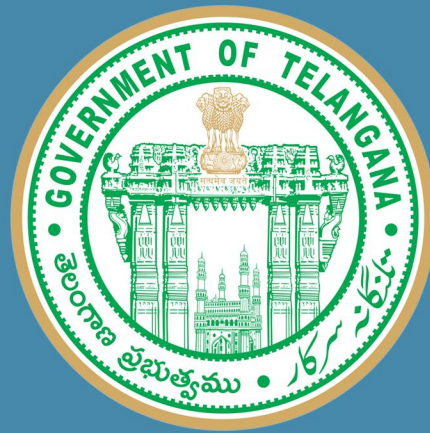


State Curriculum Framework-2011

Position Paper

on

Language and Language Teaching



**School Education Department
Telangana, Hyderabad.**



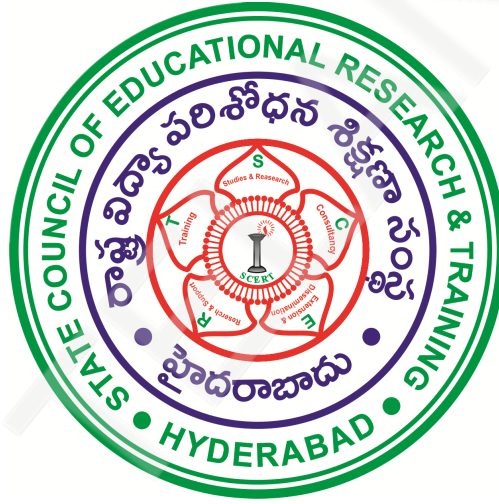
**State Council of Educational Research & Training,
Telangana, Hyderabad.**

State Curriculum Framework-2011

Position Paper

on

Language and Language Teaching



State Council of Educational Research & Training,
Telangana, Hyderabad.

First Print 2011

Reprint 2019

State Council of Educational Research & Training,
Telangana, Hyderabad.

Contents

Executive Summary

1. **Nature of Language: A New Perspective** **1**
 - Introduction
 - What is Language?
 - Language Faculty
 - How do Children Acquire Language?
 - Language Input and Output

2. **Language and Society and other Issues** **5**
 - Language and Society
 - Multilingualism
 - Multilingualism in Andhra
 - Language and Thought
 - Language and Dialect
 - Language and Script
 - Second Language Learning
 - Language and Inclusive Education
 - RTE 2009 and Language Issues
 - Classroom Implications of the New Perspective

3. **Language Learning Outcomes** **13**
 - Introduction
 - Expected Outcomes
 - Aesthetic Sensibility and Social Responsibility
 - Metalinguistic Awareness

4.	Methods, Textbooks and Materials	16
	<ul style="list-style-type: none">• Introduction• Teaching Learning Practices and Strategies• Textbooks and other Language Resources• Language Learning: Additional Materials	
5.	Assessment Procedures	23
	<ul style="list-style-type: none">• Introduction• Meaningful Assessment• What We Need to Do	
6.	Teacher Training	26
	<ul style="list-style-type: none">• Introduction• NCF 2005 and RTE 2009• Conclusion	
7.	Recommendations	31

Annexure (I) Language Consultants and Committee Members

Annexure (II) References

Executive Summary

Position Paper on Language and Language Teaching

SCERT, Andhra Pradesh, Hyderabad

This position paper outlines the pedagogical framework in which languages should be taught at school. It is rooted in the theoretical principles that appear to account for the acquisition of languages in early childhood in natural settings. All children unless they suffer from some mental deficit acquire one or more languages before the age of four effortlessly if a caring environment is assured. The fact that children can internalize the complex structure of human language at the levels of sounds, words, sentences and meaning at such a young age shows that they are born with an innate Language Faculty. Two other principles that inform this framework are: rich exposure and multilinguality. The innate potential of the child desperately needs rich, comprehensible, interesting and challenging exposure and caring and sympathetic ambience in formal school settings so that an approximation to natural settings may be made. Secondly, it is important to realize that most classrooms are by default multilingual having a whole range of languages and/ or varieties; unless the languages of children are treated with respect and are used in the process of teaching, children are likely to feel alienated and drop out of the school. This paper therefore makes a plea for language pedagogy rooted in multilinguality. Recent research has shown that there is a positive correlation between multilingualism on the one hand and scholastic achievement, cognitive growth and social tolerance on the other. Any language teaching programme must therefore promote multilingualism.

The paper consists of 7 Chapters and 2 Annexures. The first chapter and second chapter deals with the 'Nature of Language' and discusses in some detail the nature of Language Faculty, Processes of Language Acquisition, the relationship between language, society and thought; language and dialect; speech and script; it also discusses issues centring around multilinguality and the classroom implications following from the above perspective on language teaching; this chapter also has sections on the language provisions in RTE Act 2009 and what the schools must do in the case of children with disability. The paper strongly argues for making the schools physically, intellectually and culturally accessible to children with all kinds of disability.

The third chapter is concerned with 'Language Learning Outcomes'. It strongly emphasizes that the primary focus of all language teaching programmes should be on enhancing proficiency

levels in the language(s) children bring to school. It is argued that if high levels of proficiency are assured in the first language(s) of a child, this will not only benefit achieving higher levels of proficiency in other languages but would also help the child in understanding basic concept in Mathematics, Science and Social Science. It is also argued that the focus should not be on the isolated skills of LSRW but on holistic language proficiency where a child would listen and speak; read and write with understanding. The fourth chapter deals with 'Methods, Textbooks and Materials' in which it is suggested that children should be encouraged to engage in a diversity of discourses and the exposure to language must go far beyond mere textbooks. Brain storming, group reading, discussions, reporting, wall magazines, choreography, dramatization, puppetry, project works etc. are very useful techniques for multiple levels of children in language learning. The fifth chapter is concerned with 'Assessment' and argues for comprehensive and cumulative assessment that becomes a part of the teaching-learning process. Teaching and assessment procedures should ensure the growth of cognitive, social, aesthetic and moral aspects of a child's personality. The sixth chapter is about 'Teacher Training' wherein an appeal is made to conceptualize pre-service and in-service teacher training as an ongoing process. The final chapter consists of a set of 'Recommendations' that can constitute the basis of future interventions in school education.

Annexure I contains a list of the members and consultants of the language committee. Annexure II has a list of references that those interested in language issues may find useful. We suggest that all these books and articles should be made available at all DIETS in the state.

1. Nature of Language: A New Perspective

Introduction

These introductory remarks and substantial parts of what we say later are based on NCF 2005 and the two NCERT position papers on the 'Teaching of Indian Languages' and the 'Teaching of English'. The new perspective on language that is advocated here differs significantly from the traditional stimulus-response and imitation based models of explaining the process of language learning.

Language is generally regarded only as a tool for communication by most common people. It is viewed by professional linguists as a pairing of lexicon and a set of syntactic rules where it is systematically governed by different rules at the levels of sounds, words and sentences. But again this does not give us a complete picture. Language should be examined in a broader framework so that it can be useful for teachers, teacher trainers, textbook writers, curriculum designers and educational planners. It should be examined in a multidimensional space: structural, literary, sociological, cultural, psychological and aesthetic.

What is Language?

It is difficult for us to imagine either individuals or societies without language. Language is actually constitutive of our identity and helps us to relate to other members of the society and nature. The representation of both society and nature in our minds is mediated through language.

Language is the unique characteristic of human beings. It is the vehicle of thought. We use it for thinking, problem solving, play, dreaming, interpreting, communication of emotion and to share information. We use it not only for talking to others but also for talking to ourselves. We should also appreciate that language is closely tied to our social attitudes and to the power relations in society.

