

M.Ed (IInd Semester)

Pedagogy of Language Education

Unit- I

Conceptual Issues of Language Learning

**Language acquisition** is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. Language acquisition is one of the quintessential human traits, because non-humans do not communicate by using language. Language acquisition usually refers to **first-language acquisition**, which studies infants' acquisition of their native language. This is distinguished from *second-language acquisition*, which deals with the acquisition (in both children and adults) of additional languages.

The capacity to successfully use language requires one to acquire a range of tools including phonology, morphology, syntax, semantics, and an extensive vocabulary. Language can be vocalized as in speech, or manual as in sign. The human language capacity is represented in the brain. Even though the human language capacity is finite, one can say and understand an infinite number of sentences, which is based on a syntactic principle called recursion. Evidence suggests that every individual has three recursive mechanisms that allow sentences to go indeterminately. These three mechanisms are: *relativization*, *complementation* and *coordination*. Furthermore, there are actually two main guiding principles in first-language acquisition, that is, speech perception always precedes speech production and the gradually evolving system by which a child learns a language is built up one step at a time, beginning with the distinction between individual phonemes

Skinner's behaviourist idea was strongly attacked by Noam Chomsky in a review article in 1959, calling it "largely mythology" and a "serious delusion." Arguments against Skinner's idea of language acquisition through operant conditioning include the fact that children often ignore language corrections from adults. Instead, children typically follow a pattern of using an irregular form of a word correctly, making errors later on, and eventually returning to the proper use of the word. For example, a child may correctly learn the word "gave" (past tense of "give"), and later on use the word "gived". Eventually, the child will typically go back to learning the correct word, "gave". The pattern is difficult to attribute to Skinner's idea of operant conditioning as the primary way that children acquire language. Chomsky argued that if language were solely acquired through behavioral conditioning, children would not likely learn the proper use of a word and suddenly use the word incorrectly. Chomsky believed that Skinner failed to account for the central role of syntactic knowledge in language competence. Chomsky also rejected the term "learning," which Skinner used to claim that children "learn" language through operant conditioning. Instead, Chomsky argued for a mathematical approach to language acquisition, based on a study of syntax.

**Communication** (from Latin *commūnicāre*, meaning "to share") is the act of conveying intended meanings from one entity or group to another through the use of mutually understood signs and semiotic rules.

Non- Verbal describes the process of conveying meaning in the form of non-word messages. Examples of nonverbal communication include haptic communication, chronemic communication, gestures, body language, facial expressions, eye contact, and how one dresses. Nonverbal communication also relates to intent of a message. Examples of intent are voluntary, intentional movements like shaking a hand or winking, as well as involuntary, such as sweating. Speech also contains nonverbal elements known as paralanguage, e.g. rhythm, intonation, tempo, and stress. There may even be a pheromone component. Research has shown that up to 55% of human communication may occur through non-verbal facial expressions, and a further 38% through para-language. It affects communication most at the subconscious level and establishes trust. Likewise, written texts include nonverbal elements such as handwriting style, spatial arrangement of words and the use of emoticons to convey emotion.

Nonverbal communication demonstrates one of Wazlawick's laws: you cannot not communicate. Once proximity has formed awareness, living creatures begin interpreting any signals received. Some of the functions of nonverbal communication in humans are to complement and illustrate, to reinforce and emphasize, to replace and substitute, to control and regulate, and to contradict the denotative message.

### Verbal

Effective verbal or spoken communication is dependent on a number of factors and cannot be fully isolated from other important interpersonal skills such as non-verbal communication, listening skills and clarification. Human language can be defined as a system of symbols (sometimes known as lexemes) and the grammars (rules) by which the symbols are manipulated. The word "language" also refers to common properties of languages. Language learning normally occurs most intensively during human childhood. Most of the thousands of human languages use patterns of sound or gesture for symbols which enable communication with others around them. Languages tend to share certain properties, although there are exceptions. There is no defined line between a language and a dialect. Constructed languages such as Esperanto, programming languages, and various mathematical formalism is not necessarily restricted to the properties shared by human languages. Communication is a two-way process not merely one way.

