Manonmaniam Sundaranar University

மனோன்மணியம் சுந்தரனார் பல்கலைக்கழகம்

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Tirunelveli - 627 012, Tamilnadu, India.

Paper – 5

PEDAGOGY OF ENGLISH

SYLLABUS

Unit 1 – ROLE OF LANGUAGE

Relationship of language and society – language and Gender – language and Identity – Language and power – Nature of multilingualism - Differential status of Indian language class room – Critiquing state policies on language and education.

Home language and School Language – Centrality of language in learning – language across the curriculum – Development of the four language skills – the synergistic relationship – Developing reading and writing skills in children language and construction of knowledge – difference between language as a school subject and language as a means of learning and communication – critical review of Medium of instruction - multilingual classrooms – Multicultural awareness and language teaching.

Posistion language in India –Article 343 -351,350A – Kothari Commission (1961-66); NPE – 1986; POA-1992 – national Curriculum Framework-2005.

Unit 2 – POSITION OF ENGLISH IN INDIA

Role of Language in Indian context – English as a colonial language – English in Post-colonial times – English as a language of knowledge – Position of English as second language in India – English as link language in global context – challenges of teaching and learning English – Objectives of teaching as a English as a second language – Cultural, Literary, Utilitarian, Linguistic and Integrative aims – Teaching English as a skill rather than a knowledge subject – Learning the mother tongue and learning a second language – Interface and transfer from the mother tongue.

Unit 3 - AN OVERVIEW OF LANGUAGE TEACHING

Different Approaches – Theories to language learning and teaching - Philosophical, social and psychological bases of approaches to language acquisition and language learning – inductive and deductive approach – whole language approach – constructive approach – multilingual approach to language teaching and Indian thought on language teaching- methods : Grammar translation method- Bilingual method – direct method – Dr.West's new method – play way method – substitution method – language games and their merits and demerits – recent trends in the teaching of English.

A critical analysis of the evaluation of language teaching methodologies – Audio lingual method – Natural method – communicative approach – Total physical response – thematic approach .

Unit 4 – NATURE OF LANGUAGE

Aspects of Linguistic behaviour – language as a rule –governed behaviour and linguistic variability – pronunciation – linguistic diversity and its impact on English - pedagogical implication – speech and writing.

Linguistic system – the organization of sounds – the structure of sentences – the concepts of universal grammar – nature and structure of meaning – basic concept in phonology – morphology – syntax and semantics – discourse

Unit 5 – ACQUISITION OF LANGUAGE SKILLS : LISTENING , SPEAKING, READING AND WRITING

Listening : sub skills of listening - tasks – materials nad resources for developing the listening and speaking skills – storytelling – dialogues – situational conversations – role plays – simulations - speech – games and contexts – language laboratories – pictures - listening at the primary and secondary levels – listening material : using authentic materials – using recorded materials – using live listening materials – listening to specific information, for general understanding, to inter meaning, to infer opinion and attitude by using tape recorder - integrating listening with speaking reading and writing characteristics of good listening – ways to improve listening skill

Speaking : Developing speaking skill at the primary – secondary and higher levels – tasks for developing speaking skill – individual,pair, and group work – improving oral fluency – parallel sentences – conversation – dialogue – rolepaly – dramatization – panel discussion – storytelling – narration – description – communication game – debate – interview – extempore speech – short speeches – pronunciation practice drill in phonemes and words – Colloquium.

Reading : Aims of teaching reading – readability of a test – types of reading – false practice of reading aloud in the class – silent reading at the later stage – silent reading practice – pronunciation the vocabularies correctly – Methods of teaching reading : Alphabet method – phonic method – word method – syllabic method – phrase method – sentence method – reading for perception and comprehension – characteristics of reading – strategy to develop reading – vocabulary games subskills of reading – importance of understanding the development of reading skills - study skills , including using thesauruses – dictionary , encyclopedia , etc.,

Writing : mechanics of writing – visual perception – syntax – organization – grammar – mechanical skill – communication skills – judgment skills – discourse skills – characteristics of good handwriting - distinctiveness – legibility – simplicity – uniformity – spacing - capitalization – punctuation – speed – Different types of writing - filling in forms of application – stages of writing – process of writing – formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, - reference skills – study skills – high order skills

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UNIT I

ROLE OF LANGUAGE

1.1 RELATIONSHIP OF LANGUAGE AND SOCIETY

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 what to say, to whom and where. As Labov has shown, languages are inherently variable, and different styles tend to be used in different contexts by different age groups . The variability in human linguistic behaviour is not thus randomly distributed but links systems of language, communication, thought and knowledge. As Aurorin points out, 'language cannot exist and develop outside society. Development of language is ultimately stimulated by our cultural heritage and the needs of social development, but we would not overlook the reverse dependence either. Human society cannot do without language as the most important, most perfect and universal means of communication, formation of thought and accumulation and transmission of expression.' It is equally important to realize that languages are not 'discrete objects out there', almost frozen in time and space, both physical and mental. They are actually constantly changing, fluid systems of behaviour which human beings acquire and change to define themselves and the world around them. Very often languages are treated as entities and people form strong stereotypes about them. We need to be aware of both these aspects of language.

Language and Identity

An individual creates the patterns of her behavior in terms of the group(s) she wishes to identify with, acquiring in the process communicative competence that enables her to move along a continuum varying from formal to informal language. More often than not we find identities to be in conflict with one another. The question of identity becomes particularly relevant in the case of minorities and there is a great need to be sensitive to their languages and cultures in the interest of national and global peace and harmony. If language facilitates identification rather than mere discovery of some existing identity, it turns out to be something more than a marker of identity, maintenance and a repository of memories and symbols. It could be a springboard which could launch you into the as yet unfathomed depth of multiple possibilities.

Language and Power

In spite of the fact that all languages as abstract systems or subsystems are equal, the complex ways in which socio-historical and political forces interact with language, some languages become more prestigious than others and become associated with socio-political power. It is generally the language used by the elite that acquires power in society and become the standard language. All the grammars, dictionaries and various reference materials will invariably address this 'standard' language. From the point of view of science of language there is no difference between what is variously called standard language, pure language, dialect,

variety, etc. A language is often defined as a dialect with an army and navy. More than anything else it is the socio-political and the economic considerations that make people decide the national, official, associate official languages to be used in education, administration, judiciary, mass media, etc. In principle, it is eminently possible to do anything in any language, including advanced research in humanities, social sciences and sciences. It should thus become obvious that languages of the underprivileged will never get empowered unless we provide support structures that would ensure their use in a variety of contexts.

Language and Gender

The issue of gender concerns not half but the whole of humanity. Over a period of time, language has coded in its texture a large number of elements that perpetuate gender stereotypes. It is not just that many scholars, including some distinguished linguists, have described female speech as 'trivial' and 'a string of pearls' signifying nothing, but a substantial part of the lexicon and syntactic expressions encode gender-bias. Detailed analysis of male-female conversation has also revealed how men use a variety of conversational strategies to assert their point of view. The received notions of what it means to be 'masculine' or 'feminine' are constantly reconstructed in our behavior and are, sometimes unwittingly perhaps, transmitted through our textbooks. In fact, the damage done by the 'gender construction of knowledge' is becoming increasingly obvious. Language, including illustrations and other visual aids, plays a central role in the formation of such knowledge and we need to pay immediate attention to this aspect of language. It is extremely important that textbook writers and teachers begin to appreciate that the passive and deferential roles generally assigned to women are socio-culturally constructed and need to be destroyed as quickly as possible. Voices of women in all their glory need to find a prominent place in our textbooks and teaching strategies

1.2 NATURE OF MULTILIGUALISM

Multilingualism is the use of more than one language, either by an individual speaker or by a group of speakers. It is believed that multilingual speakers outnumber monolingual speakers in the world's population. More than half of all Europeans claim to speak at least one language other than their mother tongue; but many read and write in one language. Always useful to traders, multilingualism is advantageous for people wanting to participate in globalization and cultural openness. Owing to the ease of access to information facilitated by the Internet, individuals' exposure to multiple languages is becoming increasingly possible. People who speak several languages are also called polyglots.

Multilingual speakers have acquired and maintained at least one language during childhood, the so-called first language (L1). The first language (sometimes also referred to as the mother tongue) is acquired without formal education, by mechanisms about which scholars disagree. Children acquiring two languages natively from these early years are called simultaneous bilinguals. It is common for young simultaneous bilinguals to be more proficient in one language than the other.

People who know more than one language have been reported to be more adept at language learning compared to monolinguals.

Multilingualism in computing can be considered part of a continuum between internationalization and localization. Due to the status of English in computing, software development nearly always uses it (but see also Non-English-based programming languages). Some commercial software is initially available in an English version, and multilingual versions, if any, may be produced as alternative options based on the English original

1.3 DIFFERENTIAL STATUS OF INDIAN LANGUAGE CLASSROOM

English study is compulsory for all the students. In School curriculum, English occupies a dominant place. In some states, English is introduced in class 1 in government school and government aided schools and for passing in the examination in this subjects is essential. In the case of central schools and schools affiliated to C.B.S.E., English is introduced in standard 1.

In activity A,

you examined the status of English in your state; now let us examine the status of English language which is set within a formal instruction system. However, before examine a formal language learning situation, let us attempt to look at an informal language learning situation. An informal language learning situation is one when language is not taught or learnt for grammar but for communication. For example: a young child learns to use language functionally, i.e. get things done or to express himself/herself. This expression could transactional or self-expressive in nature.

Through play and chat, which constitute easy, spontaneous use of language, the child develops language skills, he/she learns to speak, read, listen, and write effectively and independently.

The formal instructional system is however very difficult. Here we are referring to organize learning on a large scale, with the instructional system providing certification at the end of learning programme.

We must carefully the differences in the teaching of languages in formal and formal situations. Early language learning involves learning of MT(Mother Tongue) or L1(First language). Learning English for most Indians is learning a second languageL2.

Activity B

What is the status of English in your state in the formal language situations? Answer some of the questions below and see if you can get a picture.

  a. What is the pass mark in your school/college? Is English medium compulsory at college
  b. Are other subjects taught in English? If not in which class does English instruction begin?
  c. What does the language exam test, competence of language skills(reading, speaking, writing, listening) or content of the language text(if so, in what percentage?)
  d. What do you teach while teaching language say English? Grammar or the use of language or something else?
  e. Do you let your students make errors? How do you deal with their errors?

f. What percentage of your learners show interest in using English within/outside the classroom?

g. What percentage of students in your class have access to English in the speech communities of their home?

1.4 CRITIQUING STATE POLICIES ON LANGUAGE AND EDUCATION

Any decision or principle of action adopted with regard to the usage of language or languages by an organization or individual is known as a language policy.

Language polices are basically designed to promote one or more languages and also it specify the usage of language in different domains, like education, administration, media, etc. So we can say that language policy is a cover term for all the linguistic behaviours, assumptions, cultural forms, folk believes, attitude towards a language etc. A language policy is multidimensional. Language policy has been an area of interest for many scholars. Eminent work on language policy has been done by Charles Ferguson, Haugen, Heinz Kloss, Joan Rubin, and Richard Baldauf. People like Schiffman 1996; Spolsky 2004; Ricento 2006; MCarty 2002 has also done a lot in the area of language policy.

Ruth Wodak viewed language policy As every public influence on the communication radius of languages; the sum of those "top-down" and "bottom-up" political initiatives through which a particular language or languages is/are supported in their public validity, their functionality, and their dissemination. (Wodak, 2006:170)

There are certain factors which affect the framing of language policy i.e. socio-linguistic settings, attitude of the language speakers, the strength of the political set up, etc. If the speaker of a language develops a positive attitude towards his/her own language s/he can change or modify the existing language policy of that society. According to Fasold (1984), language policies are constructs, and they change over time. (Schiffman 1996:40).

Language policy can either be a written clause in the Constitution of a country or a language law, or a cabinet document or on administrative regulation. 125 of the world‟s Constitution express some policy about language. (Spolsky 2004:11-12). But this doesn‟t mean others don‟t have any language policy. One cannot say no to a language policy. Whether it is implicit or explicit it is present everywhere. Good language policies are always needed for the effective working of a nation and language policy cannot be studied without knowing about language planning. The need for a language policy is there at different levels.

Like:
  ➢ For official use of language (e.g. Administration, law, etc.)
  ➢ Use of language at regional level Language for wider communication (mass media)
  ➢ Language for International communication
  ➢ Use of languages at specific domains like education, etc.

For all these purposes we need to choose a language and sometimes the need is to develop that language. For an effective language policy, good language planning is equally

important. Planning involves a choice that is made on the basis of a conscious effort to predict the consequences of the proposed alternatives. (Chaklader, 1990:151)

In the process of language planning various academies and committees are involved. The goals of language planning differ from one nation to other and from one organization to other. Sometimes language planning is done for assimilating the languages i.e. the dominant language of the society is forced on native speakers of other languages. So they are assimilationist in nature. Some are done for maintaining linguistic pluralism i.e. multilingualism is recognized and supported. Other goals of language planning are standardization, language revitalization, language reform, language maintenance, etc. Planning can be either seen as a management of language or manipulation of language. Most of the time language planning is governed by power and politics. According to cooper (1989:45) language planning is a "deliberate effort to influence the behaviour of others with respect to acquisition, structure or functional allocation of their language codes."

Various sociolinguists divided the process of language planning into various steps. The general sub-division is of: policy formation, codification, elaboration and implementation. To these sub-processes Eastman added two more namely language choice and evaluation. The process of language choice is never neutral. Choice inevitably means selection and selection is always at the cost of rejection. On the background of various questions language choice can be understood. For example, who is choosing whom under what circumstances? This shows the power dynamics working in the selection. The question of choice, covertly takes note of who is being eliminated and with whom, is the pressure group. In the selection process various economic, political, sociological considerations work. So planning should be so that most of the languages get benefit from it.

1.5 HOME LANGUAGE, SCHOOL LANGUAGE AND MEDIUM OF UNDERSTANDING (CHILD'S OWN LANGUAGE)

A family's language is a bond that connects the child to the family, says Lily Wong Filmore, a UC Berkeley professor and leading expert on young children's language learning. When children forget their parents' and grandparents' language or see their family's language and culture as undesirable, the family loses a powerful tool for supporting and guiding their children.

Wong Filmore questions the push for children to learn English to be "ready for school." She says children should learn to speak and read first in their home language. Then they can transfer those skills more easily to English. But since Prop. 227 passed in 1998, California's official policy is to teach "overwhelmingly" in English. Many schools have dropped their bilingual education programs. In most California classrooms, children who start school knowing some English have a real advantage.

Child care and preschool programs can give kids a good start in English and their home languages. As a parent, you can find out whether your child's caregivers are taking these steps:

What can your child's caregivers do to help the children learn English?

- **Hire staff who reflects the child's own language and culture.** When children see adults with the language and culture of their families, it helps them "know they are valued," says Janet Gonzalez-Mena, professor of child development at Napa Valley College. That support helps them feel comfortable enough to start learning a new language

- **If possible, have each adult speak to the child in only one language.** For example, a classroom with a Spanish-speaking teacher could have an English-speaking assistant teacher. That helps children sort out which language is which.

- **First teach "social language,"** the English words children need to function in school: Please, thank you, lunch, sit, bathroom.

- **Help children learn language sounds with songs, rhymes, and repetition.** They may learn the same song in English and Chinese, for example, and practice hearing and repeating sounds by repeating the songs.

- **Reflect correct English when you speak to children.** "Listening to children and practicing language together," is an ongoing process, says Andrea Wall, a preschool teacher at Calwa Elementary School in Fresno. If a child says, "I went store," the teacher can respond, "Oh, you went to the store?"

- **Use visual displays and books,** and give children "time for free choice using those materials to re-enact stories or songs," says Wall. Bilingual books and labels help children practice vocabulary. One kindergartener at Calwa came to school with a book from her church. Each page showed a bear in a different color, with the word for that color in English and Hmong.

- **Show parents how they can help.** "Get parents involved and model strategies for language learning at home," says Wall. She invites parents to watch her reading kids a story—pointing to the pictures, talking about the story. When parents read stories that way in their home languages, they help their children build skills they will use later in learning to read and write in English as well as their home language.

What can your child's caregivers do to support your child's home language?

- **Value parents as the child's first teacher.** "By seeing parents as the child's first educators, the child care center recognizes its role as an extension of the home culture," says Martha Cueva, a teacher supervisor at Centro Vida, a bilingual preschool in Berkeley.

- **Provide books and materials in child's home language.** "There needs to be an equal amount of funding" for home language and English language materials, says Gonzalez-Mena. "If one language has only books of a homemade type and the other language has pretty printed and bound editions, then children get the wrong messages on the value of one language over the other," she adds. "Also, these materials need to be able to go home with students to support literacy within the home," says Wall.

- **Pay attention to how the home language is used.** If the child care center uses the home language mainly for discipline and never disciplines the child in English, the child might develop a negative attitude toward the home language, says Gonzalez-Mena
- **Invite parents and community members to help make the program bilingual and bicultural.** "The child care center should have parents and community volunteers who represent the children's home language and cultures come into the program and talk with the children," Gonzalez-Mena adds. "Building a child's ability and confidence in the first language is excruciatingly important," says Centro Vida Director Beatriz Leyva Cutler, "especially when the teacher does not represent the home culture nor the child's first language."
- **Invite parents to talk about their children's language education.** When children go to school, parents often have a choice between a bilingual or an English-only classroom. "Child care centers can set up opportunities for parents to talk to children who grew up in an English-dominant, Spanish-dominant, or bilingual environment," says Leyva Cutler, to help parents "make informed decisions about the generational gift they can give to their child"—their language.

1.6 CENTRALITY OF LANGUAGE IN LEARNING

To achieve excellence in education we must recognize the centrality of language. It is a simple yet essential fact that language is what makes humanity a unique species and all students should be required to master the written and the spoken word. Language is the connecting tissue which binds us all together.

1.7 LANGUAGE ACROSS CURRICULUM

Language learning is a matter of growth and maturation of relatively fixed capacities, under appropriate external conditions. Language is never taught but caught from environment if by teaching we mean creating appropriate external conditions for the learning of a language, we do 'teach' a language.

In the hands of a good teacher, teaching of any language is a very interesting activity. An effective teacher is able to put life in the teaching learning programme. Every good teacher fixes up aims of teaching learning. Then he/she makes all efforts to achieve those goals. Such a teacher does not hesitate in rethinking, reframing or rewriting the goals. And above all, the effective teacher follows the general principles of teaching learning the language. The different principles and aims of teaching keep the teacher on the right track.

The second language is learnt deliberately, usually in formal classroom teaching. So the classroom activities must provide sufficient motivation and scope for learning the language with emphasis on practice. The teacher must give his pupils as much opportunity as possible for the correct practice of language skills and as little opportunity as possible to make mistakes.

1.8 DEVELOPMENT OF THE FOUR LANGUAGE SKILLS

Four skills activities in the language classroom serve many valuable purposes: they give learners scaffold support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important, confidence.

1.8.1 READING

Reading is fun-way to knowledge hunt. We read or see innumerable quotes and proverbs on reading. How far is it true? It is true indeed- reading brings wisdom. Through reading, we learn a lot and it is the most prominent language skill. But the fact of making a reading habit or being good at it is the question here. For now, students, adults and even educators read very less. It is a well-known fact that when there were no televisions or computers or other forms of entertainment, reading was a primary leisure activity among the educated lot.

People would spend hours reading books and travel to lands far away or enjoy love, cherish victorious moments and live history-in their minds. The tragedy is that, with time, people have lost their skill and passion to read. Reading has declined among every group of people in today's world of technology and entertainment. There are many other exciting and thrilling options available, aside from books. And that is a shame because reading offers a productive approach to improving language- vocabulary and word power for example. When you possess rich vocabulary, you listen better as you understand more; then you can write better with more words to choose from; obviously you can speak better because of your intense word power. It is advisable to indulge in at least half an hour of reading a day to keep abreast of the various styles of writing and new vocabulary. Thus, the need to develop a habit to read is very important. Well, the skills will hopefully jump in automatically once the strong genuine habit has been established. The best and easiest approach is however, to make a small effort to read a piece a day… you will surely succeed.

1.8.2 WRITING

Writing is a gem to pick. A person with good writing skills is always victorious at expressing oneself. The writing skill is the 'hard copy' of your intellectual level or the level of your expression. The writing process is taught in schools and colleges. But, do you practice it in reality? Or Do you start to write as soon as the question is read. Pre Writing opens the doors to effective writing where you brainstorm almost anything under the topic or theme. You find a topic, narrow it, and consider the purpose, audience as well as the form of writing. You are not concerned with creating whole sentences or paragraphs at this point rather you should aim at defining an idea and getting it rolling. Then we write our first draft which is a compilation of our random thoughts. This is where our words form sentences and paragraphs. The third step is revision. Revision means "Seeing again. " Here you refine the ideas in their compositions. Revising consists of three activities: rereading the rough draft, sharing the rough draft in a writing group/with anyone, and revising on basis of feedback. You can add or substitute thoughts and words. The same can be done with deleting and moving your words in the draft. Editing is the next big thing. The cleaning up process where the clutter is cleared and ideas are allowed to

shine happens here. We tend to putting the piece of writing into its final form and you fine-tune your work by focusing on correct punctuation, capitalization, grammar, usage, and paragraphing. The goal here is to make the writing 'optimally readable. "

The last is publishing you final piece. Each step is interchangeable and can be done as many as you dare or till your writing perfects. I always tell my students to work out at least three drafts. So this is it with writing easy? It would turn out simply simple if you make it a habit and practice like you practice your favourite song or dance. Tip: Avoid electronic English (u for you) Listening is yet another necessitate in language. The more efficient a listener you are… the more successful and satisfied you will be.

