners understand different accents and styles of speech.
- 5.Provides a foundation for effective speaking.
Helps students follow lectures, discussions and instructions.

11.3.2. Types of Listening

1. Intensive Listening

Listening carefully to understand specific words, phrases or information.

2. Extensive Listening

Listening to longer materials such as stories, lectures, podcasts or conversations for general understanding.

3. Selective Listening

Listening specifically for particular information or details.

4. Critical Listening

Listening carefully to evaluate and judge the speaker's ideas or arguments.

11.3.3. Stages of Listening**Pre-listening:**

The learner prepares for the listening activity by thinking about the topic and predicting what may be heard.

While-listening:

The learner listens carefully and identifies important information.

Post-listening:

The learner discusses, answers questions or summarises what was heard.

11.3.4 Barriers to Listening: Some common barriers are:

- Lack of concentration
- Unfamiliar vocabulary
- Fast speech
- Difficult pronunciation
- Background noise
- Different accents
- Lack of interest

11.3.5 Ways to Improve Listening

- Listen to English conversations regularly.
- Watch English videos and educational programmes.

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- Listen to news, podcasts and stories.
- Note important words while listening.
- Practise listening to different accents.
- Try to understand the main idea rather than every single word.

11.4. Speaking Skill

Meaning of Speaking

Speaking is the ability to express thoughts, ideas, information and feelings through spoken language. It is an important productive skill and plays a major role in communication.

11.4.1. Importance of Speaking

- Speaking helps learners:
- Express their ideas clearly.
- Communicate in everyday situations.
- Participate in discussions and presentations.
- Develop confidence and fluency.
- Communicate in academic and professional situations.
- Interact effectively with others.

11.4.2. Elements of Effective Speaking

1. Pronunciation – Saying words clearly and correctly.
2. Fluency – Speaking smoothly without unnecessary pauses.
3. Vocabulary – Using suitable and meaningful words.
4. Grammar – Using appropriate grammatical structures.

5. Intonation – Using changes in voice to express meaning and emotion.

6. Confidence – Speaking without unnecessary fear or hesitation.

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Activities for Developing Speaking Skills

Teachers can use:

- Pair work
- Group discussions
- Role play
- Interviews
- Debates
- Storytelling
- Presentations
- Dialogue practice
- Picture description

11.4.3. Barriers to Speaking

Learners may face difficulties such as:

- Fear of making mistakes
- Lack of vocabulary
- Poor pronunciation
- Lack of confidence
- Mother-tongue influence
- Limited opportunities for speaking practice

11.4.4. Ways to Improve Speaking

- Speak English regularly with classmates or friends.
- Participate in discussions and role plays.
- Read aloud to improve pronunciation.
- Learn and use new vocabulary.
- Listen to good speakers and imitate their pronunciation.

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- Practice speaking without being afraid of mistakes.

Relationship Between Listening and Speaking: Listening and speaking are closely connected. Good listening supports good speaking. By listening to English, learners learn pronunciation, vocabulary, grammar, stress and intonation.

For example: A learner who regularly listens to English conversations can gradually improve their ability to speak naturally and confidently.

11.5. LANGUAGE SKILLS – READING

1. Meaning of Reading

Reading is the ability to understand and interpret written language. It is not simply recognising words; it involves understanding the meaning, ideas, information and purpose of a written text.

Reading is an important language skill because it helps learners gain knowledge, develop vocabulary and improve their overall language ability.

2. Importance of Reading

Reading helps learners to:

1. Develop vocabulary and language knowledge.
2. Improve grammar and sentence structure.
3. Gain information and knowledge.
4. Develop imagination and critical thinking.

4. Stages of Reading

- Pre-reading

The learner prepares for reading by looking at the title, headings, pictures or other clues and predicting the content.

- While-reading

The learner reads the text carefully, identifies important ideas and understands unfamiliar information from the context.

- Post-reading

The learner checks understanding through questions, discussion, summarising or other activities.

5. Reading Comprehension

Reading comprehension means the ability to understand and interpret what is read. It includes:

1. Identifying the main idea.
2. Finding specific information.
3. Understanding meanings from context.
4. Making conclusions or inferences.
5. Identifying the writer's purpose.
6. Summarising the text.

6. Barriers to Reading

Learners may face difficulties such as:

- Limited vocabulary.
- Poor concentration.
- Slow reading speed.
- Difficult sentence structures.
- Lack of background knowledge.
- Difficulty understanding the main idea.

7. Ways to Improve Reading Skills

- Read English regularly.
- Read different types of texts.
- Learn new words from context.
- Practise skimming and scanning.
- Make short summaries of what is read.

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- Use a dictionary when necessary.
- Discuss the text with others.
- Ask questions while reading.

8. Role of the Teacher

The teacher should provide suitable reading materials and encourage students to read independently. Teachers can use comprehension questions, discussions, vocabulary activities and summarization tasks to develop reading skills.

11.6. Non-Verbal Reading Skills, Teaching and Writing

Non-Verbal Reading Skills**1. Meaning**

Non-verbal reading means understanding information that is communicated through symbols, pictures, signs, diagrams, charts, graphs, maps and other visual forms rather than through continuous written sentences.

Non-verbal reading is important because learners encounter visual information in textbooks, newspapers, advertisements, websites and everyday life.

2. Types of Non-Verbal Reading

Pictures – Understanding information or meaning from images.

Signs and Symbols – Interpreting common signs such as traffic and safety symbols.

Charts – Understanding information presented in an organised visual form.

Graphs – Interpreting numerical information and comparisons.

Tables – Finding and comparing information arranged in rows and columns.

Maps – Understanding locations, directions and geographical information.

Diagrams – Understanding processes, structures or relationships.

Advertisements – Understanding the message, purpose and visual elements of an advertisement.

NOTES**3.Importance**

- Non-verbal reading helps learners:
- Understand information quickly.
- Interpret visual data.
- Develop observation skills.
- Improve critical thinking.
- Understand information without depending entirely on text.

4. Skills Required

- 1.A learner should be able to:
- 2.Observe visual details.
- 3.Identify important information.
- 4.Interpret symbols and signs.
- 5.Compare information.
- 6.Draw conclusions from visual data.
- 7.Explain the information in words.

11.7. Teaching Language Skills:

Meaning

Teaching language skills means helping learners develop the ability to use listening, speaking, reading and writing effectively.

- **Principles of Teaching Language Skills**

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- **Practice-based learning** – Students should get regular opportunities to use the language.
- **Learner-centred teaching** – Activities should actively involve learners.
- **Integration of skills** – Listening, speaking, reading and writing should be taught together where appropriate.
- **Real-life communication** – Activities should reflect practical situations.
- **Use of teaching aids** – Pictures, audio, videos, charts and digital resources can make learning effective.
- **Feedback** – Teachers should provide constructive feedback to help learners improve.

Activities for Teaching Language Skills

- Group discussions
- Role play
- Storytelling
- Reading comprehension
- Picture description
- Dialogue practice
- Presentations
- Note-making
- Paragraph writing
- Debates

Role of the Teacher:

The teacher should act as a facilitator and guide. The teacher should create opportunities for practice, encourage participation, identify learners' difficulties and provide appropriate feedback.

11.7.1. Writing Skill**Meaning of Writing**

Writing is the ability to express ideas, information, opinions and feelings through written language. It is a productive language skill.

NOTES**1.Importance of Writing**

- Writing helps learners:
- Express ideas clearly.
- Organise thoughts logically.
- Improve vocabulary and grammar.
- Communicate in academic and professional situations.
- Develop creativity and critical thinking.
- Record and present information.

2.Stages of Writing**1. Pre-writing**

Selecting a topic, collecting ideas and planning the content.

2. Drafting

Writing the first version of the text.

3. Revising

Improving ideas, organisation and clarity.

4. Editing

Correcting grammar, spelling, punctuation and sentence structure.

5. Final Writing

Preparing the final clear and organised version.

3.Types of Writing

- Paragraph writing
- Essay writing
- Letter and email writing

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- Report writing
- Story writing
- Descriptive writing
- Narrative writing
- Argumentative writing
- Summary writing

4. Qualities of Good Writing

Good writing should have:

1. Clarity – Ideas should be easy to understand.
2. Correctness – Grammar, spelling and punctuation should be accurate.
3. Coherence – Ideas should be logically connected.
4. Organisation – The writing should have a proper structure.
5. Appropriate vocabulary – Words should suit the topic and purpose.
6. Conciseness – Unnecessary words should be avoided.

5. Common Difficulties in Writing:

Learners may face difficulties with:

- Grammar
- Spelling
- Vocabulary
- Sentence formation
- Organising ideas
- Punctuation
- Lack of confidence
- Ways to Improve Writing
- Read regularly.
- Maintain a vocabulary notebook.
- Practise writing regularly.
- Plan before writing.

- Write short paragraphs and gradually move to longer texts.
- Revise and edit written work.
- Learn from teacher feedback.

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11.8. Designing Appropriate Learning Experiences for English Language Learning

Learning English becomes more effective when learners are given meaningful, interesting and practical learning experiences. A good learning experience allows students to use English in real-life situations rather than only memorising grammar rules and vocabulary.

Designing appropriate learning experiences means planning activities, tasks and classroom situations that help learners develop English language skills according to their age, level, needs, interests and learning objectives.

Principles of Designing Learning Experiences:

1. Learner-Centred Approach

Activities should focus on the learners and encourage them to actively participate in the learning process.

2. Clear Learning Objectives

Every activity should have a clear purpose, such as improving speaking, listening, reading or writing skills.

3. Meaningful Activities

Learning activities should be connected with learners' everyday experiences and real-life situations.

4. Integration of Language Skills

Listening, speaking, reading and writing should be developed together. For example, students may listen to a conversation, discuss it and then write a short response.

5. Appropriate Level

Activities should match the learners' language proficiency. Tasks should neither be too easy nor too difficult.

6. Variety of Activities

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Different activities should be used to maintain learners' interest, such as:

- Role play
- Group discussion
- Storytelling
- Debates
- Pair work
- Presentations
- Reading activities
- Writing tasks
- Language games
-

7. Use of Teaching Resources

Teachers can use textbooks, pictures, charts, audio recordings, videos, newspapers and digital resources to make learning more effective.

8. Opportunities for Practice

Learners need regular opportunities to use English. Practice should include both individual and group activities.

9. Feedback and Assessment

Teachers should provide constructive feedback and assess learners' progress regularly. Assessment should help learners understand their strengths and areas for improvement.

10. Inclusive Learning Environment

The classroom should be supportive and comfortable. Learners should not be afraid of making mistakes while using English.

Examples of Appropriate Learning Experiences:

1. Listening Activity

Students listen to a short conversation and answer questions about it.

2. Speaking Activity

Students work in pairs and practise a conversation about introducing themselves.

3. Reading Activity

Students read a short newspaper article and identify its main idea.

4. Writing Activity

Students write a short paragraph describing their favourite place.

5.Integrated Activity

Students watch a short video, discuss its content in groups and write a short summary.