### Factors affecting Language learning

- Age
- Gender
- Home atmosphere
- Society
- Curriculam
- Teacher student relationship
- Discipline
- Flexibility
- Health factors
- Internal factors

## Models of Language Acquisition

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### Chomsky Language Acquisition Device

**Noam Chomsky**, a pioneering linguist and a professor at MIT, put forth an idea called the **language acquisition device** or LAD, for short. The LAD is a hypothetical tool hardwired into the brain that helps children rapidly learn and understand language. Chomsky used it to explain just how amazingly children are able to acquire language abilities as well as accounting for the innate understanding of grammar and syntax all children possess.

Keep in mind that the LAD is a theoretical concept. There isn't a section of the brain with 'language acquisition device' printed on it and a big switch to turn on and learn a new language. Rather, the LAD is used to explain what are most likely hundreds or thousands of underlying processes that humans have in their brains that have evolved to make us particularly exceptional at learning and understanding language.

Chomsky developed the LAD in the 1950s and since then, has moved on to a greater theory called **universal grammar** (or UG) to account for the rapid language development in humans. While universal grammar is a bit beyond the scope of this article, just remember for now that LAD later evolved into this theory.

Chomsky proposed that every child was born with a LAD that holds the fundamental rules for language. In other words, children are born with an understanding of the rules of language; they simply need to acquire the vocabulary.

Chomsky offered a number of pieces of evidence to support his theory. He posed that language is fundamentally similar across all of humanity. For instance, every language has something that is like a noun and a verb, and every language has the ability to make things positive or negative.

Chomsky also discovered that when children are learning to speak, they don't make the errors you would expect. For instance, children seem to understand that all sentences should have the structure 'subject-verb-object', even before they are able to speak in full sentences.

From his experiments, Dr. Chomsky also noted that young children, well before reaching language fluency, would notice if adults around them spoke in a grammatically incorrect manner. He also found that children attempt to apply grammatical rules to words for which their language makes an exception. For example, in following the English rules of grammar,

a child might pluralize the word 'fish' as 'fishes' and 'deer' as 'deers', even though our language makes exceptions for those words.

Piaget cognitive constructivism theory

**Constructivism** is a philosophical viewpoint about the nature of knowledge. Specifically, it represents an epistemological stance. There are many "flavors" of constructivism, but one prominent theorist known for his constructivist views is Jean Piaget, who focused on how humans make meaning in relation to the interaction between their experiences and their ideas. He considered himself to be a genetic epistemologist, which means he considered this interaction in relation to how humans are set up by their genetic make up to develop intellectually. His views tended to focus on human development in relation to what is occurring with an individual as opposed to development that is influenced by other humans.

Piaget's theory of constructivism impacts learning curriculum because teachers have to make a curriculum plan which enhances their students' logical and conceptual growth. Teacher must put emphasis on the significant role that experiences-or connections with the adjoining atmosphere-play in student education. For example, teachers must bear in mind the role those fundamental concepts, such as the permanence of objects, plays when it comes to establishing cognitive structures.

Piaget's theory of constructivism argues that people produce knowledge and form meaning based upon their experiences. Piaget's theory covered learning theories, teaching methods, and education reform. Two of the key components which create the construction of an individual's new knowledge are accommodation and assimilation. Assimilating causes an individual to incorporate new experiences into the old experiences. This causes the individual to develop new outlooks, rethink what were once misunderstandings, and evaluate what is important, ultimately altering their perceptions. Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates. When things do not operate within that context, they must accommodate and reframing the expectations with the outcomes.

Apart from learning theories, Piaget's theory of constructivism addresses how learning actually occurs, not focusing on what influences learning. The role of teachers is very important. Instead of giving a lecture the teachers in this theory function as facilitators whose role is to aid the student when it comes to their own understanding. This takes away focus from the teacher and lecture and puts it upon the student and their learning. The resources and lesson plans that must be initiated for this learning theory take a very different approach toward traditional learning as well. Instead of telling, the teacher must begin asking. Instead of answering questions that only align with their curriculum, the facilitator in this case must make it so that the student comes to the conclusions on their own instead of being told. Also, teachers are continually in conversation with the students, creating the learning experience

that is open to new directions depending upon the needs of the student as the learning progresses.