1.8.3 LISTENING

Listening…is not merely hearing: it is a state of receptivity that permits understanding of what is heard and grants the listener full partnership in the communication process. We need to develop a keen interest in making ourselves better ears. The fact that we listen more than our ears and we listen far more than the sound is very true. As any member in a society, listening is one important skill to possess as good listening is an integral part of communication process. A good listener shows readiness and possesses an ability to manipulate the sound into words and their contextual meaning. Then the good listener relates given meanings to other experiences and he shares responsibility with the speaker. Academically, listening skills plays a vital role in the teaching-learning cycle. A student learns better when he can listen better. A teacher is also in need of a good listening skill. All the way, listening should be enhanced in your life as to be a greater speaker. The attitude of the listener is another stepping stone to achieve this skill.

1.8.4 SPEAKING

Speaking is all special. This skill is as important as the others. When you have words read, ideas written and thoughts heard, all you need is to express- your speaking skill. What you speak will determine the expressiveness in you. Speaking has many masks- public, friendly or academic contexts are few from the lot. Each context has the same need for the skill. Statistics reveal that when you talk, you use about five syllables per second and there are more than forty different speech sounds. Thus, every time you talk, your audience must catch all the five syllables per second out of the air, must recognize the forty sounds in them, must translate the syllables into words and finally they must translate the words into thoughtsyou got to help them succeed in doing so. If you slur or muffle sounds, or project the sounds weakly, the listener will miss a lot, failing you as a good speaker. Therefore, proper pronunciation, diction and building a good vocabulary should be on your prioritized list. Tip: Avoid one word answers or queries. As a student, the skills of language will make you academically sound and the miracle it will have when you enter the world as an adult is magical in an adventure. Mind you, the four skills never stand out as individual areas but they form a chain cycle, where you break one ring of the chain and the whole chain would collapse. In the changing competitive world, your command over a language and even more the level of your English can determine your life. Thus, it is so much imperative for you to understand the four skills and give it a consistent effort. The result will be astonishing!

1.9 THE SYNERGISTIC RELATIONSHIP

Listening and reading are input activities, and writing and speaking are output activities. In other words, when you're listening or reading, you are being exposed to the language, and when you're writing and speaking, you are "producing" the language.

1.10 DEVELOPING READING AND WRITING SKILL IN CHILDREN LANGUAGE AND CONSTRCUTION OF KNOWLEDGE

Children learn to use symbols, combining their oral language, pictures, print, and play into a coherent mixed medium and creating and communicating meanings in a variety of ways. From their initial experiences and interactions with adults, children begin to read words, processing letter-sound relations and acquiring substantial knowledge of the alphabetic system. As they continue to learn, children increasingly consolidate this information into patterns that allow for automaticity and fluency in reading and writing. Consequently reading and writing acquisition is conceptualized better as a developmental continuum than as an all-or-nothing phenomenon.

But the ability to read and write does not develop naturally, without careful planning and instruction. Children need regular and active interactions with print. Specific abilities required for reading and writing come from immediate experiences with oral and written language. Experiences in these early years begin to define the assumptions and expectations about becoming literate and give children the motivation to work toward learning to read and write. From these experiences children learn that reading and writing are valuable tools that will help them do many things in life.

1.11 DIFFERENCE BETWEEN LANGUAGE AS A SCHOOL SUBJECT AND LANGUAGE AS A MEANS OF LEANRNING AND COMMUNICATION

Definition of Language

Language is described as a tool which helps in the transmission of feelings and thoughts, from one person to another. It is the means of expression of what a person feels or thinks, through arbitrarily produced symbols or sounds, such as words (spoken or written), signs, sounds, gesture, posture, etc., that convey a certain meaning.

Language is sole medium of communication between two persons, through which they can share their views, ideas, opinions and emotions with one another. It is aimed at making sense of complex and abstract thought and that also without any confusion. As a system of communication, different languages are used by people residing in different areas or belonging to a different community.

Definition of Communication

Communication is described as an act of interchanging ideas, information or message from one person or place to another, via words or signs which are understood to both the parties. Communication is vital for the organisation because it is a principle means by which organisational members work with each other. It flows in various directions, such as upward, downward, horizontal or diagonal.

Communication is a pervasive process, i.e. it is needed in all the levels and types of the organisation. It is a two way activity, which consists of seven major elements, i.e. sender, encoding, message, channel, receiver, decoding and feedback. Getting feedback, in the process of communication is as much important as sending the message, because only then the process will be completed.

There are two channels of communication, which are:

1. Formal Communication
2. Informal Communication

Further, communication can be classified as:

- Verbal Communication
    - Oral Communication
    - Written Communication
  Non-verbal communication

COMPARISION BETWEEN LANGUAGE AND COMMUNICATION

ASIS FOR COMPARISON	LANGUAGE	COMMUNICATION
Meaning	Language implies the system of communication which relies on the verbal or non-verbal codes, used in transferring information.	Communication refers to the way of exchanging message or information between two or more people.
What is it?	Tool	Process
Stresses on	Signs, words and symbols	Message
Occurs in	Primarily, in auditory channels	All sensory channels
Change	Dynamic	Static

1.12 CRITICAL REVIEW OF MEDIUM OF INSTRUCTION
Meaning and Definition

The medium of instruction is the language used by the teacher to teach the content subjects or the educational curriculum.

Based on the medium of instruction education systems can be classified as follows:

• **Mother tongue medium education** refers to the education system, where the medium of instruction is a first language (mother tongue) or home language of the students.

• **English medium education** system is the one that uses English as the primary medium of instruction, particularly where English is not the mother tongue of the students.

• **Bilingual education** refers to the learning of more than one language as components in the curriculum as well as learning through a language other than one's own mother tongue as medium of instruction.

• **Vernacular medium education** refers to the system, where the medium of instruction is a local or native language. Vernacular language is a local language commonly spoken by a community.

The normal assumption is that the language used in the classroom is either well-known to, or quickly learned by learners so that educational outcomes meet specified expectations. While evaluating educational effectiveness one can largely ignore the issue of language as a variable shaping educational outcomes, when this assumption is valid. But we cannot ignore language as a significant variable in understanding the performance of educational systems if this assumption is not valid.

However in many of the developed as well as developing countries a significant portion of the school children enter school not speaking the language of the classroom (Walter, 2013). In the formal educational settings, teaching – learning can be more effective when both children and teachers possess command over the language of instruction.

The founding fathers of the Indian constitution wanted to ensure that the children get their education through their mother tongue at least at the primary level. Patriotic fervor, pragmatism as well as the findings of research were the basis for this proposal. However, knowing the complexity of the context of the political, cultural, demographic, social and geographical situations in India, they introduced several flexibilities into the provisions they made in the constitution. According to Ramasamy (2001) those who like the continuance of English as the main medium of instruction in all levels of education are trying to utilize these flexibilities.

In proving English to be the most useful language for Indians, he gave the following facts in its favour :

1. English is the language of the Rulers and highly placed Indians use it.

2. It is possible for English to be the language of trade and commerce in the Eastern waters.

3. The progressive Europeans of Australia and Africa also use English and their relations with India are increasing day by day.

4. Latin and Greeks had brought resurrection in England, similarly English will do the same in India.

5. Indians themselves are in favour of studying English more than Arabic or Sanskrit or Persian.

6. Indians might be made learned in English literature and it is the duty of the Government to make efforts for it.

7. The students of oriental institutions want the financial help, whereas the students reading in English school are ready to pay fees, etc.

MULTILINGUAL CLASSROOM

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

Example

Multilingual classes are typically found where learners have travelled from other countries to learn a language, e.g. summer schools.

In the classroom

In a multilingual class there can be much more use of the target language, because it will be the only common language between the learners, who will use it for their normal interactions both in and out of class. Learner behaviour and cultures can be very different, which may create problems but can be used as a focus of comparison and discussion.

1.13 MULTICULTURAL AWARENESS AND LANGUAGE TEACHING

Multicultural education is a set of educational strategies developed to assist teachers when responding to the many issues created by the rapidly changing demographics of their students. It provides students with knowledge about the histories, cultures, and contributions of diverse groups; it assumes that the future society is pluralistic. It draws on insights from a number of different fields, including ethnic studies and women studies, and reinterprets content from related academic disciplines; It is also viewed as a way of teaching that promotes the principles of inclusion, diversity, democracy, skill acquisition, inquiry, critical thought, value of perspectives, and self-reflection. This method of teaching is found to be effective in promoting educational achievements among immigrants' students and is thus attributed to the reform movement behind the transformation of schools.

CULTURAL AWARENESS

While most learners indeed find positive benefits in cross-cultural living on learning experiences, nevertheless a number of people experience certain psychological blocks and other inhibiting effects of the second culture. Teachers can help students to turn such an experience into one of

increased cultural and self awareness. It is possible that learners can feel alienation in the process of learning a foreign language, alienation from people in their home culture, the target culture, and from themselves. In teaching foreign language we need to be sensitive to the fragility of students by using techniques that promote cultural understanding.

Multicultural teaching strategies

n looking into practical strategies for implementing multicultural education into the classroom, Andrew Miller offers several suggestions that might provide helpful:

- Get to know your students. Build relationships and learn about their backgrounds and cultures.
- Use art as a starting point in discussions of cultural and racial issues.
- Have students create collective classroom slang dictionaries.
- Find places in your current curriculum to embed multicultural lessons, ideas, and materials. (Please note that for this to be most effective, it must be a continuous process, not merely the celebration of Black History Month or a small aside in a textbook.)
- Allow controversy. Open your classroom up to respectful discussions about race, culture, and other differences.
- Find allies in your administration who will support your work.[22]

Another essential part of multicultural teaching is examining your current lesson materials for bias that might alienate the students you are trying to teach..

1.14 CONSTITUTIONAL PROVISIONS AND POLICES OF LANGUAGE EDUCATION

Article 343. Official language of the Union-

1. The official language of the Union shall be Hindi in Devnagari script. The form of numerals to be used for the official purposes of the Union shall be the international form of Indian numerals.

2. Notwithstanding anything in clause (1), for a period of fifteen years from the commencement of this Constitution, the English language shall continue to be used for all the official purposes of the Union for which it was being used immediately before such commencement:

   Provided that the President may, during the staid period, by order authorise the use of the Hindi language in addition to the English language and of the Devnagari form of numerals in addition to the international form of Indian numerals for any of the official purposes of the Union.

3. Notwithstanding anything in this article, Parliament may be law provide for the use, after the staid period of fifteen years, of-

   a. The English language, or

   b. The Devnagari form of numerals, for such purposes as may be specified in the law.

Article 344. Commission and Committee of Parliament on official language-

1. The President shall, at the expiration of five years from the commencement of this Constitution and thereafter at the expiration of ten years from such commencement, by order constitute a Commission which shall consist of a Chairman and such other members representing the different languages specified in the Eighth Schedule as the President may appoint, and the order shall define the procedure to be followed by the Commission.

2. It shall be the duty of the Commission to make recommendations to the President as to-

    a. the progressive use of the Hindi language for the official purposes of the Union;

    b. restrictions on the use of the English language for all or any of the official purposes of the Union;

    c. the language to be used for all or any of the purposes mentioned in article 348;

    d. the form of numerals to be used for any one or more specified purposes of the Union;

    e. any other matter referred to the Commission by the President as regards the official language of the Union and the language for communication between the Union and a State or between one State and another and their use.

3. In making their recommendations under clause (2), the Commission shall have due regard to the industrial, cultural and scientific advancement of India, and the just claims and the interests of persons belonging to the non-Hindi speaking areas in regard to the public services.

4. There shall be constituted a Committee consisting of thirty members, of whom twenty shall be members of the House of the People and ten shall be members of the Council of States to be elected respectively by the members of the House of the People and the members of the Council of States in accordance with the system of proportional representation by means of the single transferable vote.

5. It shall be the duty of the Committee to examine the recommendations of the Commission constituted under clause (1) and to report to the President their opinion thereon.

6. Notwithstanding anything in article 343, the President may, after consideration of the report referred to in clause (5), issue directions in with the whole or any part of that report.

Article 345. Official language or languages of a State- subject to the provisions of articles 346 and 347, the legislature of a State may by law adopt any one or more of the languages in use in the State or Hindi as the Language or Languages to be used for all or any of the official purposes of that State:

Provided that, until the Legislature of the State otherwise provides by law, the English language shall continue to be used for those official purposes within the State for which it was being used immediately before the commencement of this Constitution.

Article 346. Official languages for Communication between one State and another or between a State and the Union- The language for the time being authorised for use in the Union for official purposes shall be the official language for communication between one State and another State and between a State and the Union :

Provided that if two or more States agree that the Hindi language should be the official language for communication between such States, that language may be used for such communication.

Article 347. Special provision relating to language spoken by a section of the population of a State- On a demand being made in that behalf the President may, if he is satisfied that a substantial proportion of the population of a State desire the use of any language spoken by them to be recognised by that state, direct that such language shall also be officially recognised throughout that State or any part thereof for such purpose as he may specify.

Article 348. Language to be used in the Supreme Court and in the High Courts and for Acts, Bills, etc.-

Notwithstanding anything in the foregoing provisions of this Part, until Parliament by law otherwise provides-

a.   All proceedings in the Supreme Court and in every High Court,

b.   the authoritative texts-

- Of all Bills to be introduced or amendments thereto to be moved in either House of Parliament   or in the House or either House of the Legislature of a State.
- Of all Acts passed by Parliament or the Legislature of a State and of all Ordinances promulgated by the President or the Governor of a State, and
- Of all orders, rules, regulations and bye-laws issued under this Constitution or under any law made by Parliament or the Legislature of a State, shall be in the English language.

Notwithstanding anything in sub-clause(a) of clause(1), the Governor of a State may, with the previous consent of the President, authorise the use of the Hindi language, or any other language used for any official purposes of the State, in proceedings in the High Court having its principal seat in that State:

Provided that nothing in this clause shall apply to any judgment, decree or order passed or made by such High Court.

Notwithstanding anything in sub-clause(b) of clause(1), where the Legislature of a State has prescribed any language other than the English language for use in Bills introduced in, or

Acts passed by, the Legislature of the State or in Ordinances promulgated by the Governor of the State or in any order, rule, regulation or bye-law referred to in paragraph (iii) of that sub-clause, a translation of the same in the English language published under the authority of the Governor of the State in the Official Gazette of that State shall be deemed to be the authoritative text thereof in the English language under this article.

Article 349. Special procedure for enactment of certain laws relating to language-

During the period of fifteen years from the commencement of this Constitution, no Bill or amendment making provision for the language to be used for any of the purposes mentioned in clause (1) of article 348 shall be introduced or moved in either House of Parliament without the previous sanction of the President, and the President shall not give his sanction to the introduction of any such Bill or the moving of any such amendment except after he has taken into consideration the recommendations of the Commission constituted under clause(1) of article 344 and the report of the Committee constituted under clause(4) of that article.

Article 350. Language to be used in representations for redress of grievances- Every person shall be entitled to submit a representation for the redress of any grievance to any officer or authority of the Union or a State in any of the languages used in the Union or in the State, as the case may be.

Article 351. Directive for development of the Hindi language- It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in the other languages of India specified in the Eighth Schedule, and by drawing, wherever necessary or desirable, for its vocabulary, primarily on Sanskrit and secondarily on other languages.

Article 350A. Facilities for instruction in mother-tongue at the primary stage - It shall be the endeavor of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

1.15 KOTHARI COMMISSION (1964 - 66)

APPOINTMENT OF THE COMMISSION

The Commission was appointed under provision of a resolution of the Government of India, dated 14th July, 1964. The Commission included eminent educationists in diverse fields from India and abroad. It consisted of total 17 members, where 14 members, 1 member - secretary, 1 Associate - Secretary and Dr. D.S. Kothari, chairman of the U.G.C. was appointed as the chairman of the commission. Therefore, it is also known as the Kothari Commission. Among the

members of the commission 5 educationists were from England, America, France, Japan and Russia. J.P. Naik was appointed as number secretary of the commission and J.F McDougall as associated secretary.

Kothari Education Commission (1964-66)

The Indian Education Commission popularly known as Kothari Education Commission (1964-66) was set up by government of India on July 14 1964 under the chairmanship of Dr D.S. Kothari Kothari. The objective of Kothari Education Commission (1964-66) was to examine the different aspects of education system in India. The commission was assisted by the experts from countries like UK, USA, USSR, UNESCO. The commission submitted the report on Indian education system on 29th June 1966. The recommendations of the kothari commission education reforms become the part of national policy on education in 1968.

Recommendations of Kothari Education Commission (1964-66)

Provision of free and compulsory education

The Kothari commission education reforms recommended for early fulfillment of the DPSP under article 45 of Indian Constitution, which aimed to provide free and compulsory education for children between 6 to 14 years. It aimed to increase the enrollment in schools to attend the desirable goal of free and compulsory education.

Remuneration and conditions of work of teachers

- The Kothari commission education reforms recognised the importance of role of teachers in the success of education system in the country. Therefore the commission recommended for adequate and satisfactory service conditions for the Teachers along with proper qualifications and responsibilities.
- The Kothari Education Commission (1964-66) recommended for academic freedom to teachers to allow them to publish independent studies and researches. Teachers were intended to be given freedom to write about various National and international issues.

Kothari Commission and Language Education

- **Commission report on regional languages:** The Kothari commission and language education were important developments during this period. It recognised the importance of Indian language and literature for the educational and cultural development of Indians. It intended to spread knowledge through regional languages and to reduce the gap between the intelligentsia and the common people. It recommended to take urgent steps to promote regional language as a medium of education at the University stage which were already the part of primary and secondary education.

- **Three language formula:** The Kothari commission and language education intended for the adoption of three language formula by the state governments at the secondary stage. It intended to promote a modern Indian language, which was preferably to be any Southern language apart from Hindi and English in the Hindi speaking States. Hindi and English along with the regional language were to be the part of the non Hindi speaking states in India. Hindi was intended to be developed as a link language and as a medium of expression for the composite culture of India.

- **Sanskrit and international language:** The commission recognised the importance of Sanskrit in the growth and development of Indian languages and its contribution in the cultural unity of the country. Therefore the commission recommended to explore the possibility of including Sanskrit for the study of Indian languages, history, ideology and Indian philosophy etc. The commission emphasized the need to study the international languages especially English in India. This was also aimed to promote study in science and technology in India.

Recommendation of commission to Reduce Regional Imbalance in Educational Facilities

Kothari Commission recommended for provision of educational facilities in the rural and backward areas. The commission recommended for the adoption of common School system in India. It intended to put sufficient emphasis on education of girls to promote Social justice and social transformation. Special efforts were to be made for development of education among backward classes and tribal people. It also had provisions for the education of physically and mentally handicapped children.

Recommendation of Kothari commission on Science Education

The commission recommended for the promotion and acceleration of science education and research in India. Science and research was to be promoted for the growth of national economy and Society. It recommended for making science and mathematics as the integral part of education during the first 10 years of scholastic education. It recommended for provision of specimens, models and charts about scientific education at every primary school. The higher primary schools were to have laboratory-cum-lecture room.

Kothari Commission recommendations for Agricultural and Industrial Education

It recommended for development of at least one agricultural university in each state. To promote technical education, provision of practical training in industries were to be made part of education. The commission recognised the need for continuous review of agricultural, industrial and technical manpower requirements of the country.

Kothari commission for Secondary Education

- Kothari commission for secondary education recognised educational opportunity at secondary level as an important instrument to promote social transformation. it

recommended to ensure proper facilities at the secondary stage to promote its proper development.

- Kothari commission for secondary education recommended to increase the facilities for technical and vocational education at the secondary stage. It recommended for ensuring facilities for promotion of employment opportunities through vocational education. The link is important to make technical education effective at the secondary stage.

- The commission recommended covering vocational education in agriculture, trade and Commerce, industry, health, home management, crafts etc.

Kothari commission education reforms for University Education

- The commission recognised need for the provision of Laboratories, libraries, sufficient strength of teachers and other staff as the parameter to decide the number of students to be admitted in a college or university. It recognised the need for funds for setting up new universities.

- It recommended giving special attention for postgraduate courses and training and research. The commission recommended for the approach of clusters of centers to promote Research and training.

Kothari Commission recommendations on Mass Education
The commission recognised the importance of Mass education for the proper functioning of democratic institutions and for promotion of production in agriculture, industry etc. It recommended for involvement of teachers and students to organise and promote literacy campaigns under the social and national service program.

Kothari Commission recommendations on the Educational Structure in India

- The committee highlighted the advantages of a uniform educational structure throughout the country. 10 + 2 + 3 was to be the pattern of educational structure in the country.

- The commission highlighted the need to increase the investment in education to reach a level of 6% of national income expenditure on education.

- The need for coordination between the states and the central government was also necessary for the development of education.

Other important recommendations of Kothari Commission

- The Commissioner recognised the importance of quality of books in the educational development. it recommended to avoid frequent changes of textbooks and to keep the prices of the books affordable for the students.

- It recommended to improve the quality of examination to help the students to improve their level of achievement, rather than certifying the quality of their performance.

- It recognised the importance of games and sports in the physical fitness of the students. The commission recommended for nationwide program for physical fitness on priority basis.