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Role of the Teacher:

The teacher should:

- 1.Understand learners' needs and abilities.
- 2.Set clear learning objectives.
- 3.Select suitable activities and materials.
- 4.Encourage active participation.
- 5.Provide guidance and feedback.
- 6.Create opportunities for communication.
- 7.Use different teaching methods according to learners' needs.

Role of the Learner

- 1.Participate actively in activities.
- 2.Practise English regularly.
- 3.Work individually and in groups.
- 4.Ask questions and seek feedback.
- 5.Use English in meaningful situations.
- 6.Learn from their mistakes.

Check your progress:

- Q.1. What is listening?
- Q2. Why is listening important in language learning?
- Q3. What is speaking?
- Q 4. Mention two elements of effective speaking.
- Q5. What is reading?
- Q6. What is skimming?
- Q7. What is non-verbal reading?

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Q8. Mention two examples of non-verbal reading.

Q9. What is writing?

Q10. What are the main stages of writing?

11.9. Conclusion:

Designing appropriate learning experiences makes English learning interactive, meaningful and learner-centred. Activities should provide opportunities to practise listening, speaking, reading and writing in real-life contexts. A supportive classroom, suitable materials, regular practice and constructive feedback can help learners become confident users of English.

11.10. Glossary

- **Listening** The ability to hear, understand and interpret spoken language.
- **Speaking** The ability to express ideas, thoughts and feelings through spoken language.
- **Reading** The ability to understand and interpret written language.
- **Writing** The ability to express ideas and information through written language.
- **Language Skills** The four major abilities of listening, speaking, reading and writing.
- **Receptive Skills** Skills through which learners receive and understand language, mainly listening and reading.
- **Productive Skills** Skills through which learners produce language, mainly speaking and writing.
- **Intensive Reading** Reading a text carefully to understand detailed information.
- **Extensive Reading** Reading longer texts for general understanding, information or enjoyment.

- Skimming Reading quickly to understand the main idea of a text.
- Scanning Reading quickly to find specific information.
- Reading Comprehension The ability to understand and interpret a written text.
- Non-Verbal Reading Understanding information through pictures, signs, symbols, charts, graphs and diagrams.
- Pronunciation The way words and sounds are spoken.
- Fluency The ability to speak smoothly and naturally.
- Vocabulary The words known and used by a learner in a language.
- Intonation The rise and fall of the voice while speaking.
Listening Comprehension, the ability to understand spoken language.
- Communication
The process of exchanging information, ideas and feelings.
- Pre-writing
Planning and organising ideas before beginning to write.
- Drafting
Writing the first version of a piece of writing.
- Revising
Improving the content, organisation and clarity of written work.

11.11. Check Your Progress – Answers

A. Listening Skills

Ans.1: Listening is the ability to hear, understand and interpret spoken language.

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Ans.2: Listening helps learners understand spoken English, improve pronunciation and vocabulary, and develop effective communication skills.

Ans.3: Speaking is the ability to express thoughts, ideas and feelings through spoken language.

Ans.4: Pronunciation and fluency are two important elements of effective speaking.

Ans.5: Reading is the ability to understand and interpret written language.

Ans.6: Skimming is reading quickly to understand the main idea or general meaning of a text.

Ans.7: Non-verbal reading is the ability to understand information presented through pictures, signs, symbols, charts, graphs, maps and diagrams.

Ans.8: Reading a map and interpreting a graph are examples of non-verbal reading.

Ans.9: Writing is the ability to express ideas, information and feelings through written language.

Ans.10: The main stages are pre-writing, drafting, revising, editing and final writing.

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11.14. Exercise:

A. Fill in the blanks.

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1. Listening and reading are _____ skills.
2. Speaking and writing are _____ skills.
_____ means reading quickly to get the main idea.
3. _____ is used to find specific information in a text.
4. The first stage of writing is called _____.
5. Pictures, signs and charts are examples of _____ reading.
6. Feedback helps learners to _____ their performance.

Answers:**1. Receptive**

2. Productive
3. Skimming
4. Scanning
5. Pre-writing
6. Non-verbal
7. improve

B. True or False

1. Listening is an important receptive language skill.
2. Speaking does not require practice.
3. Skimming is used to understand the general idea of a text.
4. Scanning is used to find specific information.
5. Writing involves drafting and revising.
6. Non-verbal reading includes interpreting graphs and symbols.
7. Learning experiences should be suitable for the learners' level.

Answers:

1. True
2. False

- 3.True
- 4.True
- 5.True
- 6.True
- 7.True

NOTES**C.short answer type questions:**

1.What are the four basic language skills?

Answer: The four basic language skills are Listening, Speaking, Reading and Writing.

2. What is listening skill?

Answer: Listening is the ability to understand and interpret spoken language.

3. Why is speaking important?

Answer: Speaking helps learners express their ideas, feelings and information clearly and communicate effectively with others.

4. What is intensive reading?

Answer: Intensive reading is careful and detailed reading of a text to understand its meaning, vocabulary, grammar and specific information.

5. What is the difference between skimming and scanning?

Answer: Skimming is reading quickly to understand the main idea, while scanning is reading quickly to find specific information.

6. What is non-verbal reading?

Answer: Non-verbal reading is the ability to understand information presented through pictures, signs, symbols, charts, graphs, maps and diagrams.

D.Long answer type questions:

1.Explain the importance of listening and speaking skills.

Answer:

Listening and speaking are important skills for effective communication. Listening helps learners understand spoken language, while speaking helps them express their ideas and feelings. Good listening improves pronunciation, vocabulary and

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comprehension. Speaking activities such as discussions, role plays and presentations develop confidence and fluency. Both skills are essential for academic, social and professional communication.

2. Discuss the different types of reading.

Answer:

The major types of reading are:

Intensive reading: Detailed reading for complete understanding.

Extensive reading: Reading longer texts for general understanding and enjoyment.

Skimming: Reading quickly to identify the main idea.

Scanning: Looking quickly for specific information.

Critical reading: Analysing and evaluating the ideas in a text.

These types help learners read effectively according to different purposes.

3. Explain non-verbal reading skills with examples.

Answer:

Non-verbal reading means understanding information without depending only on written sentences. Learners interpret pictures, signs, symbols, charts, graphs, maps, tables and diagrams. For example, a learner may understand information from a bar graph or identify a road sign. Non-verbal reading develops observation, interpretation and analytical skills.

4. Describe the stages of writing.

Answer:

Writing generally involves five stages:

Pre-writing: Planning and collecting ideas.

Drafting: Writing the first version.

Revising: Improving ideas and organisation.

Editing: Correcting grammar, spelling and punctuation.

Final writing: Preparing the final clear and accurate version.

These stages help learners produce effective and well-organised writing.

5. Explain the principles of teaching language skills.

Answer:

Important principles include:

Learner-centred teaching

Clear learning objectives

Meaningful language activities

Integration of listening, speaking, reading and writing
Suitable teaching materials
Regular practice
Feedback and assessment
Use of pair and group activities
Supportive and inclusive classroom environment
These principles make language learning effective and interesting.

6. How can appropriate learning experiences be designed for English language learning?

Answer:

Learning experiences should be designed according to learners' age, level, needs, interests and learning objectives. Teachers can use activities such as role play, group discussion, storytelling, reading comprehension, picture description, presentations and writing tasks. Activities should provide opportunities for practice and interaction. Teaching aids and digital resources can also be used. Regular feedback and assessment help learners improve their language skills.

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UNIT- 12

Designing provision policies for English language learning

UNIT STRUCTURE

- 12.1 Introduction**
- 12.2 Objectives**
- 12.3 Concept of English Language Provision and Policy**
- 12.4 Core Principles of Effective Language Provision**
- 12.5 Major Components of English Language Provision**
- 12.6 Stages in Designing an English Language Policy**
- 12.7 Role of Technology and Professional**
- 12.8 Conclusion**
- 12.9 Glossary**
- 12.10 Check Your Progress – Answers**
- 12.11 Suggested Readings**
- 12.12 References**
- 12.13 Exercises**

12.1. Introduction

English language learning requires careful planning at the level of the school, classroom, curriculum, and educational policy. Designing provision means creating suitable opportunities, resources, teaching practices, and support systems for learners to develop English language skills. Policies provide a framework that ensures these opportunities are accessible, consistent, inclusive, and aligned with educational goals.

12.2. Objective

1. After studying the unit “Designing Provision and Policies for English Language Learning,” the learner will be able to:
2. Explain the meaning and importance of provision for English language learning.
3. Define language policy and describe its role in English language education.
4. Identify the major components of effective English language provision.
5. Discuss the principles of learner-centred, inclusive, and communicative English language teaching.

6.Explain the role of curriculum, teachers, learning resources, classroom practices, and assessment in English language learning.

7.Describe the major stages involved in designing an English language policy.

8.Analyse the importance of teacher training and professional development in implementing language policies.

9.Discuss the role of technology in providing effective English language learning opportunities.

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12.3. Meaning of Provision for English Language Learning

Provision for English language learning refers to the arrangements made by an educational institution or system to help learners acquire and use English effectively.

It includes:

- availability of qualified English teachers;
- appropriate textbooks and learning materials;
- adequate classroom facilities;
- opportunities to listen to and speak English;
- reading and writing activities;
- digital and multimedia resources;
- assessment and feedback;
- additional support for learners who need it.
-

Good provision should address the linguistic, academic, social, and individual needs of learners.

1. Meaning of Policy

A language-learning policy is a set of principles, guidelines, and decisions that determine how languages are taught and learned within an educational system.

An English language policy may specify:

- 1.when English should be introduced;
- 2.how much time should be given to English;
- 3.the objectives of English teaching;
- 4.teaching approaches and materials;

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5. teacher qualifications and professional development;
6. assessment procedures;
7. provisions for multilingual and disadvantaged learners.

Thus, policy provides the direction, while provision ensures its practical implementation.

12.4. Principles for Designing English Language Provision

Learner-centeredness

Provision should be based on learners' age, proficiency, interests, backgrounds, and learning needs.

Inclusiveness

All learners should have meaningful opportunities to learn English, irrespective of:

- socioeconomic background;
- gender;
- geographical location;
- disability;
- first language;
- prior educational experience.

Communicative orientation

English should not be taught only as a set of grammatical rules. Learners should have opportunities to use English for meaningful communication.

Continuity and progression

English learning should develop progressively from one educational stage to another. Learning at each stage should build on previous knowledge.

Multilingual awareness

Learners' home languages should be recognised as resources rather than treated simply as obstacles to English learning.

NOTES**Quality and relevance**

Content and activities should be relevant to learners' academic, social, cultural, and future professional needs.

Flexibility

Provision should allow teachers to adapt materials, activities, and assessment according to learners' needs.

12.5. Major Components of English Language Provision

A. Curriculum Provision

The curriculum should clearly identify:

- learning outcomes;
- language skills;
- vocabulary and grammar;
- communicative functions;
- literary and cultural components;
- learning activities;
- assessment procedures.

The curriculum should provide a balanced development of Listening, Speaking, Reading, and Writing (LSRW) skills.

B. Teacher Provision

Teachers are central to successful English language learning.

