One of the domains where the language seems to be critically significant is education. We are going to see the role of language in education today, in understanding relationship between language and society. That is few as you know there are several domains of language use in society. In fact we can classify them; we can classify society on the basis of the various domains of language use.

One such significant domain is education and we want to see how it works that is how language works in the domain of education for us to understand the relationship between language and society. The three to four points that we are looking up today are relevance of linguistic insight in education, role of language in education and then we will briefly touch upon the question of standard and non-standard and the question of English in education at the end.

(Refer Slide Time: 01:35)
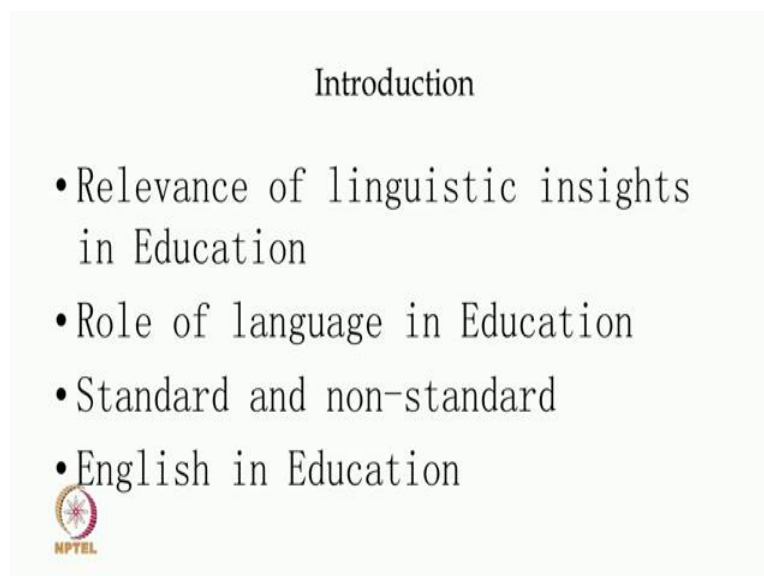
The role of linguistics insight in education in short is immense. There could be lot of technical examples that we can draw and lot of such technical examples that we have seen. For example, just to mention one example before moving on further to look at how education

works how language works in education is the role of plural formation. See various languages across language families will have plural formation processes. Take an example of Telugu or Malayalam or Hindi.

Telugu has one specific set of plural formation, Malayalam has another specific set of plural formation and Hindi has yet another specific set of plural formation. To give an example of each one of them what we see is all these plural markers, for example,

(Refer Slide Time: 02:50)
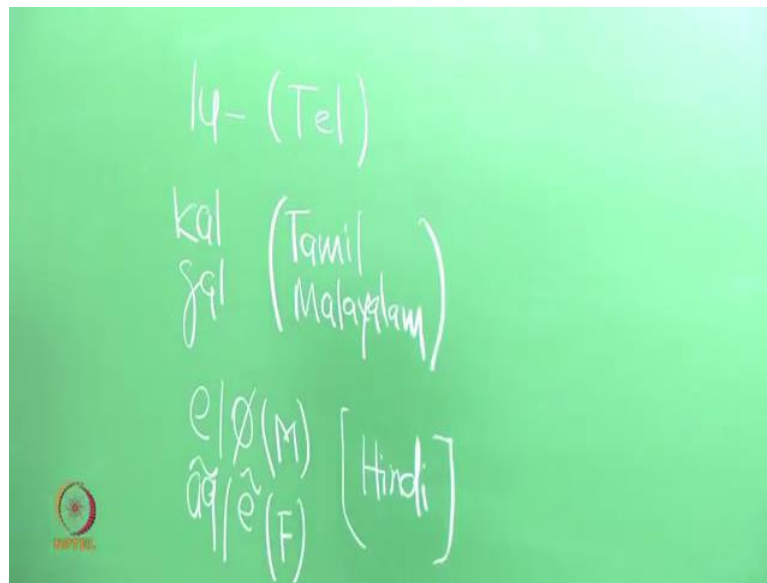
(Lecturer writes on board) lu in Telugu and kal or gal in Tamil and Malayalam e or zero or aaor en in Hindi.