It is extremely important for parents, teachers, teacher trainers and educational planners to understand that all children become linguistic adults by the age of four. No parents or relatives consciously teach languages to their children. Children acquire extremely complex and rich systems of rules that govern language at the level of sounds, words, sentences and meaning. Not only that, children also acquire the communicative competence to use suitable language in appropriate contexts. A Telugu speaking child would know when to say 'neevu' and when 'meeru' for 'you'.

Language Faculty

It should be clear from the above that children are born with an innate Language Faculty to learn languages. We may note that many children learn not just one language but all the languages that are there in their environment. It therefore follows that if we can combine innate language faculty with rich exposure and caring and loving environment language learning will automatically take place.

The awareness that there is an innate language faculty has important pedagogical consequences; given adequate exposure children will acquire new languages with ease if we provide sufficient opportunities for rich exposure and careful reflection. Our teaching should therefore focus more on meaning than grammar.

How do Children Acquire Language?

In the case of mother tongue a normal Telugu child may say:

- (a) Child: Amma, annam pettu. Annam thini, aadukunta.
Mother food give food having taken (I will) play
(Mother, please give me food, after eating food, I will play).

You may note that the child could have said 'pedathanu, pettuthanu, pedathadu, peduthundi', but because she is asking 'amma' i.e., 'you' and not 'I' or 'he' or 'she', the child uses the form 'pettu'. Similarly the child says 'aadukunta' and not 'nuvvu adu', 'atadu adatadu' etc.

This shows that the child has constructed a system of knowledge about the syntax of Telugu which nobody ever taught her. Every teacher of language should keep this in mind that all children are born with this potential for creating linguistic knowledge when their mind interacts with language data.

If you observe the above sentence in (a) critically, anyone can understand how complex the language is. It is a complex and rule governed system. The above sentence reveals the complexity of word order, subject object relation, transitive, intransitive verb etc.

Nobody teaches language word by word or sentence by sentence but children acquire knowledge informally by participating in meaningful situations. We should not expect an instant translation of input into output in language acquisition. Children will speak when they are physically and cognitively ready to do so and when there is a suitable context to say something. Mechanical and meaningless drilling that forces children to reproduce rote-learnt language is a waste of effort.

We can thus say:

- The human child is genetically endowed with a language system namely Universal Grammar [cf. Chomsky]; what we conceive as language acquisition is the unfolding of this innate system.
- Language acquisition progresses in a spiral or cyclic mode and not in a linear and additive mode.
- Imitation has very little to do with Language Acquisition; what apparently looks like imitation is the reflection of intuitive construction of linguistic knowledge by the learner.
- Language is acquired not through repetition but through recurrence of linguistic facts in need based and meaningful discourses.
- Language is acquired not through isolated words and structures but through clusters of linguistic expressions involved in the reception and production of discourses.
- Language is not just the totality of the four skills [LSRW] but the inner competence manifested in the performance of these skills.
- Language acquisition always progresses from whole to part and not from parts to whole. This necessitates a holistic treatment of language which has to be ensured by giving discourse level inputs to the children and getting out discourses from them as output.
- Language acquisition can take place only in a collaborative environment [cf Vygotsky, Bruner] where the child gets ample opportunities to get involved in interpersonal and intrapersonal communication.

Language – Input and Output

- Teachers and parents must have patience. It is important for them to understand that in the beginning there may be lot of input required and children may not show much output. There is always a period of silence in the process of acquisition. Once the child is cognitively and physiologically ready, output is always greater than input.
- There is no order in language learning for e.g. sounds - words – sentences. Child acquires language holistically *not* from parts to whole. A child participates in a

comprehensive discourse and from there goes on to create individual systems of sounds, words, sentences and meaning.

- There is no fixed order like simple to complex or complex to simple in language acquisition. Parents, relatives and friends do not check their speech for simple and complex sentences before they talk to children.
- Child internalises the meanings of the words through contexts in which they are embedded, participating in meaning making process.
- Child can produce an infinite number of sentences with limited and known vocabulary as the situation demands.
- The child needs a comprehensible and challenging input. Comprehension is essentially a mental process. There may be several things that help an individual while she is listening to other languages (things like the context, the communicational expectancy familiar words, gestures and so on)

2. Language and Society and other Issues

Language and Society

Even though children appear to be born with an innate language faculty, individual languages are acquired in specific socio-cultural and political contexts. Every child learns to use language that is appropriate to a given set of person, place and topic.

‘Language cannot exist and develop outside society.’ Aurorin

As Aurorin points out, society and language are inter-related. Without society language cannot exist. As society changes, language also changes. Language learning, then, is the result of a complex interaction between innate potential and social environment.

Language is used for social communication. It changes according to the needs of the society. It plays a vital role in all the transactions of the human relations. Popularity of a language depends on the social interactions, utility and function.

Society cannot be created until a group of people have some interests and/ or values in common and values require a language to embed themselves in and articulate themselves. It is a language that brings people together and keeps them together.

Multilingualism

Multilingualism is constitutive of human identity. Even the so called "monolingual" in a remote village possesses a verbal repertoire that equips her to function adequately over a large number of communicative encounters.

It is natural that our classrooms are multilingual since all societies employ a highly diversified repertoire to negotiate a multiplicity of situations. Therefore rather than treating classroom multilingualism as an obstacle, we should treat it as a resource and try to use it as a teaching strategy. It can be used to enable the child to sharpen her cognitive skills and also to acquire the target language. So the survival and maintenance of multilingualism should be at the centre of our language planning. We must find ways of respecting and using the multiplicity of voices represented in our classrooms. A child whose voice is not heard will definitely feel alienated and is likely to drop out of the school. Instead of teaching mechanical and boring grammar, we can make use of the

multiplicity of languages available in the classroom as a basis for reflecting on language structure.

Multilingualism in Andhra

Like any other state of India, AP is highly multilingual. Many languages belonging to different language families are spoken here. Some of its major languages include Telugu, Urdu and English; it also has several tribal languages which really need special attention of all those concerned with education. Many scholars and educators behave as if the only language issue in Andhra is that of English and Telugu. It also follows that we need to design our curricula, syllabi, textbooks and classroom processes keeping in mind the multilinguality present in different classroom. We also need to remember that maintenance and use of multilingualism have very positive consequences for scholastic achievement and cognitive growth.

- Though Telugu is the official language in Andhra Pradesh, there are many other languages used for communication here. For example, Kolami, Koya, Konda, Banjara, Kuvi, Gondi, Savara and Oriya languages are also spoken in tribal areas.
- The main media used for education include Telugu, Urdu and English. In addition to these Hindi, Gujarati and other minority medium schools are being run in some areas.
- The research studies of many well-known Andhra linguists such as Thumati Donappa, Bhadriraju Krishnamurthy, Chekuri Ramarao, Boodaraju Radha Krishna, Komarraju Lakmanarao and Suravaram Prathapreddy may prove very useful in the implementation of multilingual education in schools.

Language and Thought

What comes first: Language or Thought? This is really a difficult question. Language and thoughts are interdependent and overlapping. Can we imagine a thought without the existence of language? Language touches and activates the emotional aspect of the child. Thus language helps one to think on his own in order to accomplish something or to survive in a particular demanding situation. Thinking makes language dynamic.

- Language and thought are inseparable. The relationship between them is indeed very complex.

- Language on the one hand structures our thought process and leads us to unexplored territories of knowledge and imagination on the other.
- Also, culture, customs and traditions will be carried from one generation to another through language.