Effective provision requires:

- adequately trained English teachers;
- continuous professional development;
- knowledge of language pedagogy;
- familiarity with multilingual classrooms;
- access to teaching resources;

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- opportunities for professional collaboration.

Teacher education should include both subject knowledge and pedagogical knowledge.

C. Learning Resources

Schools should provide a variety of resources, such as:

- textbooks;
- workbooks;
- storybooks;
- newspapers and magazines;
- dictionaries;
- audio recordings;
- videos;
- language laboratories where appropriate;
- computers and digital learning platforms.

Resources should supplement—not merely replace—teacher–learner interaction.

D. Classroom Provision

An effective English classroom should provide opportunities for learners to:

- interact with classmates;
- participate in discussions;
- perform role plays;
- read different types of texts;
- write for authentic purposes;
- receive feedback;
- work individually and collaboratively.

The classroom should be a supportive environment in which learners are not afraid of making mistakes.

E. Assessment Provision

Assessment should measure not only knowledge of grammar but also the ability to use English.

- It may include:

- formative assessment;
- oral activities;
- reading comprehension;
- writing tasks;
- projects;
- presentations;
- portfolios;
- tests and examinations.

Assessment should provide feedback for learning, rather than being used only to assign marks.

12.6. Designing Policies for English Language Learning

When designing an English language policy, educational planners should consider the following stages.

Step 1: Identify Needs

The needs of learners, teachers, schools, parents, and the wider community should be identified.

Questions may include:

- What is the current level of English proficiency?
- What difficulties do learners experience?
- What resources are available?
- What English skills are required for further education or employment?

Step 2: Define Objectives

The policy should establish clear objectives.

For example:

To enable learners to understand, communicate, read, and write English effectively in academic and real-life situations.

Step 3: Decide the Scope of Provision

The policy should determine:

- starting stage;

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- number of instructional hours;
- curriculum content;
- teacher requirements;
- learning resources;
- assessment arrangements.

Step 4: Plan Implementation

Implementation requires:

- teacher training;
- appropriate materials;
- infrastructure;
- administrative support;
- monitoring mechanisms.

Step 5: Monitor and Evaluate

Policies should be reviewed periodically to determine whether they are achieving their objectives.

12.7. Important Policy Areas

Policy areas	Major concern
Language of instruction	When and how english is used
Curriculum	What learner should learn
Teacher education	Who teachers and how teachers are trained
Resources	What materials are available
Assessment	How achievement is measured
Inclusion	How diverse learners are supported

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12.8. Role of Technology

Modern English language provision can use technology to increase exposure to English.

- Examples include:
- educational videos;
- language-learning applications;
- digital dictionaries;
- online reading materials;
- audio resources;
- virtual classrooms;

computer-assisted language learning.

However, technology should be selected according to pedagogical objectives, not simply because it is available.

12.9. Inclusive Provision

English language policies should recognise learner diversity.

Special attention may be required for:

- first-generation learners;
- learners from disadvantaged communities;
- rural learners;
- learners with disabilities;

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- learners with limited exposure to English;
- learners from different linguistic backgrounds.
- Support may include bridging courses,

differentiated instruction, additional learning materials, peer support, and remedial teaching.

12.10. Challenges in Designing English Language Policies

Some common challenges are:

- shortage of qualified teachers;
- large and heterogeneous classes;
- inadequate teaching resources;
- excessive focus on examinations;
- limited opportunities for speaking English;
- unequal access to technology;
- differences in learners' first languages;
- lack of continuous teacher training;
- gap between policy and classroom practice.

Therefore, policy design must consider the actual conditions in which teachers and learners work.

12.11. Features of an Effective English Language Policy

An effective policy should be:

- **clear** – objectives and expectations are understandable;
- **realistic** – appropriate to available resources;
- **inclusive** – addresses diverse learners;
- **evidence-based** – informed by educational research and learner needs;
- **flexible** – adaptable to different contexts;
- **participatory** – involves teachers and other stakeholders;
- **sustainable** – capable of long-term implementation;
- **evaluative** – regularly monitored and improved.

Check your progress:

Q1. What is meant by English language provision?

Q2. What is a language policy?

Q3. Why is a learner-centred approach important in English language teaching?

Q5. Why is assessment important in English language learning?

Q6. What are the characteristics of an effective English language policy?

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12.12. Summary:

Designing provision and policies for English language learning is a systematic and learner-oriented process. It involves curriculum planning, teacher preparation, learning resources, classroom practices, assessment, inclusion, technology, and continuous evaluation. A successful English language policy should not remain merely a written document; it must be translated into effective classroom provision and meaningful learning opportunities. The ultimate goal should be to enable learners to use English confidently and effectively for academic, social, and professional purposes.

12.13. Glossary

Language Policy

A set of principles and guidelines that determine how languages are taught and used in education.

Language Provision

The arrangements, resources, teachers, and opportunities provided for learning a language.

Curriculum

A planned framework describing what learners should learn and the learning experiences provided to achieve it.

Learner-Centred Approach

An approach that focuses on learners' needs, interests, abilities, and active participation.

NOTES**Communicative Approach**

A method of language teaching that emphasises using language for meaningful communication.

Inclusive Education

An approach that ensures equal learning opportunities for learners with diverse needs and backgrounds.

Assessment

The process of collecting information about learners' knowledge, skills, and progress.

Formative Assessment

Assessment conducted during the learning process to provide feedback and improve learning.

LSRW Skills

The four basic language skills: Listening, Speaking, Reading, and Writing.

Professional Development

Continuous learning and training undertaken by teachers to improve their professional knowledge and skills.

Multilingualism

The use or presence of more than one language in an individual or community.

Learning Resources

Materials and tools such as textbooks, audio, videos, dictionaries, and digital resources used to support learning.

Differentiated Instruction

Adapting teaching methods and activities to meet the different abilities and needs of learners.

Quality Assurance

Processes used to maintain and improve the quality of teaching and learning.

12.14. Check Your Progress

Questions with Answers

Ans.1: English language provision refers to the arrangements, resources, teachers, facilities, and learning opportunities provided to help learners develop their English language skills.

Ans.2: A language policy is a set of principles and guidelines that determines how languages are taught, learned, and used within an educational system.

Ans.3: A learner-centred approach gives importance to learners' needs, interests, abilities, and participation. It encourages active learning and makes language learning more meaningful.

Q4. What are the major components of English language provision?

Ans.4: The major components include curriculum, qualified teachers, learning resources, classroom facilities, teaching methods, assessment, technology, and additional support for learners.

Ans.:5 Assessment helps teachers understand learners' progress, identify their strengths and difficulties, and provide appropriate feedback for improvement.

Ans.6: An effective English language policy should be clear, inclusive, flexible, realistic, learner-centred, evidence-based, sustainable, and regularly evaluated.

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12.17. Exercise

A. Multiple Choice Questions (MCQs)

1. What does language policy primarily provide?

- a) Entertainment activities
- b) A framework for language education
- c) Only examination rules
- d) School infrastructure

Answer: b) A framework for language education

2. Which of the following is NOT one of the four basic language skills?

- a) Listening
- b) Speaking
- c) Memorising
- d) Reading

Answer: c) Memorising

3. Assessment conducted during the learning process is called:

- a) Summative assessment
- b) Formative assessment
- c) Final assessment
- d) Entrance assessment

Answer: b) Formative assessment

4. A learner-centred approach focuses mainly on:

- a) The teacher's lecture
- b) The textbook
- c) Learners' needs and participation

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d) Examinations

Answer: c) Learners' needs and participation

5. Which of the following is an important component of English language provision?

- a) Qualified teachers
- b) Learning resources
- c) Assessment
- d) All of the above

Answer: d) All of the above

B. Very Short Answer Type Questions

1. What is language policy?

Language policy is a set of principles and guidelines that determines how languages are taught and used in education.

2. What is meant by English language provision?

It refers to the arrangements, resources, teachers, and opportunities provided for learning English.

3. What are LSRW skills?

LSRW stands for Listening, Speaking, Reading, and Writing.

4. What is formative assessment?

It is assessment conducted during learning to provide feedback and improve learners' progress.

5. What is inclusive education?

Inclusive education ensures that all learners receive equal and meaningful opportunities to learn.

C. Short Answer Type Questions

1. Explain the importance of a learner-centred approach in English language learning.

Answer:

A learner-centred approach focuses on the needs, interests, abilities, and experiences of learners. It encourages active participation through discussions, pair work, group activities, role plays, and projects. It helps learners become more confident and independent in using English.

2. What are the major components of English language provision?

Answer:

The major components of English language provision are:

Curriculum – provides learning objectives and content.

Teachers – provide effective instruction and guidance.

Learning resources – include textbooks, audio, videos, and digital materials.

Classroom facilities – provide a suitable environment for learning.

Assessment – measures learners' progress.

Technology – provides additional opportunities for language practice.

3. Explain the role of teachers in implementing an English language policy.

Answer:

Teachers play a central role in implementing language policy.

They translate policy objectives into classroom practices, select suitable teaching methods, provide learning activities, assess learners, and give feedback. Regular teacher training helps them implement the policy effectively.

4. How can technology support English language learning?

Answer:

Technology provides learners with access to audio, videos, digital dictionaries, language-learning applications, online reading materials, and interactive activities. It increases exposure to English and provides opportunities to practise listening, speaking, reading, and writing.

5. What are the major challenges in implementing English language policies?

Answer:

Major challenges include shortage of qualified teachers, large and diverse classes, inadequate learning resources, limited opportunities for communication in English, unequal access to technology, examination pressure, and differences in learners' language backgrounds. Effective planning, teacher training, and adequate resources can help overcome these challenges.

D. Long Answer Type Questions

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1. Explain the meaning, principles, and major components of provision for English language learning.

Answer:

English language provision refers to the arrangements made by an educational institution or educational system to provide learners with effective opportunities to learn English. It includes teachers, curriculum, learning materials, classroom facilities, assessment, technology, and support services.

Principles of English Language Provision

- 1.Learner-centredness: Provision should consider learners' needs, interests, abilities, and backgrounds.
- 2.Inclusiveness: Every learner should receive equal opportunities to learn English.
- 3.Communicative orientation: Learners should get opportunities to use English in meaningful situations.
- 4.Continuity and progression: Learning should develop systematically from one stage to another.
- 5.Multilingual awareness: Learners' first languages should be recognised as valuable resources.
- 6.Flexibility: Teachers should be able to adapt teaching according to learners' needs.
- 7.Quality and relevance: Content should be useful for learners' academic, social, and professional purposes.

Major Components:

- Curriculum: Defines learning objectives, content, activities, and outcomes.
- Teachers: Qualified and trained teachers are essential for effective instruction.
- Learning resources: Textbooks, dictionaries, storybooks, audio-visual materials, and digital resources support learning.
- Classroom environment: Learners should have opportunities for interaction and communication.
- Assessment: Regular assessment helps monitor progress and provide feedback.
- Technology: Digital tools can provide additional opportunities for language practice.
- Support services: Remedial teaching and additional support can help learners with different needs.

2. Discuss the major steps involved in designing an effective policy for English language learning.

Answer:

An English language policy provides a framework for planning and implementing English language education. Designing an effective policy requires systematic planning.