Now if you look at these patterns, what we understand that to arrive at these patterns the broad patterns in different languages of different language families, it will not be possible to look at such a thing without the insights that come from one of the branches of the study of language that is linguistics and the name of such branch is Phonetics and Phonology.
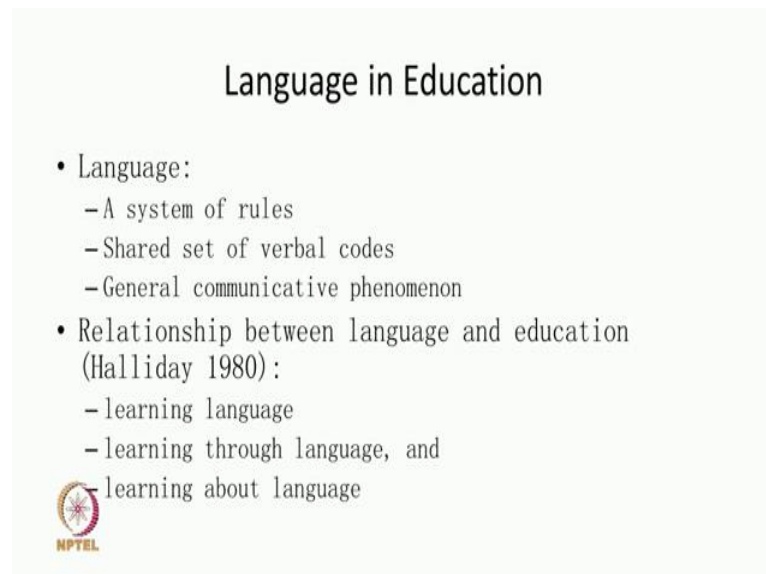
In Hindi the plural markers is e in masculine nouns or no plural marker in masculine nouns. That is to say when the word ends with the vowel "aa" then the plural marker is e. If the word ends with anything other than" aa" and it happens to be masculine then there is no plural marker. The plural marker is ah with little bit more morphological modifications and en in feminine nouns and that happens to be the pattern in Hindi.

Now if you want to look at further generalisations what you see is plural markers in hindi is a vowel plural markers in hindi happens to be nasalised in the case of feminine and not nasalised in the case of masculine. Similarly, the distribution of where "kal" appears as a plural marker in Tamil and Malayalam and where "gal" appears as the plural marker in Tamil and Malayalam.

Malayalam has got more than one plural marker and the distribution of such plural markers in terms of where they appear and how which one is unmarked that is which one appears in more contexts and which one appears in restrictive set of context and similarly to Telugu and many other languages. We can arrive at such precision only if we look at if we bring in insights from the study of language.

Such is the Relevance of linguistic insights in education. But linguistic insights in education is not restricted to that. When we look at the role of language in education, we get to understand the relevance of linguistic insights in education in little bit more details. So to examine that.

(Refer Slide Time : 06:34)

We will move in a slightly different direction and that happens to be, when we want to understand language there are several things that we can say and probably all of them are going to be true.

We need to say things about language that are contextually relevant. One of the things that we say about language is the system of rules. We have just seen an example of how precise rules work and such a precision is possible to arrive at only when we do we equip ourselves with the linguistic insights. It is a shared set of verbal codes; requires celebration but pretty much evident.

Looking at language from social perspectives or from the perspective of application we can say language is a general communicative phenomenon. Now, from both the perspectives and particularly from the third one, Halliday 1980 looks at the relationship between language and education. And he points three broad domains. One is the domain of language learning and the other is the domain of learning through language and finally learning about language. He emphasises each one of these domains each one of these perspectives for examining the relationship between language and education, is going to be relevant, for the understanding, of how it works in the larger domain of education.

Elaborating on each one of the three, what where Halliday comes in, and we want to discuss how educationists and linguists have said things about the relevance of the study of language for education. Examining the three aspects of language,that is learning language itself, learning through language and learning about language. Halliday concludes learning about language is learning the genesis of learning itself.

(Refer Slide Time : 08:47)

Educationists and Linguistics

- Halliday (1980):
    - learning about language is learning the genesis of learning itself.

- Heath (1984):
    - the disciplinary boundaries will be broken for the study of language.
    - the root ideas in diverse disciplines such as cognitive science, literary theory, language planning, and communication theory carry basic information from linguistics.
    - research domains ranging from computer science to industrial sociology, science of language is central. The knowledge about language that has come from linguistics is in the process of becoming a matter of general knowledge like certain principles of mathematics, physics and biology.