Language instills thinking. Divergent logical thinking leads to creativity. If a child is given an opportunity to think innovatively, she creates different discourses such as songs, poems, essays, stories etc.

In a language classroom a student should get ample space to develop her imagination and creativity. Classroom ethos and the teacher student relationship build confidence in developing ones language faculty.

Language and Dialect

The difference between language and dialect is taken for granted and most people attach great prestige to language and consider dialect impoverished and stigmatized varieties. The most common misconceptions about the relationship between language and dialect are:

- Languages follow a certain grammar and have a script associated with them while dialects have none.
- A language is spoken by a larger population and in a larger area while a dialect is local or limited to a particular area.
- A language is standardized and sophisticated and used in literature, journalism, government and other offices, courts etc., while a dialect is just used in ordinary conversation.

However, from a linguistic and a scientific point of view:

- There is no difference between a language and a dialect. Both have grammar and follow rules.
- Dialects can also be written. We can also write their grammar and dictionaries.
- What gets called a language and what remains a dialect is purely a social and political issue. It has been said that language is only a dialect with an army and a navy. This means that the variety used and supported by rich and powerful people gets recognized as a 'standard language'.

A variety used or patronized by important people (powerful and wealthy) gets noticed, and in due course, is declared a language. Gradually, its lexicons, dictionaries and grammars are written. Gradually it becomes the language of literature in that area. With time, it gets standardized and becomes the medium of instruction for children in schools. After some time, other similar modes of communication of that region are declared as dialects of that particular "Language".

In these complicated socio-political processes, it is the under privileged children who suffer, as the language with which they come to school gets sacrificed at the altar of a standardized language. The teacher considers herself/himself as the custodian of pure and standardized language.

The teacher should keep in mind that:

- A child comes to school with a fund of language. She knows almost all the grammatical rules of the language she speaks.
- That her mother tongue(s) is not the medium of instruction in the school is a political issue. She cannot make a mistake in her own language.
- The errors which she commits while learning the standardized language are not erratic and baseless; they reflect a certain pattern. These errors get corrected only in due course. They are necessary stages in the process of learning.
- No child learns language without making mistakes and first language learners tend to make the same mistakes as those who learn it as a second or third language.

Language and Script

Language is primarily speech. Script is only a means of codifying speech in writing. There is no inherent relationship between a given language and a script that is normally used for it. In fact, all the languages of the world can be written in any one script, or one can write any particular language in all the scripts of the world with minor modifications. Language predates script and script may not have any role in the development of literature in some languages. Script depends on its utility in the society and on the elites who rule a given society. It is therefore understandable that scripts would change according to those who come to power. Many languages which were once written in the

Perso-Arabic script are now written in the Devanagari, Gurumukhi or Roman scripts. Urdu poetry for example is these days easily available in the Perso-Arabic, Devanagari and Roman scripts. Santali is written in five different scripts.

Second Language Learning

As we have already pointed out, human beings are born with a language faculty and this enables them to acquire any number of languages at any point of time in their lives. It is true, however, that children acquire new languages much faster, in particular their sound systems. Adults are often better at acquiring words and sentence structure. If children fail to learn new languages such as say Hindi and English in Andhra Pradesh, the problem is not with children; the problem is with materials, methods and teachers and the overall infrastructure provided in the school. A second language will get easily learnt if we can ensure rich and challenging exposure and a caring and sympathetic environment. Rich exposure would include engaging with discourses of a wide variety including poems, stories, plays, jokes, hoardings, songs etc; and this engagement should ensure reflection and analysis. It is in the process of creating such an environment that languages and cultural practices children bring to school with them begin to get respected and used creatively in the teaching process. In general, the process of teaching a second language should approximate as closely as possible to a situation in which that language is acquired as a first language. This indeed is a difficult task but approximation is always possible.

Language and Inclusive Education

We need to appreciate that all of us have some kind of disability or the other. Children and old people always need help; some people can't sing; some suffer from acute heart or brain problems. We also need to appreciate that we have created a world in the image of a 'perfect person' who actually does not exist. All people need safe paths not just the visually impaired. We need to create schools that are accessible to all persons with disability: visual, hearing or orthopedic. We also need to create schools that provide rich intellectual and cultural environment to ALL children. Similarly, all provisions need to be made for children with language problems. In the case of hearing impaired, we must realize that they have Sign Language which is as systematic as English, French, German or Hindi or Telugu. It is just that authorities do not make any provisions for Signers

being available in schools. It is only respect and careful use of multilinguality that would ensure a place of dignity to persons with different linguistic problems/ abilities.

It's quite natural to have children with special needs in our classrooms who for a variety of reasons would fall behind in language learning. Decades of intervention research shows that the most optimal solution to this problem is to ensure an inclusive language learning environment.

Depending on the profile of difficulties, one could professionally carry out a diagnosis of dyslexia, specific language impairment, Attention Deficit and Hyperactivity Disorder (ADHD), low vision, hearing loss etc. leading to specific linguistic problems. To overcome this, inclusive learning environment should be created in the classroom. Inclusive classroom means creating a teaching learning environment that supports all levels of individual differences among children. Some children may need special help which must be provided in special schools but every possible effort should be made not to pull the child out of a normal classroom. In the case of hearing impaired for example, it is possible to study in a normal class with the help of a Signer. Visually impaired children may benefit a great deal from Braille and such software programmes as Jaws and Talking Books. Accessible environment and disabled friendly toilets will benefit all but the orthopedically impaired will benefit a great deal from them in their education.

RTE-2009 and Language Issues

The Right of Children to Free and Compulsory Education Act-2009 provides for free and compulsory education to all children of the age of 6-14 years. It also aims at providing quality education. RTE-2009 specifically states that curriculum, text books, assessment procedures (continuous comprehensive evaluation) should be designed so that quality education is ensured. In this context, teachers, teacher-educators, teacher trainees, parents, community leaders should have understanding over the sections related to language aspects mentioned in the act.

Section 8(C) (RTE 2009: 4) suggests that 'The appropriate government shall ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds'. It also provides for 'making the child free of fear, trauma and anxiety and helping the child to express views freely' (RTE 2009, Section 29.2g: 9). In fact, it applies to local authorities also (RTE 2009, Section 9(C): 5).

It also recommends that the 'medium of instructions shall, as far as practicable, be in child's mother tongue' (RTE, Section 29.2f: 9). How can we ensure that the languages of children receive respect and are actually used in the process of education in the classroom and also ensure that children don't suffer from anxiety and fear. In fact, it is questions of this sort that the New Perspective we are proposing tries to address (see the section on Classroom Implications below).

Chapter II, Section-4 provides: 'Where a child above six years of age has not been admitted in any school or though admitted, could not completed his/her elementary education, then he/she shall be admitted in a class appropriate to his/her age.

Provided that where a child is directly admitted in a class appropriate to his/her age, then, he/she shall, in order to be at par with others, have a right to receive special training, in such manner, and with in such time-limits, as may be prescribed.' (RTE 2009: 3)

According to the above section, if there are children in the school who have specific linguistic problems in not being able to read and write have the right to receive special training and attention. To address these issues, appropriate teaching learning materials, training, guidance etc. should be provided.

All these provisions ensure that children should not be discriminated against on the grounds of language. The only way in which education can ensure dignity to the languages of all children is to work in a multilingual framework.