Major Steps

1. Identify learners' needs:

The educational system should identify learners' language levels, backgrounds, difficulties, interests, and future requirements.

2. Define objectives:

Clear objectives should be established. For example, learners should be able to understand, speak, read, and write English effectively.

3. Decide the scope of provision:

The policy should determine when English will be introduced, the number of teaching hours, curriculum content, and assessment arrangements.

4. Plan the curriculum:

The curriculum should provide balanced development of Listening, Speaking, Reading, and Writing skills.

5. Provide qualified teachers:

Teachers should have appropriate subject knowledge and pedagogical skills. Regular professional development should also be provided.

6. Provide learning resources:

Schools should have suitable textbooks, supplementary materials, audio-visual resources, and digital tools.

7. Plan assessment:

Assessment should measure learners' language knowledge as well as their ability to communicate effectively.

8. Ensure inclusion:

The policy should address the needs of learners from different linguistic, social, and educational backgrounds.

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9. Implement the policy:

Adequate funding, infrastructure, teacher training, and administrative support are necessary for implementation.

10. Monitor and evaluate:

The policy should be regularly reviewed to identify weaknesses and make necessary improvements.

3. Explain the characteristics of an effective and inclusive English language policy. Discuss the challenges involved in its implementation.

Answer:

An effective English language policy provides clear direction for teaching and learning English while ensuring that all learners have meaningful opportunities to participate.

Characteristics of an Effective English Language Policy:

Clear: The objectives and expectations should be clearly defined.

Learner-centred: The policy should focus on learners' needs and abilities.

Inclusive: It should provide opportunities for learners from different linguistic, social, and economic backgrounds.

Flexible: It should allow adaptation according to local and classroom contexts.

Realistic: Objectives should be achievable with available resources.

Evidence-based: Decisions should be informed by educational research and learner needs.

Sustainable: The policy should be capable of being implemented over a long period.

Participatory: Teachers, learners, administrators, parents, and other stakeholders should be involved where appropriate.

Evaluative: The policy should include mechanisms for monitoring and improvement.

NOTES**Challenges in Implementation****1. Shortage of qualified teachers:**

Some institutions may not have enough trained English teachers.

2. Large and diverse classes:

Different levels of language proficiency make classroom teaching difficult.

3. Inadequate resources:

Lack of textbooks, technology, and other teaching materials can limit effective learning.

4. Limited exposure to English:

Learners may have few opportunities to use English outside the classroom.

5. Examination pressure:

Excessive focus on examinations may result in memorisation rather than communicative language use.

6. Unequal access to technology:

Not all learners have equal access to digital devices and the internet.

7. Linguistic diversity:

Different home languages may create additional challenges for teachers and learners.

8. Gap between policy and practice:

A well-designed policy may not produce expected results if teachers are not adequately trained or supported.

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UNIT- 13

CONSTITUTIONAL PROVISIONS AND LANGUAGE POLICY IN INDIA

UNIT STRUCTURE

13.1 Introduction

13.2 Objectives

13.3 Position of Language in India

13.4 Constitutional Provisions: Articles 343–351

13.5 Eighth Schedule

13.5.1 Official Language Policy & Three- Language Formula

13.5.2 Importance of Constitutional Language Provisions

13.6 Summary

13.7 Glossary

13.8 Answers to Check Your Progress

13.9 Suggested Readings

13.10 References

13.11 Exercises

13.1 Introduction

India is a multilingual country with many regional, tribal and minority languages. The Constitution of India recognises the importance of linguistic diversity while making provisions for the official language of the Union, regional languages, linguistic minorities and the development of Hindi.

The major constitutional provisions relating to language are found in Part XVII (Articles 343–351). ❖

India Code +1

13.2. Objectives

After studying this unit, learners will be able to:

- 1.Explain the multilingual nature of India.
Understand the constitutional position of languages in India.
- 2.Explain Articles 343–351 of the Constitution.
Understand the importance of Article 350A.
- 3.Describe the position of Hindi and English.
Explain the safeguards provided to linguistic minorities.

4. Understand the Eighth Schedule and its 22 languages.
5. Explain the Official Language Policy of India.
7. Understand the importance of the Three-Language Formula.
8. Develop awareness of India's linguistic diversity.

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13.3. Position of Language in India

India has a highly diverse linguistic situation. Different regions have their own languages, and many people are multilingual.

The Constitution attempts to maintain a balance between:

1. Hindi as the official language of the Union
2. English as an additional language for official purposes
3. Regional and state languages
4. Linguistic minority languages
5. Mother-tongue education
6. Development and protection of Indian

languages.

Hindi in Devanagari script is the official language of the Union under Article 343. English may also continue to be used for official purposes under the Official Languages Act, 1963. ♦

Rajbhasha +1

13.4. Constitutional Provisions: Articles 343–351

Article 343 – Official Language of the Union

Article 343 provides that:

1. Hindi in Devanagari script is the official language of the Union.
2. The international form of Indian numerals is used for official purposes.
3. English continued to be used for official purposes during the initial constitutional period.
4. Parliament can provide by law for the continued use of English.



Rajbhasha.

Importance

NOTES

Article 343 establishes the constitutional position of Hindi while allowing the continued use of English through legislation.

Article 344 – Commission and Committee on Official Language

Article 344 provides for:

An Official Language Commission.

Representation of languages included in the Eighth Schedule.

Recommendations concerning the progressive use of Hindi.

Consideration of the use of English and other language-related matters. ❖

Education**Article 345 – Official Language of a State**

A State Legislature may adopt one or more languages in use in the State, or Hindi, as the official language or languages of that State.

Thus, states have the constitutional flexibility to determine their official language arrangements.

Article 346 – Communication Between States and the Union

This article deals with the language to be used for communication:

1. Between one State and another State.
2. Between a State and the Union.

The provision facilitates administrative communication within the country.

Article 347 – Special Provision for a Language

The President may recognise a language spoken by a substantial section of the population of a State for specified purposes if a demand is made for such recognition.

This provision protects linguistic interests within states.

Article 348 – Language of Courts and Legislation

English has an important constitutional role in:

- 1.Proceedings of the Supreme Court and High Courts.
- 2.Authoritative texts of Bills, Acts, ordinances and certain legal documents

.
This provision is important for maintaining uniformity and accessibility in the legal system. ♦

Article 349 – Special Procedure for Language Laws

Article 349 provides a special constitutional procedure for certain laws concerning language, particularly during the initial period after the Constitution came into force. ♦

India Code

Article 350 – Language for Grievances

Every person has the right to submit a representation for the redress of a grievance to a Union or State authority in any language used in the Union or State, as applicable. ♦

Rajbhasha

Importance

It helps people communicate with government authorities without unnecessary language barriers.

3. Article 350A – Mother-Tongue Education

Article 350A is especially important in the field of education.

It directs every State and local authority to endeavour to provide adequate facilities for instruction in the mother tongue at the primary stage to children belonging to linguistic minority groups.

The President may issue directions to a State when necessary to secure such facilities. ♦

India Code +1

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Educational Importance

Article 350A:

- 1.Supports mother-tongue education.
 - 2.Protects linguistic minority children.
 - 3.Helps children understand learning materials more easily.
 - 4.Supports cultural and linguistic identity.
 - 5.Encourages respect for India's linguistic diversity.
4. Article 350B – Special Officer for Linguistic Minorities

Article 350B provides for a Special Officer for Linguistic Minorities appointed by the President.

The officer investigates matters relating to constitutional safeguards for linguistic minorities and reports to the President.



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5. Article 351 – Development of Hindi

Article 351 directs the Union to promote the spread and development of Hindi.

Hindi is to be developed so that it can serve as a medium of expression for India's composite culture.

The article also provides for enrichment of Hindi through forms, styles and expressions from Hindustani and other languages included in the Eighth Schedule. ◆

Rajbhasha.

13.5. Eighth Schedule

The Eighth Schedule currently contains 22 languages:

Assamese

Bengali

Bodo

Dogri
Gujarati
Hindi
Kannada
Kashmiri
Konkani
Malayalam
Manipuri
Marathi
Maithili
Nepali
Odia
Punjabi
Sanskrit
Santhali
Sindhi
Tamil
Telugu
Urdu

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The Eighth Schedule is constitutionally connected with Articles 344(1) and 351. ♦
Rajbhasha +1\

Official Language Policy

The official language policy of the Union provides an important role for both Hindi and English.

- Hindi in Devanagari is the official language of the Union.
- English can continue to be used for official purposes.
- The Official Languages Act, 1963 provides for the continued use of English alongside Hindi for specified official purposes. ♦

Rajbhasha +1

Three-Language Formula

The Three-Language Formula was developed as an educational and language policy to promote multilingualism.

Generally, it seeks to provide for the study of:

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1. regional language/mother tongue
2. Hindi or another Indian language
3. English

The Official Language Resolution, 1968 emphasised implementation of the Three-Language Formula and development of Indian languages. ❖

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Importance

It aims to:

- Promote multilingualism.
- Develop national integration.
- Encourage communication among different linguistic groups.
- Give importance to Indian languages.
- Provide access to English.

13.5.1. Importance of Constitutional Language Provisions

The constitutional provisions are important because they:

1. Recognise India's linguistic diversity.
2. Establish the official language of the Union.
3. Protect linguistic minorities.
4. Support mother-tongue education.
5. Provide a role for English.
6. Promote the development of Hindi.
7. Recognise languages in the Eighth Schedule.
8. Support communication between citizens and government.
9. Promote national integration.
10. Balance national communication with regional linguistic identity.

Check your progress:

- Q.1. Why is India called a multilingual country?
- Q.2. What is the official language of the Union?
- Q.3. What is the role of English in India?

Q.4. What does Article 343 deal with?

Q.5. What is the purpose of Article 345?

Q.6. What does Article 348 deal with?

Q.7. What is Article 350A?

NOTES

13.6. Summary

The Constitution of India provides a comprehensive framework for language. Articles 343–351 deal with the official language and related matters. Article 350A is particularly important for education because it encourages facilities for mother-tongue instruction at the primary stage for linguistic minorities. At the same time, Hindi, English and regional languages have important roles in India's educational, administrative and social life. ♦

Rajbhasha +1

13.7. GLOSSARY

- Constitution: The supreme law of a country.
- Official Language
- A language used for official government work.

- Multilingualism: The use of more than one language in a society or country.

- Mother Tongue: The first language learned by a person, usually at home.

- Regional Language: A language commonly spoken in a particular region or state.

- Linguistic Minority: A group of people whose language is different from the majority language of an area.

- Article 343: Provision concerning the official language of the Union.

- Article 344: Provision for the Official Language Commission and Committee.

