

Unit-1

LANGUAGE AND COMMUNICATION IN SOCIETY

1.1 NATURE OF LANGUAGE

Human language is an exclusive form of communication. It is unique in nature compared to other forms of communication, such as animal language. We can produce unlimited set of utterances from a limited set of rules. The complex structures have a wide range of functions. On the contrary, communication systems used by animals are limited and the signs and functions of animal systems are inborn.

Moreover, a human language is culturally acquired which can be learnt through social interaction. Each languages and generate and understand utterances. Thus, language has its own concepts and sound images. This makes language arbitrary. As a common progression, a language is first spoken and then its written form develops.

There are two basic meanings to the word 'language'; one as a general concept and the other as a specific language (like English or Assamese).

NATURE OF LANGUAGE

Language is a Mental Faculty:

Language can be said to be a unique development of the human brain which enables us to learn Language and generate understand Utterances. Thus, language is universal to all humans and we have an inborn capacity for language acquisition. Children acquire language to which they are exposed through similar stages of language development.

Language is a Symbolic System:

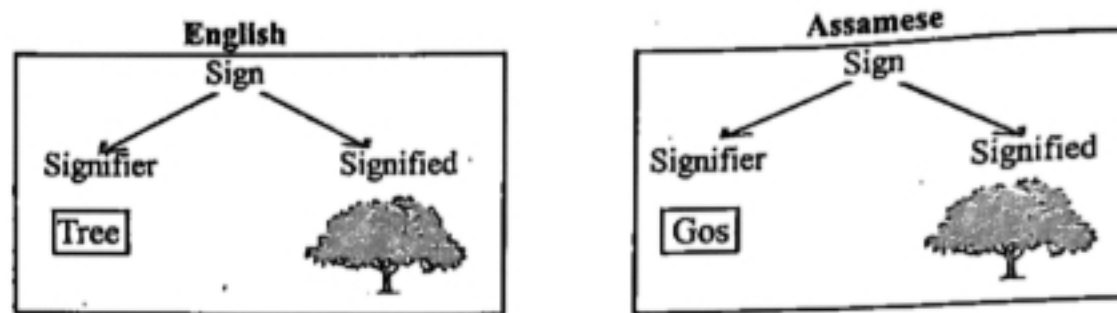
Language can also be defined as a formal system of signs governed by grammatical rules which communicate meaning. In other words, human languages have set rules that associate particular signs to particular meanings. This view of language was introduced in France by Ferdinand de Saussure. Noam Chomsky further enumerated language as a particular set of sentences that can be generated from a particular set of rules.

Language is Arbitrary

Swiss linguist, Ferdinand de Saussure termed language to be arbitrary. He stated that a sign has two parts.

- (i) Signifier – which is the form which a sign takes (commonly the word or the sound)
- (ii) Signified – the concept it represents

For example, the concept of a tree (the signified) is represented by the sound (signifier) 'tree' in English or 'gos' in Assamese. The relationship between the signifier and the signified is arbitrary.



Language is a Tool for Communication:

We use language to express ourselves. Language is any form of communication which we use to converse with one another. Moreover, language is a system of communication which has social functions. The grammar of any language is influenced by communicative needs of its structures are always in the process of change as employed by their speakers.

Language is Dynamic :

Since languages are influenced by their speakers, they change with time. Language change is a continuous process with new terminologies being added or, sometimes leading to entirely new varieties of speech. Languages wither and die as well.

Language is Creative and Infinite:

we can produce and understand novel sentences.

Design Features of Language

American linguist Charles Hockett in 1960s stated that human language consists of 16 features that distinguished human communication. These features are known as the Design Features of Language.

1. **Vocal auditory channels:** Spoken language is produced in the vocal tract and is perceived as sound. This is known as the vocal-auditory channel. Exception to this feature is the sign language which uses the manual-visual channel.
2. **Broadcast transmission and directional reception:** This means that the audible sound spreads in a wave form in all directions, however, listeners will interpret the sound as coming from one specific direction. We hear sounds coming from the front better than from behind.
3. **Rapid fading:** The sound made by speech fades away quickly after being released. They cannot be heard at a later time. It is only with the help of writing and audio recording that we are able to record language form.
4. **Interchangeability:** The speaker is able to both speak (send) and hear (receive) the same message. Human language is interchangeable.
5. **Total feedback:** The speaker can hear himself speak and internalize the language performance.