Sec. 29 of Chapter V (RTE 2009: 9) provides that the curriculum and evaluation procedures would take into consideration the following:

- (a) conformity with the values enshrined in the constitution.
- (b) all round development of the child.
- (c) building up child's knowledge, potentiality and talent.
- (d) development of physical and mental abilities to the fullest extent.
- (e) learning through activities, discovery and exploration in a child-friendly and child-centred manner.
- (f) **medium of instruction shall, as far as practicable, be the child's mother tongue.**
- (g) making the child free of fear, trauma and anxiety and helping the child to express views freely.
- (h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

Classroom Implications of the New Perspective

Several research studies have shown that there is a close relationship between multilingualism on the one hand and language proficiency, scholastic achievement, cognitive growth and social tolerance on the other. There is thus every reason to promote multilingualism in the classroom. Languages as we know flourish in each other's company; they die when they are frozen just in textbooks, dictionaries and grammars.

Language boundaries are porous; they often flow into each other effortlessly. We constantly keep borrowing words and expressions from other languages. Therefore, paraphrase, translation, code mixing and code switching etc can be effectively used to promote the engagement of children with languages. This also helps using multilingualism available in the classroom as a resource and teaching strategy.

It is easily possible to create language activities that would involve the languages of all the children in a given class. You could for example ask children to work out the rules for making plurals in their respective languages and say in English. They could work in small groups, create data sets of singular and plural words, observe the changes and on the basis of similarities and differences, they could divide them into different categories and come out with rules which they could test on more data. Code Mixing, Code Switching and Translation would be welcome interventions in such classes. Different languages will also open up doors for different cultures, customs and folk traditions.

If we wish to ensure that the provisions of RTE 2009 are respected and children belonging to weaker sections and disadvantaged groups are not discriminated against and are encouraged to pursue and complete elementary education, we need to adopt the above perspective. Further, if we wish to ensure that the multiplicity of languages and cultural practices children bring to school get activated in the teaching process and are not pushed to the margins, we need to evolve strategies that would use multilingualism as a classroom resource for analytical thinking and cognitive growth which will in turn support scholastic achievement.

3. Learning Outcomes

Introduction

Traditionally, learning outcomes have been seen only in terms of LSRW i.e. Listening, Speaking, Reading and Writing as discrete skills. We need to have a more holistic perspective on language outcomes just as we suggest a more holistic approach to the processes of language teaching. At all times, we would like to assess children in terms of the discourses they produce. In these discourses, not only listening, speaking, reading and writing will be involved but also situation appropriate use of language and the use of various visual media such as drawing and painting. The focus of language outcomes should be on reading and writing with understanding; it should help children to listen to others with patience and speak effortlessly with confidence. **We must insist that the language teaching programme should FIRST focus on enhancing proficiency levels in the mother tongues of children.** Once that is ensured, it will go a long way in helping children acquire higher levels of proficiency in other languages and subjects.

Expected Outcomes

Children who go through a language teaching programme as suggested in this paper should be able to do the following by the end of their elementary education:

1. **Listening, Understanding and Responding:** They should be able to listen to others with understanding and respond in a way that will be appropriate in terms of person, place and topic of the conversation. They should be able to anticipate what is likely to follow. They should be able to participate in discourses in such a way that they can give their considered views with a sense of responsibility. Rather than getting agitated over small issues, they should be able to engage in rational discourse.
2. **Speaking Appropriately:** Speaking is generally treated as a mechanical activity, particularly in primary classes where children repeat rhymes and poems after the teacher or reproduce formulaic and frozen chunks of greetings etc. Children already know how to use their languages in context appropriate ways depending on the factors of person, place and topic of discourse. This ability needs to be nourished in schools for more formal discourses.

3. **Reading with Understanding:** Children should not be limited to reading their textbooks alone. They should be able to make sense of all printed material at their level. The most important task before the school is to cultivate high levels of proficiency in reading with understanding. This can be done only with the help of texts that children find meaningful, interesting and challenging. Unless children are exposed to a diversity of texts from different types of discourses they will not be able to progress beyond their textbooks. It should be possible for children to logically analyze a text and transfer it into flowcharts etc.
4. **Writing:** Most teachers and parents think that children write for the first time when they come to school. Actually children start writing in their own ways when they start scribbling and drawing. If they are encouraged to write freely in schools, they will learn much faster. In the early stages, the focus of assessment should not be on finding errors but on encouraging the children to write as much as they like. Writing is not a mechanical skill; it is a creative activity.
5. **Vocabulary:** Words cannot and should not be learnt in isolation. Unfortunately, contemporary focus on vocabulary is always on isolated lexical items. Words get their meanings from the contexts in which they are used. That's how they should be taught and that's how they should be tested. The same word may have different meanings in different contexts. A rich vocabulary must be regarded as an important component of language teaching. But this can happen only if we encourage children to guess the meanings of words from the contexts in which they are used.
6. **Creative Expression:** Children possess different competencies for imaginative expression. They must be given opportunities to express their views in oral and written modes. Children should be able to create their own stories, songs, dialogues, letters, pamphlets, bio-data, notices, posters, plays etc. They should be able to get together and produce a play on their own as they go to higher classes.

Review of books, documentation, discussion, participating in group activities, participating in elocution etc. by the children indicates the creative expressions.

Aesthetic Sensibility and Social Responsibility

We would expect that one of the major outcomes of the language teaching programme in a multilingual framework would be to enrich the aesthetic sensibility of learners so that they have a better sense of rhythm and structure. We would also expect that they become more responsible citizens sensitive to the needs of other people.

- 1. Aesthetic Sensibility:** Language classroom is very useful to introduce children to different cultures and enhance their sensitivity to different languages and cultures. By the time they finish their elementary education, children should be able to appreciate simple poems, stories and other texts and they should also be able to raise critical questions about the issues involved in them.
- 2. Social Responsibility:** The teaching of social sciences is indeed one of the most challenging areas in schools because they are so abstract and because we often fail to relate their teaching to the real life of children. To make the teaching of social sciences more relevant and to build a sense of the other must be regarded as one of the most important learning outcomes of elementary education. This will of course be done in the social science classes. However, particularly in the early years of school education, language classes through the teaching of poetry and stories play an important role in creating a sensitivity for our fellow beings.

Metalinguistic Awareness

Recent research has shown that metalinguistic awareness i.e. a conscious awareness about the unconscious knowledge of language is highly positively correlated with language proficiency and scholastic achievement. A multilingual classroom is an ideal place for trying to understand how language actually works. For example, children may suddenly discover that they all use the same strategy to make negative sentences. Rather than rote learning grammatical rules, children can scientifically examine the rules of languages at the levels of sounds, words and sentences.

4. Methods, Textbooks and Materials

Introduction

When the child enters the school, she already has full command on the languages of her home and neighbourhood. As already pointed out, she comes to the school with a comprehensive though unconscious knowledge of all the rules that govern her languages at the levels of sounds, words and sentences. She also knows how to use her languages appropriately and imaginatively. It is therefore surprising that the proficiency levels of children in schools remain rather low. Not only that they fail to learn any new languages adequately but they also often have inadequate control on the reading and writing skills of the languages they already know; they also fail to use them for more abstract purposes.

There must therefore be something wrong with the ways in which we teach languages to children. We actually never ask such questions as:

- What languages do children bring to school? In most cases, teachers are not even aware of the languages children use.
- Are there ways in which we may be able to use the languages of children in the exploration of language, building metalinguistic awareness and enhancing language proficiency?
- How children may have learnt those languages?
- What kind of linguistic knowledge children bring to school?