- Agnihotri (2007):
    - Language is constitutive of humans.

That is to say if we want to understand how learning takes place that is how learning of anything takes place. We need to understand the genesis of learning itself which is located in how we learn language. I invite you to read this paper by Halliday and insights from this paper are pretty significant in understanding the entire domain of education and how the domain of education sees the role of language and its relevance in it.

Another anthropologist by training Shirley Heath in 1984 made some observations and some of the stricking of the observations are the following that you see in the screen.

(Refer Slide Time : 09:50)

Educationists and Linguistics

- Halliday (1980):
  - learning about language is learning the genesis of learning itself.

- Heath (1984):
  - the disciplinary boundaries will be broken for the study of language.
  - the root ideas in diverse disciplines such as cognitive science, literary theory, language planning, and communication theory carry basic information from linguistics.
  - research domains ranging from computer science to industrial sociology, science of language is central. The knowledge about language that has come from linguistics is in the process of becoming a matter of general knowledge like certain principles of mathematics, physics and biology.

- Agnihotri (2007):
  - Language is constitutive of humans.

The disciplinary boundaries will be broken for the study of language. That is to say the study of language contributes is immense. It helps us understand wide range of disciplines and how they work viz a viz language particularly when we want to evaluate the role of language in education.

She points out the root ideas in diverse disciplines such as Cognitive Science, Literary theory, Language planning and Communication theory carry basic information from linguistics and that can be said to underline the significance of or the relevance of the study of language in the domain of education. And if that was not enough she finally makes a prediction and which happens to be absolutely correct thirty years down the line. That the research domains ranging from Computer Science to Industrial Sociology, Science of language is going to be central.

The knowledge about language that has come from linguistics is in the process of becoming a matter of general knowledge like certain principles of mathematics, physics and biology. It 's not very difficult to understand, pretty simple idea and she is only trying to use the analogy to convey the point. Findings in linguistics about language are going to be very relevant in understanding wide range of disciplines and that is why she believes the disciplinary boundaries will be broken.

You need to understand as technical stuff as it gets something like how machines work in computer science and to understanding sociology and all the way to industrial sociology we need to know how language works and such is going to be a central element. Agnihotri 2007 and in subsequent writings things that he has talked about before 2007 comes to a point where he very emphatically makes the point that it is language which constitutes humans.

In other words language is a capacity which is constitutive of humans which is which defines humans. Now when you see what Halliday has to say who is an linguist and educationist both, Shirley Heath who is an anthropologist and educationist in particular educational anthropologist and Agnihotri an educationist, linguist and social scientist but what these people and these are just few examples and when we look at what these people have to say about the study of language it becomes pretty evident how the study of language is relevant for education. And the specifics of that relevance and how the technical understanding of such domains such ideas are going to be helpful to us is what I have described to you just now.

Moving on to understand the entire domain of education and also how language interacts with that I would like you to look at some more. In the domain of education school happens to be one of the big things.

School

- Heath:
  - School is a place where young minds learn and develop much of their sociolinguistic competence and repertoire.

  - Children grow in schools learning things that they do not consciously realize that they are learning. For Heath, schooling brings a growing sense of dissonance between transmitted knowledge which help children shape their identity and the subsequent transitional experience learning. The language of children is heavily influenced by the academic and social culture that they come to interact with in the school.

  - interesting sites to explore the development of new sociolinguistic practices

NPTEL

That is the centre for education and we would like to understand this little bit again from various perspectives. So Heath again points out that school is a place where young minds learn and develop much of their sociolinguistic competence and repertoire. That is it is a place which ducks to young human minds learn at very earlier stage which is not possible to measure the kinds of things that happen to us in school are immeasurable. Competence and repertoire in sociolinguistic context of its performance developed side by side in a very complex way in schools.

Children grow in schools learning things that they do not consciously realise and that is what is called learning and this is related to what Halliday was talking about the genesis of learning is imbedded. That is the understanding of genesis of learning is imbedded in understanding of how language works. So far that we have seen the way humans learn life is different from how human learns other aspects other things. And this is why we have been emphasising that the learning of language is what makes language a special purpose cognition.