6. **Semanticity:** Speech sounds can be linked to specific meanings. That is, specific signals can be matched with specific meanings. For example, *table* refers to a specific object.
7. **Arbitrariness:** There is no necessary connection between the form of the signal and the object it refers to. For example, there is no reason why a woody plant that has many secondary branches is called 'tree' is referred by such a short word.
8. **Discreteness:** The basic unit of speech (phoneme) can be distinctly separated into categories. For example, /p/ and /b/ are two distinct speech sounds.
9. **Specialization:** The organs of speech are specially designed to produce speech. The speech apparatus like the tongue, lips, throat etc. have specialized mechanism for speech.
10. **Displacement:** The speaker can talk about things that are not physically present. A speaker can refer to the past and the future, he may talk about far away things (like other countries, the sun etc.). One may also speak of imaginary things or events.
11. **Productivity:** A speaker can produce utterances that he has never heard before. Language enables us to create new messages from existing signs.
12. **Traditional transmission:** A speaker must learn or acquire his native language from other speakers of the language. Language learning is a traditional transmission which occurs in social groups.
13. **Duality of patterning:** Phonemes, which are meaningless, are combined to make meaningful words, which in turn are combined again to make sentences.
14. **Prevarication:** The ability to make false statements.
15. **Reflexiveness:** Language can be used to refer to (i.e., describe) itself.
16. **Learnability:** Speakers of one language can learn to speak another language.

1.2: NEED OF LANGUAGE FOR ACQUIRING OTHER KNOWLEDGE.

In fact, it can be argued that thinking requires having a natural mental language such as English. There fore language is both very important and helps us a lot our acquisition of knowledge through education. Books are another way that we use to acquire knowledge. Language brings people together and common knowledge of on language. I think that current approaches to foreign language have not nearly taken large enough. Language is embedded with concepts and ideas. Children acquire language through a sub conscious process during which they are unaware of grammatical rules. Language learning, on the other hand, is not communicative. As language pays very important role in the, development of a person personality. Not only in personality but by learning more than one language it can develop person's cognitive skills, learning more than one language also important in social development of person language is a symbolic code for representing knowledge acquired by his/her. In order to acquire language, the learner needs a source of natural communication. In language learning, students have conscious knowledge of new language and can talk.

1.3: LANGUAGE IS DYNAMIC, CREATIVE, ARBITRARY AND PERPETUAL.

Language is dynamic. It travels from one place to another and it changes. Different people speak different language in different countries. However some words in every language are very similar to other words. This happens because of dynamic of the language. For example in Hindi Mother is called Mata, in Sanskrit Matr and in English it's Mother. The language spoken in southern India are very much similar to Sanskrit. Dynamic programming language is a term used broadly in computer science to describe a class of high-level programming language that execute at may common behaviors that other language might perform during compilation, if at all. Most dynamic language are dynamically typed, but not all.

Language is Creative:

Language is creative and infinite. Language is very important for man. It makes the hidden phenomena perceptible and comprehensible. All the entertaining stories that inspired and hard-working men receive, all the wisdom that sages, prophets and seers garner from the harvest of their efforts, all the secrets related to various fields that the scientists and researchers discover become known to the entire mankind through language only. Language is quite creative. The magical world portrayed in books is painted with the color-of language. Language is very creative and infinite. Without language the world would not be as advanced and beautiful as it is with it.

Language is Arbitrary:

Language is arbitrary, conventional and traditional. Words have meaning only as parts of a system, with each word deriving its meaning solely from its difference from the other words in the system. There is no geometrical or physical resemblance between word and meaning. Words are arbitrary rather than iconic. The arbitrary part means that the relationship between the form (the sound/ words/letter/characters) that we use have no natural/ meaningful relationship (between form and meaning) is said to be arbitrary.