It should have become clear by now that children acquire languages in natural settings where the input provided is rich and meaningful and where the total environment is loving and caring. Methods used in the classroom must approximate as closely as possible to these conditions. Instead of providing children with contextually rich and creative texts that they would find interesting and challenging, we serve them with boring often moralistic texts and force them to memorize rules and undertake exercises that only involve mere reproduction and drills. Most of the time exercises given to children consist of local reading comprehension, meanings of vocabulary, grammar practice and some writing activity. A child does not do any of these in natural language learning situations. What she really does is to explore new situations with her language abilities; she talks to new people about new things; she makes new sentences and

participates in playing and singing; if you observe a child carefully, you will notice she is constantly doing new things with the languages she knows. She may learn one word and then use it for so many things for which adults never use it; she also produces new sentences all the time. She may also mix languages she is learning in interesting ways. On the other hand, she learns to keep her linguistic systems separate. Imagine a young child growing up in Hyderabad having a Panjabi father and a Bengali mother; very soon, she will talk to her mother in Bengali, her father in Panjabi and her friends in Urdu or/and Telugu.

In order to create suitable methods and materials, one should keep the following in view:

- Nature of Language
- Child's Linguistic Potential and Competence
- Multiplicity of Languages in the Classroom
- Expected Outcomes/ Academic Standards
- Guide lines of NCF 2005 and NCERT Language Position Papers (avoid rote learning, organize the Teaching Learning Process in meaningful ways, language construction, implications of knowledge, learning should not be limited to only prescribed text book, using multiple text books, additional reading material, stress free learning environment and assessment etc.)
- RTE-2009 Guidelines (classroom without discrimination, constitutional values, children's all round development, enhancement of skills, continuous comprehensive evaluation etc.)

Teaching Learning Practices and Strategies

From the above discussion it follows that:

- Every possible effort should be made to approximate to the natural language learning situations.

- Children should be allowed to use their languages in the classroom. They have the potential to learn several languages and will learn the target languages in due course.
- Children should be encouraged to engage in discourses that would allow them to use language imaginatively.
- Language Learning should adopt a holistic approach. At the heart of teaching, there must be a discourse or a dialogue or a poem or a story. Isolated words and sentences must be avoided at all costs.
- Grammar should not be taught in an isolated manner. It should be learnt through application, observation and analysis of the languages available in the class and of the target languages.
- Translation activities, discussions, formulating issues and questions should take place in projects and activities to promote language learning capabilities among children in multilingual classroom.
- All activities must accommodate the diversity of levels among children. All children should be able to do something in every task.
- Children isolate systems of spoken language in natural settings because of innate potential and rich exposure; they will be able to do the same for reading and writing if we succeed in approximating to natural learning situations.
- Children learn most in their peer groups. We must therefore encourage group activities in the class.
- Brain storming, group reading, discussions, reporting, responding, wall magazines, choreography, dramatization, puppetry, project works etc. are very useful techniques for multiple levels of children in language learning.

- Teacher should not hesitate to bring into the classroom a variety of texts not included in the textbooks; in fact, she should try to make use of all the linguistic material available in the world around. For example, it may often be possible to use very effectively the texts available in ads, newspapers, hoardings, labels etc.

Textbooks and other Language Resources

NCF, 2005 proposed that language learning should not be limited to the text-books but also use other materials. It also suggests that the new child-centred pedagogy should be rooted in multilinguality i.e. it must take into account the languages of children present in the class. In addition to the text-books, the use of dictionaries, reference books, library books, etc. is an essential part of the school environment. According to the principles and standards of RTE 2009, every school must have the school library and it should be strengthened from time to time. It is also important to keep in mind the special materials and technological support children with disabilities may need. Provisions must be made for books being available in Braille and other digitized formats; there should also be provisions for a Signer in each school.

1. Text-books:

The language text-books should have the following features:

- * The materials selected must match the cognitive levels and social and cultural background of children.
- * They should help learners achieve the class-wise desirable language competencies, expected standards and learning outcomes.
- * At primary level, the language text-books should contain attractive and thought provoking pictures, reflecting children's environment. High quality paper and printing should be used and every care should be taken to provide suitable illustrations.
- * The language used in the text-books should be simple and the textbooks should provide such creative spaces where children can use their own languages.
- * It should contain the suitable exercises, to enable the children to perform the class-wise prescribed discourses.

- * Lessons in the language textbooks should be based on discourses like songs, stories, poems, conversations, autobiographies, essays, letters etc. The discourses will create interest, curiosity, thinking towards language development.
- * At elementary level lessons may be selected from ancient and modern literature, which should be appropriate to the age and level of the children. It must be kept in mind that the materials selected for children do not in any way violate the constitutional provision of our country and uphold and encourage all the secular values it enshrines.
- * Selected lessons should represent different regions, ages and language forms.
- * Self learning exercises should be given priority.
- * Language exercises should be in the form of activities that lead to exploration discovery, research, observations. They may also consist of quiz, matrix, puzzles, language games etc.
- * Space should be provided for the child in the text book to assess her progress through self assessment.
- * To avoid boredom and monotony, lessons should begin with thought provoking questions.
- * In text books there should be pictures related to situation/context. These pictures should lead to enhance children creativity, imagination etc.
- * Exercises in the text books should promote individual, group and whole class activities.
- * Exercises should be thought provoking and exploratory; tasks which lead to mechanical answers must be avoided.
- * The exercises given in the text books should provoke the child to go through additional reading material to enable the child become an independent reader.
- * Children should be able to grasp meanings of words from the context. Based on this vocabulary exercises should be given.
- * A small dictionary text based words and their meanings in alphabetical order should be given at the end of the text-book to improve study skills.
- * In built grammar passages should be given contextually, so that children formulate grammatical rules by themselves. In this process, it is very easy for the teacher to involve the languages of children.
- * Exercises may be given among others in the following forms: extending poems (adding lines) and stories; concluding stories; writing conversations; puppetry; dramatization; mono action; reviews; descriptions; translations; project works; riddles; cultural songs; proverbs; idioms etc.

- * In the introductory text books (for beginners), language should not be introduced in isolated linear and fragmented mode (letters [in order], sentences in isolation) as per modern linguists letters may be introduced through meaningful situations. For it context →discourse -→ sentences → words → letters method may be followed.
- * Language text books should reflect local customs, culture and traditions. They should also reflect local arts such as Burrakatha, Voggukatha, Harikatha, Pallesuddulu, Yakshaganam, Kolatam, Budabukkalata, Chiduthala Bhajana, Chekka Bhajana etc.
- * Text book should be suitable for continuous comprehensive evaluation.

Language Learning : Additional Materials

In addition to the prescribed text books, there should be additional material made available to the children to improve their language proficiency.

1. Dictionaries

- * Dictionary is wonderful tool for language so dictionaries are made available development within the reach of the children.
- * At primary level, children are encouraged to go through pictorial dictionaries and mini dictionaries.
- * Children are encouraged to know meanings, sentence patterns and usage of vocabulary.

2. Reference books

- * At elementary level, reference books such as Vidyarthi Kalpatharun, Poorvagadha laharie, Pedda Balasiksha, Encyclopedias etc. should be with in the access of children. So that reading habit will be inculcated.
- * Reference books help the children to enjoy the aesthetic sense, beauty of the language.
- * Reading reference books will create interest in literature.

3. Workbooks

- * Work books should be helpful to students for self practice, self assessment and self expression.
- * Workbooks and supplementary materials should be interesting, new and challenging and should not just do more drills of what has already been done in the textbooks.

4. **Children literature**

- * Children literature should be accessible to the children. It should consist of story books, life stories, auto-biographies, children songs etc.