## Unit- II

### Language Analysis and Individualization of language learning

**Discourse analysis (DA)**, or **discourse studies**, is a general term for a number of approaches to analyze written, vocal, or sign language use, or any significant semiotic event.

The objects of discourse analysis (discourse, writing, conversation, communicative event) are variously defined in terms of coherent sequences of sentences, propositions, speech, or turns-at-talk. Contrary to much of traditional linguistics, discourse analysts not only study language use 'beyond the sentence boundary' but also prefer to analyze 'naturally occurring' language use, not invented examples. Text linguistics is a closely related field. The essential difference between discourse analysis and text linguistics is that discourse analysis aims at revealing socio-psychological characteristics of a person/persons rather than text structure.

Discourse analysis has been taken up in a variety of disciplines in the humanities and social sciences, including linguistics, education, sociology, anthropology, social work, cognitive psychology, social psychology, area studies, cultural studies, international relations, human geography, communication studies, biblical studies, and translation studies, each of which is subject to its own assumptions, dimensions of analysis, and methodologies.

A **speech act** in linguistics and the philosophy of language is an utterance that has performative function in language and communication. According to Kent Bach, "almost any speech act is really the performance of several acts at once, distinguished by different aspects of the speaker's intention: there is the act of saying something, what one does in saying it, such as requesting or promising, and how one is trying to affect one's audience." The contemporary use of the term goes back to J. L. Austin's development of performative utterances and his theory of locutionary, illocutionary, and perlocutionary acts. Speech acts are commonly taken to include such acts as promising, ordering, greeting, warning, inviting and congratulating.

In social science generally and linguistics specifically, the **cooperative principle** describes how effective communication in conversation is achieved in common social situations, that is, how listeners and speakers must act cooperatively and mutually accept one another to be understood in a particular way. As phrased by Paul Grice, who introduced it, "Make your contribution such as it is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged." Though phrased as a prescriptive command, the principle is intended as a description of how people normally behave in conversation. Jeffries and McIntyre describe Grice's Maxims as "encapsulating the assumptions that we prototypically hold when we engage in conversation".

The cooperative principle can be divided into four maxims, called the Gricean Maxims, describing specific rational principles observed by people who obey the cooperative principle; these principles enable effective communication. Grice proposed four conversational maxims that arise from the pragmatics of natural language. Applying the Gricean Maxims is a way to explain the link between utterances and what is understood from them.

**Ethnomethodology** is the study of methods people use for understanding and producing the social order in which they live. It generally seeks to provide an alternative to mainstream sociological approaches. In its most radical form, it poses a challenge to the social sciences as a whole. On the other hand, its early investigations led to the founding of conversation analysis, which has found its own place as an accepted discipline within the academy. According to Psathas, it is possible to distinguish five major approaches within the ethnomethodological family of disciplines.

Ethnomethodology provides methods which have been used in ethnographic studies to produce accounts of people's methods for negotiating everyday situations. The term's etymology can be broken down into its three constituent parts: **ethno** - **method** - **ology**, for the purpose of explanation. Using an appropriate Southern California example: **ethno** refers to a particular socio-cultural group; **method** refers to the methods and practices this particular group employs in its everyday activities and **ology** refers to the systematic description of these methods and practices. The focus of the investigation used in our example is the social order of surfing, the ethnomethodological interest is in the "how" of the production and maintenance of this social order. In essence ethnomethodology attempts to create classifications of the social actions of individuals within groups through drawing on the experience of the groups directly, without imposing on the setting the opinions of the researcher with regards to social order, as is the case with sociological studies.

**Critical discourse analysis (CDA)** is an interdisciplinary approach to the study of discourse that views language as a form of social practice. Scholars working in the tradition of CDA generally argue that (non-linguistic) social practice and linguistic practice constitute one another and focus on investigating how societal power relations are established and reinforced through language use.

