

LANGUAGE RELATED ISSUES

UNIT -5

TYPES OF LANGUAGE DISORDER

- **Expressive Language Disorder:** Difficulty in expressing thoughts, ideas, or emotions through spoken or written language. It affects a child's ability to communicate effectively, leading to frustration and social challenges.
- **Receptive Language Disorder:** Difficulty in understanding or processing spoken or written language. It affects comprehension and the ability to learn from verbal or written instructions.
- **Mixed Receptive-Expressive Language Disorder:** A combination of challenges in both understanding (receptive) and expressing (expressive) language. It can affect academic performance, social interactions, and overall communication.

KEY TERMS

- **Monolingual:** A person who speaks only one language.
- **Bilingual:** A person who can communicate fluently in two languages.
- **Multilingual:** A person who can communicate in more than two languages.
- **Polyglot:** A person who speaks multiple languages fluently.
- **Lingua Franca:** A language used as a common means of communication between speakers of different native languages.

KEY TERMS

- **Code-Switching:** The practice of alternating between two or more languages or dialects in a single conversation or sentence.
- **Language Interference:** The influence of one language on another during language use, which can result in errors in grammar, pronunciation, or vocabulary.
- **Semi-Lingualism:** A situation where an individual has limited proficiency in both their L1 and L2.
- **Multiliteracy:** The ability to read and write in multiple languages.

Multilingualism

- Multilingualism is the ability of an individual speaker or a community of speakers to communicate effectively in three or more languages.
- Multilingualism in the classroom refers to the presence of students who speak multiple languages and come from diverse linguistic backgrounds. This is a common scenario in many educational settings around the world.

CHALLENGES IN A MULTILINGUAL CLASSROOM

- **Language Proficiency Gaps:** Students often have varying levels of proficiency in the language of instruction (L2), ranging from fluent speakers to beginners. It can be challenging for teachers to create lessons that are accessible to all students without leaving anyone behind.
- **Code-Switching:** Students may switch between languages or transfer grammatical structures, vocabulary, or pronunciation from their L1 to L2.
- **Limited Teacher Training:** Teachers may lack specialized training to handle multilingual classrooms or to use effective strategies like translanguaging or differentiated instruction.
- **Cultural Misunderstandings:** Language is deeply tied to culture, and misunderstandings can arise from differing cultural norms or expressions.

CHALLENGES IN A MULTILINGUAL CLASSROOM

- **Unequal Participation:** Students who are less proficient in the dominant classroom language may feel excluded or hesitant to participate.
- **Cognitive Overload:** Multilingual students may struggle to process and learn content in an L2 while simultaneously acquiring the language itself.
- **Lack of Resources:** Schools may lack bilingual or multilingual teaching materials, translation aids, or additional language support. Teachers are forced to improvise or rely on inadequate materials, which can limit learning opportunities.
- **Peer Communication Challenges:** Students with different L1s may have difficulty communicating with each other or forming connections. This can affect classroom dynamics and hinder collaborative activities.
- **Time Constraints:** Teachers often lack the time to address individual language needs within a limited curriculum schedule. This can lead to superficial coverage of material without addressing deeper language challenges.

CHALLENGES IN A MULTILINGUAL CLASSROOM

- **Linguistic Relativity** :It posits that different languages lead to different ways of thinking. Example: Some languages have multiple words for snow, shaping how speakers perceive and categorize it.
- **Language Barriers**: Challenges in communication that arise due to differences in language proficiency, dialects, or cultural norms.
- **Idiomatic Expressions**: Phrases whose meanings cannot be deduced from the individual words.
- **Lexical Gap**: A concept or meaning that exists in one language but does not have a direct equivalent in another.

CHALLENGES IN A MULTILINGUAL CLASSROOM

1. Language barrier
2. Domination of different learning styles
3. The cultural difference can also be noticed in the poorly formed speaker-listener relationship and diverse patterns of cooperation and competition.
4. Non verbal behaviour
5. Presenting one topic from different perspectives
6. Diversity of extracurricular activities
7. Teaching communication skills
8. Constant work with parents

IMPLICATIONS FOR TEACHERS

- **Cultural Competence:** Teachers should develop cultural competence to understand and respect the diverse backgrounds of their students.
- **Differentiation:** Teachers must employ differentiated instruction to cater to students' varying language levels and learning styles.
- **Language Support:** Providing language support through scaffolding, visual aids, and peer assistance can help students understand and participate in the class.
- **Collaboration:** Collaborating with language specialists or bilingual educators can be beneficial for addressing language challenges.
- **Inclusivity:** Creating an inclusive classroom environment where all students feel valued and included is crucial.
- **Professional Development:** Teachers should seek professional development opportunities to enhance their skills in teaching multilingual learners.