1.16 NATIONAL POLICY OF EDUCATION 1986 and POA, 1992

In 1968, when the National Policy of Education was formulated for improving the educational scenario in our country, there it was envisaged that it would be followed by a 'five yearly review to progress and working out of new policies and programmes.' Regarding this statement, at the time of formulation of every new Five-Year plan, a review has been made to assess the drawbacks or shortcomings as well as achievements of education and finally to decide on some plans or programmes for the coming Five Years. It is through making the policies and programmes that every country seeks to develop its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. The National Policy of Education of 1986 is the result of the reviews which was discussed and adopted during the budget session of1985 when Rajiv Gandhi was the prime minister of India. Again, a committee was set up under the chairmanship of Acharaya Rammurti in May 1990 to review National Policy of Education (NPE) and to make recommendations for its modifications. The Central Advisory Board of Education, a committee set up in July 1991 under the chairmanship of Shri N. Janadhana Reddy, Chief Minister of Andhra Pradesh; considered some modifications in NPE taking into considerations the report of the Rammurti Committee and other relevant development having a bearing on the policy. This Committee submitted its report in January 1992, which is known as National Programme of Action of 1992. This policy aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and therefore gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

Objectives of National Policy of Education and POA

The main objective of the National Policy of Education of 1986 and Programme of Action, 1992 was to establish a national system of education implies that all students irrespective of caste; creed, sex, and religion have access to education of a comparable quality. Actually, the objectives of this policy had been divided into the several aspects.

▶ In relation to Elementary Education, followings are the major objectives of National Policy of Education 1986 are mainly:
- Universal access and enrolment
- Universal retention of children up to 14 years of age and
- A sustainable improvement in the quality education to enable all children to achieve essential levels of learning.

- Regarding Secondary Education, National Policy of Education stressed on the improvement of the quality of secondary education. Effort to be made to provide computer literacy in as many secondary level institutions to make the students equipped with necessary computer skills.
- Regarding higher education, National Policy of Education and Programme of Action of 1986 and 1992 emphasized that higher education should provide to the people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues.
- Thus, the basic objectives of the National Policy of Education of 1986 and Programme of Action of 1992 emphasized that education must play a positive and interventionist role in correcting social and regional imbalance, empowering women, and in securing rightful place for the disadvantaged and the minorities. Government should take a strong determination and commitment to provide education for all, the priority areas being free and compulsory education, covering children with special needs, eradication of illiteracy, education for women's equality and special focus on the education of S.C. s (Scheduled caste) and S.T. s(Scheduled tribes) and Minorities.
- The educational policy as highlighted in the N.P.E. also emphasized on enhancing and promoting the vocationalisation of education, adult education, education for the mentally and physically challenged persons, non-formal education, open universities and distance learning, rural university, early childhood care and education. Delinking degrees from job was also one of the basic objectives of National Policy of Education of 1986.

1.17 NATIONAL CURRICULUM FRAME WORK 2005

The National Curriculum Framework 2005 is one of the four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and Training NCERT in India.

The Framework provides the framework for making syllabii,

[1] textbooks and teaching practices within the school education programmes in India. The NCF 2005

[2] document draws its policy basis from earlier government reports on education as Learning Without Burden

[3] and National Policy of Education 1986-1992

[4] and focus group discussion.

[5] After wide ranging deliberations 21 National Focus Group Position Papers have been developed under the aegis of NCF-2005. The state of art position papers provided inputs for formulation of NCF-2005. The document and its offshoot textbooks have come under different forms of reviews in the press.

[6] Its draft document came under the criticism from the Central Advisory Board of Education (CABE).

[7] In February 2008 the director Krishna Kumar in an interview also discussed the challenges

[8] that are faced by the document. The approach and recommendations of NCF-2005 are for the entire educational system. A number of its recommendations, for example, focus on rural schools. The syllabus and textbooks based on it are being used by all the CBSE schools, but NCF-based material is also being used in many State schools.

NCF 2005 has been translated into 22 languages and has influenced the syllabii in 17 States. The NCERT gave a grant of Rs.10 lakh to each State to promote NCF in the language of the State and to compare its current syllabus with the syllabus proposed, so that a plan for future reforms could be made. Several States have taken up this challenge. This exercise is being carried out with the involvement of State Councils for Educational Research and Training [SCERT] and District Institutes of Education and Training [DIET].

Vision and Perspective
- To uphold values enshrined in the Constitution of India
- To reduce of curriculum load
- To ensure quality education for all
- To initiate certain systemic changes

Guiding Principles
- Connecting knowledge to life outside the School
- Ensuring that learning is shifted away from rote methods
- Enriching curriculum so that it goes beyond Text Book
- Making Examination more flexible and non-threatening
- Discuss the aims of education
- Building commitment to democratic values of equality, justice, secularism and freedom.

Focus on child as an active learner
1. Primacy to children's experience, their voices and participation
2. Needs for adults to change their perception of children as passive receiver of knowledge
3. Children can be active participants in the construction of knowledge and every child come to with pre-knowledge
4. Children must be encouraged to relate the learning to their immediate environment
5. Emphasizes that gender, class, creed should not be constraints for the child
6. Highlights the value of Integration
7. Designing more challenging activities

Curricular areas, school stages and Assessment
- Recommends significant changes in Maths, Natural Sciences, Social Sciences
- Overall view to reduce stress, make education more relevant, meaningful

1. Languages
- To implement 3-language formula
- Emphasis on mother tongue as medium of instruction
- Curriculum should contain multi-lingual proficiency only if mother tongue is considered as second language
- Focus on all skills

2. Mathematics
- Teaching of Mathematics to focus on child's resources to think and reason, to visualize abstractions and to solve problems.

3. Sciences
- Teaching of science to focus on methods and processes that will nurture thinking process, curiosity and creativity.

4. Social Sciences
- Social sciences to be considered from disciplinary perspective with rooms for:
- Integrated approach in the treatment of significant themes
- Enabling pedagogic practices for promoting thinking process, decision making and critical reflection.

5. Draws attention on four other areas

a. Art Education: covers music, dance, visual arts and theatre which on interactive approaches not instruction aesthetic awareness and enable children to express themselves in different forms.

b. Health and Physical Education: Health depends upon nutrition and planned physical activities.

c. Education for Peace: As a precondition to snub growing violence and intolerance

f. Work and Education: As it can create a social temper and agencies offering work opportunities outside the school should be formally recognized.

School and Classroom environment
- Critical pre-requisites for improved performance – minimum infrastructure and material facilities and support for planning a flexible daily schedule
- Focus on nurturing an enabling environment
- Revisits tradition notions of discipline
- Discuss needs for providing space to parents and community
- Discuss other learning sites and resources like Texts and Books, Libraries and laboratories and media and ICT
- Addresses the need for plurality of material and Teacher autonomy/professional independence to use such material.

Systemic Reforms
- Covers needs for academic planning for monitoring quality
- Teacher education should focus on developing professional identity of the Teacher
- Examination reforms to reduce psychological stress particularly on children in class X and XII

Examination reforms highlight:

- Shift from content based testing to problem solving and competency based assessment
- Examinations of shorter duration
- Flexible time limit
- Change in typology of questions
- No public examination till class VIII
- Class X board exam to be made optional (in long term)

Teacher Education Reforms emphasize on preparation of teacher to

1. View learning as a search for meaning out of personal experience, and knowledge generation at a continuously evolving process of reflective learning.
2. View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.

Guidelines for Syllabus Development

1. Development of syllabi and textbooks based on following considerations
- Appropriateness of topics and themes for relevant stages of children's development
- Continuity from one level to the next
- Pervasive resonance of all the values enshrined in the constitution of India the organization of knowledge in all subjects
- Inter-disciplinary and thematic linkages between topics listed for different school subjects, which falls under different discrete disciplinary areas.
- Linkage between school knowledge and concern in all subjects and at all levels
- Sensitivity to gender, caste, class, peace, health and need of children with disability
- Integration of work related attitudes and values in every subject and all levels
- Need to nurture aesthetic sensibility and values
2. Linkage between school and college syllabi, avoid overlapping
3. Using potential of media and new information technology in all subjects
4. Encouraging flexibility and creativity in all areas of knowledge and its construction by children.

Development of Support Material

- Audio/video programmes on NCF-2005 and textbooks
- Source-book on learning assessment
- Exemplar problems in Science and Mathematics
- Science and Mathematics kits
- Teachers' handbooks and manuals.
- Teacher Training Packages.
- Developed syllabi and textbooks in new areas such as Heritage Craft, Media Studies, Art Education, Health and Physical Education, etc.
- Taken various initiatives in the area of ECCE (Early Childhood Care Education), Gender, Inclusive Education, Peace, Vocational Education, Guidance and Counseling, ICT, etc.

Overall Evaluation

NCF 2005 highlights the following aspects:

- The value of Interaction with environment, peers and older people to enhance learning.
- That learning task must be designed to enable children to seek knowledge other than text books.
- The need to move away from "Herbartian" lesson plan to prepare plans and activities that challenge children to think and try out what they are learning.

****&****

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UNIT II

POSITION OF ENGLISH IN INDIA

2.1 ROLE OF ENGLISH LANGUAGEIN THE INDIAN CONTEXT

"Language is intimately tied to man's feeling and activity. It is bound up with nationality, religion and the feelings of self. It is used for work, worship and play by everyone, he be beggar or banker, savage or civilised". (Lado 1986 : 11)

Languages are important in the life of any nation. The members of a social group need language to communicate with each other and for all social purposes, for public administration, for commerce and industry, for education and so on.

Ours is a country with Multilingual, Multicultural, pluralistic milieu. An individual can function best through the language which he acquires natively, i.e., the mother tongue. The social aspirations can best be fulfilled when they are allowed to function through the mother tongue. Therefore it is natural to think of mother tongue for the purpose of education. But the necessity to have a common language for interaction has lead to the learning of English.

Though a foreign language, English occupies a unique position in Indian educational system. Even after independence, it continues to be a major language having a prestegious position in our society. This chapter attempts to focus attention on the role of English language and the changing needs of English Language Teaching and Learning in India.

2.2 ENGLISH AS A COLONIAL LANGUAGE

During Pre-Independence days, English was considered to be the Queen of languages. In every walk of life, it was the vehicle of thought and activity. Medium of instruction at school and college was English. It was compulsory in colleges. Native speakers (English men) taught English and the people belonging to older generation speak "A" Class English. People were proud to learn English since it was considered a passport for employment.

2.3 ENGLISH IN POST-COLONIAL TIMES

The question regarding the place of English became controversial. Gandhi felt that English has put a severe strain upon the Indian students and made us imitators.

But Rajaji felt that English should be retained in the country. He said, "We in our anger and the hatred against the British people should not throw away the baby (English) with the bath water (English people).

Nehru said, "one hundred and fifty years of intimate contact has made English an integral part of our educational system and this cannot be changed without injury to the cause of education in India. In addition English has today become one of the major languages of the

world and Indians can neglect its study only at the risk of loss to themselves. I am convinced that in the future as well, the standard of teaching English should be maintained at as high a level as possible."

For the first two or three years of independence nothing concrete could be decided regarding the official language. In 1950 constitution of India was framed. Since southern people objected Hindi, English could not be replaced by Hindi. English continues to be the unifying factor.

Reddy T. Prabhakar says, "The number of Indian writers who use English for creative writing is increasing gradually. It looks as if it has become one of the languages of India and its long and wide use by the Indian intelligentsia has given it a distinct identity."

2.4 ENGLISH AS LANGUAGE OF KNOWLEDGE

People are language users: they read, write, speak, and listen; and they do all of these things in natural languages such as English and Indian languages. Many philosophers and linguists have been interested in knowing what accounts for this facility that language users have with their language. A language may be thought of as an abstract system, characterized either as a set of grammatical rules or as an axiomatic theoretical structure (think, for example, of the way one would characterize chess as a set of rules, or the way one conceives of geometry as an axiomatic system). So the question may be posed: What relationship do speakers of a language have to the abstract system that constitutes the language they speak? The most popular line of thought is to cast this relationship in terms of knowledge, specifically, knowledge about linguistic facts: those who have mastered English have knowledge about the syntax and semantics of English. Moreover, it is because they have this knowledge that they are able to read, write, speak, and have conversations in English.

2.5 POSITION OF ENGLISH AS SECOND LANGUAGE IN INDIA

THE STATUS OF ENGLISH IN INDIA TODAY

In every sphere of life like social, political, academic, cultural and economic life English has significant value.

"English language is ours by historic necessary" – Nehru.

English occupies important place in every circle, like bazaars, boards hanging in front of the shop, advertisement boards at the focal points of the cities. English holds a good position, at home, streets, business, studio and routine talks. In the places like Cinema Halls, Hotels, Restaurants and Offices of Administration (local/regional/central) the records are maintained in English.Even illiterates use English words in their routine life. English has played important role in building modern India. English not only belongs to England but also it is an international language. It may be called as the language of the world civilization.

Rajaji said, "English language is the greatest gift of Goddess Saraswathi to India".

2.6 ENGLISH AND INDIAN LANGUAGE

Languages in North India

Hindi is spoken in north and central India. However, there are many dialects in India and Hindi is more like a rubric for different dialects. Whether a regional variation is considered Hindi or a dialect depends solely on social perceptions and not on mutual intelligibility.

As a rule, the further the distance between regions in India using Hindi, the harder it will be for speakers to understand each other. The relationships between dialects far away from each other are probably roughly proportional to the relationships of Latin-derived languages, such as French, Spanish and Portuguese.

Languages in South India

In the south of India there is a greater diversity of languages and you will have difficulties getting along with Hindi. Languages differ even between the important industrial centers Bangalore, Madras and Hyderabad.

English

English proves to be helpful here. However, you may have problems understanding Indian English (Hinglish) as there are peculiarities in grammar and vocabulary. So if someone in India says he passed out of school it doesn't mean that it knocked him unconscious, just that he finished successfully.

The main languages in South India are Malayalam, Tamil, Telugu and Kannada. They are all Dravidian languages and, therefore, share structural aspects. Much of the vocabulary was borrowed from languages such as Hindi, so there are often only different pronunciations and slight shifts in meaning.

Only around three to five percent of the population is truly fluent in both English and an Indian language. But English-speakers include nearly all the educated elite and people who come in contact with tourists although knowledge of English varies widely from fluency to knowledge of just a few words. While English is relegated to the status of subsidiary official language it is the most important language for national, political, and commercial communication.

English is especially popular among the affluent middle class. As was true in the colonial era, English is a prerequisite to getting ahead, especially in the outsourcing and technology world. English is more widely spoken in southern India than northern India

2.7 ENGLISH AS A LINK LANGUAGE IN GLOBAL CONTEXT

English is the lingua franca of the modern age: a key to being a global citizen. When combining the number of native speakers and non-native speakers, by some calculations it is the most commonly spoken second language in the world with an estimated two billion users. It is also the official language of 94 states – both sovereign and non-sovereign entities – more than any other language. It has de facto status in 13 states and is the most widely taught foreign language in the world. Wherever you go in the world, no matter what you want to do, English enables you to communicate with people of all ages, backgrounds and nationalities.

To succeed in the competitive global economy, it is practically a necessity for workers in numerous positions of employment to understand English. It is the international language of diplomacy, business, science, law, entertainment, technology and even seafaring and aviation. It is also an official language of many international organisations including the United Nations, European Union, African Union, FIFA, COMESA, ASEAN and the World Bank. English makes it possible for us to pursue our passions in whatever field we desire and to be in any part of the world without running into major communication barricades. Thus, we can have a hand in determining the direction of our lives; in both career and lifestyle, we will not be hindered by the inability to communicate.

As an international social medium, English enables us to interact meaningfully with people from all nations and backgrounds. By communicating through a common tongue, we open ourselves to the diversity of human culture and can learn to appreciate all its multi-faceted dimensions. This allows us not just to probe deeper into customs and philosophies foreign to us, but also teaches us to embrace our differences and resonate in our similarities. All of these will inculcate a globalised heritage; expanding our worldview, gifting us with a broader perspective of what life is and what it has to offer us all.

2.8 CHALLENGES OF TEACHING AND LEARNING ENGLISH

There are many problems of teaching English in India. Although, the English language teaching institutes at Allahabad and Hyderabad have done lot to improve the teaching of English in India by producing new text books, gramophone records, flash cards, pictures, training teachers and popularizing structural approach of teaching English, yet the following problems create unhealthy conditions for teaching of English in our country.

(1) **Lack of Proper aim-**Teachers do not exactly understand the main aim of teaching English. They divide their work into reading, writing, grammar, translation, dictation and composition. They feel fully satisfied in keeping the students busy in writing during the whole period of teaching. They treat these related aspects of English as separate subjects. They fail to

realize that all these are different aspects. English has to be taught principally as a language of comprehension, rather than as a literary language.

(2) **Condition of classes**-Over-crowded classes hinder the smooth teaching of English.

(3) **Place of English in school curriculum**-The problem of giving proper place to English in school-curriculum is still unshackled.

(4) **Lack of uniform policy**-There is no uniform policy regarding the beginning of English teaching in our schools. At present, there are three different stages at which the teaching of English is introduced-

(5) **Lack of good text books**-The main defect of the books is lack of accuracy. The text-books of English are needed to be of high standard. English text-books need improvement in the following spheres-

(a) Selection and gradation of vocabulary

(b) Language and style

(c) Abridgment of English stories to suit Indian conditions

(d) Relevance

(e) Exercises and glossary

(f) Suitable subject matter

(g) Good printing

(h) Human illustrations.

(6) **Lack of method**-Another serious defect in the teaching of English that the teachers do not conform to a proper metical of teaching English. In fact, the ten thrills of teaching should be different for different classes, different schools and students of different age levels. The teacher should help the child to learn the language, rather than to teach him. In many schools in India, teachers are still using the grammar translation method of teaching. The new approaches, structural and situational bilingual and communicative are not popular with our teachers. As a consequence, our students are facing all the demerits of grammar (translation) method and are devoid of advantages of new effective methods and approaches.

(7) **Defective system of examination**-One of the main defects of the examination system in English that it does not test the student's ability to understand spoken English and their ability to speak it. This is the reason that the pronunciation of most of the students is defective. The teachers also do not pay any attention to oral work at the time of teaching. It has been strongly

stressed by several educationists that oral tests in English should be introduced at the middle, high and higher secondary examinations.

(8) **Less use of audio-visual aids**-In our schools audio-visual aids are hardly used. Due to lack of funds, expensive aids cannot be purchase. But cheaper aids like pictures, charts, models flannel boards which are easily accessible, are even not used by teachers. The use of these aids merely gets confined to the teacher training period. Some enthusiasm is found among pupil teachers in this regard. As soon as they become teachers, they shirk from using audio-video aids. English can be best taught by using audio-visual aids and they are neglected in our schools.

(9) **Lack of effective teachers**–Prof. V.K. Gokak has said, "The fundamental years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest."

(10) **Lack of proper teacher education**-The teachers are not trained thoroughly and properly. At the B.Ed. and P.T.E, levels, more periods are given to compulsory papers than to the method of teaching. At the same time, the duration of training is very short. There are also very meagre provisions and facilities for in-service education.

(11) **Lack of proper correction of the students exercise book**:-- The exercise books of students lack in suggestive correction. All the exercise of students should be corrected thoroughly and the mistakes must be written clearly..

(12) **Inability to understand the true functions of grammar**-- The teaching of grammar for the sake of teaching has no importance. In teaching it, the teachers ignore its fundamental aspect. It is actually through this aspect that the students -learn the use of idioms. At the same time, they develop an instinct for correct words. These two things matter more than learning grammatical rules.

Tax person is certainly correct when he says, English literature grammar is not a sit of stiff and dogmatic precepts, according to which some things are correct and others absolutely wrong, but as something living and developing under continual fluctuations.

Thus, there is much to be done to remove the difficulties of teaching English to improve the standard of teaching English.

New Approach-New approach to methods and techniques of teaching English change from one place to the other and likewise objective of teaching English is bound to create a corresponding change in the approach to techniques and methods of teaching the subject.

The teaching of English has to be made effective, useful and suitable to the needs of the modem times with the spreading of multinationals and call centers in India and also because of outsourcing.

2.9 OBJECTIVES OF TEACHING ENGLISH AS SECOND LANGUAGE

The English language teaching course should have some definite objectives. In schools, English is normally taught through textbooks or course-books that contain descriptions, stories, poems, prose, plays, biographies, etc. The texts can be taught using any of the four models.

1. Cultural objectives

The texts can be taught choosing the cultural model. The cultural model views a literary text as a product. This means that the text is treated as a source of information about the English culture. The cultural model is the most traditional approach which examines the social, political and historical background to a text, literary movement and genres. There is no specific language work done on a text. This approach tends to be quite teacher-centered.

While teaching English, teachers should expose the masterpieces of the world and enrich the student's lives hundred- fold.

2. Linguistic objectives

The language model or linguistic model views the text as a tool to learn the way how English language is used. While using the textbooks, students are expected to focus general grammar and vocabulary and stylistic analysis of the texts, which will enable students to make meaningful interpretations of the text. It aims to help students read and study literature or texts more competently.

3. Utilitarian objectives

The utilitarian model views the texts as a tool for personal growth of students. This model encourages students to draw on their own opinions, feelings and personal experiences. The interaction between the text and students helps them develop a practical command of the languages. Students are encouraged to make the text their own. In other words, the utilitarian model views that the text can be taught to help students use the language for their personal growth.

4. Literary objectives

Language teaching through the textbooks should help students to become a literary person — who likes and enjoys literatures in English. Literature should teach students to live, not merely exist.

5. Integrative objectives

The integrative objective model considers the English language teaching as a *total process and product.*

This model aims to provide opportunities for individuals to use English according to their personal preferences and talents.

2.10 TEACHING ENGLISH AS ASKILL RATHER THAN A KNOWLEDGE SUBJECT

In learning a mother tongue, the first skill that a child acquires is the ability to listen the spoken word i.e. Skill of Listening. Next he tries to reproduce these sound sequences to express his own desires and needs and thereby acquires the skill of speaking. For an illiterate person, these two basic skills constitute his language ability. The abilities to read and write are matters of literacy.