Language is Perpetual:

Language is perpetual means continuing forever or for a very long time without stopping, happening all the time or very often.

Synonym of Perpetual:

Perpetual, continuous, unceasing, constant, ceaseless, never-ceasing, incessant, permanent lasting, perennial, uninterrupted, eternal, endless, everlasting, interminable unremitting enduring, continued, without end, imperishable undying, immortal, sempiternal.

1.4: CARRIER OF CULTURE AND HERITAGE

Language is a carrier of human culture, by which mankind continually produces and contemplates.

Language is not only a mean of communication but it is a reflection people values and identify. The diversity of language reflects the multi-ethnicity nature of the world. Language is also used to point to objects that are unique to a particular culture. All this means that learning and teaching another language is essential for international communication and cooperation. The knowledge of other language facilitates knowledge of other countries and the specific cultures of each on. It influences our culture and even our thought processes. During the first four decade, of the 20th century, language was viewed by American linguists and anthropologists as being more important than it actually is in shaping our perception of reality. Language is used to maintain and convey culture and cultural values. Language program is any language development program that is designed to address the needs of heritage language learners/speakers. Heritage language programs may be at any level or setting.

1.5: SELF EXPRESSION TOOL.

Self expression is the expression of your personality, feeling, or opinions, for example through an artistic activity such as drawing or dancing. The conflict between self-expression and the pressure to conform is a control one for his/her clothes are a fundamental form of self expression.

Six nos of self expression tool are:

1. Inculcate immense self acceptance and self-love
2. Find a sense of flow in your expression
3. Be 'you' – your authentic self
4. Be open to reinvention all the times
5. Include the other in your experience
6. Story at it – Be both creative and consistent.

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Unit 2

LANGUAGE ACQUISITION AND LEARNING

2.1: LANGUAGE AND THE CHILD.

Language development is a critical part of child's over all development. It supports child's ability to communicate, and express and understand feelings. In their first 12 months babies develop many of the foundations that upgrading speech and language development. Language development in children is amazing and it's a development that many parents really look forward to. The secret to helping child learn language is very simple. Language acquisition is a product of active, repetitive, and complex learning. The child's brain is learning and changing more during language acquisition in the first six years of life than during any other cognitive ability he/she is working to acquire. Adults help children learn language primarily by talking with them.

2.2: HOME LANGUAGE, SCHOOL LANGUAGE AND TRANSITION FROM LANGUAGE TO SCHOOL LANGUAGE

Home language basically refers to the language you use at home and outside of school to converse with you. Home language is what a person speaks at home with their parents and family. There might actually be more than one home language. For instance, I speak English with my daughter and my wife speaks Spanish with her.

Language enables the child to enhance fluency in the said language and latter in other languages. The language barriers also hindered a few children's smooth transition to school. Research shows that young children learn best in their mother tongue as a prelude to and complement to bilingual and multilingual education.

Parents too are seen to use a particular language with speaking to their children and some other language to converse with the elders. These heterogenous practices of multilingualism both inside and out side of one's home pose direct challenge to the idea of homing mother tongue as a medium of instruction in schools.

2.3: ACQUISITION OF LANGUAGE SKILLS

Acquisition of language skills are Listening, Speaking, Reading, and Writing. In the context of first language acquisition, the four skill are most often acquired in the order of listening first, then speaking, then possibly reading and writing. For this reasons, these capabilities are after called LSRW

skills.

Five stages of language acquisition

- Pre production
- Early Production
- Speech Emergence
- Intermediate Fluency
- Advanced Fluency.

2.4: STRUCTURE OF LANGUAGE, PHONICS AND PHENOLOGY

Phenology is term used for the study of the speech sounds used in a particular language. The physical structures of parts of the sound system are adapted to produce native-language sound. English has some speech sounds (phonemes) that do not exist in other languages.