LINGUISTIC INTERDEPENDENCE

- Linguistic interdependence is a theory that explains how skills and knowledge in one language can support the development of another language.
- This concept, introduced by Jim Cummins in 1979, suggests that bilingual or multilingual children do not learn languages in isolation.
- Instead, cognitive and academic skills transfer across languages, meaning that strengthening a child's first language (L1) can enhance their second language (L2) acquisition.

KEY POINTS OF LINGUISTIC INTERDEPENDENCE

- **Common Underlying Proficiency (CUP):** Skills such as literacy, problem-solving, and critical thinking are shared across languages, allowing knowledge from L1 to facilitate L2 learning.
- **Academic Benefits:** Children who develop strong literacy skills in their home language often perform better academically when learning a second language.
- **Reduced Learning Barriers:** Concepts learned in one language do not need to be relearned in another, reducing cognitive load and accelerating learning.

THE DEVELOPMENTAL INTERDEPENDENCE HYPOTHESIS

- The Developmental Interdependence Hypothesis was proposed by Jim Cummins (1979) as part of his broader work on bilingualism and second language acquisition.
- It suggests that a child's second language (L2) development is dependent on the level of competence they have achieved in their first language (L1).
- The more developed the first language is, the easier it will be for the child to acquire the second language.
- Students benefit from continuing L1 development even while learning L2. Early abandonment of L1 instruction can hinder overall academic success in L2.
- Eg: A student who has developed strong reading and writing skills in Tamil (L1) is more likely to perform well when learning to read and write in English (L2). Conversely, if the student's Tamil literacy is weak, they may struggle to develop literacy skills in English.

THRESHOLD HYPOTHESIS

- This hypothesis builds on the linguistic interdependence theory by suggesting that there are two thresholds of linguistic proficiency that affect bilingual students' cognitive development and academic achievement.
- To experience positive transfer from L1 to L2, learners must reach a minimum threshold of proficiency in their first language.
- If the threshold is not met, interference or negative transfer may occur, leading to poorer performance in both languages.

LINGUISTIC INTERDEPENDENCE AND BICS/CALP

- Cummins introduced BICS and CALP to distinguish between surface-level language skills and deeper, academic language proficiency.
- **BICS** (Basic Interpersonal Communication Skills): Everyday conversational language used in social contexts.
- **CALP** (Cognitive Academic Language Proficiency): The language required to succeed in academic settings (reading, writing, problem-solving).
- **Transfer Across Languages:** When students develop CALP in their L1, these academic skills can transfer to L2.
- **Threshold of Development:** If a child has well-developed CALP in their first language, they will acquire CALP in their second language more efficiently.
- **Support for L1 Development:** Maintaining and developing L1 helps students build CALP, which aids in L2 learning.

THE NATURE OF READING COMPREHENSION IN THE CONTENT AREAS

- Reading comprehension is a fundamental skill that influences academic success across all content areas, including science, mathematics, social studies, and literature.
- It involves not only decoding words but also constructing meaning, analyzing information, and applying knowledge.
- Effective reading comprehension allows students to engage deeply with texts, extract critical information, and make connections between different concepts.

KEY ASPECTS OF READING COMPREHENSION IN CONTENT AREAS

- **Background Knowledge Activation:** Students with relevant background knowledge can better understand and interpret new information.
- **Vocabulary Development:** Mastery of subject-specific vocabulary is essential for understanding complex texts. Vocabulary instruction should focus on both general academic terms and domain-specific words to improve comprehension across subjects.
- **Understanding Text Structures:** Recognizing common text structures, such as cause-effect, comparison, and sequence, helps students navigate and interpret information more efficiently.

KEY ASPECTS OF READING COMPREHENSION IN CONTENT AREAS

- **Inference and Critical Thinking:** Effective readers use inference to draw conclusions and make predictions based on textual clues. Critical thinking skills enable students to analyze arguments, evaluate evidence, and synthesize information across different texts.
- **Integration of Visual and Written Information:** Content area texts often include diagrams, charts, and graphs. The ability to integrate visual and written information is crucial for comprehensive understanding, especially in subjects like science and social studies.
- **Engagement and Motivation:** Student interest and motivation play significant roles in reading comprehension. When students find the content relevant and engaging, they are more likely to invest effort in understanding and retaining the material.