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- Article 345: Provision concerning the official language of a State.
- Article 346: Provision concerning communication between States and the Union.
- Article 347: Provision for recognition of a language spoken by a substantial section of a State's population.
- Article 348: Provision concerning the language of courts and legislation.
- Article 349: Special procedure for certain language-related laws.
- Article 350: Right to submit representations for grievances in specified languages.
- Article 350A: Provision for mother-tongue instruction at the primary stage for linguistic minority children.
- Article 350B: Provision for a Special Officer for Linguistic Minorities.
- Article 351: Provision concerning the development and promotion of Hindi.
- Eighth Schedule: Schedule of the Constitution containing 22 recognised languages.
- Three-Language Formula: Educational approach promoting the study of three languages.
- Hindi: The official language of the Union in Devanagari script under Article 343.
- English: A language continuing to be used for official and other important purposes under law.
- Linguistic Diversity: The existence of many different languages within a society.

- **Mother-Tongue Education:** Education provided through the learner's first or home language.
- **Language Minority:** A community whose language is not the dominant language in a particular area.
- **National Integration:** The process of promoting unity among people with different languages, cultures and backgrounds.

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13.8. Answers to Check Your Progress

Answer: India is called a multilingual country because many different languages are spoken by people in different regions and communities.

2. What is the official language of the Union?

Answer: Hindi in the Devanagari script is the official language of the Union under Article 343.

3. What is the role of English in India?

Answer: English continues to be used for official purposes and plays an important role in higher education, administration, law, science, technology and communication.

4. What does Article 343 deal with?

Answer: Article 343 deals with the official language of the Union. It provides for Hindi in Devanagari script as the official language of the Union.

5. What is the purpose of Article 345?

Answer: Article 345 allows a State Legislature to adopt one or more languages used in the State, or Hindi, as the official language or languages of the State.

6. What does Article 348 deal with?

Answer: Article 348 deals mainly with the language used in the Supreme Court, High Courts and authoritative legal texts.

C. Article 350A

7. What is Article 350A?

Answer: Article 350A directs every State and local authority to endeavour to provide adequate facilities for instruction in the

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mother tongue at the primary stage for children belonging to linguistic minority groups.

13.9. Suggested Reading

- Government of India. The Constitution of India. New Delhi: Government of India.
- Government of India, Department of Official Language. Official Language Policy and Constitutional Provisions. New Delhi.
- NCERT. National Curriculum Framework for School Education. New Delhi: NCERT.
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- Census of India. Language Tables of India.
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13.11. Exercise

A. Multiple choice questions

1. Which Article deals with the official language of the Union?

- A. Article 345
- B. Article 343
- C. Article 350A
- D. Article 351

Answer: B. Article 343

2. Article 350A is related to:

- A. Development of Hindi
- B. Language of courts
- C. Mother-tongue instruction at the primary stage
- D. Official language of the Union

Answer: C. Mother-tongue instruction at the primary stage

3. How many languages are included in the Eighth Schedule?

- A. 18

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B. 20

C. 22

D. 24

Answer: C. 22

4. Article 350B provides for:

A. Official Language Commission

B. Special Officer for Linguistic Minorities

C. Three-Language Formula

D. Development of English

Answer: B. Special Officer for Linguistic Minorities

5. Article 351 deals with:

A. Development of Hindi

B. Language of the Supreme Court

C. Mother-tongue education

D. Official language of States

Answer: A. Development of Hindi

B. Fill in the blanks:

1.Hindi in _____ script is the official language of the Union.

2.Article _____ deals with the official language of the Union.

3.Article 350A relates to instruction in the _____ at the primary stage.

4.Article 350B provides for a Special Officer for _____.

5.The Eighth Schedule contains _____ languages.

6.Article 351 deals with the development of _____.

Answers

1.Devanagari

2.343

3.mother tongue

4.Linguistic Minorities

5.22

6.Hindi

C.Short Answer Questions with Answers**NOTES**

1. What is meant by linguistic diversity?

Answer: Linguistic diversity means the existence and use of different languages by different communities and regions in a country. India is a multilingual country with many regional, tribal and minority languages.

2. What is a linguistic minority?

Answer: A linguistic minority is a group of people whose language is different from the dominant language of a particular State or area.

3. What does Article 343 provide?

Answer: Article 343 provides that Hindi in Devanagari script is the official language of the Union. It also provides for the continued use of English for official purposes as provided by law.

4. What is the significance of Article 350A?

Answer: Article 350A directs States and local authorities to endeavour to provide adequate facilities for instruction in the mother tongue at the primary stage for children belonging to linguistic minority groups.

5. What does Article 350B provide?

Answer: Article 350B provides for a Special Officer for Linguistic Minorities. The officer investigates matters relating to constitutional safeguards for linguistic minorities.

6. What is the Eighth Schedule?

Answer: The Eighth Schedule of the Constitution contains 22 languages recognised for constitutional purposes. It is connected with Articles 344(1) and 351.

D.Long Answer type Questions:

1. Discuss the constitutional provisions relating to language in India.

Answer:

The Constitution of India recognises the multilingual nature of the country and provides various provisions relating to language in Part XVII, Articles 343–351.

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Article 343 deals with the official language of the Union.

Article 344 provides for the Official Language Commission and Committee.

Article 345 deals with the official language or languages of a State.

Article 346 deals with communication between States and the Union.

Article 347 provides for recognition of a language spoken by a substantial section of a State's population.

Article 348 deals with the language used in courts and legislation.

Article 349 provides a special procedure for certain language-related laws.

Article 350 allows people to submit representations for grievances in specified languages.

Article 350A supports mother-tongue instruction at the primary stage for linguistic minority children.

Article 350B provides for a Special Officer for Linguistic Minorities.

Article 351 directs the Union to promote the development of Hindi.

Thus, the constitutional provisions attempt to balance national communication, regional languages and linguistic minority rights.

2. Discuss the educational importance of Article 350A.

Answer:

Article 350A is important because it focuses on the mother tongue of linguistic minority children. It directs States and local authorities to endeavour to provide adequate facilities for instruction in the mother tongue at the primary stage.

1. Its educational importance includes:

2. It helps children understand lessons more easily.

3. It supports early learning and comprehension.

4. It protects linguistic and cultural identity.

5. It gives importance to minority languages.

6. It encourages respect for linguistic diversity.

7.It can make primary education more meaningful for children.

Therefore, Article 350A is an important constitutional provision for inclusive and multilingual education.

3. Explain the position of Hindi, English and regional languages in India.

Answer:

India has a multilingual language situation. Hindi in Devanagari script is the official language of the Union under Article 343. English continues to be used for official purposes under law and has an important role in higher education, administration, law, science, technology and international communication.

Regional and State languages are also important. Under Article 345, a State may adopt one or more languages used in the State, or Hindi, as its official language or languages.

Thus, Hindi, English and regional languages all have important roles in India's educational, administrative and social life.

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UNIT- 14

KOTHARI COMMISSION

(1964–66)

UNIT STRUCTURE

- 14.1 Introduction**
- 14.2 Objectives**
- 14.3 Background of the Kothari Commission**
 - 14.3.1 Major Recommendations**
 - 14.3.2 Recommendations on Language Education**
 - 14.3.3 Importance and Key Contributions of the Kothari Commission**
- 14.4 National Education Policy (NEP) 2020**
 - 14.4.1 Major Features of NEP 2020**
 - 14.4.2 NEP 2020 and English Language Learning**
 - 14.4.3 Overall Importance of NEP 2020**
- 14.5 Answers to Check Your Progress**
- 14.6 Summary**
- 14.7 Glossary**
- 14.8 Suggested Readings - OER**
- 14.9 References**
- 14.10 Exercises**

14.1 Introduction

Kothari Commission (1964–66):

The Kothari Commission, officially known as the Education Commission (1964–66), was appointed by the Government of India under the chairmanship of Dr. D. S. Kothari. Its main objective was to examine the entire education system of India and suggest reforms for its improvement. The Commission emphasized equal educational opportunities, national development, vocational education, science and technology, and the 10+2+3 structure. Its recommendations played an important role in shaping India's education policies.

National Education Policy (NEP) 2020:

The National Education Policy (NEP) 2020 was approved by the Government of India on 29 July 2020. It aims to transform the Indian education system by making it more holistic, flexible, multidisciplinary, inclusive, and skill-oriented. NEP 2020 introduced the 5+3+3+4 curricular structure, emphasized foundational literacy and numeracy, mother tongue/regional languages, vocational education, technology, and multidisciplinary learning. It seeks to make education more

accessible, equitable, and relevant to the needs of the 21st century.

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14.2. Objectives

After studying this topic, learners will be able to:

- Explain the background and purpose of the Kothari Commission.
- .Describe the major recommendations of the Commission.
- Understand its recommendations on language education.
- .Explain the Three-Language Formula.
- Understand the importance of the 10+2+3 pattern.
- .Explain the Commission's recommendations on teacher education.
- .Understand its views on equal educational opportunity.
- .Discuss its contribution to Indian education.

14.3. Background of the Kothari Commission

After independence, India needed a comprehensive review of its education system. Different committees had examined particular areas of education, but there was a need for an integrated study of school, higher, vocational and teacher education.

Therefore, the Government of India appointed the Education Commission in 1964 under the chairmanship of Dr. D. S. Kothari.

The Commission submitted its report in 1966.

Main Theme: The Commission viewed education as an important instrument for:

- 1.National development
- 2.Social transformation
- 3.Economic development
- 4.National integration
- 5.Promotion of equality
- 6.Development of scientific thinking

14.3.1. Major Recommendations

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The National Education Policy (NEP) 2020 introduced several major reforms to transform the Indian education system. The important recommendations are:

A. 10+2+3 Pattern

One of the major recommendations was the 10+2+3 educational structure:

- 10 years of general school education
- 2 years of higher secondary education
- 3 years of undergraduate education

This structure later became an important feature of Indian education.

B. Three-Language Formula

The Commission strongly supported the Three-Language Formula.

Students were expected to study:

- 1.Regional language or mother tongue
- 2.Hindi or another Indian language
- 3.English

Importance the formula aimed to:

- 1.Promote multilingualism
- 2.Strengthen national integration
- 3.Protect regional languages
- 4.Provide access to English
- 5.Encourage communication among different linguistic groups

C. Equalization of Educational Opportunity

The Commission emphasised equal educational opportunities for all.

It recommended special attention to:

- 1.Rural students
- 2.Girls

3. Socially disadvantaged groups
4. Economically weaker sections
5. Children from backward areas

The aim was to reduce inequalities in education.

NOTES**D. Common School System**

The Commission recommended the idea of a Common School System to reduce differences in educational opportunities. The system aimed to provide children from different social and economic backgrounds with access to good-quality education.

E. Vocational Education

The Commission recommended greater emphasis on vocational and technical education.

Education should prepare students not only for academic study but also for:

1. Employment
2. Skilled work
3. Technical occupations
4. Economic development

F. Teacher Education

The Commission recognised teachers as central to educational improvement.

It recommended:

1. Better teacher preparation
2. Improved teacher status
3. In-service training
4. Better working conditions
5. Professional development

G. Science and Mathematics Education

The Commission emphasised the teaching of science and mathematics.

It believed that scientific and technological education was necessary for India's economic and national development.

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H. Work Experience

The Commission recommended including work experience in education.

Students should develop practical skills and understand the dignity of labour.

14.3.2. Recommendations on Language Education

Language education was an important concern of the Kothari Commission.

