

analysis of the problems investigated in these case studies shows how teachers can unwittingly constrain classroom discourses to superficial, linguistic exchanges. Another major concern of the book—what role literature could play in the development of second language literacy—is addressed in Chapter 5, which apart from summarizing various communicative practices to teach literary text, gives various examples of literary forms that language teachers may find useful for teaching the importance of cultural context. The problems of expression, interpretation and negotiation of meaning from one language to another are also addressed in detail by Kramersch, who concludes “literature and culture are inseparable” (p. 175). In giving due recognition to cross-cultural exchanges in the teaching of languages, Kramersch anticipates much of the dilemmas and anxieties of the people who “live with two or more languages”

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Language is at the centre of human life. We use it to express our love or our hatred, to achieve our goals and further our careers, to gain artistic satisfaction or simple pleasure, to pray or to blaspheme. Through language we plan our lives and remember our past; we exchange ideas and experiences; we form our social and individual identities. Language is the most unique thing about human beings.

(From *Second Language Learning and Language Teaching* by Vivian Cook, 2008, Hodder Education, London, p. 1)

Classroom Activities

Activity 1

Drawing Pictures

Objectives:

Drawing attention to immediate surroundings. Early literacy; vocabulary review. Drawing attention to the written form of language

Level: Classes 1 and 2

Time: 40 minutes

Procedure:

Ask the class to draw pictures of the things they see in the classroom, outside the classroom, in the school, at home or in the field. For example a fan, chair, tree etc. After 15-20 minutes, ask a few children to say aloud the name of the picture and show it to everybody. The teacher should write the names of all the things on the board, while the child is making the presentation. After the presentations of 2-3 children, the teacher should tell the children that she has written the names of the things that their friends have drawn. She should spell out each word and point out the word either with the help of a pointer or a stick.

Discussion:

The main point here is to draw the attention of children to writing. The picture, along with its name underneath, work as a flash card. Children can see the written name associated with the picture that they have drawn. At this stage, it does not matter which language a child uses. The words she speaks must be respected. If need be, their equivalent in the target language may also be given. Children may also, in some cases, be encouraged to say a few lines about each object. If possible, the teacher may tell a story woven around a set of objects.

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