The five main components of language are phonemes, morphemes, laxness, syntax, and context. Along with grammar, semantics and pragmatics, these components work together to create meaningful communication among individuals.

Phonics is a method of teaching people to read by correlating sounds with symbol in an alphabetic writing system. There are three main types of phonics: analytic, embedded and synthetic.

Phonology deals with sounds as your brain perceive them and phonetics is the production and perception of speech sounds in any language and it deals with "phone".

2.5: MORPHOLOGY OF LANGUAGE, PHONICS AND PHENOLOGY

Phenology is study of the sound system of a language or languages. Morphology is a branch of biology which concerns the form and structure or organisms; this definition includes the form and structure of words within a language, and their modification. Morphology is defined as word structure, and, yes, words have structure, but is it really just the interface between phenology and syntax? On the one hand morphology is the sound patters in words, and on the other hand morphosyntax is the structural side of things.

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Unit 3

LANGUAGE DIVERSITY AND MULTILINGUALISM

3.1: CONSTITUTIONAL PROVISIONS ABOUT LANGUAGE

Six constitutional provisions on Language

1. Article 29 of the constitution of India protects the interests of minorities. The article states that any section of the citizens who have a distinct language, script or culture of its own shall have the right to conserve the same.
2. Article 343 is about the official language of union of India. According to this article, it is to be Hindi in Devnagri-script, and numerals should follow the international form of Indian numerals.
3. Article 346 is about the official language for communication between the states and between a state and the union.
4. Article 347 gives the president the power to recognize a language as an official language of a given state, provided that the president is satisfied that a substantial proportion of that state desires that the language be recognized.
5. Article 350B provides for the establishment of a special officer for linguistic minorities.
6. The 8th schedule of the constitution of India contains a list of 22 recognized official languages. These are Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Sindhi, Tamil, Telugu, Urdu, Bodo, Santhali, Maithili, Dogra.

3.2: WHAT IS MULTILINGUALISM?

Multilingualism is the use of more than one language, either by an individual speaker or by a community of speakers. It is believed that multilingual speakers outnumber monolingual speakers in the world's population. People who speak several languages are also called polyglots.

Multilingualism is the ability of an individual speaker or a community of speakers to communicate effectively in three or more languages. Contrast with mono-lingualism, the ability to use only one language.

3.3: LANGUAGE DIVERSITY IN THE CONTEXT OF ASSAM

The language of Diversity is an evolving one that requires awareness, understanding and skill

much in the same way as other areas of diversity competencies. Language provides a means for communication among and between individuals and groups. Majority of people in Assam speak Assamese. The language spoken is actually called Asamiya and the word 'Assamese' is an anglicized form of it. Assamese belong to the family of India Aryan language. It gradually evolved from the Sanskrit language about the 7th century AD. Maximum people speak Assamese here but in Assam, Assamese is not only language instead there are so many local language like Karbi, Bodo, Tiwa, Mishng, Rabha, etc., and also the most common Assamese language varies from place to place in Assam. Although Assamese is the official language in Brahmaputra valley but in Barak Valley the official language is Bengali.

3.4: USE OF MULTILINGUALISM AS A RESOURCE AND ROLE OF THE TEACHER.

The role of the teacher in multilingual classroom is essential. To use the knowledge that he have to create a bridge between teacher and taught. Whatever their object specialism, every teacher should seek out opportunities to celebrate, promote and exploit the linguistic knowledge and skill of an their students. As a language and literacy teacher, you have a particular responsibility to this.

The teacher has the opportunity to explore the role of language in education because language gives life to content, the teacher can use multilingualism as a resource as the medium of education instead of medium of instruction.

Benefits of multilingualism practices in education include the creation and appreciation of cultural awareness, adds academic and educational value, enhances creativity, adjustment in society and appreciation of local languages. It gives chances of a wider range of communication across nations and people, that is multilingualism penetrates the cultures expressed in more than three languages. Secondly, multilingualism provides potential economic effects.

3.5: THREE LANGUAGE FORMULA

Three language formula a enunciated in the 1968 National Policy Resolution which provided for the study of "Hindi, English and the Regional language in the non Hindi Speaking states."