READING AS A SKILL

- Reading is a learned skill that requires practice and instruction. Like other skills (e.g., writing, speaking), it involves mastering sub-skills such as:
- **Decoding** – Recognizing letters and sounds.
- **Fluency** – Reading with speed, accuracy, and expression.
- **Vocabulary** – Understanding the meaning of words.
- **Syntax and Grammar** – Interpreting sentence structures.
- **Inference** – Reading between the lines to grasp implied meanings.

READING AS A PROCESS

- Reading is an active, cognitive process involving interaction between the reader and the text. It's not just about recognizing words but constructing meaning. Key steps in the reading process include:
- **Pre-Reading** – Activating prior knowledge and setting a purpose.
- **During Reading** – Monitoring comprehension, questioning, and predicting.
- **Post-Reading** – Summarizing, reflecting, and analyzing.

READING AS COMPREHENSION

- At its core, reading is about understanding and interpreting meaning from written language.
- **Literal Comprehension** – Understanding facts directly stated in the text.
- **Inferential Comprehension** – Drawing conclusions and making connections.
- **Evaluative Comprehension** – Critically analyzing and forming judgments about the text.

READING AS DEVELOPMENT

- Reading is a developmental process that evolves over time.
- It starts with basic skills in early childhood (e.g., letter recognition) and progresses to advanced literacy (e.g., critical analysis and synthesis).
- **Emergent Reading** (Early Years) – Exposure to books, learning the alphabet, and simple stories.
- **Transitional Reading** (Elementary) – Gaining fluency and comprehension.
- **Advanced Reading** (Secondary and Beyond) – Engaging with complex texts and abstract ideas.

THE THREE-CUEING SYSTEM

- The three-cueing system for reading is based on the psycholinguistic theories of Ken Goodman & Frank Smith, first published in the 1960s. The three cueing model says that skilled reading involves gaining meaning from print using three types of cues:
- Semantic (word meaning and sentence context)
- Syntactic (grammatical features and sentence structure)
- Graphophonic (letters and sounds; the graphic representation)

DEVELOPMENT OF WRITING SKILL

- Writing skills, are among the basic language skills. But in the four language skills, writing is the most difficult.
- It can be said that writing is nothing but putting down signs and symbols in paper to represent the sound that we speak, but there are many factors one needs to take care of in order to write legibly.
- Punctuation, spelling, grammar, spacing, font and size, are some of the key features.

- Writing, is a more difficult exercise than speaking.
- In speaking, the listener is present before us and thus, we can observe his /her reaction and modify our speech accordingly.
- But in writing, since the reader is not present before us, there is no instant interaction and feedback.
- It is really difficult to convey the tone and intonation through writing.

Two stages in the development of writing skills

- In the development of writing skills, the primary stage goes basically through two phases:
- **i)** Development of ability and skill in the mechanical aspects of writing such as in:
 - a) Form and appearance
 - b) Hand-writing
 - c) Spelling
 - d) Punctuation
- **ii)** Development of skills to communicate in writing according to the need of the situation in grammatically correct language and in an explicit, coherent and logical manner.

WRITING READINESS

- Like reading, the skill of writing also requires acquiring certain experiences and some competencies by the learner to enable him /her to be ready for writing.
- Before starting writing, the learners have to develop the following
 1. Eye hand coordination
 2. Finger muscle coordination and control
 3. Visual discrimination
 4. Directionality habit of writing from left to right
- When the child is mature and ready for writing, he can be given certain specific experiences like drawing, painting, clay modelling, cutting and pasting for collage etc.

WRITING IN SPECIFIC CONTENT AREAS

- Writing in specific content areas (e.g., science, social studies, math, and the arts) involves teaching students how to use language to express ideas, explain concepts, and present arguments or findings relevant to the discipline.
- This type of writing includes:
 - **Informational Writing:** Reporting facts or processes (e.g., lab reports in science).
 - **Analytical Writing:** Comparing, contrasting, or analyzing concepts (e.g., historical essays).
 - **Persuasive Writing:** Arguing a point of view or making recommendations (e.g., opinion pieces in social studies).
 - **Reflective Writing:** Reflecting on learning experiences (e.g., journal entries in the arts).
 - **Creative Writing:** Applying imaginative skills (e.g., narrative storytelling in language arts).
- Each content area has unique conventions, vocabulary, and structures students need to master.