5. **Wall-magazines**

- * Wall magazine is the place, where the children creativity is demonstrated. In this place children products like cartoons, rhymes, poems, riddles, pictures, collected things/information should be displayed.

6. **Multiple text books**

- * NCF-2005 says that multiple textbooks should be made available to the children. Government and private schools should be permitted to select textbooks by themselves.

7. **Additional materials**

- * The following alternate material should be used in meaningful contextual situations to develop language proficiency among children: charts; flash cards; pictures; posters; cartoons; photographs; leaf plates; albums; radio; tape recorder; television; video films; puppets; school library.

5. Assessment Procedures

Introduction

Assessment is an integral part of the teaching learning process. It is one of the important processes that help to promote children learning. But unfortunately it has been viewed narrowly limiting to only examinations, which induces very high level of anxiety. NCF 2005 suggests that the assessment procedures should be made simple to remove pressure, phobia and anxiety. Even RTE 2009, Section 29 (2) states that the 'academic authority, while laying down the curriculum and the evaluation procedure under subsection (1), shall take into consideration comprehensive and continuous evaluation of child's understanding of knowledge and his/ her ability to apply the same' (RTE 2009, 2h: 9).

Meaningful Assessment

In order to make the present assessment procedures simple and meaningful, we have to think about the following:

- 1) Why is the existing examination system creating enormous pressure, phobia and anxiety among the children?
- 2) Is it essential to depend on only examinations to assess the learning levels of the children?
- 3) Do the existing examinations really help us to assess language proficiency of the children?
- 4) Do the questions given in the exam really help us in assessing a child's imagination and creativity?
- 5) What do we think about continuous comprehensive evaluation?

If we critically analyze the above questions, we arrive at the following:

- Questions given in the examinations generally test rote-learning.
- Current examination system particularly in languages addresses only the issues of content and rote learnt grammar and does not pay attention to the imagination and creativity of the child.
- Assessment is only done through written form. Speaking skills and listening comprehension are often ignored. Test items of the examination are limited to questions, fill in the blanks, match the following etc.

Assessment should help to know about the progress that the learner may have made, and to use this knowledge as feedback for timely intervention for the benefit of the learner and the teacher. So it should be continuous and comprehensive...(NCF 2005).

What do we need to do?

- Special orientation is to be given to teachers on continuous comprehensive evaluation and its procedures.
- In addition to exams and assignments, pupil participation in the class, peer group work, participation of the children in co-curricular works etc. are also to be used as assessment tools.
- Imagination, creativity, achievement levels, usage of content knowledge should be assessed instead of content based and memory based test items such as questions, fill in the blanks, match the following....
- Test items that provoke thinking and self expression should be given, For example,
 1. What would you do if you were in the place of Rabbit?
 2. What would Rabbit do if it happens to face an elephant?
 3. Extend the story or conclude the story.....
- We can use the following as evaluation tools in the assessment procedures.
 - Portfolios.
 - Anecdotes (Record of specific details of pupil)
 - Participation in different discourses and extra-curricular activities
 - Language games
 - Report preparation and presentation
 - Participation in various language development activities.
 - Performance reviews and book review etc.
- In language assessment procedures, instead of giving ranks and marks, it is desirable to give grades in terms of qualitative aspects to assess language proficiency levels.
- Instead of periodical assessment, there should be continuous assessment. It should be an integral part of teaching learning process.
- Assessment should be based on the objectives of language teaching such as language items, empowerment of language skills, expression skills, literary

interest, positive attitudes, aesthetic feeling, culture and customs, translating skills encouraging and appreciating creative writing etc.

- In order to make assessment objective oriented, the students should go beyond the textbooks such as reference books, original texts, dictionaries, encyclopedias, different magazines etc. These books should be made available to the students.
- Assessment should also help the children in terms of mental, emotional and moral development.
- In brief, teaching and assessment procedures should ensure the growth of cognitive, social, aesthetic and moral aspects of a child's personality.

6. Teacher Training

Introduction

Teachers play a pivotal role in developing children's all-round faculties. As we have said earlier, children come to schools with substantial amount of linguistic and other types of knowledge and they need all possible space to develop this knowledge. In this context, teachers have a very important role to play. They need to be aware of the learning potential of the child, stages of cognitive growth and the learning strategies children generally use before coming to school. They also need to know the subject matter well and they also need to know how best to create spaces for children so that they can engage in activities and projects that would lead to an understanding of new issues. Children should be able to learn not only what is there in their syllabus but they should also become autonomous learners over a period of time. Teachers have the responsibility to ensure that such spaces are provided to children; they should also be able to provide hints when children get stuck on a specific issue. All this can happen only if we ensure that teachers receive pre-service and in-service teacher training on a continuous basis. Teacher training programmes therefore need to be planned very carefully over long periods of time rather than in ad hoc fashion which is the practice at the moment.

One would expect that teachers will receive training about the psychology of children, their learning processes, gain clarity about the conceptual basis of language, mathematics and science and also receive intensive training on an ongoing basis in the subjects in which they specialize. Researchers always keep suggesting new methods of classroom transaction and teachers should be exposed to them from time to time. They should also be sensitized to issues concerning gender, children with disability and children coming from marginalized sections of society. They would need training about the continuously improving use of technology in education. It is of utmost importance that ALL teachers are exposed to the rich learning potential of children; all should be aware of the fact that every normal child is able to unpack the extremely rich and complex structure of language. She is therefore able to solve any problem if she is provided adequate exposure and scaffolding. Language plays two roles in the school curriculum, one as a language and another as a medium of the non-language subjects. The language teacher has to teach the languages keeping these two roles of the language in view and all the other teachers should also be aware of this. There is a sense in which every subject class is also a language class.

NCF 2005 and RTE 2009

According to NCF - 2005 the teachers are not mere teachers but they help the students in constructing the knowledge. The recent Act RTE 2009 also emphasises the importance of the teachers in the field of education and his duties and responsibilities. In view of it the teachers have to change their work style to carry out the provisions of NCF 2005 as well as RTE 2009.

The NCF 2005 and RTE 2009 re-iterate the importance of teacher preparation and teacher training for effective teaching learning activities in the classrooms. The teacher training must not be a one-time process but it must become a continuous process at prescribed intervals.

RTE 2009 clearly states the do's and don'ts of the teachers in carrying out their responsibilities in educating children at all levels. Some of the sections in the act are as follows:

- **Section 16 (RTE 2009: 6)**

No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.

- **Section 17.1 (RTE 2009: 6)**

No child shall be subjected to physical punishment or mental harassment.

- **Section 24 I-B (RTE 2009: 8)**

The teachers have to conduct and complete the curriculum in accordance with the provisions of sub section (2) of 29 (**RTE 2009: 9**) i.e., the curriculum and the evaluation procedures made by the Academic Authority must be in:

- (a) Conformity with the values enshrined in the constitution;
- (b) All round development of the child;
- (c) Building up child's knowledge, potentiality and talent;
- (d) Development of physical and mental abilities to the fullest extent;
- (e) Learning through activities, discovery and exploration in a child friendly and child centered manner;

- (f) Medium of instruction shall, as far as practicable, be in child's mother tongue;
- (g) Making the child free of fear, trauma and anxiety and helping the child to express views freely;
- (h) Comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

- **Section 24-E (RTE 2009: 8)**

The teachers have to hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child.

- **Section 7 (6) (RTE 2009: 4)**

The Central Government shall

- a) develop a framework of National Curriculum with the help of the academic authority specified under section 29;
- b) develop and enforce standards for training of teachers;
- c) provide technical support and resources to the State Government for promoting innovations, researches, planning and capacity building.