Who recommended three language formula

The three language formula was devised in the chief minister conferences held during 1961. The National Commission on Education known as Kothari Commission examined and recommended a graduated formula which was recommended by the 1968 Policy.

3.6: MULTILINGUAL CLASSROOM

A multilingual class is a class where the learners speak a variety of first language. Multilingual classes can be compared to monolingual ones. Where all the learners speak the same first language.

A multilingual classroom is one in which both the students and the teacher are accepting of all races, cultures, and religions. This acceptance is evidenced by the books that are read, the activities that are completed, and the lessons that are taught.

Characteristics of multilingual classroom:

- Physical
- Mental
- Abilities
- Gender
- Ethnicity
- Race
- Language
- Religion
- Class
- Sexual
- Orientation
- Age



Unit 4

LANGUAGE ACROSS THE CURRICULUM

4.1: PLACE OF LANGUAGE IN THE CURRICULUM

As the heading of the unit suggests, there are two key words VIZ. "Language and Curriculum". Before proceeding ahead, the students should be made acquainted with the meaning of these two words human communicate. A language is a vehicle to exchange thought, ideas, views etc. among people or among different communities in different parts of the world. It is only a language which plays the key role in a teaching-learning process. We can use language to refer to various means of communication involving recognizable symbols, nonverbal sounds or actions. In this present unit, language refers to those set of sounds and written symbols that are used in communication in education and curriculum.

Now, come to the next term 'curriculum'. This term has a close relation with 'education' (in the next section we shall discuss it in detail). It will be beneficial for the students to know the meaning of 'education' to know the term 'curriculum' more clearly.

The term 'education' is derived from the Latin words 'educare' and 'educere'. 'Educare' means to nourish, 'to bring up', 'to rise'. So education means to nourish to bring up the children according to certain aims or ends, whereas 'educere' means 'to lead out', 'to draw out.' This means educating a child implies drawing out a child from darkness to light. From the above two definitions, we can say that education is a system or process to enlighten the minds and shape the character of the students in a desired direction.

The term 'curriculum' is derived from the Latin word 'currere' which means 'to run' or 'race course'. Thus, curriculum means a runway, a course which runs to reach a goal. So, curriculum embodies all the experiences which are utilized by the school or college to attain the aims of education.

So, you have got some ideas on language, education and curriculum. Now, you can move to the next section with a certain clarity to comprehend the terms and their interrelationship.

Language in Education and Curriculum

We can not education without curriculum and curriculum without education. Curriculum and education are inseparable. Aims of education are realised through the medium of curriculum. Education has two broad aims, viz, Individual and social. The Individual aims lay emphasis on the balanced development of the Individual. Social aims are directed towards the development of social qualities in the individual which should lead to his social efficiency and cultural development. These aims can be realised by providing the pupils with certain experiences in the form of knowledge, skill and traits, which constitute the content of curriculum. To a large extent, this can only be realised and practised through a good amount of furnished language in formal situations like inside the classroom, in the

laboratory, in library etc.

It will be worth mentioning here that the Secondary Education Commission (1952-53) has enlarged the area of curriculum by suggesting that a curriculum should include all the activities inside and outside the classroom which help the students in learning and developing their mind and character. Now, curriculum does not mean only the academic subjects traditionally taught in the school; it includes the totality of experiences that a pupil receives through the manifold activities that are performed in the school, in the classroom, library, workshop, playground and in number of informal contact between the teachers and the pupils. By keeping in mind the views propagated by the commission, we can say that with this present concept and idea of curriculum and education, the functions and the role of language in education and curriculum are gradually increasing assuming grater significance. Let us discuss this more elaborately.

Language in Curriculum

Though education and curriculum are not separable, yet, in practice, the field of curriculum is different to some extent in the use of language. From our discussion we have already come to know that curriculum includes all the activities that take place inside and outside the classroom within the school-campus.

In the context of curriculum language is important for comprehension and for making use of knowledge. In the process of exchange of ideas between the teacher and the student, or among the students language is the chief medium.