Although CDA is sometimes mistaken to represent a 'method' of discourse analysis, it is generally agreed upon that any explicit method in discourse studies, the humanities and social sciences may be used in CDA research, as long as it is able to adequately and relevantly produce insights into the way discourse reproduces (or resists) social and political inequality, power abuse or domination. That is, CDA does not limit its analysis to specific structures of text or talk, but systematically relates these to structures of the sociopolitical context.

Norman Fairclough developed a three-dimensional framework for studying discourse, where the aim is to map three separate forms of analysis onto one another: analysis of (spoken or written) language texts, analysis of discourse practice (processes of text production, distribution and consumption) and analysis of discursive events as instances of sociocultural practice. Particularly, he combines micro, meso and macro-level interpretation. At the micro-level, the analyst considers various aspects of textual/linguistic analysis, for examples syntactic analysis, use of metaphor and rhetorical devices . The meso-level or "level of discursive practice" involves studying issues of production and consumption, for instance, which institution produced a text, who is the target audience, etc. At the macro-level, the analyst is concerned with intertextual and interdiscursive elements and tries to take into account the broad, societal currents that are affecting the text being studied.

## Meta- linguistic awareness

**Metalinguistic awareness** refers to the ability to objectify language as a process as well as an artifact. The concept of metalinguistic awareness is helpful to explaining the execution and transfer of linguistic knowledge across languages (e.g. code switching as well as translation among bilinguals). Metalinguistics can be classified as the ability to consciously reflect on the nature of language, by using the following skills:

1. an awareness that language has a potential greater than that of simple symbols (it goes beyond the meaning)
2. an awareness that words are separable from their referents (meaning resides in the mind, not in the name, i.e. Sonia is Sonia, and I will be the same person even if somebody calls me another name)
3. an awareness that language has a structure that can be manipulated (realizing that language is malleable: you can change and write things in many different ways (for example, if something is written in a grammatically incorrect way, you can change it)).

Metalinguistic awareness is also known as "metalinguistic ability", which can be defined similarly as metacognition ("knowing about knowing"). Metalinguistic awareness can also be defined as the ability to reflect on the use of language. As metalinguistic awareness grows, children begin to recognize that statements may have a literal meaning and an implied meaning. They begin to make more frequent and sophisticated use of metaphors such as the simile, "We packed the room like sardines". Between the ages of 6 and 8 most children begin to expand upon their metalinguistic awareness and start to recognize irony and sarcasm. These concepts require the child to understand the subtleties of an utterance's social and cultural context.

## Listening

Phonological awareness involves the detection and manipulation of sounds at three levels of sound structure: (1) syllables, (2) onsets and rimes, and (3) phonemes. Awareness of these sounds is demonstrated through a variety of tasks (see below). Although the tasks vary, they share the basic requirement that some operation (e.g., identifying, comparing, separating, combining, generating) be performed on the sounds. It is assumed that the individual performing these tasks must have awareness of the units of sound in order to perform the operation.

Phonological awareness is one component of a larger phonological processing system used for speaking and listening. Phonological awareness is different from other phonological abilities in that it is a metalinguistic skill, requiring conscious awareness and reflection on the structure of language. Other phonological abilities: such as attending to speech, discriminating between sounds, holding sounds in memory: can be performed without conscious reflection. However, these other phonological abilities are prerequisite to the development of phonological awareness. Therefore, general listening skills are often among those included in phonological awareness instruction.

The terms *phonemic awareness* and *phonics* are often used interchangeably with phonological awareness. However, these terms have different meanings. Phonemic awareness is a subset of phonological awareness that focuses specifically on recognizing and manipulating phonemes, the smallest units of sound. Phonics requires students to know and match letters or letter patterns with sounds, learn the rules of spelling, and use this

information to decode (read) and encode (write) words. Phonemic awareness relates only to speech sounds, not to alphabet letters or sound-spellings, so it is not necessary for students to have alphabet knowledge in order to develop a basic phonemic awareness of language.