Language is therefore called a complex skill comprising

    (a) Skill of Listening
    (b) Skill of Speaking
    (c) Skill of Reading
    (d) Skill of Writing

Subjects like History, Geography, Mathematics, Physics, Chemistry and others are said to be knowledge subjects, if a student has acquired a sufficient mastery of facts in those subjects. But all crafts and arts like drawing, painting etc. are said to be skill subjects. Mastery of these subjects means the ability to do something. In learning a language the ability or the skill in using the language is more important than acquiring mastery over facts and principles. Hence language learning is considered as a skill subject and not as knowledge subject. The teaching of a skill subject is different from the teaching of a knowledge subject. There is much difference in

    (a) Aim
    (b) Method of Teaching
    (c) Result Expected

2.10.1 Difference in aim

The aim of teaching a knowledge subject like History is to convey historical facts and information of which the pupil is ignorant. He has to trace the causes of war, events and results of war. Success in achieving his aim is measured by the amount of historical facts and information he has been able to impart to his pupils. If language learning is considered a knowledge subject, then the number of new words he has been able to teach his pupils in a lesson and the number of grammatical points imparted to them should measure the teacher's success.

Since the language is thought of as a skill, the extent of vocabulary and knowledge of grammar do not matter the least bit. But his success of achieving his aim is measured by the fluency with which the pupil is able to use the controlled vocabulary, which is given to him. The aim of language is therefore to enable the pupil to express himself in simple, fluent and grammatically correct language in any context.

2.10.2 Difference in method

In teaching a knowledge or content subject like History, the usually adopted method is the lecture method. The teacher has to impart facts and information. The pupils have to sit quietly, listen to the teacher carefully, take down notes and memorize facts and information. Children have nothing else to do. Their participation is reduced to the minimum. Thus there is maximum of teacher activity and the minimum of pupil activity. But learning to use a language in speech and writing is an art and like any other art it has to be learnt through regular practice.

Fluency in speech and writing is something that cannot be given to the pupils. He has to practice speaking and writing regularly and persistently until he is fluent. They have to form the correct language habits so that they become fluent in speaking and writing. Therefore the primary duty of a language teacher has to enable his pupils to form such correct language habits. The teacher has to supply the model sentence. He should see that the pupils are sufficiently drilled in the use of these sentences. He should also guide and correct them when they go wrong. Thus the task of the language teacher is the same as that of a teacher teaching an art like carpentry or painting.

2.10.3 Difference in the results expected

If a pupil is able to reproduce most of the historical facts and information imparted to him by the teacher, he is declared to be passing in History. He is also supposed to have acquired sufficient knowledge of the subject. But in the case of English, a skill subject, an examination in English should test his ability to use the language and not his ability to memorize the information given in the Readers. His success is measured by his ability to use simple and grammatically correct English. Thus, language is a not a knowledge subject but a skill oriented subject.

2.11 LEARNING THE MOTHER TONGUE AND LEARNING A SECOND LANGUAGE

The learning of the mother tongue differs from learning the Foreign language in a number of ways. Some of these points are as follows

1. The learning of the mother tongue is a natural process On the other hand, learning a foreign language is an artificial process.

2. If the child does not learn the mother tongue, he cannot adjust himself in society. But even if one does not have a good command on the foreign language, he can lead a normal life.

3. The child has the strongest motivation to learn the mother tongue. It is because he wants to express his needs and wants. The child has little motivation to learn the foreign language. The will or the determination to learn the language is not found here.

4. The child learns the mother tongue in a natural environment. The foreign language is taught in an artificial environment.

5. While learning the mother tongue the child is surrounded by a number of teachers. His parents and relatives coax him to learn the correct use of language. More often than not, the child's only contact with the foreign language is in the classroom and that too if the teacher uses it in the classroom regularly.

6. A child uses the mother tongue from the moment he is born. He develops a natural affinity towards it and uses it in every moment of his life. There are a number of holiday in the school and time devoted to the teaching of the foreign language is limited.

7. The child learns the mother tongue in situations. The adults point out to certain things and tell the child names. The child listens to a lot of sentences in the mother tongue and he himself tries to imitate them. Thus he graps the situation or concepts and the language simultaneously.

8. when the child learns the mother tongue, his mind is a clean slate and no other language interferes in his learning process. But when the child learns the foreign language, his habits of the mother tongue interfere with the habits of the new language.

9. The child learns the mother tongue very easily as it is given a good exposure and tries to imitate language as spoken by the people surrounding him. Whereas the child is exposed to the foreign language only within the school premises, that too if the students use it. Hence the child is not provided with ample opportunities to either listen or speak in the foreign language.

2.12 INTERFERENCE AND TRANSFER FROM THE MOTHER TONGUE

While learning a foreign language, it is very difficult for the learners to keep the influence of the mother tongue completely apart. The interference of mother tongue makes the foreign language lose its originality, nativity and beauty. We can easily find out mother of Indian speakers of English by their unique way of pronouncing style. For example, the people who like have Malayalam as their mother tongue pronounce the'o' sound as it is in such words like office, auto-rikshaw etc. Like that Telugu nativity speakers end English words `u' sound.

Most of all the Indian languages are phonetic languages, i.e the spoken system and written system are the same. A letter stands for only an unique sound in these languages. But English is not a phonetic language. So the learners find difficulties. Moreover a few consonants sounds of English are not found in Tamil. This creates problems for learners. For example, they pronounce 'a' and 'oh' sound alike.

The sentence patterns of English and Tamil are quite different. In Tamil We use, subject, object and verb pattern but in English it is a subject verb and object. So the learners at times confuse themselves speaking and writing in English. Like this many sentence patterns are different. This makes the English learners to make mistakes in the usage of the foreign language.

The interference of mother tongue has to be gradually decreased and eliminated through proper practice. Listening to the speeches of native speakers of English will be helpful to achieve this. Watching English movies, BBC news, books written by the English people etc. Can be utilized well this regard.

Transfer is of great use in Language learning when a conscious effort to point out similarities and dissimilarities in two languages is attempted. The transfer of rules can be helpful for a learners to compare and analyse the same aspects of two languages. Thorndike's theory of identical elements stated that transfer was possible from one situation ti another to the extent that the same elements or components are found in different situations. These may be in the form of content or technique.

A learner of English can transfer his knowledge of mother tongue to acquire the foreign language items. Especially in the learning of meaning and basic structures transfer made a good deal.

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UNIT III

AN OVERVIEW OF LANGUAGE TEACHING

3.1 APPROACH

Approach is an initiator to deal with a duty. Different methods can be followed In an approach. It is a temporary ideas designed to elicit the reactions of others. The following are the types of approaches.

- Structural approach
- Situational approach
- Oral Approach
- Communicative Approach and
- Eclectic approach

3.1.1 Structural approach

Due to the efforts and researches done by British Council in Institute of Education, University of London and many other, this methods came into existence. It is also known as 'New Approach' or 'Aural-Oral Approach'. Some people confuse it with direct method, which is a mistake. Although it resembles direct method, yet it is different from that. This method can be called 'improvement over Direct method:

Meaning of Structural Approach

In this approach the basis of teaching is structures or patterns of English According to Siva Mohan and Manish, structure or pattern is made of words which are arranged in a specified order. Therefore, it is called Structural Approach. It has been defined as:

Menon and Patel, The structural approach is based on the belief than in the learning of a foreign language, mastery of structure is more important than the acquisition of vocabulary.

What is structure?

Language have their own structures. English has also its own structures. It has been found 100 sentences of the English have about 600 structural words. Consider the following sentences—

a) Mohan is there.
b) Is Mohan there?
c) There Mohan!

In the above three sentences, the same vocabulary items are used which are: Mohan, is and there. But all the three sentences give different meanings due to different arrangements of these three vocabulary items. C.S.Bhandari and others define it as, "The different arrangements or patterns of words called structures".

Types of Structures:

Structures can be divided into the following four categories—

(1) Sentence Pattern. French defines sentence patterns as, " The word pattern means a model from which many things of the same kind and shape can be made like houses which look the same, or shoes made alike, or a number of lorries all of the same size and shape though perhaps of different colours. A sentence pattern is therefore a model for sentence which will be of the same shape and construction although made up of different words."

For example, it is 5 O'clock. Are you going? Taking the first model sentence, we can make many sentences like—it is 6 O'clock; it is 12 O'clock, etc.\

(2) **Phrase patterns.** Phrase is a word or group of words which express an idea without its being a sentence or clause. For instance, under the table, on the table, into the basket, listening to, talking to.

(3) **Formulas.** Formulas are those words which are used on certain occasions, e.g., How are you? Goodmorning;thankyou; Pardon please; May God bless you; Excuse me.

(4) **Idioms.** Idioms like 'born with a silver spoon', 'to err is human' come in this category. These should be taught as a whole.

Selection of Structures:

Those structures should be selected which have the following characteristics:

(a) Useful. The structures which occur frequently in both written and spoken language are useful.

(b) Simple. The structures should be simple for beginners. In the beginning such structures should be taught—I am singing;you are walking;we are going. Later on difficult structures should be taken, e.g. how nice it would have been if you were here!

(c) Teachable. Those structures should be taught first which are teachable. For instance, it can be taught easily. 'I am standing', than 'I am thinking'.

(d) Structures should be up to the level of the learner's age.

(e) They should be up to the level of the learner's capacity to learn.

Gradation of Structures:

After the selection of structures, they should be put in a suitable order. This is called gradation. Gradation can be done in the following manner:

First: Structures which identify things and persons.

Second: Structures which locate them in space.

Third: Structures which fix them in time.

Creating Situations to Teach Structures:

In order to make the structure meaningful to the learner and language learning natural, appropriate situations should be created.

An example can make it clear. Suppose 'into' has to be taught. The teacher should put a basket before the pupils and putting an apple into it, should say, "I am putting the apple into the basket." By creating this situation, the teacher can:

(a) Make students practice the structure 'into' and relate it to its meaning.
(b) Build up a vocabulary of apple.

The situation can be created by:

(1) **Gestures and Action.** These gestures and actions can be either of teacher and pupils.
(2) **Pictures.** They should be colored.
(3) **Drawing on the black board.**

Principles of Structural Approach:

F.G. French has stated the following three principles of Structural Approach:

1. Importance of the child's activity rather than the activity of the teacher.

2. Importance of speech for firmly fixing word.

3. Importance of the formation of the language habit to arrange words in suitable English sentence-patterns, in order to replace the sentence-patterns of the child's mother-tongue.\

Aims of Structural Approach:

The following are the aims of this approach according to Menon and Patel:

1. To lay the foundation of English by establishing thorough drill and repetition of about 275 graded structures.

2. To enable the children to attain mastery over an essential vocabulary of about 3,000 root words for active use.
3. To teach the four fundamental skills namely understanding, speaking, reading and writing in the order named.

Merits of the Approach:

The following are the merits of this approach:

(i)   According to Jespersen, "Language cannot be separated from sound." This approach emphasizes more on speech or oral aspect of language learning.
(ii)   With a well-selected and well-graded programme, this approach can be effectively adopted at all stages.
(iii)   It creates appropriate environment for learning the language.
(iv)   Due to much oral drilling, whatever is learnt in the class; remains stable in their minds.
(v)   This approach gives ample opportunities to students to give expression to their ideas and feelings.
(vi)   The principles on which this approach is based, are scientific.
(vii)   After six or seven years of language learning, students have a command over: (a) 275 basic structures and (b) 3,000 words.
(viii) At the time of learning structure, the child inductively learns some grammar.

Demerits of the approach:

Some scholars charge some allegations against this approach on the basis of some of the demerits which this approach seems to have:

(i)   Like direct method, it is most suited to lower classes.
(ii)   It overlooks the linguistic habits already formed while learning the mother-tongue.
(iii)   Only well-selected sentence-patterns can be taught through this approach.
(iv)   Too-much mechanical drilling is emphasized. It makes the class dull and
(v)   Pronunciation.
(vi)   Teachers trained on the lines of this approach are very few.
(vii)   It is difficult to apply this approach to every sphere of teaching and testing.

3.1.2   Situational approach

This approach basically tries to teach English as the child learns his own mother-tongue. The main standpoints of mother-tongue learning are:

(i)   Every item of mother-tongue is learnt in a real situation.
(ii)   Whatever the child understands and expresses, is connected with his own life.

(iii)   The situation in which the child learns the mother-tongue, are repeated again and again.

From these points, it can be concluded that the second or third language as English should also be taught by forming links between new words and real situations. The problem is—how to create a real situation in the classroom. This is a practical problem, not a theoretical one. The situational approach merely tries to solve this practical problem. It, therefore, indicates how a teacher should create a real situation in the classroom.

Procedure:

(1) Presenting new vocabulary and syntax, e.g., objects of the classroom can be presented as follows:

Teacher: It is a table.

I am pointing to the table.

I am standing near the table.

(2) Presenting opportunities of recognizing affirmative, negative and interrogative forms of speech, e.g.,
Teacher: What is this?
This is a table.
Is this a table?
Yes, this is a table.

(3) Repetition of these statements.

(4) Using imperative. The teacher now orders students to perform some activity and he himself gives statements, e.g.,
Teacher: Suresh, stand up and go near the black-board.
Suresh is going near the black-board.
Is he going near the black-board?
Yes, he is going near the black-board.

(5) Putting questions to the class. Now the teacher asks questions relating to the statements given by him, e.g.,
Q. Is this a table?
Q. what is that?
Q. where is Suresh standing?
In the beginning the teacher can give all the instructions in the mother-tongue but gradually he should switch over to English.
After this, other activities like writing and reading should be performed.

Merits:

    (i)   This approach follows the principle of interest.

    (ii)   Action-chains make the class lively.

    (iii)   It also follows the principle of variety and simplicity.

    (iv)   It emphasizes on learning by play.

    (v)   This approach gives stress on learning through hearing.

    (vi)   Material aid is also used.

Demerits:

    (i)   Only well selected words and sentence-patterns can be taught by this approach.

    (ii)   This approach suits only to lower classes.

    (iii)   Due to over drilling and repetition, the class becomes monotonous and dull.

    (iv)   This approach is not meant for teaching: (i) prose (ii) poetry and (iii) composition.

    (v)   Text-books cannot be taught by this method.

    (vi)   This approach requires trained teachers.

1. W.S. Gray says, "Reading is a form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences, their recorded lives and the advancements made by them in various fields."
2. According to Lord Bacon, "Reading maketh a full man."

3.1.3 Oral Approach

It may not be out of place to mention here that more people can use a language for oral communication only. They cannot read or write in their own native language. They are illiterate but they can use listen and understand their language and also respond suitably and intelligibly when a situation arises.

In order to teach a second language, say English, teachers should speak English and help their students to speak it properly. It must be understood that after acquiring the speaking skills, the students can be helped to acquire the more difficult skills of reading and writing.

The teacher will do well to use the oral skills of the students and also his own

❖ To introduce languages items – structural and vocabulary items

❖ To discuss the reading passages and poems

❖ To prepare the students orally for doing the written exercises

❖ To test the students' reading comprehension

❖ To teach composition writing

❖ To motivate the students to read the Supplementary Reader Lessons

❖ To take up remedial teaching

The advantages of teaching English through speech are:

❖ It is natural way of learning any language (we learnt our language first by speaking it before reading and writing it.)
❖ It is good introduction to other more difficult skills, namely reading and writing.
❖ It is easy for the teacher to handle the students for practice.
❖ It is the only way by which we can ensure economical use of class time.

But

❖ The teachers' English must be good and they should be able to speak fluently. They should control their language in such a way that no sentence falls flat before the students.
❖ They must be resourceful to make the oral work interesting and meaningful.

3.1.4 Communicative Approach

All the methods we have considered have followed an analytical approach. They concentrated mainly on the components of the English language, namely the words, their different forms and grammatical categories, their order in the sentence etc.

The main function of language, saying something to somebody, was totally lost sight of. Because the learners are preoccupied with the form of the words – singular, plural, present tense, past or future.

Thus, the basic purpose of using English to convey something, or to respond to somebody, or to describe something was missing. The Structural Approach was criticized as being teacher-centered and functionless and contains a list of teaching items arranged in a linear fashion. Drill was the watchword of that approach.

The communicative Approach is a learner-centered approach. It gives the learner not only grammatical competence but also a social skill as to what to say, how to say, when to say and where.

In the Communicative Approach, apart from fluency, accuracy and appropriateness are also taken care of. Of course, an effective user of language needs to produce grammatically correct sentences. But he should also have the ability to select, mix and use the sentences appropriately, as per the social context. The teacher has to develop in the pupils both the rules of use (what to say and how to say it) and those of usage (grammatically correct sentences).

The Communicative Approach aims to develop both accuracy and fluency from the very beginning of teaching a language. Errors are not criticized but tolerated as stepping stones to learning.

Principles of the Communicative Approach

- Contextualization and meaning are important. Language without a suitable situation or context is not realistic and functional. The tasks provide the context and the language used in the context has a meaning and a purpose.

- Acquiring language means acquiring the ability to communicate to others something useful and purposeful.
  Nobody uses language in a vacuum. Whether it is the mother tongue or English, we always talk with people and get our jobs done, needs satisfied, or respond to them.
- Careful use of the mother tongue or translation may be made. There is no ban on the use of the mother tongue as in the District Method. Judicious use of L1 will ensure effective use and learning of English.
- Reading and writing can start simultaneously. The Direct Method and Structural Approach were mainly oral approaches. After a spell of oral work and pattern practice, reading and writing were started. In the Communicative Approach reading and writing are started simultaneously. The tasks provide the basis for reading and writing. The students are made to read a paragraph or two and answer inferential type of questions. Writing exercises also follow.
- Fluency, acceptable language and appropriateness are the goals of the communicative skill.
- Students may interact with one or more of their classmates to do tasks given. Pair-work and group work are encouraged. They are motivated to shed their shyness and do their best. They interact better in small groups. Intelligible pronunciation is encouraged.
- As a chain reaction, interest in what they say will help them to do better and better. A conversation around a favorite topic generates genuine interest to participate. Learning things in a congenial atmosphere will be permanent.
- The teacher is a facilitator of learning, drill is marginal.

Merits of the Communicative Approach
- ✓ By interacting in pairs and small groups, pupils feel confident and do better. Letter becomes a self-generating exercise.
- ✓ They get sufficient language practice, because nobody feels inhibited by grammatical rules and definitions.
- ✓ They acquire fluency, accuracy and appropriateness in using English.
- ✓ Cooperation among the learners is great motivating factor and it helps each individual to shed their shyness and show individually in using English.

Demerits
- Overcrowded and unwieldy classrooms make group work and face-to-face discussion very difficult to organize.
- An average teacher with limited language skills cannot follow this approach successfully.
- When the students can communicate in their mother tongue, they may not show any genuine desire to talk in English and take part in group discussion in English.

- Detailed classroom techniques integrating the textual lessons and communicative take have not evolved to take up this method of teaching English.

3.1.5 Eclectic approach

After having a clear idea of the three methods i.e., Translation method, Direct method and Bilingual method, a question arises in the teacher's mind, which method is the best method? We cannot answer that particular method is the best one. Each method of teaching English has its own advantages and disadvantages. The approach of the teacher in this regard should be Eclectic, flexible and practical. He should not be rigid. A good teacher will not be a slave to any method however meritorious it is. He may select any method which he finds effective in particular circumstances.

The following should determine the selection of a particular method.

1. Ability and training of the teacher.
2. The objectives of teaching English.
3. The class from which the teaching of English starts.
4. The size of the class also helps the teacher to adopt one of the three methods.
5. The age, the ability and the capacity of the students, the teacher is expected to handle.
6. Availability of Audio-visual aids.
7. Location of the school, rural and urban also matters because of the background and environment of the learners.

Comparatively the translation is the easiest method to explain the meaning of English words and phrases in mother tongue than in English. It suits the average and below average teacher of English. It helps the teacher to test the comprehension of the students.

But this method has some drawbacks also. It neglects spoken English. It doesn't provide pattern practice. The students are only passive listeners. Oral training is lacking in this method.

In direct method, the value of oral training in teaching English is emphasized. The students understand spoken English very quickly. It suits only the teachers and the students who have favorable background. By laying too much emphasis on speech training, it neglects the other aspects like reading and writing. The average and below average teachers cannot use this method.

The Bilingual method is an improvement upon the translation method as well as the direct method of teaching English. It has many advantages and free from defects. This is less costly than direct method. It suits the majority of the teachers in our schools. Sometimes the teachers may over use the mother tongue. This may lead to translation method.

Hence we come to the conclusion that "there can be no one method which can suit all teachers, all students, at all places and in all conditions." It is the teacher who has to select the

best method of teaching English according to his needs, keeping in the mind the factors mentioned above.

3.2 THEORIES OF LIANGUAGES

Some interesting debates in linguistics lie within the problems of defining language from the paradigms of objectivity and subjectivity, universality and variety, structuralism and post-structuralism. Yet, there are others who view it as a problem of approaching it through form, or through content, through the physical or the meta-physical, the scientific or the philosophical, through the sociologically contexed or the context-free.

But traditional linguistics concerns itself with only a limited scope of problems: questions dealing with how we come to know languages, how languages vary, and shat is universal to language. Post-structuralism theories and later academic trends on the other hand, have attempted looked at the more semiotic aspects of language, taking it from the domain of the physical to the metaphysical.

Linguists from the Chomsky school of thought profess that all humans (except for "pathological" cases), achieve a sub-conscious competence in spoken language or (sign language) with the help of genetic endowments.