STRATEGIES

- **Teach Genre-Specific Writing**
- **Model different forms of writing (e.g., lab reports, historical analysis, and argumentative essays).**
- **Break writing tasks into manageable steps: brainstorming, drafting, revising, editing, and publishing.**
- **Use sentence starters and frames to guide early stages of writing.**
- **Incorporate writing tasks that align with content objectives (e.g., summarizing a math problem-solving process).**
- **In science, students may write lab reports, hypotheses, or explanations using precise terminology.**
- **In social studies, students might write historical analyses, essays, or reflections.**
- **In math, they could write explanations of problem-solving processes or justifications of solutions.**

FEATURES OF GOOD ORAL COMMUNICATION

- **Naturalness**
- **Clarity**
- **Fluency**
- **Audibility**
- **Comprehensibility**

STRATEGIES FOR DEVELOPING ORAL LANGUAGE

- The development of infants oral language begins as caregivers socially interact with them.
- Oral language includes speaking and listening. Young children learn about their world as they communicate with others.
- Language greatly increases during the preschool years. Starting at the age of 3 years old, children should be learning at least 2,500 new words each year.
- Oral language is used for many purposes. Children use language as they engage in social exchanges and playful encounters.
- Children's vocabulary expands as they share their experiences.

Activities to develop oral communication in classroom

- Group discussion
- Debate
- Interview
- Extempore
- Interactive class
- Learner-centred class
- Show and Tell
- Word Wall

ORAL COMMUNICATION- IMPORTANCE

- Speaking and listening allow students to engage actively in lessons, which improves retention and understanding.
- It helps students to express doubts, seek clarification, and articulate their understanding of concepts.
- Regular speaking opportunities help students overcome stage fright and develop self-confidence.
- It prepares students for oral exams, presentations, and collaborative projects.
- Speaking and listening are key to effective collaboration in group activities.
- Effective oral communication is a vital skill for interviews, professional interactions, and public speaking.
- It helps students learn how to resolve disputes and manage disagreements constructively.

STRATEGIES FOR DEVELOPING ORAL LANGUAGE FOR PROMOTING LEARNING ACROSS SUBJECT AREAS

- **Integrating Discussion-Based Learning:** Classroom discussions provide a natural platform for students to develop oral language skills. Structured activities allow students to articulate their thoughts, respond to others, and refine their verbal reasoning.
- **In Social Studies:** Students can participate in debates on historical events, taking on the roles of key figures to argue perspectives.
- **In Science:** Group discussions around hypotheses or interpreting data encourage students to use subject-specific vocabulary and logical reasoning.
- **In Math:** Explaining problem-solving processes aloud fosters a deeper understanding of concepts while building clarity in articulation.

STRATEGIES FOR DEVELOPING ORAL LANGUAGE FOR PROMOTING LEARNING ACROSS SUBJECT AREAS

- **Encouraging Collaborative Learning:** Collaborative activities such as group projects, peer teaching, and team-based problem solving create opportunities for students to practice oral communication. Working together helps students negotiate meaning, clarify concepts, and build on each other's ideas.
- In literature, students can collaborate to analyze a text, sharing interpretations and debating themes.
- In science, group experiments can involve students discussing roles, methods, and outcomes.
- **Using Questioning Techniques:** Teachers can use questioning strategies to promote critical thinking and verbal expression. Open-ended questions encourage students to think deeply and articulate responses, while follow-up questions help extend their reasoning.

STRATEGIES FOR DEVELOPING ORAL LANGUAGE FOR PROMOTING LEARNING ACROSS SUBJECT AREAS

- **Embedding Academic Vocabulary in Conversations:** Developing oral language in specific subject areas requires a strong grasp of academic vocabulary. Eg: In math, students can explain solutions using terms like “exponent,” “variable,” and “coefficient.”
- **Incorporating Oral Presentations:** Oral presentations build confidence and fluency in speaking while allowing students to demonstrate their learning. Presentation formats can vary, including individual speeches, group presentations, or multimedia-enhanced talks.
- **In Literature:** Students could present an analysis of a character’s development.
- **In Science:** Students might explain a scientific experiment or phenomenon.
- **In Social Studies:** Students could give presentations on cultural traditions or historical events.

Thank You