The learning of language happens effortlessly and in not conscious fashion. All other kinds of learning takes place with a conscious effort so with that distinction in mind where learning is really not a conscious process and particularly the learning takes place in schools is not a conscious process and probably on the basis of these the educationalists and linguistics have

said that what children learn in schools is immeasurable in the sense that, children learn much more than we think we teach them in schools.

It is from variety of perspectives all sides and such learning is never strict and be the nature of learning cannot be restricted. And therefore as a concluding thing we can say the genesis of learning lies in understanding the learning of language. So for Heath, schools brings a growing sense of dissonance between transmitted knowledge which help children shape their identity and subsequent transitional experience learning. The language of children is heavily influenced by the academic and social culture that they come to interact with in the schools.

Now focus on transitional experience and subsequent transitional experience in the process of creation of identity and construction of knowledge. So construction of knowledge, creation of identity and subsequent transitional experience are the parts, of parts of processes that takes place in schools. And that is why, it is such a significant space and that is why such a significant space needs to look at the genesis of how the people learn language.

Because understanding of this not so conscious process of learning requires understanding how language works. It is an interesting site to explore the development of new practises in particular sociolinguistic practises and all such development of identity and construction of knowledge and subsequent transitional experience are part of sociolinguistic practises.

That is how that is what is the significance of schools in education. Thus the effort to underline the significance of schools in education is located in the efforts of understanding the function of language that is from both language that as a system by itself and language as a social entity. So when we look at language of education we need to start with certain basic ideas.

(Refer Slide Time: 19:32)

Language of Education

- Common notion that the education system ought to be monolingual in the sense that the use of 'a language' is the only option.

- In early 1960s Noam Chomsky raised the question of learnability in children, in particular the learning of language. He demonstrated with empirical evidence that children learn complex system of language in no time on the basis of limited and fuzzy/degenerate input. Prior to Chomskian intervention into the understanding of learning of language, researchers focused and believed that the input is proportionately responsible for the output in the process of learning ignoring the generative capacity of human mind.

It was a common notion that education system ought to be monolingual, in the sense that the use of one language is the only option in schools. Now this was fundamentally not in sync with how society works. No individual or no society works just with one language and this is the point which we have emphasised in the duration of this course again and again.

Therefore I presume between understand the context in which we say no society is monolingual no individual is monolingual. Hence the idea that a system will operate solely on the monolingual hypothesis would not work. However that was the general common notion common understanding about the space called the school that we have discussed and the medium of instruction. However another interesting point that which we have underlined earlier and we have discussed in details earlier we want to underline trhrough the understanding of this is in the early 60s Chomsky raised the question of learnability in children.

Though he does not locates his hypothesis in the boundaries of the schools but the question of learn ability in children was emphasised for the first time in with such seriousness that is required. When we say such seriousness because when we look at the consequence of this question and the way it has transformed our understanding of language in schools is why we can say that the question about learnability in children was raised for the first time with that kind of seriousness in particular that was about the learning of language and he demonstrated with empirical evidence that the children learned a complex system of language in no time on the basis of the limited and degenerate input.

Prior to Chomsky intervention into the understanding of learning of language researchers focused and believed that the input is proportionately responsible for the output in the process of learning and such research focus completely ignored the generative capacity of human mind. Now all of these things the generative capacity of human mind the significance of understanding of human behaviour as well at the same time the question of learnability in general and question of learnability of language in particular are all in total sync and provide an understanding for how language would work and provide in the domain of education and its role and significance.

When we evaluate role of language in understanding education and also we look at language from the perspective of education we come to two very significant names they are Bernstein and Labov. They there were differences amongs these two.

(Refer Slide Time : 23:29)

However their contribution has led to wake the on how we understand languages, language in education and language of education. Bernstein came up with two terms they were restricted code and elaborated code. I invite you to look at the genesis of this discussion about Bernstein and the two type of codes that Bernstein talked about.

And also I want you to evaluate in larger details the relationship between Bernstein's deficit model and Labov's variability model. We will be presenting in brief the two things. Bernstein defines restricted code as the patterns of language the working class users have. Restricted code includes poor grammatical construction that are often short, simple unfinished few

conjunctions, little subordination, dislocated presentations of information and limited number of adverbs and adjectives, infrequent impersonal pronoun subjects and frequent comprehension requests.