Phonological awareness tasks (adapted from Virginia Department of Education (1998) and Gillon (2004))

### **Listening skills**

The ability to attend to and distinguish environmental and speech sounds from one another

- Alertness: Awareness and localization of sounds
- Discrimination: Recognize same/different sounds
- Memory: Recollection of sounds and sound patterns
- Sequencing: Identify order of what was heard
- Figure-ground: Isolate one sound from background of other sounds
- Perception: Comprehension of sounds heard

### Reading

Metalinguistic awareness has been defined as "the ability to objectify language and dissect it as an arbitrary linguistic code independent of meaning". It is now generally accepted that phonemic awareness is a type of metalinguistic awareness that is important in learning to read. But new evidence shows that other types of metalinguistic awareness could be important for reading comprehension in much the same way that phonemic awareness is important for learning to decode.

Understanding that words and sentences can have more than one meaning improves comprehension by allowing readers to think flexibly about what the appropriate meaning may be. In addition, comprehension monitoring benefits from training in recognizing and reexamining the meaning of ambiguous sentences since students are taught to consider meaning and to reread if necessary. To evaluate and regulate comprehension of text, it is necessary to know that the words in a text can add up to more than one possible meaning and that context and alternative explanations need to be considered. This ability to reflect upon and manipulate language is crucial for reading.

### Speaking

Metalinguistic skills start to develop as early as one year as your child learns to monitor their own utterances and begin to repair their breakdowns in communication when they are misheard. Before the age of two, children typically learn how to adjust their speaking to different listeners: louder vs. softer, simpler vs. complex, demanding vs. requesting and peer vs. adult. Before the age of four, children should know how to recognize signals indicating that their listener understood the message spoken. Children also learn to correct their own speech as well as their conversation partners' speech. At this age, children spend a significant amount of time exploring new sounds, new words and new speech styles. As they reach their academic years, metalinguistic development continues to improve as children gain an understanding of the specific meaningful units that are associated with language (i.e., sounds, syllables, words, sentences). As a child's mastery of language components grows, they learn to play with humor by telling jokes, riddles and puns (e.g., "What's black and white and red



(read) all over? A newspaper!"). This indicates a desire to control the use of language that was not present in the early language of children. This manipulation of language is significantly correlated to the development of pragmatic skills or the use of language.

### Unit-III

#### Curriculum and Pedagogy of Language

##### Learning language at secondary level

English as a foreign language (EFL) is used for non-native English speakers learning English in a country where English is not commonly spoken. The term ESL has been misinterpreted by some to indicate that English would be of secondary importance. However, it simply refers to the order in which the language was learned, consistent with the linguistic terminology of second-language acquisition. The term ESL can be a misnomer for some students who have learned several languages before learning English. The terms English Language Learners (ELL), and more recently English Learners (EL), have been used instead, and the students' home language and cultures are considered important.<sup>[1]</sup>

The way English learners are instructed depends on their level of English proficiency and the programs provided in their school or district. In some programs, instructions are taught in both, English and their home language. In other programs, instructions are only in English, but in a manner that is comprehensible to the students. Yet, there are other programs in which ELLs are pulled out of the classroom for separate English instruction, or the instruction can also be given in the classroom itself.

English as a language has great reach and influence; it is taught all over the world. In English-speaking countries, English language teaching has evolved in two broad directions: instruction for people who intend to live in countries where English dominates and instruction for those who do not. These divisions have grown firmer as the instructors of these two "industries" have used different terminology, followed distinct training qualifications, formed separate professional associations, and so on. Crucially, these two arms have very different funding structures, public in the former and private in the latter, and to some extent this influences the way schools are established and classes are held. Matters are further complicated by the fact that the United States and the United Kingdom, both major engines of the language, describe these categories in different terms.

##### Factors affecting language learning

- 1.The teachers in Provincial government schools were not sufficiently qualified for teaching English at secondary level. The Provincial government offers no in-service training courses for English teachers. There is no specific criterion for the selection of English teachers. They teach mathematics, science subjects and English. Due to this overburdening, the English teachers do not pay full attention to any subject including English.

- 2.The teachers in the Federal government schools have sufficient qualification for the teaching of English. They were offered annual refresher courses and in-service trainings. On the recruitment side there is no specific criterion for the selection of English teachers, but those having M.A English were given preference.

- 3.The teachers of Provincial government schools use traditional Grammar-Translation methods for teaching of English.

- 4.The teachers in Federal government schools used the combination of Grammar-Translation and Direct method for teaching of English. They are also aware of teaching Methodologies.