Theoretical Linguistics

Linguists from the Chomsky school of thought profess that all humans (except for "pathological" cases), achieve a sub-conscious competence in spoken language or (sign language) with the help of genetic endowments.

Theoretical linguistics Theoretical linguistics is the branch of linguistics that is most concerned with developing models of linguistic knowledge. Part of this endeavour involves the search for and explanation of linguistic universals, that is, properties all languages have in common_ The fields that are generally considered the core of theoretical linguistics are syntax, phonology. morphology, and semantics. Although phonetics often in-forms phonology. it is often excluded from the purview of theoretical linguistics. along with psycholinguistics and sociolinguistics.

3.2.1 PSYCHOLINGUISTICS

Psycholinguistics or psychological language is the study of the psychological and neurobiological factors that enable humans to acquire, use,and understand language. Initial forays into psycholinguistics were largely philosophical ventures due mainly to a lack of cohesive data on how the human brain functioned. Modem research makes use of biology, neuroscience, cognitive science, and information theory to study how the brain processes language. There are a number of sub disciplines; for example, as non-invasive techniques for studying the neurological workings of the brain become more and more widespread, neurolinguistics has become a field in its own right.

Psycholinguistics covers the cognitive processes that make it possible to generate a grammatical and meaningful sentence out of vocabulary and grammatical structures, as well as the processes that make it possible to understand utterances, words, text, etc. Developmental psycholinguistics studies children's ability to learn language.

Theories about how language works in the human mind attempt to account for, among other things, how we associate meaning with the sounds (or signs) of Language and how we use syntax-that is, how we manage to put Words in the proper order to produce and understand the strings of words we call "sentences." The first of these items-associating sound with meaning-is the least controversial and is generally held to be an area in which animal and human communication have at least some things in common. Syntax, on the other hand, is controversial, and is the focus of the discussion that follows.

There are essentially two schools of thought as to how we manage to create syntactic sentences: syntax is an evolutionary product of increased human intelligence over time and social factors that encouraged the development of spoken language., language exists because humans possess an innate ability, an access to what has been called a "universal grammar". This view holds that the human ability for surtax is "hard_wired" in the brain. This view claims, for example, that complex syntactic features such as recursion are beyond even the potential abilities of the most intelligent and social non-humans. (Recursion, for example, includes the use of relative pronouns to refer back to earlier parts of a sentence—"The girl whose car is blocking my view of the tree that I planted last year is my friend.") The innate view claims that the ability to use syntax like that would not exist without an innate concept that contains the underpinnings for the grammatical rules that produce reclusion. Children acquiring a language, thus, have a vast search space to explore among possible human grammars, settling, logically, on the language(s) spoken or signed in their own community of speakers. Such syntax is, according to the second point of view, what defines human language and makes it different from even the most sophisticated forms of animal communication.

The first view was prevalent until about 1960 and is well represented by the mentalistic theories of Jean Piaget and the empiricist Rudolf Camap. As well, the school of psychology known as behaviorism puts forth the point of view that language syntax included - is behaviour shaped by conditioned response. The second point of view- the –"innate" one-can fairly be said to have begun with Noam Chomsky's highly critical review of Skinner's book in 1959 in the pages of the journal Language. That review started what has been termed "the cognitive revolution" in psychology.

The field of psycholinguistics since then has been defined by reactions to Chomsky, pro and con. The pro view still holds that the human ability to use syntax is qualitatively different from any sort of animal communication. That ability might have resulted from a favorable mutation (extremely unlikely) or (more likely) from an adaptation of skills evolved for other purposes. That is, precise syntax might, indeed, serve group needs., better linguistic expression

might produce more cohesion, co-operation, and potential for survival, But precise syntax can only have developed from rudimentary-or no-syntax, which would have had no survival value and, thus, would not have evolved at all. Thus, one looks for other skills, the characteristics of which might have later been useful for syntax. In the terminology of modem evolutionary biology, these skills would be said to be "pre-adapted" for syntax.

Much methodology in psycholinguistics takes the form of behavioural experiments. In these types of studies, subjects are presented with some form of linguistic input and asked to perform a task (e.g. make a judgment, reproduce the stimulus, read a visually presented word aloud). Reaction times (usually on the order of milliseconds) and proportion of correct responses are the most often employed measures of performance.

Such tasks might include, for example, asking the subject to convert nouns into verbs; e.g., "book" suggests "to write," "water" suggests "to drink," and so on. Another experiment might present an active sentence such as "Bob threw the ball to Bill" and a passive equivalent, "The ball was thrown to Bill by Bob" and then ask the question. "Who threw the ball?" We might then conclude (as is the case) that active sentences are processed more easily (faster) than passive sentences. More interestingly, we might also find out (as is the case) that some people are unable to under-stand passive sentences; we might then make some tentative steps towards under-standing certain types of language deficits (generally grouped under the broad term, aphasia).

Until the recent advent of non-invasive medical techniques, brain surgery was the preferred way for language researchers to discover how language works in the brain. For example, severing the corpus callosum (the bundle of nerves that connects the two hemispheres of the brain) was at one time a treatment for some forms of epilepsy. Researchers could then study the ways in which production of language were affected by the comprehension and History of Linguistics y such drastic surgery. Where an illness made brain surgery necessary, language researchers had an opportunity' to pursue their research.

Newer, non-invasive techniques now include brain imaging by Positron Emission Tomography (PET); Functional Magnetic Resonance Imaging (FMRI); Event Related Potentials (ERP), Magneto encephalography (MEG) and Trancranial Magnetic Stimulation (TMS). Brain imaging techniques vary in their spatial and temporal resolutions (FMRI has a resolution of a few thousand neurons per pixel, and ERP has millisecond accuracy). Each type of methodology presents a set of advantages and disadvantages for studying a particular problem in psycholinguistics.

Computational modeling - e.g. the DRC model of reading and word recognition proposed by Coltheart and colleagues - is another methodology. It refers to the Practice of setting up cognitive models in the form of executable computer programs, Such programs are useful because they require theorists to be explicit in their hypotheses and because they can be used to

generate accurate predictions for theoretical models that are so complex that they render discursive analysis unreliable, ne example of computational modeling is the TRACE model of speech perception.

More recently, eye tracking has been used to study online language processing Beginning with Rayner (1978) the importance and informativity of eye-movements during reading was established. Tanenhaus et al., have performed a number of visual-world eye-tracking studies to study the cognitive processes related to spoken language. Since eye movements are closely linked to the current focus of attention, language processing can be studied by monitoring eye movements while a subject is presented with linguistic input.

3.2.2 SOCIOLINGUISTICS

Sociolinguistics is the study of the effect of any and all aspects of society, including Aral norms, expectations. and context on the way language is used. Sociolinguistics overlaps to a considerable degree with Pragmatics.

It also studies how language differ between groups separated by certain social variables, e.g., ethnicity, religion, status, gender, level of education, age, etc., and how creation and adherence to these rules is used to categorize individuals in social class or socio-economic classes. As the usage of a language varies from place to place dialect), language usage varies among social classes, and it is these sociolects that sociolinguistics studies.

The social aspects of language were in the modem sense first studied by Indian and Japanese linguists in the 1930s, and also by Gauchat in Switzerland in the early 1900s, but none received much attention in the West until much later. The study of the social motivation of language change, on the other hand, has its foundation in the wave model of the late 19th century. Sociolinguistics in the west first appeared in the 1960s and was pioneered by linguists such as William Labov in the US and Basil Bernstein in the UK.

For example, a sociolinguist might determine through study of social attitudes that a particular vernacular would not be considered appropriate language use in a business or professional setting; she or he might also study the grammar, phonetics, vocabulary, and other aspects of this sociolect much as a dialectologist would study the same for a regional dialect.

The study of language variation is concerned with social constraints determining language in its contextual environment. Code-switching is the term given to the use of different varieties of language in different social situations. William Labov is often regarded as the founder of the study of sociolinguistics. He is especially noted for introducing the quantitative study of language variation and change, making the sociology of language into a scientific discipline. Sociolinguistics differs from sociology of language in that the focus of sociolinguistics is the effect of the society on the language, while the latter's focus is on the language's effect on the society.

Sociolinguistic variables

Studies in the field of sociolinguistics typically take a sample population and interview them, assessing the realisation of certain sociolinguistic variables. Labov Specifies the ideal sociolinguistic variable to

be high in frequency,

have a certain immunity from conscious suppression,

be an integral part of larger structures, and

be easily quantified on a linear scale.

Phonetic variables tend to meet these criteria and are often used, as are grammatical variables and, more rarely, lexical variables. Examples for phonetic variables are the frequency of the glottal stop, the height or backness of a vowel or the realisation of word-endings. An example of a grammatical variable is the frequency of negative concord (known colloquially as a double negative).

3.3 INDUCTIVE AND DEDUCTIVE APPROACH

Inductive and deductive methods are used in the presentation of new English grammar structures to students who learn English as a second language.

3.3.1 The Deductive Method

The deductive learning of grammar is now called **"Ruleg method".** That is, rules of the grammar are taught first; examples are taught next. Students then apply these rules when they use the language. In deductive learning of grammar, the students are taught rules and given specific information about a language.

For example, if the structure to be presented is 'present perfect', the teacher would begin the lesson by saying, "Today Te are going to learn how to use the present perfect structure'. Then, the rules of the present perfect structure would be outlined and the students would complete exercises, in a number of ways, to practice using the structure.

In this method, the teacher is the center of the class and responsible for all of the presentation and explanation of the a' material.

3.3.2 Inductive method

In inductive learning of grammar students are not taught grammatical rules directly but are left to discover or induce rules from their experience of using the language Students are taught a variety of typical examples that represent a particular grammatical rule The students learn the use of the structure through practice of the language in context, and later realise the

rules foul's the practical examples. This method is now called "Egrule method" wherein examples an taught first rules arc discovered or induced next by students themselves.

For example if the structure to be presented is the comparative form the teacher would begin the lesson by drawing a figure on the board and saying "This is Raja. He is tall" Then the teacher would draw another taller figure next to the first saying. "This is Mani. he is taller than Raja". The teacher would then provide many examples using students and items from the classroom famous people or anything within the normal daily life of the students, to create an understanding of the use of the structure.

In this method, the teacher's role is to provide meaningful examples in different contexts. Students arrive at the rules from the examples they use and practise.

Advantages and Disadvantages

In both methods, students practise and apply the use of the grammatical structures in English. The deductive method can be effective with higher class students as they already know the basic structures of the language.

The deductive method is not effective with students in lower classes as they learn examples more easily than rules.

The inductive method will be more effective as students can focus on the use of the language without being held back by grammatical terminology and rules that can inhibit fluency in English. The inductive method also promotes increased student participation and practice in learning the language in the classroom in meaningful contexts.

3.4 WHOLE-LANGUAGE APPROACH

'Whole language' is an educational philosophy of which the 'whole-language' approach stems from a school of thought that children, in the learning of a language, is able to assimilate and understand the dichotomy of the language make-up through meaning making. It is often contrasted to acquisition of language through phonics. Whole language practioneers practice the belief in their teachings that learning a language needs to be contextualised and experiential.

The difficulty level is secondary to a certain extent. This is quite unlike the learning of language through phonics. Practitioners of the latter believe that learning of a language needs to start right from the basics, where a strong foundation needs to be put in first. Phonics then acts like the 'bricks' to the house. Adding more 'bricks' then adds on more word count and knowledge.

All said, the whole language philosophy is complex to describe as it is indicted to areas of sociology, psychology, linguistics etc. There are also critics to the approach as some experts in this area of academic learning feels that there is limited body of scientific research.

What is a concurring point for both phonics and whole language philosophy is that constant exposure, building familiarity and striking purposeful use of language are meaningful ways to make learning language constructive.

3.5 CONSTRUCTIVE APPROACH

Constructivist teaching is based on constructivist learning theory. Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and knowledge.

"What radical constructivism may suggest to educators is this: the art of teaching has little to do with the traffic of knowledge, its fundamental purpose must be to foster the art of learning." - Ernst von Glasersfeld

The constructivist theory of education was developed by Lev Vygotsky, a psychologist and educator born in 1896. His theory was centered social constructivism principles. Jerome Bruner later combined Vygotsky's theories with those of Jean Piaget, a cognitivist who regarded students as learners in their own right that learned through their experiences. Vygotsky's ideas, along with those of Piaget, became widely influential in the 1960s as "child-centered" theory that challenged the more authoritative didactic teaching method previously favored. The constructivist model put forth by Piaget, Vygotsky and Bruner has had reaching implications for contemporary classroom practice.

Constructivist Model of Working Together

Constructivist theory approaches to learning assert children have their own way of thinking. Students should be treated as individuals and should have the opportunity to work with others and learn through observation, talking and group work. In the model, students have ideas and skills that have not fully emerged but have the potential to be developed, particularly through this type of interaction with others. Constructivism also acknowledges the importance of social and cultural influences on intellectual development. This, in turn, has an effect on how children learn from each other. Each student brings with him knowledge, opinions and experiences from his individual background that will have an influence on what he brings to the group as a whole.

Active Learning in Constructivist Theory

Constructivists believe students should be engaged in active learning and that the teacher's role is to assist her students in what they are doing. Students should be given the opportunity to explore a problem, try out solutions, build on this new knowledge to make adjustments and evolve new solutions. This learning application in constructivist theory means that all students have an input and are actively discussing and developing ideas. Students must be

encouraged to draw, discuss and write about what they are learning. They should also talk to others while actively working and not just sitting in groups.

Scaffolding Learning in Constructivism

The constructivists suggest as a child learns new things that she should be given lots of support in a process known as educational "scaffolding." This use of constructivism in education can an be done through the use of word banks, writing frames, concrete materials and questioning techniques. Teachers using this learning style provide stimuli and prompts to vary presentation. As the student's learning develops, the scaffolding is gradually removed. The way in which new ideas are introduced and presented to students influences the way in which they are mastered. Instruction in scaffold learning must be structured to be grasped easily while it is presented in a way that involves children's experiences and contexts. Using this learning technique helps build on students' knowledge and willingness to learn.

The Spiral Curriculum

According to the constructivist approach, students' prior knowledge needs to be developed and built on. Ideas should be reintroduced at different stages and levels in the "spiral curriculum." This then helps to enable a continuous development of knowledge for students. Reintroducing concepts already learned in a "spiral" format helps students to reach a deeper level of understanding. An example of a printable "spiral" would focus on previous math problems with new concepts added into previous ones. In this approach, teachers help students develop and maintain what they already know and use that previous knowledge to solve problems, explore and question. This approach also asserts that teachers must be facilitators of their students' learning by encouraging and stimulating ideas instead of just transmitting knowledge.

3.6 MULTILINGUAL APPROACH TO LANGUAGE TEACHING

Multilingual Education typically refers to "first-language-first" education, that is, schooling which begins in the mother tongue and transitions to additional languages. Typically MLE programs are situated in developing countries where speakers of minority languages, i.e. non-dominant languages, tend to be disadvantaged in the mainstream education system. There are increasing calls to provide first-language-first education to immigrant children from immigrant parents who have moved to the developed world.

Using pedagogical strategies that encourage inclusive education within a supportive multilingual learning environment. ... Giving learners appropriate opportunities to use their home languages to support and demonstrate their understanding of learning content.

Using multilingual approaches involves:

➢ Recognising and valuing the multilingual nature of societies, schools and classrooms.

- Using pedagogical strategies that encourage inclusive education within a supportive multilingual learning environment.
- Being aware of beliefs about speakers of other languages and how they can impact on establishing and maintaining an inclusive learning environment.
- Assessing individual learners in a manner that takes their linguistic background into account.Giving my learners appropriate opportunities to use their home languages to support and demonstrate their understanding of learning content.
- Making pedagogical choices that respect and capitalise on my learners' linguistic diversity.
- Reflecting on how effective my implementation of multilingual approaches is in promoting learning.

3.7 METHODS

In the words of W.F.Mackey, A method determine what and how much is taught, the order in which it is taught and how the meaning and form are conveyed and what is done to make use of the language unconscious. A method comprises a set of procedures or a collection of techniques, used in a systematic way, which will result in efficient learning. It consists of a number of techniques arranged in an order.

According to Longman Dictionary of Applied Linguistics, a method refers to a way of teaching a language based on systematic principles. It is an application of views on how a language is taught and learned. The following are the types of methods.

Grammar translation method

Direct method

Dr. West's new method

Bilingual method

3.7.1   Grammar translation method

This method is also known as classical method. It is the oldest method and came in India with the Britishers. This method has no psychological base but has two philosophical bases, viz.

1. A foreign language can be easily learnt through translation.
2. Grammar is the soul of language.

Definition:-

According to champion, "Under the translation method, the meaning of English words, phrases and sentences is taught by means of word-for word translation into the mother-tongue."

Principles of the Method

Thompson and Wyatt say that this method is based on three sound principles:

1. Translation interprets foreign phraseology best,
2. In the process of interpretation, the foreign phraseology is assimilated and
3. The structure for a foreign language is best learnt when compared and contrasted with that of the mother-tongue.

Merits of the Method

This method is used since long because it has the following merits:

1. It is economical because it saves time.
2. It enhances student's vocabulary.
3. It helps in having better and clear understanding of word meanings. There are no chances of vagueness because the meanings are explained with the help of mother-tongue.
4. It is in line with 'Appreciative theory' which states, "Learning is to connect old and new ideas." This method tries to establish a strong bond between foreign phraseology (new ideas) and mother-tongue (old ideas).
5. This method fulfils one important maxim which is 'proceed from known to unknown.'
6. It gives correct knowledge of English because it explains grammatical rules.

Demerits of the Method

Today, this method is becoming gradually obsolete, because it has the following demerits:

1. This method does not emphasize on these aspects- speaking, reading and writing.
2. It does not teach correct articulation, intonation and pronunciation.
3. There are some words, idioms and phrases in English, which reflect the culture, traditions and customs of English people. They cannot be translated into mother-tongue without losing the correct effect.
4. This method develops a habit of translation at the thinking level. Pupils first think in mother-tongue, then translate. Champion points out, "As a general method of composition, the fundamental weakness of translation is that it prevents or retards the pupil from thinking in English."
5. This method tries to teach English by rule and not by use.

3.7.2 Direct method

When the various demerits of translation-cum-grammar method were realized. Direct method came as a reaction. It is also known a Natural method or Reformed method. This method originated in France in 1901. From Germany came its principles. This method was approved and spread by international Phonetic Association of France. It is based on this philosophy:

"Fluency in reading and facility in writing follow fluency in speech."

Definition:-

In Webster's New International Dictionary, this method is defined as, "Direct method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself without use of the pupil's language, without translation and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions.'

Main characteristics

This method has following characteristics

1. In this method a direct bond is created between word and idea, word and experience. This type of association is the key to understand the meaning.
2. Instead of word, sentence is the unit of teaching.
3. Audio-visual material is used extensively to explain the meaning.
4. Much stress is put on speech because direct association can be made by oral teaching only, as pointed out by Kittson, "Learning to speak a language is always by far the shortest road to learning and to write it."
5. The use of mother-tongue is not allowed, O'Grady says "In order to form the direct bond between thought and expression, no use of mother-tongue is to be made, so that the habit of thinking in the foreign language may be formed as early as possible."
6. In this method, grammar is taught inductively, i.e., indirectly.
7. These two maxims are profusely used: (a) From simple to complete and (b) From concrete to abstract.
8. Much questions are asked by the teacher. For example, when the teacher is teaching-I have put the pen on the table. He can ask these questions:
   (a) What is in my hand? (Holding a pen)
   (b) What am I doing? (Putting it on the table)
   (c) What have I done? (After putting it on the table)

Merits of the Method

This method has replaced Translation-cum-Grammar method, because it has the following merits:

(1) It covers some main aims of English teaching.

(2) This method is interesting because it is full of activity.

(3) Cramming of words and their meaning is discouraged.

(4) Since much emphasis is given on oral work, pronunciation of pupils gets improved.

(5) The abilities of reading, writing, speaking and understanding are developed simultaneously, although not equally.

Demerits of the Method

(1) This method ignores reading and writing aspects of language learning. Equal time is not devoted for learning these skills and speech.

(2) Grammar which is very important is not taught systematically.

(3) sometimes it becomes very difficult to bring word meaning and child's experience together

(4) It may be possible that the teacher wants to convey some meaning and students assimilate quite different meaning.

(5) Much time is consumed in creating real life situations.

(6) This method is expensive because a lot of audio-visual material is need.

(7) In India, there is scarcity of teachers who are trained on this line.

(8) For an over-crowded class, this method is inconvenient.

3.7.3 Dr. West's new method

This method is named after the name of the inventor of this method-Dr. M.P.West. It is also known as "Dr. West's Method or "New Method". Dr. West was the Principle of the Training College in Dacca and had been the Director of Education in Bengal before partition. He found the then prevailing method, Direct Method, inadequate to teach Indian pupils. So he propagated his own new method which removed some of the limitations of direct method. Thompson and Wyatt are of the opinion, "Dr. West's rethinking of the subject has tended to right the undue emphasis on the teaching of speech which has been a feature of foreign languages teaching for some time." This method is described in detail in these two books of Dr. West:

(i)   Bilingualism and (ii) Learning to speak a foreign Language

Causes of Teaching English

According to Dr. West, aim of teaching English in India are quite different from those of elsewhere. In India, English should be taught because:

1. English promotes internationalism and brotherhood.
2. It is a medium of communication among people of different parts of the world.
3. No Indian language is rich in the field of science.
4. English broadens mental faculties.