In the last 30 years, a number of educationalists have been emphasizing the vital role of language in a curriculum i.e. in learning, particularly the role of verbal communicational talk in the classroom and within the school campus. The teacher talks to his students and vice versa. Similarly, students also talk among themselves. This is where language plays its role. Effective learning takes place when there is a perfect communication between the teacher and the students. Any disparity in this respect is seen as a hindrance to learning. The teacher should talk in a way that can be exploratory and thought provoking. The effectiveness of the language is totally depended on the efficiency and capacity of the teachers in using language in a particular context. The teacher has to be very careful while communicating with the students in respect to their age group, mind-set, the objectivity of that particular talk etc.

4.2: LANGUAGE LEARNING AND LEARNING THROUGH LANGUAGE

Language has a very important social purpose, because it is mainly used for linguistic communication. Before going to school, a child learns to talk in mother tongue (LM) or in the first language (L_1) at home in a normal environment. A child starts speaking in his/her mother tongue or language long before going to school. Now, let us briefly discuss mother tongue, the first language and other languages to know about learning language as well as how learning takes place through language.

Mother-tongue is that language which is acquired by a child from his/her parents. Mother tongue

is the first language in which a child learns to speak first. A child learns to use the speech-sounds of his/her mother tongue by imitating or following the speeches, used by parents or other family members in a normal environment. The mother-tongue considered the first language of a child. In the hierarchy of language learning, a child first learns to speak in his/he mother tongue. So, it ranks first in that hierarchy. Hence, it is called the first language of the child. In place of 'learning', the term 'acquisition' is more suitable and applicable to define the learning process of mother-tongue or first language. Learning is a deliberate or mechanical process. But, the learning of mother-tongue or first language takes place in a normal environment, where a child acquires the required skills of using mother-tongue or first language spontaneously. So, it is better to be called 'mother tongue or first language acquisition' rather than 'mother tongue or first language learning.' In the process of acquisition of mother tongue, a child needs not follow any method or formula of language learning. But, in learning other languages apart from the mother-tongue or first language, a deliberate effort is required. Generally, a child begins to learn other languages apart from the mother-tongue in the school campus itself.

In teaching and learning of other languages, the teachers or language trainers use some strategies and scientific techniques to train up the students in that specific language. The approaches and methods used for the purpose are rather mechanical. In learning a language, say for example English, different methods or approaches can be used for making the students learn better. Some of the methods and approaches are:

- grammar translation method
- direct approach
- natural approach
- cooperative language learning
- communicative language teaching

These methods and approaches are used most frequently in learning a language. During the twentieth century new methods of language have proliferated and process is still going on.

Learning through language:

Learning through language is another process or phenomenon which is different from learning a language. In the process of learning through language a language is used as the medium of instruction. In the discussion of language and education, language is usually defined as a shared set of verbal codes such as English, Spanish, Hindi etc. But, language can also be defined as a generic, communicative phenomenon, especially in the description of instruction.

Teachers and students use both spoken and written language to communicate with each other to present tasks, engage in learning processes, present academic content, assess learning, display knowledge and skills and to build classroom life. The students learn to read and write (academic written language) and they learn the discourse of academic disciplines with the help of language which is used as the medium of instruction.

Learning in classroom is primarily accomplished through language. Teachers deliver lecture, ask questions, orchestrate discussions and assign reading and writing tasks through language. Students are engaged in academic tasks through reading, writing, giving verbal answers to teachers' questions, listening to teacher's lectures, participating in peer-works or group discussion, memorizing the written

texts etc.; all these take place through a language, used as a medium of instruction. So, we can say that in 'learning through language', learning takes place with the help of language, where the language is used as the medium of instruction.