5.The classes at Provincial and Federal government schools are overcrowded. Hence individual attention cannot be paid to the student.

6.The medium of instruction is English in both (Federal and provincial) types of school systems. At Provincial government primary school level, the medium of instruction is English.

7.The Provincial and Federal Government schools lack audio-visual aids for teaching of English. The schools do not provide any study material and only one Urdu-English dictionary is available in the schools.

8.The Provincial government offers no extra incentives for English teachers although. The Federal government offers teaching allowances to all the teachers

#### Learning language at higher secondary level

English is the most influential language throughout the world. During the British rule, English was the medium for the colonial administration, education, and trade and commerce. It was a bridge between the rulers and the ruled of Indian subcontinent. That may be somewhat good but to keep pace with the modern world, the importance of English cannot be denied. Unfortunately, English Language Teaching and learning condition at higher secondary level has been suffering badly; though English is still a compulsory subject from primary to higher secondary levels. Teaching and learning of English in our schools, colleges and universities are not being done in the proper way. In most of the cases, the grammar learning has been given added importance; the textbook contents are taught and learnt without good understanding. The principal purpose of this curriculum is to enable learners to use English in real life situation. This practice is carried out through the four language skills listening, speaking, reading and writing. It will make the learners fit for the competitive globalized world of the 21st century. Among them, lack of teacher training is one of the major problems found in teaching English at higher secondary level. There is lack of training opportunities for teachers of this level and most English teachers are reluctant to be trained up.

Traditional teaching methods followed by majority teachers is not suitable for teaching communicative English. It does not serve the purposes of the new curriculum. Truly speaking, there is an inconsistency between our curriculum, teaching approach and examination system. That is why, learners are nowadays exam-oriented. They always focus on examination not the aims, objectives and intentions of the curriculum. Grammar-Translation method is still applied by many teachers in teaching English language at higher secondary level.

#### Pedagogy of first language

Language education may take place as a general school subject, in a specialized language school, or out of school with a rich selection of proprietary methods online and in books, CDs and DVDs. There are many methods of teaching languages. Some have fallen into relative obscurity and others are widely used; still others have a small following, but offer useful insights.

There are **three principal views**:

1. The **structural** view treats language as a system of structurally related elements to code meaning (e.g. grammar).
2. The **functional** view sees language as a vehicle to express or accomplish a certain function, such as requesting something.

3. The **interactive** view sees language as a vehicle for the creation and maintenance of social relations, focusing on patterns of moves, acts, negotiation and interaction found in conversational exchanges.

- **First Language Acquisition**

Language acquisition is the process whereby children acquire their first languages. All humans have an innate capability to acquire language. Children may acquire one or more first languages. For example, children who grow up in an environment in which only English is spoken and heard will acquire only English as their first language. However, children who grow up in an environment in which both German and English are spoken and heard equally will acquire both German and English as their first languages. Acquisition occurs passively and unconsciously through implicit learning. In other words, children do not need explicit instruction to learn their first languages but rather seem to just "pick up" language in the same way they learn to roll over, crawl, and walk. Language acquisition in children just seems to happen.

Acquisition depends on children receiving linguistic input during the critical period. The critical period is defined as the window of time, up to about the age of twelve or puberty, in which humans can acquire first languages. Children must receive adequate linguistic input including phonology, semantics, grammar, and pragmatics and prosody before the end of the critical period in order to acquire their first languages. If linguistic input is not adequate, children will never fully acquire language. Language acquisition cannot normally occur after the critical period because the brain becomes "hardwired" to the first language.

- **Second Language Learning**

Language learning, in contrast to language acquisition, is the process whereby humans past the critical period learn second languages. All humans have the ability to learn additional languages although, just as with other areas of study like math or science, some people are better at learning second languages than others. Older children and adults may learn one or more second languages. For example, a woman who acquired French as a child and learned English as an adult would have one first language and one second language. Similarly, a man who acquired Japanese as a child and learned English and Spanish as an adult would also have one first language but two second languages.