These are the features of restricted code I want you to read this thing carefully and elaborate on what restricted code was meant by, what Bernstein wants you to understand through the use of restricted code. And I want to add, if not then now it certainly refers to language that people speak in the real world. We will see the significance of restricted code, the discussion on the restricted and elaborated code when we are going to look at the next aspect in these codes .But for the time being please understand that restricted code and features that are listed here only indicate the language and the language that people use in the real world.
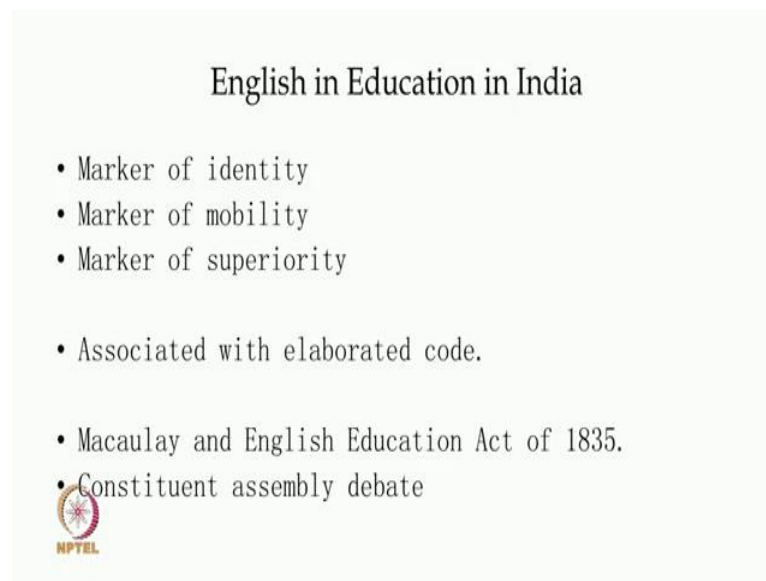
Whereas he brought another term in contrast called Elaborated code with if we compare the two with sharp opposite features. Such as advanced syntax that is standard syntax, complex sentences with subordinate clauses. Prepositions, wide range of adjectives, adverbs and a lot of qualifying elements of language. Typically associated with the middle class; can be associated with higher class as well. Schools use elaborated code and expect students to use it. That is to say schools, the language of the school is elaborated code .And if we want to do the mathematics the language of the schools was going to be or ended up to be the language that is not a spoken in the real world.

And this has consequences which will be discussed little later. But these two significant points that we draw from this language of the school did not remain the language the way commonly people use in real world. And language in education became or at least was believed to be so in serious sense monolingual practise. So this had its limitations. Because you see the variation within the language is a natural phenomenon, it is the nature of language.

So the restricted code is as rich and rule-governed as any other language and that is why what Bernstein concluded on the basis of restricted code and elaborated code distinction in terms of what is known as deficit hypothesis was problematic. And given the nature of language what replaced it was variability hypothesis of Labov which help us establish that the language of the school cannot be located in Monolinguality which is only a hypothetical concept. And cannot be anything other than the language that people speak in the real world.

In other words, not elaborated code but restricted code; we will look at these distinctions with more scientific evidence little later as well. We looked at the beginning of the discussion, that we will be talking about the discussions of standard and non standard as well. At another point where we have looked at the discussions of standard and non standard language was the discussion of English in India,was a discussion on language and dialects, the context of language and dialects and society.

(Refer Slide Time : 29:24)

English in Education in India

- Marker of identity
- Marker of mobility
- Marker of superiority

- Associated with elaborated code.

- Macaulay and English Education Act of 1835.
- Constituent assembly debate

In this context, what we want to say is A) We have established that the distinction between in terms of standard and non-standard is technically a fictitious one that does not hold its ground and that comes apparent in variability hypothesis by Labov. Coming to the question of English in education and that also in particularly Indian education system we need to understand which we have looked at before that English happens to be markers of identity, mobility and superiority. Some of these terms may not sound very acceptable but nonetheless these things are associated with English. It is also the fact that English represents elaborated code.

And to understand this one needs to look at details on English education Act of 1835 by Macaulay that helps us understand how English was roped in education system and finally when we look at Constituent Assembly Debates, we get to understand the complexity of language in society and thus has got huge significance for how policy makers and practitioner needs to be aware of both study of language and the domain of education in the society. Thank you.