- **Section 8 I (RTE 2009: 4)**

Appropriate government shall provide training facility for teachers.

- **Section 9 J (RTE 2009: 5)**

Every local authority shall provide training facility for teachers.

Conclusion

Keeping all the above provisions in mind, it can be concluded that only professionally trained personnel should be appointed as teachers and that their training should be an ongoing process. It would be imperative to establish a comprehensive infrastructure and academic resources for intensive restructuring the teacher education programmes at all levels. Unless we do that we will not be able to fulfill our duties under the RTE.

- The curriculum is to be enriched with the experiences and activities of children and teachers. According to Yashpal the individuals who become teachers must be learners as well. They must develop their own thought processes.
- Teachers should be able to see the school as a part of the community and should acquire the skills for networking with different agencies involved in education.
- Every school should have a library for children and for teachers.
- Sustained capacity building should be the target of teacher training.
- The teachers undergoing training must get a chance to review the curriculum, syllabus, textbooks critically. They should be treated as partners in these processes.
- The teaching training programme must help to develop their own language proficiency as well as of students.
- The teachers must be trained to understand the nature of language, its elements and importance; language proficiency ensures scholastic excellence.
- Language teaching is not a literature teaching. The language teachers must keep in mind and give importance to language form, structure etc than the mere contents of the lesson.
- They should also begin to appreciate the use of multilingualism as a resource, a teaching strategy and a goal.
- The teachers must know the principles of language assessment as a part of continuous comprehensive evaluation.
- The language teachers must use the latest technology for effective teaching.
- School complex, Mandal Resource Centres, DIETs, IASEs, CTEs and SCERT be strengthened to conduct in service teacher education programme at their levels.
- The training centres must have a good library with source books, reference books, dictionaries, encyclopedias and also textbooks for the ready reference for the teachers and teacher educators.
- Expert groups in language teaching and content should share their experiences.

- There must be a monitoring agency to observe, review and revamp training programmes.
- The in-service training must be made compulsory for all the teachers at prescribed intervals. These programmes must be conducted during the holidays and vacations. Providing additional leaves and honorarium if necessary. Under any circumstances teachers must not be brought out of the school on the name of the training, workshops or teleconference etc.,

7. Recommendations

1. Children generally acquire the knowledge of the world around them including their culture, mathematics and environment through the languages used in their homes and the neighbourhood. These languages must be respected in the school and as far as possible the education of children must take place through these languages. The use of a child's languages should be encouraged throughout her education. As we have shown above, this can be done ONLY in a multilingual framework of education. This is particularly important in the case of children from tribal and minority language groups whose languages are generally stigmatized and neglected in society and school.
2. As in the case of all languages, for the teaching of English also, we must have well-trained teachers with very high levels of proficiency. The children who studied in Telugu medium/mother tongue medium schools can also be given admission in English medium schools. Even if children want to change their medium of instruction, they should be allowed to do so in the same school. Government should provide required resources, material, training to the children, who change their medium of instruction.
3. Every possible effort should be made to sustain a high degree of bilingualism throughout school education since there is a qualitative relationship between bilingualism and scholastic achievement. Unless high levels of proficiency in language(s) are ensured, achievement levels in mathematics, social sciences and sciences may not be improved.
4. Time devoted to languages in early schooling is an important issue in this context. A greater part of the school calendar should be devoted to language activities in a multilingual perspective in the first 2-3 years of schooling.
5. All possible efforts should be made by curriculum designers, text book writers, teacher educators and trainers to build networks across different subjects and languages in order to enhance levels of language proficiency.
6. High levels of language proficiency skills tend to get automatically transferred from one language to another, so it is desirable to focus attention on languages across the curriculum.

7. Sanskrit is a rich language that has contributed to many Indian languages including Telugu; it is a part of our cultural heritage. It can be introduced as an optional subject from class VI.
8. Input in terms of methods, materials, TLP strategies and assessment procedures should be in a manner to ensure that the students leave school with required levels of proficiency in Telugu/Mother tongue, Hindi and English.
9. Teachers should always be aware of the multiplicity of languages present in the class and should try to use them as a resource as suggested in this position paper. Special care needs to be taken for tribal areas where efforts should be made to have teachers who are familiar with these languages.
10. It is very important to produce interesting, thought provoking and challenging text books and other books covering different themes, processes to provide for professionally trained teachers to ensure high levels of proficiency in different languages.
11. Texts involving the use of language in a variety of situations/contexts should constitute the basis of teaching.
12. In order to ensure the quality of teacher training programmes, it is essential to build teacher training institutions that would ensure efficient master trainers in the pedagogy of language. It is also equally important to network with NGOs that may have made significant innovations in language pedagogy.
13. Immediate effort should be made to decentralize language in education policy at both the intra and interstate levels.
14. Multilingual classrooms, which are the most common scenario in Andhra Pradesh, should be seen as a resource rather than as an obstacle in education. Multilingual and multicultural classrooms should be creatively used to foster awareness and about linguistic and cultural diversity and enhance social tolerance.
15. Every possible effort should be made to preserve, sustain, and develop minor, minority, tribal, and endangered language whose survival is increasingly threatened by the processes of rapid social change and globalization.
16. Even though efforts to eliminate religious, cultural and social biases should be the burden of the entire educational curriculum, language classrooms may prove to be the most appropriate and most successful domains of desirable social changes

in this regard, and the developers of learning materials may be encouraged to create responsible discourses accordingly.

17. A substantial part of our knowledge carries a distinct gender bias, which is transmitted and consistently reconstructed through language. If we wish a democratic society, every possible effort should be made to eliminate gendered construction of knowledge.
18. Assessment procedures should neither be terminal nor focused only on the knowledge of grammar and local reading comprehension. They should be continuous and comprehensive, including addressing different aspects of linguistic diversity and incorporating communicative tasks that cut across the curriculum. A variety of methods can be used for assessment including discussions, dialogues, story making, portfolios, anecdotes etc.
19. All possible efforts may be made to make education inclusive for all including children with various kinds of disability. All schools should become physically accessible with ramps, tactile tiles, disabled friendly toilets and safe paths. We should also ensure full participation of children with disability in the intellectual and cultural life of the school. Children with severe mental disability may need special help and that should be provided but in the case of most visual, hearing and orthopedic impaired children, it is eminently possible to provide them with technological help so that they study with other children. What we need are digitized books and Signers.
20. For language development, SCERT should provide the online interactive teaching of Indian languages with the support taking from NCERT, CILL, Mysore etc. In addition relevant and interesting television programmes may be created.
21. Since the role of languages across the curriculum is being increasingly recognised, it would be essential for all teachers to undergo a special orientation course, which is focused on the nature, structure and function of language, and evolve strategies that will help to share the responsibility for the development of learners and the development of languages. In order to develop language and professional skills, every teacher should participate in teacher training programmes, meetings and conventions that are to be organised right from school complex level to state level.

22. In order to inculcate the reading habit, every school must have a well equipped library and every possible effort should be made to involve children in the process of independent reading and writing. Children are to be encouraged to write dairies. In order to strengthen school libraries, children literature books should be supplied. In every school there should be graded reading material within the access of children.
23. It is essential to build bridges in the type of language that is used across text books of language, science and social science. Some scientific and social concepts remain in comprehensible to students because of language problems.
24. In order to create interest and curiosity among children at primary level text books should consist of stories, songs, rhymes, conversations etc. in the form of discourses. After primary level text books should consist of the discourses, taken from the literature of various periods and regions. They should enable the pupil to think divergently and produce a variety of discourse forms.
25. Language teaching learning activities should provide ample opportunities and freedom to children to express their experiences, thoughts, feelings, views and interests.
26. In order to discourage rote learning in the classroom thought provoking activities should be created in the class. Competitions such as elocution, essay writing, reading poems, literary quiz, writing for magazines should be organised. These should become part of the daily activities of the school.
27. Indicators for measuring children's progress, teaching learning processes and teachers performance are to be formulated and administered.
28. Language development centres at district and state level should be opened and language *melas* from school level to state level should be organised.
29. Every possible effort should be made to encourage small research projects in the areas of language-learning and language teaching methods.