Emphasis on Developing Reading Ability

The direct method had emphasized on the development of speech ability. But this New Method laid stress on the development of reading ability. West says, "The bilingual child does not so much need to speak his second language (English) but rather to read it." So the main aim of teaching English according to Dr. West is development of reading ability. He emphasized on this ability because:

(i)   Indian children have less opportunities to speak English. H.A.Carledge points out, "Of the four skills involved in language learning-listening, speaking, reading and writing-the one which is likely to be the most useful for students of a foreign language is reading."

(ii)   Reading is a 'passive' activity which means a receptive command of a language, whereas speaking and writing are 'active' activities which means the productive command of a language. The passive work is like is like the foundation of active work. Therefore emphasis should be given to reading.

(iii)   By reading, pupils can have an idea of the structure of English language.

(iv)   They can also develop a taste for English literature.

(v)   Reading will facilitate speaking andwriting.

(vi)   To acquire reading ability is easier than acquiring speaking ability.

(vii)   Indian students have more chances of hearing incorrect English. Therefore, Dr. West says, "Children should better be entrusted to the guidance of books."

Advantages of the method

The following are some of the main advantages of this method:

(i)   There are four aspects of language learning. This method helps in developing one aspects, i.e., reading.

(ii)   This method initiates pupils for self-activity because oral reading and silent reading both amount to self-activity.

(iii)   Thorough reading develops comprehension.

(iv)   Reading makes the learning of speaking and writing easy, students find learning English easy.

(v)   Pupils do not feel the overload of grammatical rules.

(vi)   The use of mother-tongue at times makes students feel at home.

Disadvantages of the method

Despite the merits of this method, there are many limitations and defects in it, which are:

(i) This method totally ignores the other three aspects of language learning which are understanding, speaking and writing. In this way, it overlooks this principle of teaching a foreign language: "Principle of proper order and proportion."

(ii) Besides, it is impossible to separate reading from understanding, speaking and writing. A good reader is he, who can understand the language and speak and write the language. Therefore, professor Findlay has rightly remarked "West's decisive separation, between the eyes on the one hand and the lips, ears and hand on the other, is not psychologically sound."

(iii) Only reading is not interesting, rather it is boring for a learner. In the absence of other activities, reading becomes monotonous.

(iv) Reading does help in learning: (a) pronunciation, (b) idioms, (c) phrases, (d) composition and (e) poetry, but only reading long and short stories is not sufficient.

(v) In practical life, reading alone is not sufficient. What is more required is speaking and writing English.

(vi) This method ignores these sub-conscious efforts of the learner to learn a language-(a) hearing, (b) intonation, (c) articulation, (d) comprehension and (e) assimilation.

3.7.4 Bilingual method

This is comparatively a recent method invented by Prof. C.J. Dodson of Wales. He claims that this method is very effective in teaching a foreign language because his experiments on pupils yielded desirable results.

Philosophy behind the Method

When the child learns mother-tongue, he connects the meaning of words with his own experience, because he learns the mother-tongue in a real situation. In this way, he grasps the situation or forms the concept in mind. For instance, mother asks the child, 'Yah Dal khao'. Seeing the pulse itself, the child learns that this thing is called pulse in his mind. Now it will be a waste of time to create the situation again before the child when we are teaching him a foreign language, because the child has already experienced the situations, while learning the mother-tongue. So, only mother-tongue equivalents should be given without duplicating the situations

Characteristics

This method is a unique method which is a mid-way between two old methods, viz., Translation-cum-Grammar method and Direct method. The main characteristics of this method are:

1. It emphasizes on creating situations not exactly like direct method. In this, situations are created just by giving the mother-tongue equivalents of English words.

2. Sentence is the unit of teaching.
3. Rigorous practice is done in sentence patterns.
4. It recommends use of mother-tongue not exactly like Translation-cum-Grammar method. In this method:
   (a) Mother-tongue is use to explain the meanings of new words, phrases, idioms, sentences and grammatical points and rules.
   (b) Word for word translation is not done. This type of translation is called 'interpretation' by Dodson.
   (c) Translations are only done the teacher, not by the students to explain the matter.
   (d) After explanation, practice is done without the help of the mother-tongue.
   (e) Mother-tongue is only used during early stages. Gradually, it can be dropped as students advance in learning.

Merits

The merits of this method seem to be as follows:

(i)   The time and labour of teacher is saved which he would have wasted in creating real life situations.
(ii)   This method does not need trained teachers.
(iii) It also stresses speech practice.
(iv)   Much audio-visual aids are not needed for this method.
(v)   It is suited to all types of schools, i.e., rural and urban.
(vi)   It makes use of the linguistic habits formed during learning mother-tongue.
(vii) **Experiments.** Experiments, too, have shown that students taught by this method learn much than other children. In India, Prof. H.N.L. Shastri of Central Institute of English. Hyderabad conducted an experiment. He divided students of IVth class into two groups. One group was taught by Bilingual method. The other was taught by direct method. It was found that:
   1. The Bilingual method group learnt to speak 23 sentences while the direct method group learnt to speak only 14 sentences.
   2. The average score of Bilingual method group was 64% as against the 52% of direct method group.

Demerits

This method is still in an experiment stage. But it has some of those demerits which Translation-cum- Grammar method has and some of those which direct method has because it is a midway of both.

3.7.5 Play Way Method

Play way method of teaching is an inductive method where teaching occurs gradually with fun and frolic which also nourishes the language proficiency effortlessly.

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It not only focuses on subjective development but the emotional development of the child as well. In this method of learning, playing acts as the driving force as the entire learning method revolves around activity-based learning. It encourages expression and creative skills among children.

The Play way method is based on the following principles:

1. Learning process to be conducted through playful activities because they are soothing, purifying and interesting
2. Learning should take place in an atmosphere of freedom without any restraints
3. Methods of imparting should be informal and natural to suit the interest and of children
4. Children should fully enjoy the learning process. They should be active participants in it and responsible for their own progress and development.

Characteristics

1. Play is self-chosen and self-directed; players are always free to quit.
2. Play is an activity in which means are more valued than ends
3. Play is guided by mental rules.
4. Play is non-literal, imaginative, marked off in some way from reality.
5. Play involves an active, alert, but non-stressed frame of mind.

Some advantages of the role play method of teaching include:

➢ Good means of communicating
➢ Way of practicing vocabulary skills
➢ Helps to build confidence
➢ Can encourage teamwork and group interaction
➢ Supportive environment

Some disadvantages of the role play method of teaching include:

➢ Embarrassment
➢ Shyness
➢ Discomfort
➢ Doesn't suit all individuals
➢ Can damage confidence

3.7.6   Substitution method

The substitution method was adopted to remove the following limitations of the direct method.

(i)   Ignoring use of mother tongue
(ii)   Stress on oral work

Meaning of Substitution-According to Palmer, 'Substitution is a process by which any model sentence may be multiplied indefinitely, substituting for any of its word or word groups and other words of the same grammatical family.' The following table shows how we construct a number of sentences from a model sentence by substitution or replacing its words.

Example-Suppose a teacher wants to teach the word. Table so Table will be the base word. The teacher will construct a sentence using the base word which will be the model sentence.

Model Sentence-He is sitting on the table.

The sentence is- Mukesh is sitting on the table. Sita is sitting on the table.

Advantages of the Substitution Method

1. It is a useful and easy method of learning English at the early stage. (**VII and VIII classes**)
2. The substitute tion table presents linguistic material systematically as shown in the tables.
3. The substitution method also provides opportunities for reading and writing.
4. This method can enable the students to think.
5. The use of mother tongue is sufficiently done which saves time.
6. It is a natural way of learning a language, because pupils unconsciously construct many sentences similar to the model sentences.
7. Students find this method interesting. Limitations of Substitution Method
8. It is not useful for higher classes (IX to XII).
9. It lays greater stresses on oral work than on written work which is equally important.
10. In this method, there is no sequence and therefore, children learn only through isolated sentences.
11. Only trained, innovative and imaginative teachers can teach efficiently through this method because it is not easy to form substitution tables.
12. Linguistic habits can be formed only after a long time.

3.7.7 Language Games

Before the nineteenth century, games were mainly based on physical activities and were related to specific occasions. Later on, the European people tried to modify some of their games principles to fit with American tastes because they perceived them as a waste of time. From that time, games started to construct their "educational instruction". „Mansion of Happiness" was the first educational game that aimed at teaching the difference between „good" and „bad". After many improvements, games have acquired their significance to be used in teaching and learning.

Types of Language Games

It is difficult to classify games into categories because such categories often overlap. A good teacher has to have several games on hand at all times. Hadfield (1984) explained two ways of classifying language games; linguistic games that focus on accuracy and communicative

games that focus on exchanging information. Further, games are classified into more detailed forms composed of both linguistic and communicative games.

Sorting, ordering or arranging games: for e.g. give students a set of cards with months, and they have to arrange those cards in order.

Information gap games: the one having information have to exchange it with those who do not have it to complete a task.

Guessing games: a student with a flash card must just mime it to others who try to guess the word.

Searching games: for e.g. everyone is given a clue to find out who the criminal is. They ask and reply to solve the problem.

Matching games: participants need to find a match for a word, picture or card

Labeling games: a form of matching games, the only difference is that they math labels and pictures.

Exchanging games: students barter cards, objectives or ideas.

Board games: „scrabble" is one of the most popular games in this category.

Role playing games: students play roles that they might not play in real life. They might also practice dialogues.

Language games may be also classified as follows:

Listening games:

In class, listening is often carried out in a boring and uninteresting way what makes the lesson more stressful. To make students enjoy listening, the teacher needs to bring it closer to them. A good way is the use of listening games to maintain the student"s attention and interest.

Speaking games:

They can be used at any time, especially as a follow-up to the previous listening to reinforce vocabulary and expressions heard earlier. Their main aim is to make speaking and expressing ideas orally enjoyable and stress free.

Kinetic games:

They provide refreshment in the class, especially when students are getting tired and find it difficult to concentrate. They need always to be joined with another activity of reading, listening or speaking.

Experiential games:

Their real aim is not to win or complete a language task but to experience the process and learn from it. They may influence peoples" attitudes and teach them the understanding of themselves and the phenomenon around as well.

Advantages

1. Games are a great way to practice new vocabulary.
2. Games help students get rid of inhibitions when it comes to actually speaking the language, which is a problem for many students
3. Games help students enhance their communication skills in general
4. Games help keep up the levels of energy and motivation

Disadvantages

1. The first thing to remember is that games should be fun, controlled fun, to be exact.
2. Another thing to consider is that some students may not like games at all and prefer other activities instead

3.8 RECENT TRENDS IN THE TEACHING OF ENGLISH

ELT (English Language Teaching) has recently brought out a special collection of articles on "The current trends of change". It contains good articles on communication era (second decade) fashion, based on the National Policy of Education (1986) and the Action Plan (1986) announced in the same year. A new approach called the communication approach has been evolved in the western countries and it is gaining momentum. It was in an experimental stage from the seventies and now it has gained favor. Now we are expected to have a knowledge of the current trends in ELT… ELT stands for English language teaching. There is a journal called ELT. It is publishing research articles on the Teaching if English as a second language.

ELT journal is a key publication in the profession. It is an international journal of repute. It was founded in 1946 on the initiative of the British Council. All the English teachers ought to be aware of the happenings in other countries and enrich their knowledge and widen their horizon. ELT is an authoritative source. Noam Chomsky's (a Russian philosopher and Educationist) challenge of the Audio-lingual method made many language experts take a critical look at the method. In strict avoidance of errors, of student's mother tongue, its monotonous pattern practice, their doubts about the theory of language as habit formation etc. made them look for a different method. They felt that the students lacked spontaneous communication.

In 1971, a group of experts such as D.A.Wilkins and E.K.Alexander who were all working for the council of Europe and British linguists known as Widows, Candin, Brumfit, Johnson, Morrow etc. worked on the theoretical principles of the communicative language teaching approach. This method starts from a communicative model of language use and seeks to

work it into an instructional package. It views language as a system for the expression of meaning. The teacher's main role is to facilitate communication between the learners. The learning materials are of different types. Some materials are text based while others are task based. Magazine articles, advertisements, newspapers etc., could all be used as materials.

In Tamilnadu, they have tried to include this new communication approach in the structural syllabus. For every structure first the form is taught and then its function is taught. For example, the general activities or happenings are expressed in present tense. In present tense III person singular 'S' is added to the verbs. The form of these structures are taught first and then their functions are taught. The function of the general activities, is to express daily routines, habits, likes and dislikes etc.The teacher has to use dialogues, role play, miming, language games and he/she has to focus on accuracy as well as fluency.

In addition to this approach, more humanistic approaches which care not only for the behavior and the intellect of the learners but also take into account the emotions and feelings of the learner. Some of these new approaches are described below.

## 1)	Total physical response

This approach has been founded by James Asher. It emphasizes comprehension of English through actions, minimizing stress due to fear of learning.

## 2)	The silent way

This approach has been founded by Caleb Gathengo. Its aim is to learn a discovery helped through objects, problem solving etc. Special rods and color coded charts are used to help the learners to remember what they learn easily. Teacher does not 'teach' but uses nonverbal clues to show what he / she means.

## 3)	Community Language Learning

This was founded by Charles A Curran. In this approach the learners sit in a circle along with the teacher. They jointly decide what they wish to talk about. The teacher helps in talking.

## 4)	The Natural approach

Tracy Terrell is the founder of this approach. The teacher talks and pupils ask questions or express doubts. Signs and gestures are used and repetition is encouraged till the learner becomes familiar with the word. Emphasis is laid on comprehension and meaningful communication.

## 5)	Suggestopaedia

Lozanov is the founder of this approach. This kind of approach believes that learning can be influenced by psychological mood, the physical atmosphere etc. So decorations, comfortable furniture, music and the authoritative behavior of the teacher are adopted. The teachers are

careful to right voice quality, intonation and timing. Based on the principles of yoga especially Raja-yoga, the students are trained to breath rhythmically. This develops their concentration power and level of consciousness. All these methods suggest a stress free atmosphere in the English class room where the pupils can express their ideas confidently without fear, punishment and mockery. Most of these methods are expensive because they use media and special equipments. It is not that easy to be implemented in Indian School. Most experts advise on eclectic method which means using the most successful techniques of all these methods, both traditional and modern. Any sincere teacher with good command of English can be successful in adopting the suitable methods according to the needs of his / her students.

3.9 EVALUATION OF LANGUAGE TEACHING METHODOLOGIES

CONCEPT OF EVALUATION

A tool of evaluation, as used in education, is a device or technique that will facilitate the process of measuring and recording the characteristics of pupils. Tools of evaluation are sophisticated techniques of appraisal, intelligently designed to measure what is required to be measured.

Evaluation tools can be classified in a number of ways based on the purpose, format, and technical features etc. classification by purpose may include the categories such as achievement test (survey test), diagnostic test and prognostic test. Using format as a basic for classification results in categories like easy, objective type etc. classification by technical features may yield individual tools (oral test, observation0, group techniques (essay examination, rating scale, sociometry etc.) standardized tools (uniform test contents and testing procedure, norms etc.0 informal tests (teacher-made tests for a particular unit or for a purpose) power test speed test, performance tests, pencil and paper tests etc.

However, every test maker has his own way of looking at the classification of evaluation devices. All evaluation tools can be viewed as of two types (i) those designed for data selection and (ii) those designed for summarization (cumulative record, progress report etc.) The data gathering devices can be broadly categorized as tests and non-tests. Test categories all include written test, oral test, performances test etc. whereas non-test category will include interview, observation, questionnaire check test, anecdotal record etc.

3.9.1 Types of Evaluation
Evaluation can be understood as (1) process-oriented; and goal-oriented.

Depending on the purpose, there are two types of evaluation, namely Formative evaluation and Summative evaluation.

Formative Evaluation
Formative evaluation is said to be process-oriented. It involves getting information and feedback about different aspects of the teaching-learning process. Formative evaluation can be

related to any one of the aspects - syllabus, curriculum, methodology, learning experiences, learning outcomes etc.

Questionnaires, observation schedules, checklists, inventories, interviews, diaries, objective type tests etc., are important tools of formative evaluation. The information collected with the help of these tools is descriptive in nature. It helps us to provide new insights into the teaching-learning process. It is used to monitor the learning experiences of the students during a period of instruction. The unit tests, home assignments, quiz programmes etc., can be used in formative evaluation.

Summative Evaluation

Summative evaluation is goal-oriented. It focuses on the end product of a programme. It is done at the end or on completion of a programme whose duration may vary from three months to one year. The information obtained is not descriptive in nature. The results must be statically analyzed and interpreted. It is concerned with the learning outcomes in the teaching-learning process. The final tests or the annual examinations that declare a candidate's promotions to the next higher class or detention in the same class are examples of summative evaluation.

3.10 THE AUDIO-LINGUAL TEACHING METHOD

With the outbreak of World War II armies needed to become orally proficient in the languages of their allies and enemies as quickly as possible. This teaching technique was initially called the Army Method, and was the first to be based on linguistic theory and behavioral psychology.

Explanation

Based on Skinner's Behaviorism theory, it assumed that a human being can be trained using a system of reinforcement. Correct behaviour receives positive feedback, while errors receive negative feedback. This approach to learning is similar to the Direct Method, in that the lesson takes place entirely in the target language.

In the ALT method, "emphasis is on the acquisition of patterns in common everyday dialogue".

The Audio-lingual Method was widely used in the 1950s and 1960s, and the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue. These patterns are elicited. repeated and tested until the responses given by the student in the foreign language are automatic.

Some characteristics of this method are:

1. Drills are used to teach structural patterns

2. Set phrases are memorized with a focus on intonation
3. Grammatical explanations are kept to a minimum
4. Vocabulary is taught in context
5. Audio-visual aids are used
6. Focus is on pronunciation
7. Correct responses are positively reinforced immediately

Conclusion

The Audio-lingual Method is still in use today, through normally as a part of individual lessons rather than as the foundation of the course. These types of lessons can be popular as the they are relatively simple, from the teacher's point of view, and the learner always knows what to expect.

The extensive memorization, repetition and over-learning of patterns were the key to the method's success, as students could often see immediate results, but it was also its weakness. The method's insistence on repetition and memorization of standard phrases ignored the role of context and knowledge in language learning. As the study of linguistics developed. it was discovered that language was not acquired through a process of habit formation, and that errors were not necessarily bad.

It was also claimed that the methodology did not deliver an improvement in communicative ability that lasted over the long term.

3.11 NATURAL METHOD

The natural approach is a method of language teaching developed by Stephen Krashen and Tracy Terrell in the late 1970s and early 1980s. It aims to foster naturalistic language acquisition in a classroom setting, and to this end it emphasises communication, and places decreased importance on conscious grammar study and explicit correction of student errors. Efforts are also made to make the learning environment as stress-free as possible. In the natural approach, language output is not forced, but allowed to emerge spontaneously after students have attended to large amounts of comprehensible language input.

The natural approach has become closely associated with Krashen's monitor model, and it is often seen as an application of the theory to language teaching. Despite this perception, there are some differences, particularly Terrell's view that some degree of conscious grammar study can be beneficial. The syllabus focuses on activities which Terrell sees as promoting subconscious language acquisition. He divides these activities into four main areas: content activities, such as learning a new subject in the target language; activities which focus on personalizing language, such as students sharing their favorite music; games; and problem-solving activities.

3.12 TOTAL PHYSICAL RESPONSE

The Total Physical Response(TPR) the teacher gives the students commands in English and the students act out those commands using whole-body-response.

3.13 THEMATIC APPROACH

Thematic approach as a "teaching approach that organizes subject matter around unifying themes." Each subject area is brought together under the banner of a certain topic, such as bugs, dinosaurs or castles. The topic is then studied in-depth from the perspectives of reading, writing, math, science and other subject areas.

A thematic approach to teaching involves integrating all subject areas together under one theme. It crosses over subject lines and helps children relate basic academic skills to real-world ideas. Thematic units are common in preschool classes especially, since preschool children learn through interactive, integrated activities. These themed units incorporate reading, math, science and social studies, as well as the arts for a well-balanced curriculum.

Benefits

The benefits of a thematic approach are many. Teaching thematically helps children make sense of what they are being taught, since content areas are integrated and not made to stand alone. Students are able to retain more information when it is not presented as isolated facts, but rather as part of a whole. Thematic units encourage the involvement of all students through topics relevant to them. Children are able to relate to real-world experiences and build on prior knowledge of a topic. Thematic units also help teachers teach to the different learning styles of their students. Research conducted by famous child development scientists, such as Piaget, Vygotsky and Bruner, suggest that integrating subject matter across different content areas, such as math and science, engages the whole brain through active and hands-on involvement, according to the Early Childhood News website.

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UNIT IV

NATURE OF LANGUAGE

4.1 INTRODUCTION

ASPECTS OF LINGUISTIC BEHAVIOURS

No two speakers of any language speak exactly the same way; nor does any individual speaker speak the same way all the time. Variation is a natural part of human language, and it is influenced by such factors as socio-economic status, region and ethnicity.

a. **Internal variation:** systematic differences within a language.

b. **Dialect:** any variety of a language spoken by a group of people that is characterised by systematic differences from other varieties of the same language in terms of certain syntactic or lexical features. In some sense, very one speaks a dialect of his or her native language.

c. **Accent:** systematic phonetic or phonological variation.

d. **Idiolect:** the form of a language spoken by one person.

Language use varies in many dimensions. Three major dimensions are the following:

1. **Regional:** dialect variation.

2. **Social :** sociolect or class dialect variation.

3. **Functional:** register or functional style variation.