The Commission supported:

1. Development of the mother tongue/regional language
2. Promotion of Hindi
3. Continued importance of English
4. Implementation of the Three-Language Formula
5. Development of Indian languages
6. Improvement of language teaching

It recognised that language could contribute to both national integration and preservation of cultural diversity.

14.3.2.1. Importance of the Kothari Commission

The Kothari Commission is considered a landmark in the history of Indian education because it provided a comprehensive educational framework.

Its recommendations influenced later educational policies, particularly the National Policy on Education, 1968.

Key Contributions

1. 10+2+3 educational structure
2. Three-Language Formula
3. Equal educational opportunities
4. Common School System

5.Vocational education	Stage	Classes/age	Main focus	NOTES preschool/
6.Teacher education	Foundational	5 year	3 years, Anganwadi	
7.Science and mathematics education	Preparatory	3 year	Classes 3 to 5	
	Middle	3 years	Classes 3 to 8	
8.Work experience	Secondary	4 years	Classes 9 to12	
9.Education for national development				

14.4. NATIONAL EDUCATION POLICY (NEP) 2020

Major Features of NEP 2020

The National Education Policy (NEP) 2020 is a comprehensive policy aimed at transforming India's education system. It focuses on holistic development, flexibility, skill development, inclusion, and quality education for all learners.

A. 5+3+3+4 Curricular Structure

NEP 2020 replaces the traditional 10+2 structure with a 5+3+3+4 structure covering

B. Foundational Literacy and Numeracy

NEP 2020 gives high priority to Foundational Literacy and Numeracy (FLN).

Every child should acquire basic reading, writing and mathematical skills in the early years of schooling.

C. Language Education

NEP 2020 promotes multilingualism and recommends that, wherever possible, the home language/mother tongue/local or regional language should be the medium of instruction at least until Grade 5, and preferably beyond.

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The policy also promotes the three-language formula, with flexibility and no language imposed on any State.

D. Vocational Education

Vocational education is to be integrated into mainstream education.

Students are encouraged to develop:

- Practical skills
- Work-related knowledge
- Entrepreneurship
- Technical skills
- Understanding of different occupations

E. Holistic Education

- NEP 2020 aims at the overall development of learners, including:
- Intellectual development
- Social development
- Emotional development
- Physical development
- Ethical development Creativity

E. Multidisciplinary Learning

Students should have greater flexibility to choose subjects across different disciplines.

The policy seeks to reduce rigid divisions between:

- Arts and sciences
- Academic and vocational education
- Curricular and extracurricular activities

F. Assessment Reforms

NEP 2020 proposes assessment that focuses more on competencies, understanding and application rather than rote memorisation.

It promotes:

Regular formative assessment
Competency-based assessment

Holistic Progress Card
Reduction of examination stress

NOTES**G. Use of Technology**

NEP 2020 encourages the effective use of technology for:

Teaching and learning

Online education

Digital resources

Teacher training

Educational planning and management

H. Teacher Education

The policy emphasises improving teacher preparation and professional development.

A major goal is to make the 4-year integrated B.Ed. the minimum qualification for school teachers by 2030, subject to the policy's implementation framework.

I. Inclusive Education

NEP 2020 emphasises equitable and inclusive education for:

Girls

Socio-economically disadvantaged groups

Children with disabilities

Rural and disadvantaged learners

Other underrepresented groups

14.4.1. NEP 2020 and English Language Learning

NEP 2020 recognises the importance of English as well as Indian languages.

It promotes:

- Multilingual education
- Development of Indian languages
- Learning in the mother tongue/home language where feasible
- Better language proficiency
- Use of language as a means of communication and learning

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- The policy does not seek to eliminate English; rather, it supports multilingualism and greater flexibility in language learning.

Importance of NEP 2020

NEP 2020 is important because it aims to transform education from a system focused heavily on content and rote learning toward one focused on:

- Competency
- Critical thinking
- Creativity
- Communication
- Problem-solving
- Skills
- Holistic development

Check your progress

Q1. What is NEP 2020?

Q2. What is the 5+3+3+4 structure?

Q3. What is Foundational Literacy and Numeracy?

Q 4. What is the Kothari Commission?

Q.5. Who was the chairman of the Kothari Commission?

Q.6. What was the main objective of the Kothari Commission?

Q.7. What educational structure was recommended by the Kothari Commission?

Q.8. What did the Commission recommend regarding equality in education?

14.5. Summary:

The Kothari Commission (1964–66) and NEP 2020 are two important milestones in the development of India's education system. The Kothari Commission focused on equal educational opportunities, national development, quality education, science and technology, and a common educational structure, while NEP 2020 focuses on holistic development, foundational learning,

flexibility, skill development, multidisciplinary education, and the use of technology. Both emphasize quality, equity, national development, and the overall development of learners. Together, they reflect India's continuing efforts to make education more inclusive, meaningful, practical, and relevant to changing societal needs.

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14.6. Glossary:

- Kothari Commission: Education Commission appointed in 1964 under Dr. D. S. Kothari to review the Indian education system.
- NEP 2020: National Education Policy introduced in 2020 to transform the Indian education system.
- Equal Educational Opportunity: Providing equal access to education to all students, regardless of their social or economic background.
- National Development: Using education to promote the social, economic, scientific, and cultural development of the country.
- 10+2+3 Structure: Educational structure recommended by the Kothari Commission: 10 years of school, 2 years of higher secondary, and 3 years of graduation.
- 5+3+3+4 Structure: NEP 2020's new curricular structure covering foundational, preparatory, middle, and secondary stages.
- Holistic Education: Education that develops the intellectual, physical, emotional, social, creative, and ethical abilities of learners.
- Foundational Literacy: The ability to read, write, understand, and communicate effectively at the foundational stage.
- Numeracy: The ability to understand and use basic mathematical concepts and skills.
- Multidisciplinary Education: Learning that combines subjects and knowledge from different academic areas.
- Vocational Education: Education that develops practical and job-related skills.
- Inclusive Education: An educational approach that provides learning opportunities to all learners, including disadvantaged groups.

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- **Mother Tongue:** The language naturally learned and commonly spoken by a child or community.
- **Skill Development:** Development of practical abilities and competencies needed for education, employment, and life.
- **Critical Thinking:** The ability to analyse information, evaluate ideas, and make reasoned judgments.
- **Technology in Education:** Use of digital tools and technology to support teaching, learning, assessment, and access to education.
- **Assessment:** The process of measuring students' learning, understanding, skills, and progress.
- **Multidisciplinary:** Involving knowledge or subjects from more than one discipline.
- **Equity:** Ensuring that learners receive appropriate opportunities and support according to their needs.
- **Quality Education:** Education that effectively develops knowledge, skills, values, and competencies in learners.

14.7. Answers to check your progress

Ans.1: NEP 2020 stands for National Education Policy 2020. It provides a framework for transforming school and higher education in India.

Ans.2: It is the new curricular and pedagogical structure covering ages 3–18:

5 years: Foundational Stage

3 years: Preparatory Stage

3 years: Middle Stage

2 years: Secondary Stage

Ans.3: Foundational Literacy and Numeracy (FLN) means developing basic abilities in reading, writing, understanding and mathematics during the early years of education.

Ans.4: The Kothari Commission, officially called the Education Commission (1964–66), was appointed by the Government of India to examine the entire education system and suggest reforms.

Ans.5: Dr. D. S. Kothari was the chairman of the commission.

Ans.6: Its main objective was to improve the quality and effectiveness of education and make education an important instrument of national development.

Ans.7: It recommended the 10+2+3 pattern of education.

Q.8. What did the Commission recommend regarding equality in education?

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14.8. Suggested Reading

- Government of India – National Education Policy 2020. Ministry of Education.
- Ministry of Education, Government of India – National Education Policy 2020: Official Documents and Resources.
- NCERT – National Curriculum Framework for the Foundational Stage (NCF-FS), 2022.
- NCERT – National Curriculum Framework for School Education (NCF-SE).
- Government of India – National Education Policy 2020: Transforming Education.
- NCERT – Publications on school education, language education and assessment reforms.
- UNESCO – Reports on education, multilingualism and inclusive education.
- Ministry of Education – Official materials on the implementation of NEP 2020.

Online Resources

- Ministry of Education, Government of India
- NCERT
- UGC
- UNESCO
- Department of School Education & Literacy, Government of India

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- Government of India. Right of Children to Free and Compulsory Education Act, 2009. New Delhi.
- UGC. Guidelines and initiatives related to the implementation of NEP 2020. University Grants Commission.

14.10. Exercise:

A. Multiple choice questions

1. NEP 2020 was introduced in which year?

A. 2015

B. 2018

C. 2020

D. 2022

Answer: C. 2020

2. Which structure is proposed by NEP 2020?

A. 10+2

B. 5+3+3+4

C. 8+4

D. 6+3+3

Answer: B. 5+3+3+4

3. FLN stands for:

- A. Fundamental Language Network
- B. Foundational Literacy and Numeracy
- C. Formal Learning and Numeracy
- D. Functional Language and Numbers

Answer: B. Foundational Literacy and Numeracy

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B. Short answer type questions:

1. What is NEP 2020?

Answer: NEP 2020 stands for National Education Policy 2020. It aims to transform India's education system by making it holistic, flexible, inclusive, skill-oriented and learner-centred.

3. What is FLN?

Answer: FLN means Foundational Literacy and Numeracy. It refers to basic abilities in reading, writing, understanding and mathematics.

4. What is multilingualism?

Answer: Multilingualism means the ability to learn or use more than one language. NEP 2020 promotes multilingual education and respect for Indian languages.

C. Long answer type questions:

Q.1. Explain the major features of NEP 2020.

Answer: The major features of NEP 2020 are:

5+3+3+4 school structure

Focus on Foundational Literacy and Numeracy

Promotion of multilingualism

Use of mother tongue/local or regional language wherever possible

Holistic and multidisciplinary education

Promotion of vocational and skill education

Competency-based assessment

Use of technology and digital learning

Inclusive and equitable education

Improvement of teacher education and training

Thus, NEP 2020 aims to make education more flexible, meaningful, inclusive and learner-centred.

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Q.2. Explain the 5+3+3+4 structure.

Answer: The 5+3+3+4 structure replaces the earlier 10+2 structure.

Foundational Stage – 5 years: 3 years of preschool/Anganwadi + Classes 1–2.

Preparatory Stage – 3 years: Classes 3–5.

Middle Stage – 3 years: Classes 6–8.

Secondary Stage – 4 years: Classes 9–12.

The structure is designed according to children's developmental stages and promotes activity-based and experiential learning.

Q.3. Explain the importance of language education under NEP 2020.

Answer: NEP 2020 gives importance to mother tongue, home language, local and regional languages. Wherever possible, these languages are recommended as the medium of instruction at least until Grade 5 and preferably beyond. It promotes multilingualism and encourages students to learn Indian languages along with English. This supports better understanding, cultural identity and respect for linguistic diversity.

