

DISCIPLINE SPECIFIC ELECTIVE COURSE – 1 D (DSE 1D) LANGUAGE EDUCATION**Credit distribution, Eligibility and Prerequisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ practice		
Language Education DSE –1D	4	3	1	0	Completed 4 core courses in education	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Understand the meaning of language, components and its functions;
- Make learners critically aware of the role language plays in education and explore how language development occurs in children;
- Develop insight into how language is acquired/learnt with respect to first and second language;
- Analyse the language policies and its implementation in Indian classroom;
- Critical analysis of terms such as dialects, mother tongue, first language, and second language, bilingual and multilinguals and explore multilingualism in India;
- Develop language skills to help learners engage in classrooms;
- Understand the process of reading and writing and oral interaction;
- Develop critical understanding about Indian model of language acquisition.

LEARNING OUTCOMES

On completion of this course, learners will be able to:

- Understand the concept, structure and components of language;
- Differentiate between language and dialect, first and second language, home and school language, bilingual and multilinguals;
- Develop insight into various theories of language acquisition;
- Understand the process of reading and writing;
- Develop critical understanding about Indian model of language acquisition

Manshi

UNIT 1: General Introduction to Language (Hours 10)

- Language: Its meaning, components and functions
- Dialect, Standard and Non-standard language
- Basic concepts in Phonology, morphology, syntax and semantics

UNIT 2: Language Acquisition and Learning (Hours 15)

- Language and thought
- First and Second language acquisition: Krashen, Chomsky and Vygotsky on language acquisition; relevance of their views for the language teacher
- Contribution of Panini and Indian model of language acquisition (Shravan, Manan, Nidhidhayasan)
- Stages of language development

UNIT 3: Language Processes and the Classroom Context (Hours 8)

- Oral language in the classrooms
- Verbal and non-verbal communication
- Learning to read and comprehend
- Teaching of Listening, Writing

UNIT 4: Language and society (Hours 12)

- Characterizing mother tongue, first language, and second language, bilingual and multi-linguals
- School and home language
- using multilingualism as a resource
- Language policies - NCF 2005, NEP 2020 etc.

SUGGESTED PROJECTS / ASSIGNMENTS (Any Two)

Learners are expected to engage with any two of the following or such similar activities:

- Read the Position Paper on NCF 2005 and NEP 2020 with reference to language education and present your understanding of it.
- Write a detailed approach used in a language classroom to teach the target language to the learners.
- Observe a language class and write a reflective essay on the how writing is taught in the Indian multilingual classroom and suggest strategies to improve it.
- Interview a teacher of a school and assess his/ her understanding about the function of language and its use in daily life.

Note: On the basis of the above, the teacher may design his/her own relevant assignments and projects.

Manish

Readings

Essential/Recommended

- Agnihotri, R. K. (1996). *KaunBhashaKaunBoli*. Sandarbh 13, 37-43
- Agnihotri, R.K. (1999). *Bachchon ki bhashaa seekhne ki kshamata, bhag 1 aur 2 Shakshik Sandarbh*. Bhopal: Eklavya
- Agnihotri, R.K., & Kumar, S. (2001). *Bhasha, boli, aur samaj*. Deshkal Publications.
- Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.
- Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). *Bhasha, bhubhashita or hindi: Ekanth samvaad*. New Delhi: Shilalekh
- Atwell, N. (1987). *In the Middle: Writing, reading, and learning with the adolescents*. Portsmouth: Heinemann.
- Khubchandani, C. M. (ed.) *Language in a Plural Society*. IAS: Shimla, 1988
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon Press Inc.
- Kumar, G. (2010). *Sanskrit bhasha men dhvani vigayn: Paniniya Shiksha sutra ke sandarbh mein*. Shodha Pragya U.S.V.V. University of Haridwar
- Kumar, G. (2019). *Hindi Bhasha Shikshan*, Pragatishil Prakashan, Delhi
- Kumar, K. (2000). *Childs language and the teacher*. New Delhi: National Book Trust.
- Kunwar, N. (2015). 'Right writing' in Indian classroom: learning to be artificial. *Language and language teaching*. Vol. 4, No. 1, Issue 7.
- Rai, G. (2021). Teaching of Literature in Multilingual Context: An Approach for Social Justice, ELT Voices, *International Society for Educational Leadership*, Vol 2 (1). ISSN No. 2230-9136.
- Rai, G. (2023). Adopting Multilingualism in the Indian Classroom in the book *Pedagogical Diversity in Education Sector* edited by Dr. Usha Pathak and Dr. Chetna Thapa for University Book House Ltd. Jaipur, (1st edition), pp 16-29, 978-93-95215-13-8.
- Rai, M. (2015). Writing in Indian schools: the product priority. *Language and language learning*. Vol 4, No 1, Issue 7, 32-36
- Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. *Language and Language Teaching*, 1:1. 22- 26.
- Sinha, S. (2009). Rosenblatt's theory of reading: Exploring literature. *Contemporary Education*
- Swami Dayanand (2010). *Varnochacharan Shiksha*. Ram Lal Kapoor Trust.

Additional Readings

- Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). *Second language acquisition*. New Delhi: Sage Publications.
- Agnihotri, R.K. (2007). Towards a pedagogical paradigm rooted in multilinguality. *International Multilingual Research Journal*, Vol. (2) 1-10
- Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.). *Handbook of Research on the Education of Young Children*, New York: Macmillan. 137-150.
- Bloomfield, L. *Language*, Holt, Rinehart and Winston: Chicago, 1933; Delhi, 1994, Chap. 13 and 14.

- Britton, James. Language and Learning. Pelican Books: Harmondsworth. 1972.
- Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years.
- NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
- NCERT (2008). Reading for meaning. Reading Development Cell. NCERT. New Delhi
- National Curriculum Framework for Foundational Stage 2022, NCERT. New Delhi
- Research on the Education of Young Children, New York: Macmillan.137-150.
- Rosenblatt, Louise, M. What Facts Does This Poem Teach You? Language Arts, 57 (4). April, 1980.
- Sapir, E. Language, Harcourt Bruce: New York, 1949. Chapter 4
- Tompkins, Gail. E. Teaching Writing: Balancing Process and Product, 2nd Edition. McMillan Pub. Co: UK., 1993
- Wilkinson, Andrew, Foundation of Language, Talking and Reading in Young Children, Oxford
- Yule, G. (2006). The study of language. Delhi: Cambridge University Press.

TEACHING LEARNING PROCESS

The course will be taught through interactive pedagogic methods, such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

ASSESSMENT METHOD

The assessment will be formative in nature and will include student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words – Language acquisition, Indian model of language, Multilingualism

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Manish