The term 'lect', a back-formation from 'dialect', is sometimes used to cover the notion of language variant. Language users move around in the 'variety space' de-fined by these three dimensions, and the 'territory' in variety space which is covered by a single user is known as his `idiolect'.

The movement of language users along the dimensions of regional and dialect variation is relatively restricted. Few speakers command more than a couple of dialoects or languages. But, in contrast, the variation of language with different functional contexts of use is startlingly varied - formal and informal, public and private, written and spoken, professional and trade languages.

The dimension of functional variation is quite dominant, though speakers are often quite unaware of it, and respond more immediately to dialectal and sociolectal variation. Speakers tend have a language, a dialect and a sociolect which is associated with the circumstances of their birth and upbringing. But switches in language and dialect or sociolect tend to correlate closely with switches in functional context, in addition to the basic indexical function asocial classification.

4.2 LANGUAGE AS A RULE –GOVERNED BEHAVIOURS AND LINGUISTIC VARIABILITY

REGIONAL VARIATION

Linguists have been interested in several aspects of language variation: how language varies regionally, and also how it is used by different social groups and in different contexts. Of these, the study of regional variation has the longest academic history and is therefore perhaps a good place to begin.

The study of regional variation in English is sometimes known as **dialectology**. Dialectologists have been interested in different pronunciations, words and grammatical structures used in different parts of the country: how a small river, for instance, is known as a *burn* in Scotland and parts. of Northumberland, a *beck* in other parts of northern England and a *brook* or *stream* further south. The Survey of English Dialects, running through the 1950s, asked speakers in different localities about the words, structures and pronunciations they used (e.g. 'What do you call any running water smaller than a river?'). This enabled researchers to establish geo-graphical boundaries between different dialects, or, more usually, a 'dialect continuum' in which changes occurred gradually across an area. Researchers could also look at any patterns in the distribution of related dialect features. *Beck* is an example of a Scandinavian loan word (it comes originally from Old Noise *bekkr*). Such words of Scandinavian origin are concentrated in areas of the north of England that were heavily settled by Scandinavians around 1000 years ago.

Dialectologists have been able to document examples of language change. The word *flayed*, for instance, is found in isolated pockets in the north of England — speakers in neighbouring areas use the term *frightened*, or sometimes both *flayed* and *fright- ened*. The hypothesis here is that *flayed*— another Scandinavian loan word - was once much more widespread but its use was gradually eroded as *frightened* took over. Change over time can also be shown by carrying out successive dialect surveys of the same area, or by surveying both older and younger speakers. Using these methods, researchers in the south-east of England have identified a process of `dialect levelling', whereby dialects lose some of their distinctive features and become more similar.

While the focus here is on British English, linguists have documented variation and change in other areas such as North America. They have also studied differences between national varieties — e.g. the standardized varieties spoken in Britain, North America, Australia and New Zealand. And there is considerable contemporary in-terest in the 'New Englishes' spoken as second language varieties in countries such as Singapore. India and Nigeria, often influenced by local languages in these countries.

SOCIOLINGUISTIC PATTERNS

The study of 'traditional' British dialects focused on a particular set of speakers, sometimes ironically referred to as NORMs (non-mobile, older, rural males). Such speakers were regarded as the best informants on local varieties that, even in the 1950s, were in danger of dying out. More recently. researchers have become interested in urban varieties, and in documenting the variable language use of different social groups. The area of linguistics that takes account of social aspects of language is termed **sociolinguistics**. Sociolinguists have identified relationships between language use and social categories such as class and gender.

A U.S researcher, William Labov, pioneered research in this area in the 1960s. Labov identified certain pronunciation features that varied within a community (in a famous study carried out in New York, this included whether or not speakers pronounced the `r' in words such as *part* — a high status pronunciation in New York). He inter-viewed a sample of speakers from different social class groups, structuring the inter-view carefully to elicit more, and less formal speech. Labov found that speakers from higher social classes pronounced `r' more often, but also that all speakers used this pronunciation more frequently in formal speech. There was therefore a systematic relationship between language use, formality and social class. Researchers in the USA, Britain and elsewhere have adapted Labov's methods to study how language use varies according to speakers' gender, ethnic group, age, how closely integrated they are into a local community, and the particular context in which they are speaking. Researchers have also extended the study of language change to take account of social factors — for instance, identifying aspects of people's lifestyles that lead them to be more innovative or conservative as speakers.

Variation in context

By virtue of their association with certain social groups, language varieties acquire social meanings which people tap into as they speak. In speaking in a certain way, then, speakers may sound more or less northern, or middle class, or feminine. Social psychologists have found additional meanings associated with language varieties — for instance, listeners associate English accents with different degrees of competence or social attractiveness. In changing the way they speak in different contexts, speakers may foreground, or play down, such aspects of their identities.

Some contemporary studies have focused on how individuals vary their speech in this way. Rather than looking at large scale patterns of variation (e.g. social and contextual patterns in the pronunciation of `r' in words like part) such studies attempt to capture variation 'on the hoof' — to look closely at how speakers adopt, and switch between different pronunciations, grammatical structures etc as they interact with others. A study of Cardiff DJ, for instance, found that he drew on a shifting range of pronunciations, highlighting a more or less local identity, and some-times an American influence, at different points in his show.

Studies of bilingual speakers have also looked at how they adopt different languages, or switch between languages in different contexts. Speakers may switch between English and Welsh in Wales, English and French in Canada or English, Swahili and Kikuyu in Kenya, allowing them to carry out a range of `identity work' (highlighting, satirizing, subverting an English-speaking identity, or balancing competing identities) in interaction with others.

4.3 KINDS OF VARIATION

Now we are ready to get down to particular aspects of language variation. Returning to our grammatical modules, we can see that carefully examining language variation requires both attention to grammar and attention to society. If we identify a particular dialect, our understanding of how that dialect works requires an understanding of the phonetics, phonology, morphology, syntax, and semantics of that dialect, as well as an understanding of who speaks it.

4.3.1 PHONETIC VARIATION

In some New York City dialects, alveolar consonants are systematically produced with contact between the tongue tip and the upper teeth (i.e. they are dento-alveolar), while in so-called standard dialects, the alveolars are not dental. So, in New York English, the [t] word "two" is produced with contact between the tongue tip and the teeth. In so-called standard English, this isn't the case. Alveolar consonants are not always realised as dentals.

So, why is this a case of phonetic variation? The answer is at the phonemic level, there is really no difference between NY English and Standard English. Both have the exact same set of alveolar consonant PHONEMES. What's different is that the place of articulation differs ever so slightly between the two dialects. NY English speakers always produce their alveolar consonants with contact between the tongue tip and the upper front teeth. Standard English speakers only do this sometimes, as in words like [tenth].

4.3.2 PHONOLOGICAL VARIATION

Phonological Variation is a little different. Here, the variation in pronunciation represents variation at the level of the phoneme or at the level of phonotactic constraints on things like syllable shape.

We have a difference in the dialect between the vowel in the word "caught" and the vowel in the word "cot". For some people these are a minimal pair. The first, "caught" has a lax, mid, rounded, back vowel, while the latter is the low, back, unrounded vowel. In a few dialects of American English, this difference has been **neutralized.** That is, these two different phonemes have merged.

So, the variation means that the phoneme system is different in the two varieties. In the case of NY alveolar above, the allophones of the alveolar consonant phonemes are different, but

both dialects still have the same alveolar phonemes in the same words. Here's another interesting example:

In some African American dialects, the sequences Cr and Cl (C stands for consonant) are prohibited in unstressed syllables. So, "professor" is "pofessor". This is a case of phonological variation because in SAE, the word professor has an /r/ as the second phoneme of the word, but in AAE, /r/ is simply not allowed to appear in this position.

This is a case of phonological variation because we are able to identify a particular difference in phonotactics between AAE and SAE. AAE doesn't allow Cl and Cr clusters, while SAE does. This literally means that there is a significant difference in the phonological rules of the two dialects.

4.3.3 MORPHOLOGICAL VARIATION

Examples of morphological variation are easy to identify. In the case of northern England and Southern Wales, the -s suffix is used as a general present tense marker. In many other dialects of English, -s is reserved for marking the present tense in third person singular forms only.

I likes him.

We walks all the time.

Another example comes from Appalachian English, which has a number of past tense forms that are non-standard. "Et" for "ate", "hEt" for "heated". These are all examples ofmorphological variation.

4.3.4 SYNTACTIC VARIATION

As the name suggests, syntactic variation involves syntactic differences among dialects. Keeping close to home, it is common in many Southern dialects to find the word "done" used as an auxiliary, as in "she ***done already told you***" or "***I done finished a while ago***." In SAE, this isn't the case. And, in fact, many times people who want to imitate Southern American English speech often pick up on this rather salient property.

Double modals (combinations of auxiliaries) are also common across parts of the South. Examples are: "I might could do it" or "They useta could do it" or "He might would if you asked him nice enough." These are examples of syntactic variation. Another famous example is the use of so-called double negatives, as in "I didn't see nobody."

4.3.5 SEMANTIC VARIATION

Often times, people studying variation talk about when they discuss semantic variation is the different meanings that particular words have from dialect to dialect, or the different words

that are used for the same thing in different dialects. We might more accurately refer to this as the study of lexical semantic variation. That is a fancy way of saying that we are studying variation in the meanings of words. So, an example of a single word meaning different things is the compound "knocked up". In England it means 'rouse from sleep'. Here in the States it means "to make pregnant".

Other examples are words like "soda". For us, this is a general term for soft drink. For speakers of other dialects, "soda" may mean seltzer water or club soda only. In some of these dialects, the general term for soft drink is "pop". In yet other dialects, the general term is "coke", while for us, "coke" refers to only a specific brand of cola.

4.4 LANGUAGE VARIATION AND SOCIOLINGUISTICS

The subject matter of sociolinguistics is constituted by language with its different varieties: Sociolinguistics is the study of the varied linguistic realisations of socio-cultural meanings which in a sense are both familiar and unfamiliar the currency of everyday social interactions which are nevertheless relative to particular cultures societies, social groups, speech communities, languages, dia-lects, varieties, styles etc. It sheds light on the relationship between language and society. No language is a uniform entity, and all languages vary according to the place, time and context in which they are used. There are many ways in which language varieties can be distinguished, but basically three criteria are important: these are the geographical and social background of the speakers and the actual situation in which the speech act takes place or the manner of discourse, the medium or mode through which language is expressed: written language, spoken language and extra linguistic features, and the subject matter under discussion.

Language is a social phenomenon. It is an indispensable part of society. Linguistic phenomenons are social phenomena of a special kind. The analysis of language use cannot be independent of language in human life. Language and society are interdependent. Sociolinguistics explores and reveals the deep relationship between language and society. As man is an indispensable component of society, so is language. No society can go without a language and its speakers. Language is transmitted, it is patterned, and it is embedded in the social experience.

The linguistic items which language includes distinguish one variety of language from another. So a variety of language can be defined as a set of linguistic items with similar social distribution. Language can vary from one individual to the next as well as from one sub-section of speech -community (family, village, town, and region) to another. People of various ages, sexes, social classes, oc-cupations or cultural groups in the same community will show variations in their speech. Language varies in geographical and social space. Variability in a social di-mension is called sociolectical. Sociolinguists are of the opinion that language is a code. within which there exists varieties.

The notion 'variety' includes examples of what would normally be called languages, dialects and registers. We can describe all the languages of some multi-lingual speaker or community, as a single variety "since all the linguistic items concerned have a similar social distribution - they are used by the same speaker or community" (Hudson). One might define a variety consisting of those item of the range of speakers or circumstances with whom it is associated. A variety can be much smaller than a 'language' or even than a 'dialect'. There are no restrictions on the relations among varieties - they may overlap and one variety may include another. The defining characterstic of each variety is the relevant relation to society - in other words, by whom, and when, the items concerned are used" (Hudson).

4.5 PRONUNCIATION

pronunciation (noun): the way in which we pronounce a word
pronounce (verb): to make the sound of a word

"Pronunciation" refers to the way in which we make the **sound** of words.

To pronounce words, we push air from our lungs up through our throat and vocal chords, through our mouth, past our tongue and out between our teeth and lips. (Sometimes air also travels through our nose.)To change the sound that we are making, we mainly use the muscles of our mouth, tongue and lips to control the shape of our mouth and the flow of air. If we can control the shape of our mouth and the flow of air correctly, then our pronunciation is clearer and other people understand us more easily.

4.6 LINGUISTIC DIVERSITY AND ITS IMPACT ON ENGLISH

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. Language serves as a vehicle for expressing thoughts and feelings. And when it comes to diversity, language can be a bridge for building relationships, or a tool for creating and maintaining divisions across differences. Having a common language for talking about and across difference is essential for breaking down divisions and working towards achieving understanding and partnership. In developing a common language around diversity it is important that language be affirming and not about creating blame, guilt or pity.

English is gradually becoming a mass language. The more speakers the language attracts, the more the language is becoming diversified along regional lines. It is spoken around the world with different varieties existing and evolving across the globe. For most of these 'new converts', English is either the second or third language which they speak with mother tongue interference. Some of these varieties are so distinct that some linguists have suggested that they be considered as separate, though related languages. During the 2004 Tsunami disaster, the American cable

network, CNN found it necessary to subtitle responses from disaster victims despite the fact that the two interlocutors employed English.

The difference between the standard and some of these varieties is beginning to impede intelligibility. Such linguistic substratum is often evident not only in pronunciation but in sentence structure as well as in the expression of ideas. More varieties are emerging as the language continues to reflect local articulation. The speakers of these varieties live in environments where multilingualism id the norm. Even where English is the official language; the syntactic, lexical and phonological systems of the indigenous languages is evident in the variety of English spoken in such multilingual contexts. Africans are becoming contemptuous of their languages. A good number among the young people consider their languages as uneducated, primitive and non-prestigious. Young people in search of economic opportunities are leaving their villages into cities where they gradually speak less and less of their languages and more of English. The cosmopolitan cities provide them with an opportunity to intermarry. It often turns out that these mixed couples have no common language apart from the language of wider communication.

4.7 PEDAGOGICAL IMPLICATION

Pedagogy (most commonly understood as the approach to teaching) refers more broadly to the theory and practice of education, and how this influences the growth of learners. Pedagogy, taken as an academic discipline, is the study of how knowledge and skills are imparted in an educational context, and it considers the interactions that take place during learning. Pedagogies vary greatly, as they reflect the different social, political, cultural contexts from which they emerge. Pedagogy is the act of teaching. Theories of pedagogy increasingly identify the student as an agent, and the teacher as a facilitator. Conventional western pedagogies, however, view the teacher as knowledge holder and student as the recipient of knowledge.

The pedagogy adopted by teachers shape their actions, judgments, and other teaching strategies by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Its aims may include furthering liberal education (the general development of human potential) to the narrower specifics of vocational education (the imparting and acquisition of specific skills).

Instructive strategies are governed by the pupil's background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher. One example would be the Socratic method.

The teaching of adults, as a specific group, is referred to as andragogy.

4.8 SPEECH AND WRITING

Differences between writing and speech

Written and spoken language differs in many ways. However some forms of writing are closer to speech than others, and vice versa. Below are some of the ways in which these two forms of language differ:

- Writing is usually permanent and written texts cannot usually be changed once they have been printed/written out.

  Speech is usually transient, unless recorded, and speakers can correct themselves and change their utterances as they go along.

- A written text can communicate across time and space for as long as the particular language and writing system is still understood.

  Speech is usually used for immediate interactions.

- Written language tends to be more complex and intricate than speech with longer sentences and many subordinate clauses. The punctuation and layout of written texts also have no spoken equivalent. However some forms of written language, such as instant messages and email, are closer to spoken language.

  Spoken language tends to be full of repetitions, incomplete sentences, corrections and interruptions, with the exception of formal speeches and other scripted forms of speech, such as news reports and scripts for plays and films.

- Writers receive no immediate feedback from their readers, except in computer-based communication. Therefore they cannot rely on context to clarify things so there is more need to explain things clearly and unambiguously than in speech, except in written correspondence between people who know one another well.

  Speech is usually a dynamic interaction between two or more people. Context and shared knowledge play a major role, so it is possible to leave much unsaid or indirectly implied.

- Writers can make use of punctuation, headings, layout, colours and other graphical effects in their written texts. Such things are not available in speech

  Speech can use timing, tone, volume, and timbre to add emotional context.

- Written material can be read repeatedly and closely analysed, and notes can be made on the writing surface. Only recorded speech can be used in this way.

- Some grammatical constructions are only used in writing, as are some kinds of vocabulary, such as some complex chemical and legal terms.

  Some types of vocabulary are used only or mainly in speech. These include slang expressions, and tags like *y'know, like*, etc.

4.9 LINGUISTIC SYSTEM

LANGUAGE SKILLS

Whatever is the status of English — first, second or foreign — a knowledge of the four skills i.e. LISTENING, SPEAKING READING and WRITING is essential for communication. In a native or first language situation children learn from a very early age to respond to sounds and tunes which their elders habitually use in talking to them. In due course from a need to communicate they themselves begin to imitate recurrent sound patterns with which they have become familiar. In other words the children begin to make use of speech. This natural acquisition of language is lacking in a non-native situation.

4.10 SPOKEN LANGUAGE

In a first language learning situation the child's constant exposure to the spoken form of his/her language leads to a rapid acquisition of the framework of the spoken language. But the learning of second language (often in a classroom situation) entails a great deal of conscious analytical effort. Hence we have to teach pronunciation consciously. This conscious teaching of pronunciation becomes all the more necessary as a second language is generally learnt later in life and the adult learner lacks the child's ready imitation. Also, as the second language is learnt after the child has mastered the first language, his/her learning of the second language is influenced by the first language.

Of the four skills of language we mentioned earlier we are going to concentrate on two skills, i.e., listening and speaking, as they are interdependent. That is to say our ability, to speak well depends on our ability to listen well.

4.11 LANGUAGE VARIETY

There is usually a standard form of written English all over the world. But even in countries where English is spoken as a native language there are variations in speech. For example, in the UK there are variations between England, Scotland, Wales and Ireland and again within each of these areas there will be a wide variety of accents (i.e ways of pronunciation). Similarly, in India where English is spoken as a second language it has developed a variety of accents. For example, the speech of a Bengali speaker of English will differ markedly from that of a Punjabi or Tamil or Gujarati speaker.

4.12 ACCENT

As there is such a wide range of variation in accent (both native and non-native), it is essential that for teaching spoken English we follow a standard. One native regional accent that has gained social prestige is the Received Pronunciation of England (R.P. for short). It is the

pronunciation of the South-east of England and is used by educated English speakers. It is also characteristic of "elite" society. R.P. today is generally equated with the "correct" pronunciation of English.

4.13 MODEL IN A NON-NATIVE SITUATION

In many non-English-speaking countries R.P. is chosen as a model mainly for historical reasons. It is also well-documented in dictionaries and books. R.P. is generally used by BBC news readers and serves as a model for Indian news readers too.

The teaching and learning of pronunciation concern the following:

• the sound system   (i.e. the segmental features consonants and vowels)

• word accent

• rhythm and   (i.e. the supra-segmental features)

• intonation

4.14 THE NEED FOR TEACHING PRONUNCIATION

The teaching and learning of pronunciation constitute only a part of the whole business of teaching and learning a language. To get a complete picture of language we have to understand the other systems and sub-systems that comprise language: morphology (the way in which the shape of words varies according to their function), syntax (the conventions according to which words may be combined to form sentences), semantics (the meaningful concepts which are related to words) and lexicon (the total number of words in the language.) Some of these will be dealt with in the Linguistics Block of this course. In this Block we will be concerned with only the phonology of English (i.e. the sound system, word accent, rhythm and intonation).

4.15 THE SPEECH MECHANISM

Speech is the result of a highly complicated series of events. For example, when you say I am hungry a number of processes take place. First you formulate the concept at a linguistic level i.e. in the brain: this stage is said to be psychological. Then the nervous system transmits this message to "the organs of speech" which make certain movements and produce particular patterns of sounds: this stage can be called articulatory or physiological. The movement of organs of speech creates disturbances in the air: this stage can be described as being physical or acoustic. Since communication generally involves a speaker and a listener, at the listening end the processes involved are auditing (i.e. perception of vibrations in the air in the listener's ear drum) and cognition (i.e. the decoding of sounds).

We as human beings possess the ability to produce sounds by using certain body mechanisms. These mechanisms have other functions to perform such as breathing / smelling,

chewing and swallowing; and there are the primary functions of the organs used for speech. Speech is an overlaid function. Our body from the head to the abdomen is needed for the production of spoken language. There are three groups of bodily organs which are used: one group lies in the trunk, one in the throat and one in the head. There are usually known respectively as:

1. The respiratory system

2. The phonatory system, and

3. The articulatory system

These three systems, with very different primary functions, work together as a unified whole to produce speech (see Figure. 5.1).

The Organs of Speech

1 nasal cavity
2 lips
3 teeth
4 aveolar ridge
5 hard palate
6 velum (soft palate)
7 uvula
8 apex (tip) of tongue
9 blade (front) of tongue
10 dorsum (back) of tongue
11 oral cavity
12   pharynx   Fig.
5.1 The Organs of Speech
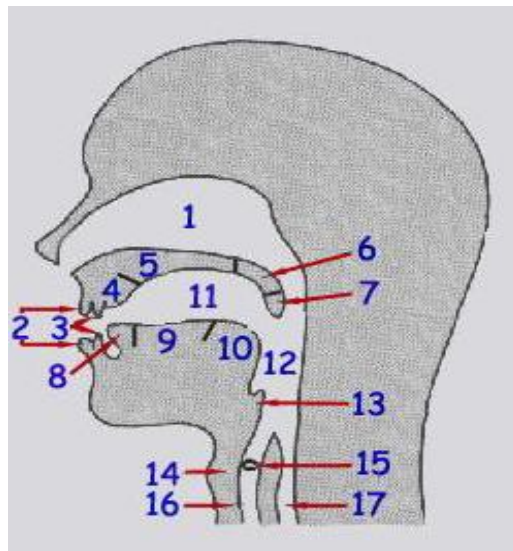13 epiglottis
14 larynx
15 vocal cords
16 trachea
17 esophagus

4.15.1 THE RESPIRATORY SYSTEM

The respiratory system comprises the lungs, the bronchial tubes the windpipe or trachea. The source of maximum energy for our vocal activity is provided by an air-stream expelled from the lungs. There are languages which have sounds not requiring lung (pulmonic) air for their articulation, but all the essential sounds of English need pulmonic air for their production.