As opposed to acquisition, learning occurs actively and consciously through explicit instruction and education. In other words, older children and adults past the critical period need explicit teaching to learn their second languages. Language learning requires explicit instruction in speaking and hearing additional languages. For example, while children who acquire English as their first language just seem unconsciously and without instruction to "know" that most adjectives precede nouns in English.

## Unit-IV

Issues in language learning and evaluation

Preserving a heritage language

A **heritage language** is the language someone learns at home as a child which is a minority language in a society, but because of growing up with a dominant language, the speaker seems more competent in the latter and feels more comfortable communicating in that language. Polinsky & Kagan label it as a continuum that ranges from fluent speakers to barely speaking individuals of the home language. In some countries or cultures where they determine one's mother tongue by the ethnic group, a heritage language would be linked to native language. The term can also refer to the language of a person's family or community,

which the person does not speak or understand but with which they culturally identify. In various fields, such as foreign language education and linguistics, the definitions of heritage language become more specific and divergent. In foreign language education, heritage language is defined in terms of a student's upbringing and functional proficiency in the language: a student raised in a home where a non-majority language is spoken is a heritage speaker of that language if she/he possesses some proficiency in it. Under this definition, individuals that have some cultural connection with the language but do not speak it are not considered heritage students. This restricted definition became popular in the mid 1990s with the publication of *Standards for Foreign Language Learning* by the American Council on the Teaching of Foreign Languages.

Among linguists, heritage language is an end-state language that is defined based on the temporal order of acquisition and, often, the language dominance in the individual. A heritage speaker acquires the heritage language as their first language through natural input in the home environment and acquires the majority language as a second language, usually when she/he starts school and talks about different topics with people in school, or by exposure through media (written texts, internet, popular culture etc.). As exposure to the heritage language decreases and exposure to the majority language increases, the majority language becomes the individual's dominant language and acquisition of the heritage language changes.

1. Initiate and support dialogue among policy makers and language practitioners about the need to address heritage language development, as well as effective strategies for achieving enhanced development of heritage languages
2. Promote the design and implementation of heritage language development programming at all levels – from early childhood through high school, in community colleges, and college and university settings – and foster better articulation among those settings
3. Provide support in terms of policy, expertise, and resources for community based language programs wherever they exist, and support their development where they do not
4. Encourage and support dialogue leading to collaboration, resource sharing, and articulation between formal education systems and the nation's heritage community language schools and programs
5. Encourage and support research, both theoretical and applied, on heritage language development and on related public policy issues.

#### National Policy of Education

The **National Policy on Education** (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated in 1968 by the government of Prime Minister Indira Gandhi, and the second by Prime Minister Rajiv Gandhi in 1986. Since the country's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. Maulana Abul Kalam Azad, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system. The Union government established the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953) and the Kothari Commission (1964–68) to develop proposals to modernise India's education system. The Resolution on Scientific Policy

was adopted by the government of Jawaharlal Nehru, India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the Indian Institutes of Technology. In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous organisation that would advise both the Union and state governments on formulating and implementing education policies.

#### NPE 1986

Having announced that a new policy was in development in January, 1985, the government of Prime Minister Rajiv Gandhi introduced a new National Policy on Education in May, 1986. The new policy called for "special emphasis on the removal of disparities and to equalise educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a "child-centred approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the open university system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the "rural university" model, based on the philosophy of Indian leader Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India.

#### NPE 1992

The 1986 National Policy on Education was modified in 1992 by the P.V. Narasimha Rao government. In 2005, Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government. Programme of Action (PoA), 1992 under the National Policy on Education (NPE), 1986 envisaged conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE). This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.

#### NCF 2005

The **National Curriculum Framework (NCF 2005)** is one of four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and Training NCERT in India.

The Framework provides the framework for making syllabii, textbooks and teaching practices within the school education programmes in India. The NCF 2005 document draws its policy basis from earlier government reports on education as Learning Without Burden and National

Policy of Education 1986-1992 and focus group discussion. After wide ranging deliberations 21 National Focus Group Position Papers have been developed under the aegis of NCF-2005. The state of art position papers provided inputs for formulation of NCF-2005. The document and its offshoot textbooks have come under different forms of reviews in the press.