UNIT- 15

POA-1992, NATIONAL CURRICULUM FRAMEWORK (NCF) 2005 (Language Education)

NOTES

UNIT STRUCTURE

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- 15.2 Objectives
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 - 15.3.1 Background of POA 1992
 - 15.3.2 Major Objectives of POA 1992
 - 15.3.3 Major Areas of POA 1992
 - 15.3.4 Teacher Education
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15.1. Introduction

The Programme of Action (POA), 1992 was prepared to facilitate the implementation of the National Policy on Education (NPE), 1986, as modified in 1992. It provided a framework for translating the objectives of the education policy into concrete programmes and actions.

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POA 1992 gave importance to access, equity, quality, teacher education, vocationalisation, adult education, women's education, education of disadvantaged groups, and the use of technology in education.

15.2. Objectives

After studying this unit, the learner will be able to:

- Explain the meaning and background of POA 1992.
- Describe the major objectives of POA 1992.
- Discuss the major areas covered by the Programme of Action.
- Explain the provisions related to elementary and secondary education.
- Discuss the importance of teacher education under POA 1992.
- Explain the role of POA 1992 in promoting equality and quality in education.
- Analyse the significance of POA 1992 in the development of Indian education.

15.3. Meaning of Programme of Action (POA), 1992

The Programme of Action, 1992 was an implementation framework for the National Policy on Education, 1986, particularly after its review and modification in 1992.

The policy provided broad educational goals, while POA attempted to explain what actions should be taken, by whom, and through which programmes to achieve those goals.

Thus:

NPE provides the policy framework, whereas POA provides the programme and implementation framework.

15.3.1. Background of POA 1992

The National Policy on Education (NPE), 1986 was introduced with the objective of restructuring the Indian education system. Subsequently, the policy was reviewed and modified in 1992.

The revised policy required a new and more practical Programme of Action. Therefore, POA 1992 was prepared to strengthen the implementation of educational reforms.

It aimed to translate educational objectives into specific programmes, strategies, and implementation measures.

15.3.2. Major Objectives of POA 1992

The major objectives included:

- 1.universalisation of elementary education;
- 2.improving access to education;
- 3.reducing educational inequalities;
- 4.improving the quality of education;
- 5.strengthening teacher education;
- 6.promoting women's education;
- 7.supporting disadvantaged groups;
- 8.improving vocational education;
- 9.strengthening adult education;
- 10.promoting educational technology;
- 11.improving management and planning of education.

15.3.3 Major Areas of POA 1992

A. Elementary Education

Elementary education received major attention.

- Important concerns included:
- universal access to elementary education;
- universal enrolment;
- reduction of dropouts;
- improvement in retention;
- improvement in the quality of learning;
- provision of basic facilities;

development of child-centred teaching.

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The Operation Blackboard programme was an important initiative aimed at improving basic facilities and instructional resources in primary schools.

B. Education for Women

POA 1992 recognised education as an important means of achieving women's equality.

It emphasised:

- 1.increasing women's access to education;
- 2.reducing gender disparities;
- 3.encouraging girls' participation in schooling;
- 4.removing social and educational barriers;
- 5.using education to empower women.

C. Education of Disadvantaged Groups

Special attention was given to educationally disadvantaged sections of society.

- These included:
- Scheduled Castes;
- Scheduled Tribes;
- minorities;
- children with disabilities;
- children from disadvantaged communities;
- other socially and educationally disadvantaged groups.

The emphasis was on equal educational opportunity and social justice.

D. Secondary Education

POA 1992 aimed to improve access and quality at the secondary level.

It emphasised:

- expansion of secondary education;
- improvement in quality;
- diversification of courses;

- vocationalisation;
- development of science and technology education;
- improved guidance and counselling.
-

NOTES**E. Vocational Education**

Vocational education was promoted to provide learners with work-related knowledge and skills.

Its objectives included:

- developing employable skills;
- linking education with employment;
- providing practical education;
- reducing excessive dependence on academic courses.

15.3.4. Teacher Education

Teacher education was considered an important component of educational quality.

POA 1992 emphasised:

- improvement of pre-service teacher education;
- in-service training;
- professional development of teachers;
- strengthening teacher education institutions;
-

improving the quality of teacher educators.

The District Institute of Education and Training (DIET) was an important institutional mechanism for strengthening elementary teacher education and training.

15.3.5. Adult Education

POA 1992 also gave importance to adult education and literacy.

- The main objectives were:
- removal of illiteracy;
- development of functional literacy;
- creation of awareness;
- improvement of skills;

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- encouraging continuing education.

Adult education was viewed not merely as learning to read and write but as a means of social and economic development.

15.3.6. Educational Technology

POA 1992 recognised the potential of educational technology in improving teaching and learning.

- Technology could be used for:
- teaching and learning;
- teacher training;
- educational broadcasting;
- development of instructional materials;
- distance education;
- improving access to educational resources.

15.3.7. Open and Distance Education

Open and distance learning was encouraged to expand educational opportunities.

It was particularly useful for:

- learners unable to attend regular institutions;
- working learners;
- adults;
- learners living in remote areas.
- It provided flexibility in terms of time, place, and pace of learning.

15.3.8. Quality Improvement

POA 1992 emphasised that expansion of education should be accompanied by improvement in quality.

- Quality improvement included:
- better curriculum;
- improved teaching methods;
- teacher training;
- learning resources;
- improved assessment;

- better educational management;
- learner-centred approaches.

NOTES**15.3.9 Language Education**

Language education was an important part of Indian educational planning.

The policy framework supported the development of Indian languages and the continued importance of Hindi, English, and other Indian languages according to the constitutional and educational context.

Language education aimed to:

- promote communication;
- develop national integration;
- preserve linguistic diversity;
- provide access to higher education and employment;
- develop multilingual competence.

15.3.10 Educational Management

POA 1992 emphasised better educational planning and management.

It promoted:

- decentralisation;
- institutional planning;
- monitoring;
- evaluation;
- community participation;
- efficient use of educational resources.
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Effective management was considered necessary for successful implementation of educational programmes.

15.3.11. Significance of POA 1992

POA 1992 was significant because it attempted to convert broad educational policy objectives into action-oriented programmes.

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Its major contributions included:

- emphasis on universal elementary education;
- focus on educational equality;
- support for women's education;
- attention to disadvantaged groups;
- strengthening of teacher education;
- promotion of vocational education;
- emphasis on adult literacy;
- use of educational technology;
- promotion of open and distance learning;
- emphasis on quality improvement.

15.3.12. Limitations and Challenges

The implementation of POA 1992 faced several challenges:

- inadequate financial resources;
- regional disparities;
- shortage of trained teachers;
- high dropout rates;
- inadequate school infrastructure;
- social and economic inequalities;
- difficulty in implementing programmes uniformly;

gap between policy formulation and actual classroom practice.

Therefore, successful implementation required adequate funding, trained personnel, effective monitoring, and active participation of communities.

15.4. NCF 2005: Language Education

The National Curriculum Framework (NCF), 2005 provides important guidelines for curriculum development and classroom teaching in India. Language education occupies an important place in NCF 2005 because language is essential for communication, thinking, learning, identity, and social interaction.

NCF 2005 views India's multilingual character as a resource and strength. It recommends a language education approach that

respects children's home languages while providing opportunities to learn additional languages.

NOTES**15.4.1 NCF 2005 and Language Education**

NCF 2005 gives language education a central role in the development of learners. It emphasises that language is not merely a subject to be studied; it is also a medium through which children think, learn, communicate, and construct knowledge.

The framework seeks to move language teaching away from mechanical memorisation towards meaningful use and communication.

15.4.2. Multilingualism as a Resource

India is a multilingual country. NCF 2005 recognises multilingualism as an important resource for education. Children bring knowledge of their home language into the classroom. Instead of ignoring this knowledge, teachers should use it to support further language learning.

Multilingual resources are learning materials available in two or more languages. They can support learners who speak different home languages and make teaching more inclusive.

Examples include:

- Bilingual textbooks and workbooks
- Multilingual dictionaries and glossaries
- Dual-language storybooks
- Audio/video resources with multiple language options
- Translated curriculum documents and learning materials
- Multilingual educational websites and digital apps
- Visual resources such as labelled charts, maps, and picture cards
- Community- or locally produced materials in regional languages
- In a curriculum context, multilingual resources can help learners connect new concepts with their existing

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linguistic knowledge, improve comprehension, and value linguistic diversity.

15.4.3 Importance of the Mother Tongue

NCF 2005 gives importance to the mother tongue or home language as a medium for learning, particularly in the early stages of education.

Learning through a familiar language helps children:

1. understand concepts more easily;
2. express their thoughts;
3. participate actively;
4. develop confidence;
5. connect school learning with their experiences.

Three-Language Formula

NCF 2005 supports the Three-Language Formula as an important framework for language education.

Broadly, it seeks to provide learners with opportunities to learn:

- the regional language/mother tongue;
- Hindi or another Indian language, as applicable;
- English or another modern language, according to the educational context.

The implementation of the formula varies across different states and educational contexts.

Objectives of Language Teaching

According to the approach of NCF 2005 language education should help learners:

- communicate effectively;
- understand and express ideas;
- develop listening and speaking abilities;
- develop reading and writing skills;
- think critically and creatively;

- appreciate literature;
- understand different cultures;
- develop sensitivity towards linguistic diversity.

NOTES**Language Learning as a Process of Construction**

NCF 2005 encourages teachers to understand that children do not learn language simply by memorising rules.

Children learn language through:

- interaction;
- conversation;
- reading;
- storytelling;
- writing;
- discussion;
- observation;
- meaningful activities.

Therefore, classroom teaching should provide learners with rich and meaningful language experiences.

15.4.4. Development of LSRW Skills

Language teaching should provide opportunities to develop:

Listening

Learners should listen to conversations, stories, poems, instructions, and other forms of spoken language.

Speaking

Learners should be encouraged to express their ideas, ask questions, participate in discussions, and communicate confidently.

Reading

Reading should include stories, poems, newspapers, informational texts, and other meaningful materials.

Writing

Learners should write for different purposes rather than merely reproduce textbook answers.

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Thus, Listening, Speaking, Reading, and Writing (LSRW) should develop in an integrated manner.

15.5. Position of English in NCF 2005

English occupies an important position because of its role in:

- higher education;
- employment;
- science and technology;
- national and international communication;
- access to knowledge and information.

However, NCF 2005 does not support replacing Indian languages with English. It emphasises the development of multilingual competence and recognises the importance of both Indian languages and English.

Teaching of Grammar

NCF 2005 encourages a shift away from teaching grammar as isolated rules.

Grammar should be taught in context and connected with actual language use.

For example, instead of only asking learners to memorise rules of tense, teachers can use conversations, stories, or writing activities through which learners understand how tense is used.

Role of the Teacher

The language teacher should act as a facilitator of learning rather than merely transmitting information.

Teachers should:

- encourage classroom interaction;
- respect learners' home languages;
- provide varied reading materials;
- encourage discussion;
- promote creative expression;

- use meaningful activities;

support learners who have different levels of language proficiency.

NOTES**Role of Literature**

NCF 2005 gives importance to literature because literary texts can:

- develop imagination;
- enrich vocabulary;
- promote creativity;
- develop sensitivity;
- introduce learners to different cultures and experiences;

Stories, poems, plays, and other literary forms should therefore be used as meaningful language-learning resources.