4.3: FUNCTIONS OF LANGUAGE INSIDE AND OUT SIDE THE CLASSROOM AND SCHOOL

Functions of Language inside the Classroom

Each of three basic function of language has a significant role to play inside the classroom. Inside a classroom, communication occurs between the teacher and the students. The language used by teachers and students is mostly formal in a normal classroom situation. The teacher has to use *informative* language (to give information), *expressive* language (to discuss the text of a literary work) and *performative* language (to make the students practice different modes of communication) inside a classroom. Here, the functions of language is realised both orally and in written form. In a teacher-student relationship, we can discuss the functions of language from two dimensions: (a) from teacher's point of view (b) from the learners' or students' point of view.

(a) From teacher's point of view:

From the angle of the teacher, the language functions in different ways—

- It helps the teacher to give information to the students. The teacher gives information by way of discussing the contents of the subject. There are different objectives of teaching such as helping students in developing their character, making them familiar with the syllabus and examination procedures and solving the problems of the students while performing all these tasks the teacher has to use language.
- Language also has a useful function in making the teacher understand the mood of the students. He can analyze the language used by students and by doing this the mood of the students can be understood.
- Again language is the most useful means for a teacher to transfer everything to the students what the teacher aims to teach.

(b) From students' point of view:

If we look the functions of language from the student's point of view, we arrive at the following points.

- Students get to know what is being taught through a language. The teacher imparts knowledge to the students by means of a verbal communication and on his part a student learns what he is taught through the language of communication.
- In a group discussion or in pair-works, the students have to discuss and share their ideas and views with fellow students through a language.

- The students have to use language to ask questions to the teacher to clear their doubts.
- Lastly, the students have to sit for examination which is supposed to test their knowledge. They use language to answer question and to prove their proficiency in subject.

One important aspect in this respect is that the contents and lessons of the prescribed subjects are furnished in written language. In this context, the function of language inside a classroom is very significant. Hence, the written language functions as a store house knowledge for the students.

Functions of Language outside the classroom

Outside the classroom, the students face a broader field, where they need to communicate with different persons in different situations and environments. Hence, language has been even more important function outside the classroom in comparison to its functions inside the classroom. Students must acquire the basic social language skill outside the class, either through independent study or by interacting with other speakers. Students have to ask and answer questions about themselves, about their families and friends. The food they like, the weather, what they did yesterday and so on. Naturally language has to operate huge range of functions outside the classroom.

For example, language is used to tell a story, for making a speech, to play a part, to imagine, to smooth, to ask, to deceive, to demonstrate one's feelings and in endless other ways. So, when it comes to talking about what language does, you need to be aware that language actually functions in a variety of ways, each of which may have slightly different rules of behavior.

Outside the classroom, the learners or students can implement what they learn inside the classroom. Inside the classroom, a student learns how to greet the teacher by using "Good morning, sir" or "Good evening, madam"; how to take permission by using "May I come in" etc. A student can also use this knowledge of greetings outside the classroom by addressing a neighbor as, "Good morning, uncle." In this way, a learner learns to use different words and phrases which are preformulated in nature and can be used outside the classroom. The students learn to congratulate one on his/her success by saying "I congratulate you on your success", similarly, they use "thank you", "I welcome you", "I promise you", "I warn you" etc. to express themselves in different contexts outside the classroom.

The informative functions of language can explicitly be realized outside the classroom with the presence and availability of newspapers, journals, magazines etc. By going through them, a student or a person can acquire information relating to different topics.

Besides, the language functions miscellaneously. For example, in buying a shirt, ("what is the price of that blue shirt?"); in bargaining the price of onion in the market, ("It is too high, could you not sell it at a reasonable rate?"); in paying the bus fair to the conductor, ("please take it. I shall get off at Chandmari."); to ask for a cup of tea at the tea-shop, ("Give me a special cup of tea.")

There are other uses of language such as to enquire about railway reservation, to call a doctor, to invite people for marriage and other functions, or a party at home etc. Thus these hundreds of ways in which language functions as a medium in our day to day life and outside the classroom.

We can say that a language, in a sense, defines a society. Speakers of the same dialect share an immediate sense of recognition. In addition, the traditions, myths, and religions of every human society are encoded in their languages. Finally, science itself, human's ultimate adoptive too, is based on human language.