Its draft document came under the criticism from the Central Advisory Board of Education (CABE). In February 2008 the director Krishna Kumar in an interview also discussed the challenges that are faced by the document. The approach and recommendations of NCF-2005 are for the entire educational system. A number of its recommendations, for example, focus on rural schools. The syllabus and textbooks based on it are being used by all the CBSE schools, but NCF-based material is also being used in many State schools.

NCF 2005 has been translated into 22 languages and has influenced the syllabii in 17 States. The NCERT gave a grant of Rs.10 lakh to each State to promote NCF in the language of the State and to compare its current syllabus with the syllabus proposed, so that a plan for future reforms could be made. Several States have taken up this challenge. This exercise is being carried out with the involvement of State Councils for Educational Research and Training [SCERT] and District Institutes of Education and Training [DIET].

### **The NCF was framed Considering the articulated ideas in the past such as**

- To shift learning from rote method.
- To ensure overall development of children.
- To integrate examination into classroom learning and make it more flexible.
- to nurture identify of caring concerns within the democratic policy of India.
- nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

### **NCF focused on**

- *Learning without burden* to make learning a joyful experience and move away from textbooks to be a basis for examination and to remove stress from children. It recommended major changes in the design of syllabus.
- To develop a sense of self-reliance and dignity of the individual which would for the basis of social relationship and would develop a sense of nonviolence and oneness across the society.
- To develop a child centered approach and to promote universal enrollment and retention up to the age of 14.
- To inculcate the feeling of oneness, democracy and unity in the students the curriculum is enabled to strengthen our national identity and to enable the new generation reevaluate.
- J. P. Naik has described equality, quality and quantity as the exclusive triangle for Indian education.
- With respect to social context NCF 2005 has ensured that irrespective of caste, creed, religion and sex all are provided with a standard curriculum.

### **Problem of Evaluation of language learning**

Evaluation is the comparison of actual (project) impacts against the agreed strategic plans. It looks at the original objectives, at what was accomplished, and how it was accomplished. It can be formative that is taking place during the life of a project or organisation, with the intention of improving the strategy or way of functioning of the project or organisation. It can

also be summative, drawing learnings from a completed project or an organisation that is no longer functioning. Evaluation is inherently a theoretically informed approach, and consequently a definition of evaluation would have to be tailored to the theory, approach, needs, purpose and methodology of the evaluation itself.

#### Purpose of evaluation

**Purpose of Evaluation** The main purpose of a program evaluation can be to "determine the quality of a program by formulating a judgment" Stake and Schwandt (2006). An alternative view is that "projects, evaluators and other stakeholders (including funders) will all have potentially different ideas about how best to evaluate a project since each may have a different definition of „merit“. The core of the problem is thus about defining what is of value."From this perspective, evaluation "is a contested term", as "evaluators" use the term evaluation to describe an assessment, or investigation of a program whilst others simply understand evaluation as being synonymous with applied research. Not all evaluations serve the same purpose some evaluations serve a monitoring function rather than focusing solely on measurable program outcomes or evaluation findings and a full list of types of evaluations would be difficult to compile. This is because evaluation is not part of a unified theoretical framework, drawing on a number of disciplines, which include management and organisational theory, policy analysis, education, sociology, social anthropology, and social change.

Testing Language skills are Listening, Speaking, Reading, Writing.

#### Problems of evaluation

Testing the oral proficiency of foreign language students is a complex task which may cause considerable problems at any stage of the process. The difficulties concern not only the choice of the appropriate elicitation technique and form of assessment, but they may also emerge while designing or administering the test. Practitioners and researchers are divided in their opinions as to the validity of oral testing and put forward arguments for and against it.

Each general language test should include all aspects and areas of the language, therefore it should include speaking;

- Speaking is generally considered to be the most important language skill, that is why it should take priority in any language test;
- An oral proficiency test at the end of the course will guarantee that teachers and students devote more time to speaking practice during the course, otherwise a tendency to neglect extensive speaking practice or not to give it enough time and effort can be observed.
- There are many students who speak well but write badly, a test based on writing may discriminate such learners and their overall assessment will not reflect their actual skills and abilities.