Language Assessment

Assessment should not be limited to testing grammatical knowledge.

It should assess learners' ability to:

- understand language;
- communicate ideas;
- read with comprehension;
- write effectively;

use language appropriately in different contexts.

Assessment should support learning and provide useful feedback.

15.5.1. Major Recommendations for Classroom Practice

NCF 2005 encourages:

- child-centred language teaching;
- use of learners' experiences;
- multilingual classroom practices;

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- activity-based learning;
- meaningful reading and writing;
- opportunities for oral communication;
- contextual teaching of grammar;
- exposure to diverse texts;
- continuous assessment;
-

reduction of rote learning.

15.5.2. Challenges in Language Education

Some challenges include:

- multilingual classrooms;
- differences in learners' language backgrounds;
- shortage of trained language teachers;
- limited learning resources;
- examination-oriented teaching;
- inadequate opportunities for speaking English;
- unequal exposure to English;

difficulties in implementing the Three-Language Formula uniformly.

Check you progress:

Q.1. What is POA 1992?

Q.2. What were the major objectives of POA 1992?

Q3. What importance was given to elementary education under POA 1992?

Q.4. What is the role of DIET under POA 1992?

Q.5. What was the importance of vocational education in POA 1992?

Q.6. What is the main approach to language education in NCF 2005?

Q.7. How does NCF 2005 view multilingualism?

Q.8. What is the Three-Language Formula?

15.6. Summary:

NCF 2005 presents language education as an important means of learning, communication, thinking, and social development. It recognises India's multilingual nature and considers children's languages as valuable educational resources. It promotes meaningful communication, integrated development of LSRW skills, contextual grammar teaching, literature, learner-centred pedagogy, and multilingual competence. In this way, NCF 2005 seeks to make language education more inclusive, meaningful, child-centred, and connected with learners' lives.

15.7. Glossary:

Language Education

The process of developing learners' ability to understand, use, communicate, read, and write languages.

Multilingualism

The ability to use or the presence of more than one language in an individual or society.

Mother Tongue

The language generally acquired and used by a child in the home or early social environment.

Home Language

The language or languages commonly used by children and their families in their everyday lives.

Three-Language Formula

An educational approach that provides for the learning of three languages at the school level, with implementation varying across states.

Communicative Competence

The ability to use language appropriately and effectively in different situations.

LSRW Skills

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The four basic language skills: Listening, Speaking, Reading, and Writing.

Language Diversity

The existence of different languages and varieties of language within a society or classroom.

Child-Centred Learning

An approach that gives importance to learners' experiences, needs, interests, and active participation.

Contextual Grammar

Teaching grammar through meaningful language use and real contexts rather than isolated rules.

Language Acquisition

The process through which learners naturally develop knowledge and ability to use a language.

Language Learning

The conscious process of developing knowledge and skills in a language through instruction and practice.

Literacy

The ability to read, understand, write, and use written language effectively.

Language Proficiency

The level of ability a learner has in understanding and using a language.

Language Resources

Materials and experiences such as books, stories, conversations, media, and digital resources that support language learning.

NPE

National Policy on Education

Universalisation

Making education available to all eligible learners

Vocational Education

Education that develops work-related and occupational skills

Adult Education

Educational programmes designed for adult learners

DIET

District Institute of Education and Training.

Open Education

Flexible education that provides access beyond conventional institutions

Equity

Fair opportunities and support according to learners' needs

Quality Education

Education that effectively develops learners' knowledge, skills, values, and abilities

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15.8. Check Your Progress: Answers

Ans.1: POA 1992 stands for Programme of Action, 1992. It was prepared to facilitate the implementation of the National Policy on Education, 1986, as modified in 1992.

Ans.2: Its major objectives included universalisation of elementary education, improving educational quality, promoting equality, strengthening teacher education, supporting disadvantaged groups, women's education, vocational education, adult education, and educational technology.

Ans.3: POA 1992 emphasised universal access, enrolment, retention, reduction of dropouts, improvement of quality, and provision of basic facilities in elementary schools.

Ans.4: District Institutes of Education and Training (DIETs) were established to strengthen elementary teacher education and provide pre-service and in-service training to teachers.

Ans.5: Vocational education aimed to develop work-related skills, improve employability, provide practical education, and connect education with the world of work.

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Ans.6: NCF 2005 promotes a learner-centred, communicative, and multilingual approach to language education. It considers language an important tool for learning, thinking, communication, and social interaction.

Ans.7: NCF 2005 views multilingualism as a resource and strength. It encourages schools to value learners' home languages and use their existing linguistic knowledge to support further language learning.

Ans.8: The Three-Language Formula is a framework through which learners study three languages at the school level. Its specific implementation varies across different states and educational contexts.

15.9. Suggested Reading –

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15.11. Exercise:

A. Multiple Choice Questions (MCQs)

1. POA 1992 was mainly prepared for the implementation of:

- a) NCF 2005
- b) NPE 1986
- c) RTE Act 2009
- d) NEP 2020

Answer: b) NPE 1986

2. Which institution was established to strengthen elementary teacher education?

- a) UGC
- b) DIET
- c) CBSE
- d) NCTE

Answer: b) DIET

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3. NCF 2005 considers multilingualism as:

- a) A problem
- b) A barrier
- c) A resource and strength
- d) An examination method

Answer: c) A resource and strength

4. Which of the following represents the four basic language skills?

- a) Reading, Drawing, Speaking, Writing
- b) Listening, Speaking, Reading, Writing
- c) Listening, Memorising, Reading, Writing
- d) Speaking, Drawing, Reading, Memorising

Answer: b) Listening, Speaking, Reading, Writing

5. NCF 2005 recommends that grammar should preferably be taught:

- a) Through memorisation only
- b) In isolation
- c) In meaningful contexts
- d) Only through examinations

Answer: c) In meaningful contexts

B. Very Short Answer Type Questions with Answers

1. What does POA stand for?

Answer: POA stands for Programme of Action.

2. What does NCF stand for?

Answer: NCF stands for National Curriculum Framework.

3. What is DIET?

Answer: DIET stands for District Institute of Education and Training, which supports teacher education and training, particularly at the elementary level.

4. What is multilingualism?

Answer: Multilingualism refers to the presence or use of more than one language by an individual or within a society.

5. What are LSRW skills?

Answer: LSRW stands for Listening, Speaking, Reading, and Writing.

NOTES**C. Short Answer Type Questions with Answers**

1. What were the major objectives of POA 1992?

Answer:

The major objectives of POA 1992 were to improve access to education, achieve universalisation of elementary education, improve educational quality, promote equality, strengthen teacher education, support disadvantaged groups, promote women's education, vocational education, adult education, and educational technology.

2. Explain the importance of teacher education under POA 1992.

Answer:

POA 1992 recognised teachers as central to improving educational quality. It emphasised pre-service and in-service teacher training, professional development, and strengthening teacher education institutions. DIETs were important institutions for providing training and academic support to elementary teachers.

5. What are the major recommendations of NCF 2005 regarding language teaching?

Answer:

NCF 2005 recommends learner-centred and communicative language teaching. It emphasises multilingualism, development of LSRW skills, meaningful reading and writing, contextual teaching of grammar, use of literature, and opportunities for learners to use language in real-life situations.

D. Long answer type questions

Q.1. Discuss the major objectives and provisions of the Programme of Action (POA), 1992.

Answer:

The Programme of Action (POA), 1992 was prepared to facilitate the implementation of the National Policy on Education (NPE), 1986, as modified in 1992. It provided an action-oriented framework for achieving the educational objectives of the policy.

Major Objectives and Provisions

NOTES**Universalisation of Elementary Education:**

1.POA 1992 emphasised universal access, enrolment, retention, and improvement in the quality of elementary education.

2.Improvement of Quality:

It focused on improving curriculum, teaching methods, learning resources, teacher preparation, and assessment.

3.Education for Women:

Special attention was given to increasing women's participation in education and reducing gender disparities.

4.Education of Disadvantaged Groups:

It promoted educational opportunities for Scheduled Castes, Scheduled Tribes, minorities, children with disabilities, and other disadvantaged groups.

5.Teacher Education:

It emphasised pre-service and in-service teacher education. DIETs were developed to strengthen elementary teacher training and academic support.

6.Vocational Education:

Vocational education was promoted to develop employment-oriented and practical skills among learners.

7.Adult Education:

The programme emphasised literacy, functional education, and continuing education for adults.

8.Educational Technology:

Technology and mass media were encouraged as means of improving teaching, learning, teacher training, and access to educational resources.

9.Open and Distance Education:

Flexible learning opportunities were promoted for learners who could not participate in conventional education.

10.Educational Management:

Greater attention was given to planning, decentralisation, monitoring, evaluation, and community participation.

Conclusion:

POA 1992 attempted to translate the objectives of NPE 1986 into practical programmes. Its emphasis on access, equity, quality, teacher education, and social justice made it an important document in the development of Indian education.

Q.2. Explain the major recommendations of NCF 2005 regarding language education.

Answer:

The National Curriculum Framework (NCF), 2005 gives an important place to language education. It views language as a means of communication, thinking, learning, expression, and social interaction.

Major Recommendations**Multilingualism as a Resource:**

NCF 2005 considers India's multilingual nature a resource and strength. Learners' different languages should be respected and used positively in education.

Importance of Home Language:

The child's mother tongue or home language is important for understanding concepts, expressing ideas, and participating confidently in classroom activities.

Three-Language Formula:

NCF 2005 supports the Three-Language Formula to promote multilingual competence, with its implementation varying across states and educational contexts.

Development of LSRW Skills:

Language teaching should develop Listening, Speaking, Reading, and Writing skills in an integrated manner.

Communicative Approach:

Learners should have opportunities to use language for meaningful communication rather than simply memorising rules.

Contextual Teaching of Grammar:

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Grammar should be taught through meaningful contexts and actual language use rather than as isolated rules.

Importance of Literature:

Stories, poems, plays, and other literary texts should be used to develop imagination, creativity, sensitivity, vocabulary, and critical thinking.

Learner-Centred Teaching:

Teaching should connect with learners' experiences, interests, and linguistic backgrounds.

Role of English:

English is recognised as important for higher education, employment, science, technology, and wider communication, while Indian languages also remain important.

Assessment:

Assessment should examine learners' ability to understand and use language rather than focus only on memorisation and grammatical knowledge.

Conclusion:

NCF 2005 aims to make language education inclusive, meaningful, communicative, multilingual, and learner-centred. It encourages schools to value children's existing linguistic knowledge while helping them develop proficiency in additional languages.

Q.3. Compare the contribution of POA 1992 and NCF 2005 to language education.

Answer:

Both POA 1992 and NCF 2005 are important documents in Indian education. They address educational development from different but complementary perspectives.

Contribution to Language Education**1. Promotion of Multilingualism:**

NCF 2005 strongly recognises India's multilingual character and encourages respect for learners' home languages.

2. Improvement of Teacher Preparation:

POA 1992 emphasised teacher education and professional development, which are essential for effective language teaching.

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