Annexure I: Language Consultants and Committee Members

Consultants

Prof Rama Kant Agnihotri

Prof H K Dewan

Dr Abdul Rasheed

Dr Najma Rehmani

Vidya Bhawan Society, Udaipur

Committee Members

1. Dr. Ravva Srihari
Rtd. Vice Chancellor, Dravidian University
Kuppam, Chittor, Distt. A.P.
2. Dr. Poranki Dakshina Murthy
Rtd. Deputy Director, Telugu Academy
Hyderabad, A.P.
3. Dr. D. Chandrashekar Reddy
Rtd. Principal, Andhra Saraswatha Parishad
Pratchya Kalashala, Nallakunta, Hyderabad, A.P.
4. Dr. D. Samba Murthy
Rtd. Principal Govt. College Teacher Education
Warangal, A.P.
5. Prof. Sahadevudu, SCERT, A.P. Hyderabad
6. Suvarana Vinayak, H.M. GPS Manthani
Dist. Karimnagar, A.P.
7. V. Chennaiah S.A. Telugu ZPHS Narsing
Ranga Reddy Dist., A.P.
8. V. Sharath Babu, S.A. Telugu Govt High School, Amberpet
Hyderabad, A.P.
9. G. Narayana, Telugu Lecturer, DIET Rayachoti,
Y.S.R. Kadapa Dist., A.P.

10. V. Swarnalatha, S.A, Pathapattiseema, Polavaram,
West Godavari, A.P.
11. K. Ramesh Rao, SA, Govt. High School, Sawaran. Karimnagar
12. K. Buddhoji Chowdary, Telugu lecturer,
IASE Hyderabad, A.P.
13. K.R.T.L. Jyotirmayi, Lecturer, SCERT, Hyderabad
14. Mr Kumar Anupam, VBS, Udaipur
15. Ms Aditi Majumdar, VBS, Udaipur
16. Mr Pushpraj Ranawat, VBS, Udaipur

Development & Coordination Committee

N. Sarojini Devi Lecturer, Language Coordinator, SCERT, Hyderabad, A.P.
Dr. N. Upender Reddy, Professor & Head, Curriculum & Textbook Dept., SCERT,
B. Seshu Kumari, Director, SCERT, A.P., Hyderabad

Annexure II

References:

- Agnihotri, R.K. 1988. 'Errors as learning strategies'. *Indian Journal of Applied Linguistics* 14.1:1-14.
- Agnihotri, R.K. 1992. 'India: multilingual perspective'. In Nigel, T. (ed.), *Democratically Speaking: International Perspective on Language Planning*. South Africa, Salt River: National Language Project.
- Agnihotri, R.K. 1995. 'Teacher's pace in the classroom'. *The Language Curriculum: Dynamics of Change* (Vol.1). Report of the International Seminar. Hyderabad: CIEFL.
- Agnihotri, R.K., Khanna, A.L. 1994. (eds.), *Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India* (RAL1). New Delhi: Sage Publications.
- Agnihotri, R.K., Khanna, A.L. 1995. (eds.), *English Language Teaching in India: Issues and Innovations* (RAL2). New Delhi: Sage Publications.

- Agnihotri, R.K. and Khanna, A.L. 1997. "Social psychological perspective on second language learning: A critique". In Singh, R. (ed.), *Grammar, Language and Society*. New Delhi: Sage Publications.
- Agnihotri, R.K., Khanna, A.L. and Sachdev, I. (eds.), 1998. *Social Psychological Perspectives in Second Language Learning* (RAL 4). New Delhi: Sage Publications.
- Alderson, J.C. and Baretta, A. (eds.), 1992. *Evaluating Second Language Education* Cambridge: Cambridge University Press.
- Alderson, J.C., Clapham, C. and Wall, D. 1995. *Language Test Construction and Evaluation*. Cambridge: Cambridge University Press.
- Allwright, D. and Bailey, K.M. 1991. *Focus on the Language Classroom*. Cambridge: Cambridge University Press.
- Allwright, R.L. 1981. What do we want teaching materials for? ELT 36.1:5-18.
- Arora, G.L. 1995. *Child centered Education for Learning without Burden*. Gurgaon: Krishna Publishing Company.
- Beaumont, M. 1996. *The Teaching of Reading Skills in Second/Foreign Language*. Patras: The Hellenic Open University.
- Carroll, J.B. 1956 (ed.), *Language, Thought and Reality: Selected Writings of Benjamin Lee Whorf*. New York: John Wiley and Sons.
- Chomsky, N. 1972. *Language and Mind*. New York: Harcourt Brace Jovanovich.
- Chomsky, N. 1996. *Powers and Prospects: Reflections on Human Nature and the Social Order* Delhi: Madhyam Books.
- Edwards, V. 1998. *The Power of Babel: Teaching and Learning in Multilingual Classroom* Stoke-on-Trent: Trentham Book.
- Gardner, H. 1993. *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.
- Gupta, R.S. 1994. *Selecting reading materials: some key considerations*. In Agnihotri, R.K., Khanna, A.L. 1994. (eds.), *Second Language Acquisition*. New Delhi: Sage Publications.
- Ilich, I. 1981. Preface to Pattanayak, 1981. *Multilingualism and Mother Tongue Education*. Oxford University Press.
- Jespersen, O. 1922. *Language: Its Nature, Development and Origin*. New York: W.W. Norton.

Ministry of Education. 'Education Commission "Kothari commission". 1964-1966. *Education and National Development*. Ministry of Education, Government of India. 1966.

Learning without Burden. Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.

National Policy on Education. 1986. Ministry of HRD, Department of Education, New Delhi.

National Curriculum Frame Work. 2009. NCERT, New Delhi.

Robert, J. 1995. 'Self-directed classroom inquiry by teachers: known benefits, an assessment of criticisms, and implications for teacher-researcher activity'. *The Language Curriculum: Dynamics of Change* (Vol.1). Report of the International Seminar. CIEFL.

Right to Education Act. 2009.

Teaching of Indian Languages. Position Paper. National Council of Educational Research and Training, New Delhi.

Teaching of English. Position Paper. National Council of Educational Research and Training, New Delhi.

Zamel, V. 1985. *Responding to student writing*. TESOL Quarterly 19.1.

Must visit website:

<http://www.languageinindia.com>.

Some Journals

Seminar (Issue no. 493 of 2000 contains contributions by Krishna Kumar, Padma M. Sarangapani, Rohit Dhankar, Mohammad Talib, Sadhna Saxena, A.R. Vasavi, Shobha Sinha, Aruna Rathnam, Geetha B. Nambissan, and a short select bibliography on Redesigning Curricula), New Delhi, India.

Sandarbh, Eklavya (Hindi), Hoshangabad, India.

Vimarsh, Digantar (Hindi) Jaipur, India.

Srote, Eklavya (Hindi), Bhopal, India.

Buniyadi Shiksha (Hindi), Udaipur, India.

Language in Society, New York, USA.

Journal of Reading, New York, USA.