4.15.2 THE PHONATORY SYSTEM

The phonatory system is formed by the larynx or voice-box, the front part of which can be seen in adult males as the Adam's apple. The larynx contains the vocal cords (also known as vocal folds). The opening between the vocal cords is known as the glottis.

4.15.3 TIIE ARTICULATORY SYSTEM

The articulatory system consists of the nose, the lips, and the mouth and its contents, including specially the teeth and the tongue. Although the ear is not part of the speech producing mechanics, we must include it among the vocal organs, because speech is not just produced, it also has to be received — and the main organ of reception is the ear.

4.16 THE ORGANISATION OF SOUNDS

THE AIR-STREAM MECHANISMS

Three main types of air-stream mechanisms are used in human speech and each mechanism has a different initiator. All three mechanisms may be used to push air out (when the air-stream is called egressive) or to pull it in (when the air stream is called ingressive).

The pulmonic air-stream mechanism is the one which we should consider first. It consists of the lungs and the respiratory muscles. The latter move the walls of the lungs which form the initiator, so that air is either drawn into the lungs or pushed out of them. For the sounds of English and most Indian languages, it is the pulmonic egressive air-stream that is used.

The second of the three air-stream mechanisms is called the glottalic. The larynx itself, with the glottis firmly closed, is the initiator. Sounds produced by an ingressive or egressive glottalic air-stream are found in many languages. For example, in Sindhi some sounds are produced with an ingressive glottalic air-stream.

We can now consider the third and last of the air-stream mechanisms i.e. the velaric air-stream mechanis. Its initiator is the back part of the tongue which can be lifted up so that it comes firmly into contact with the velum (soft palate). Certain languages spoken in Africa such as Zulu, use the ingressive velaric air-stream. Sounds thus produced are often referred to as "clicks". The velaric is an important air-stream mechanism for smoking: it is used both for extracting the smoke from the cigarette (ingressive) and then for expelling it (egressive).

4.17 THE LARYNX/GLOTTIS

We will now concentrate on the pulmonic air-stream mechanism as it is the mechanism generally used for the production ofthe sounds of English and most Indian languages. The pulmonic air-stream on its way into or out from the lungs has to pass through the windpipe or

trachea, at the top of which is the larynx. Inside the larynx from back to front are the vocal cords, two folds of ligament and elastic tissue which may be brought together or parted. The opening between the vocal cords is known as the glottis. The vocal cords can by their action bring about a number of different states of the glottis. It is enough at this point to distinguish four states: These four states of the glottis are:

a. open glottis (breath/voiceless state)

b. glottis in vibration (voiced state)

c. closed glottis (a state in which a glottal stop is produced)

d. nanowed glottis (whisper state)

For our purposes in the analysis of English the most important of these four activities are those which result in the production of voiceless or voiced sounds and that which produces the glottal stop.

Open glottis

When we say that the glottis is open we mean that the vocal cords are drawn wide apart so that an air-stream can pass through them quite freely. This is the state ofthe glottis for normal breathing. Any segment of speech which is produced with the glottis open is said to be voiceless or breathed. In the English words pen, ten, kit, chit, fit, thin, seat, sheet and heat for example, [p, t, k, tf , f, 0, s, h] are voiceless sounds.

Glottis in vibration

The glottis may be in vibration i.e., the vocal cords are alternately brought into contact and blown apart by the force of the pulmonic air-stream flowing through the glottis. The vocal cords open and close regularly many times a second. This opening and closing action is likely to be repeated between 100 and 150 times in a second in a man's voice and between 200 and 325 times in second in a woman's voice. This vibration of the vocal cords produces voiced sounds and constitutes the process called phonation.

For example, all vowel sounds and the consonants [b, g, d3, v, z, m, n, I, r, w] as in the English words bun, done, gun, jam, van, than, zip, measure, man, name, ring, leaf, ride, yet and wet are voiced sounds.

Closed glottis

The glottis may be entirely closed i.e. the vocal cords are brought together with sufficient firmness to prevent the air-stream from forcing them apart. The glottis momentarily assumes this position for coughs, hiccups and for the glottal stop [?].

Narrowed glottis

The glottis may be narrowed i.e. the vocal cords are brought close together, but not so close that they are set into vibration. The air-stream is impeded by this narrowing as it passes through the glottis. This cuts down the force of the air-stream and produces a soft hissing noise called a whisper.

4.18 THE SOFT PALATE (VELUM)

It is convenient for our descriptive purpose to divide the roof of the mouth into three parts: moving backwards from the upper teeth, first, the alveolum or teeth ridge, second, the boney arch which forms the hard palate and finally the soft palate or velum at the extremity of which is the uvula. If you want to observe those parts look into a mirror with your mouth open. The soft palate can be raised or lowered. In normal breathing the soft palate is lowered so that the air can escape through the nose and the mouth. This is the position taken up by the soft palate in the production of nasalised sounds. The soft palate may be lowered so that the nasal passage is open. At the same time there is a complete obstruction at some point in the mouth so that there is no oral escape of air. This is the position taken up by the soft palate in the production of nasal sounds. For example [m, n, rl] as in the English words ram, ran and rang are nasal sounds

When the soft palate is raised the nasal passage is shut, and what we have is a velic closure. The air then escapes solely through the mouth and sounds produced in this way are called oral sounds. All English sounds with the exception of the nasal consonants mentioned above have this oral escape of air.

4.19 THE TONGUE

The tongue can assume a large number of different positions for the articulation of different consonant sounds. For examples it can be divided into: the tip or point; the blade (which is just behind the point, and lies, when the tongue is at rest, immediately under the teeth ridge); the front (which lies below the hard plate) and the back(which lies below the velum).

4.20 THE LIPS

The lips play their part in the articulation of certain consonants and vowels. They can assume different shapes i.e. they may be shut or held apart in various ways. When they are held tightly shut they form a complete obstruction of the air-stream which may be momentarily prevented from escaping as in the initial sounds of pat and bat. If the lips are held apart the position they assume may be summarised under headings such as the spread lip position, neutral

position, open position, close rounded position and open rounded position. These will be discussed in detail when we describe vowels.

4.21 THE STRUCTURE OF SENTENCES

Key: **Yellow, bold** = subject; green underline = verb, *blue, italics* = object, pink, regular font = prepositional phrase

Independent clause: An independent clause can stand alone as a sentence. It contains a subject and a verb and is a complete idea.

- o **I** like *spaghetti*.
- o **He** reads *many books*.

Dependent clause: A dependent clause is not a complete sentence. It must be attached to an independent clause to become complete. This is also known as a subordinate clause.

- o **Although I like spaghetti,…**
- o **Because he reads many books,…**

Subject: A person, animal, place, thing, or concept that does an action. Determine the subject in a sentence by asking the question "Who or what?"

- o **I** like spaghetti.
- o **He** reads many books.

Verb: Expresses what the person, animal, place, thing, or concept does. Determine the verb in a sentence by asking the question "What was the action or what happened?"

- o I like spaghetti.
- o He reads many books.
- o The movie is good. (The *be* verb is also sometimes referred to as a copula or a linking verb. It links the subject, in this case ***the movie***, to the complement or the predicate of the sentence, in this case, ***good***.)

Object: A person, animal, place, thing, or concept that receives the action. Determine the object in a sentence by asking the question "The subject did what?" or "To whom?/For whom?"

- o I like *spaghetti*.
- o He reads *many books*.

Prepositional Phrase: A phrase that begins with a preposition (i.e., in, at for, behind, until, after, of, during) and modifies a word in the sentence. A prepositional phrase answers one of many questions. Here are a few examples: "Where? When? In what way?"

- o   I like spaghetti for dinner.
- o   He reads many books in the library.

The following statements are true about sentences in English:
- A new sentence begins with a capital letter.
  - o   **H**e obtained his degree.

- A sentence ends with punctuation (a period, a question mark, or an exclamation point).
  - o   He obtained his degree**.**

- A sentence contains a subject that is only given once.
  - o   ~~Smith~~ he obtained his degree.

- A sentence contains a verb or a verb phrase.
  - o   He **obtained** his degree.

- A sentence follows Subject + Verb + Object word order.
  - o   **He** (subject) **obtained** (verb) **his degree** (object).

- A sentence must have a complete idea that stands alone. This is also called an independent clause.
  - o   **He obtained his degree.**

SIMPLE SENTENCE

A simple sentence contains a subject and a verb, and it may also have an object and modifiers. However, it contains only *one* independent clause.

Key: **Yellow, bold** = subject; green underline = verb, *blue, italics* = object, pink, regular font=prepositional phrase

Here are a few examples:

- **She** read.
- **She** completed *her literature review*.
- **He** organized *his sources* by theme.
- **They** studied *APA rules* for many hours.

COMPOUND SENTENCE

A compound sentence contains at least *two* independent clauses. These two independent clauses can be combined with a comma and a coordinating conjunction or with a semicolon.

Key: independent clause = **yellow, bold;** comma or semicolon = pink, regular font; coordinating conjunction = green, underlined

Here are a few examples:

- **She completed her literature review**, <u>and</u> **she created her reference list**.
- **He organized his sources by theme**; then**, he updated his reference list.**
- **They studied APA rules for many hours**, <u>but</u> **they realized there was still much to learn.**

Using some compound sentences in writing allows for more sentence variety.

COMPLEX SENTENCE

A complex sentence contains at least *one* independent clause and at least *one* dependent clause. Dependent clauses can refer to the subject (*who, which*) the sequence/time (*since, while*), or the causal elements (*because, if*) of the independent clause.

If a sentence begins with a dependent clause, note the comma after this clause. If, on the other hand, the sentence begins with an independent clause, there is not a comma separating the two clauses.

Key: independent clause = **yellow, bold;** comma = pink, regular font; dependent clause = *blue, italics*

Here are a few examples:

- *Although she completed her literature review*, **she still needed to work on her methods section.**
    - Note the comma in this sentence because it begins with a dependent clause.

- *Because he organized his sources by theme*, **it was easier for his readers to follow.**
    - Note the comma in this sentence because it begins with a dependent clause.

- **They studied APA rules for many hours** *as they were so interesting***.**
    - Note that there is no comma in this sentence because it begins with an independent clause.

- Using some complex sentences in writing allows for more sentence variety.

COMPUND – COMPLEX SENTENCE

Sentence types can also be combined. A compound-complex sentence contains at least *two* independent clauses and at least *one* dependent clause.

Key: independent clause = **yellow, bold;** comma or semicolon = <mark>pink, regular font</mark>; coordinating conjunction = <mark>green, underlined</mark>; dependent clause = *blue, italics*

- **She completed her literature review, but she still needs to work on her methods section** *even though she finished her methods course last semester***.**
- *Although he organized his sources by theme***, he decided to arrange them chronologically, <u>and</u> he carefully followed the MEAL plan for organization.**
- *With pizza and soda at hand,* **they studied APA rules for many hours, <u>and</u> they decided that writing in APA made sense** *because it was clear, concise, and objective***.**

- Using some complex-compound sentences in writing allows for more sentence variety.
- Pay close attention to comma usage in complex-compound sentences so that the reader is easily able to follow the intended meaning.

4.22 THE CONCEPT OF GRAMMAR

Grammar is the set of rules that describes how words and groups of words can be answered to form sentences in a particular language.

Grammar is central to the teaching and learning languages. Grammar is one of the more difficult aspects of language to teach well, people think that "Good grammar" is the prestige forms of the language, when it is used in writing and in formal speeches.

Up to the upper primary level the basic grammar aspects of punctuation marks are also taught. They include the full stop, the comma, the question mark and the inverted commas. Only tge English teacher should take all precautions to include them in his black board writing without fail. Even the substitution tables he uses, must have columns for the marks of punctuation.

This That	is	a	Table Car Door Window	

Similarly in the secondary 'classes sentence structures should be expressed. Exercises concerned with 'sentence patterns,' 'change of voice' and 'change of degree' can be taught in the form of substitution table. By diving into groups' he students can be given exercises on the following topics.

1. Change the voice
2. Change the form of narration
3. Convert into negative sentences
4. Form interrogative sentences
5. Reading exercises
6. Translation exercise
7. Fill in the blanks etc

4.23 NATURE AND STRUCTURE OF MEANING

Words and sentences have parts that combine in patterns, exhibiting the grammar of the language. Phonology is the study of patterns in sound or gesture. Syntax and Semantics involve studying patterns in sentence structure, from the vantages of form and meaning, respectively. The shared aim is a general theory of human grammars, one that allows us to understand speakers' ability to use language and the rapid development of language in every normal child.

Derived from Latin Lingua which means tongue and the French term langue, language is the "entire complex of phenomena associated with human vocal and auditory communication of emotions and ideas." Language is called a social phenomenon, because it has relevance only in a social setting. Language undergoes a continuous, though unnoticed, process of growth and change. It becomes sharp, crisp, refined and versatile with the passage of time. Pick up the historical background of any language; you will be astonished to notice the major changes in spellings, meaning, pronunciation and its connotation and denotation. Hence, language is a living phenomenon. In its broadest and most general sense, "language may be said to be any means of expression or mental concepts by any living beings whatsoever and of communicating them to, or receiving them from, other living beings." Language is a very complex human phenomenon; all attempts in define it have proved inadequate. In common parlence it may be said that language is an organised noise used in actual social situations. Thai is why it is defined as contextualised systematic sounds. Patanjali defined it as that human expression which is uttered out by speech Organs. Encyclopaedia Britannica defines language as "a system of conventional, spoken or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate".

4.24 BASIC CONCEPT OF MORPHOLOGY AND PHONOLOGY

4.24.1 MORPHOLOGY: THE WORDS OF LANGUAGE

morphe (Greek) = shape, form

-ology = "science of"

MORPHOLOGY

The study of the internal structure of words, and of the rules by which words are formed.

To know a word, is to know

• spelling
• pronunciation
• definition

• part of speech

• history

• non-standard/slang

• whether the word is vulgar

 • whether the word is obsolete

examples **LEXICON**

• The component of the grammar containing speakers' knowledge about morphemes and words.

 • a speaker's mental dictionary.

Each word stored in our mental dictionaries must be listed with its unique phono-logical representation, which determines its pronunciation, and with its meaning.

For literate speakers, the spelling or orthography of most of the words we know is also in our lexicons. Other information listed in our mental lexicon includes:

• Grammatical category, or syntactic class such as nouns, verbs, adjectives, and so on

• Semantic properties (meanings). Homonyms (homophones) - Different words with the same sounds: bear bare

CLASSES OF WORDS

1. Lexical Content Words (Open Class Words)

   • The classes of words that are defined as words which have state able LEXICAL MEANING - The majority of words in the language apart from the few FUNCION words. Lexical Content Words are also called pen class words, since we can add new words to these classes.

Example: download: means to transfer information from one computer system to another (This entered English with the computer revolution)

 Nouns (attached by the suffix -s to mark plural, take 's to mark possessive)

 One book, two books

 John's book

 Verbs (attached by the suffixes -cd, -s, -ing, -en): walked, walks, walking, brighten

 Adjectives (attached by the suffixes -er, -est or use with "more", "most"; occur with verbs like "be", "seem", "appear")

 taller , tallest, more beautiful, most beautiful

 be happy, seem happy

 Adverbs (attached by the suffix -1y; or use with "more", "most") nicely , more beautifully.

• We can and regularly do add new words to these classes

FUNCTION WORDS (Grammatical Words) - closed class words

• The class of words whose role is largely or wholly grammatical and do not carry the main semantic content.

• They are also called closed class words since the numbers of function words are limited in a language.

Determiners	articles the, a/an, some, lots of few
Auxiliary	can, could, shall, should, may, might, must
Negation	no, not
Relations	subordinate conjunction while
Intensifier	very, too
Connectors	and, or, but (connect two independent clauses)
Preposition	in, of
Pronouns	I, me, mine, he, she, and so on

MORPHEME

• the smallest unit of linguistic meaning.

• A single word may be composed of one or more morphemes.

Example: un+ system+ atic+ al+ ly (the word unsystematically can be analysed into 5 separate morphemes)

• A grammatical unit in which there is an arbitrary union of a sound and a meaning that cannot be further analyzed.

• Every word in every language is composed of one or more morphemes. One morpheme boy (one syllable)

	desire, lady, water (two syllables)
	crocodile (three syllables)
	salamander (four syllables), or more syllables
Two morpheme	boy + ish
	desire + able
Three morpheme	boy + ish + ness
	desire + able + ity
Four morpheme	gentle + man + li + ness
	un + desire + able + ity
More than four	un + gentle + man + li + ness
	anti + dis + establish + ment + ari + an + ism

1. **Free Morphemes :** Morphemes which can be used as a word on its own (without the need for further elements, i.e. affixes) Example: girl, system, desire, hope, act, phone, happy.

2. **Bound Morphemes:** Morphemes which cannot occur on its own as an independent (or separate) word. eg. -s, -es, -ment, un-, dis-

3. Derivational morphemes vs. Inflectional Morphemes (Bound morphemes)

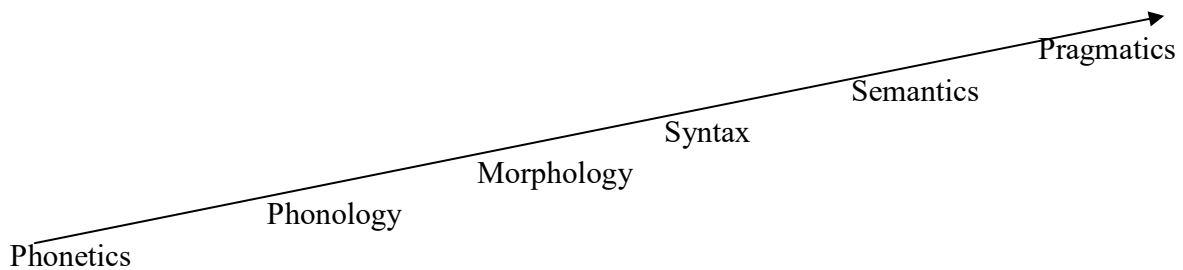| Derivational Morphemes	Inflectional Morphemes
1. Derivational morphemes derive a new word by being attached to root morphemes or stems.	Inflectional morphemes signal grammatical information such as number (plural), tense, possession and so on. They are thus often called bound grammatical morphemes
2. They can be both suffixes and prefixes in English. Examples: beautiful, exactly, unhappy, 'impossible, recover	They are only found in suffixes in English. Examples: boys, Mary's , walked
3. Change of Meaning Examples: un+do (the opposite meaning of "do") ;sing+er (deriving a new word with the meaning of a person who sings).	.No change of Meaning Examples: walk vs. walks toy vs. toys
4. Change of the syntactic category (optionally) i) Change of category Noun to Adjective boy (noun) + ish ----> boyish (adj.) Elizabeth (noun) + an ----> Elizabethan (adj.) affection (noun) + ate ---- >affectionate (adj.) Verb to Noun sing (Verb) + er ----> singer (noun) predict (Verb) + ion ----> prediction (noun) Adjective to Adverb exact (adj) + ly ---> exactly (adv) quiet (adj) + ly ----> quietly (adv.) Noun to Verb moral (noun) + ize ----> moralize (verb) Adjective to Noun specific (Adj.) + ity ---->specificity (noun) ii) No change of category friend+ship (Noun --> Noun) pink+ish (Adjective --> Adjective) re+print (Verb --> Verb)	Never change the syntactic category of the words or morpheme to they which they are attached. • They are always attached to completed words Examples: walk vs. walked or walks (V--> V) boy vs. boys (N --> N) eat vs. eating (progressive) (V-->V) • In English, inflectional morphemes typically follow derivational morphemes Examples: unlikelihood, unlikelihoods (not *unlikeslihood)
	.English Inflectional Morphemes Examples -s third person singular •resent She waits at home. -ed past tense She waited at home. -ing progressive She is eating the donut. -en past participle Mary has eaten the donuts. -s plural She ate the donuts. -' s possessive Disa's hair is short. -er comparative Disa has shorter hair than Karin.

4.24.2 PHONOLOGY

Phonology is the study of how sounds are organised and used in natural languages. The phonological system of a language includes
   • an inventory of sounds and their features, and
   • rules which specify how sounds interact with each other.

Phonology: Phonology is just one of several aspects of language. It is related to other aspects such **Phonology:** as phoas phonetics, morphology, syntax, and pragmatics.

Here is an illustration that shows the place of phonology in an interacting hierarchy of levels in linguistics.

Comparison: Phonology and phonetics

PHONETIC	PHONOLOGY
Is the basis for phonological analysis.	s the basis for further work in morphology, syntax, discourse, and orthography design.
Analyses the production of all human speech sounds, regardless of language.	Analyses the sound patterns of a particular language by • determining which phonetic sounds are significant, and • explaining how these sounds are interpreted by the native speaker.

Phonology is a branch of linguistics, closely related to phonetics, which studies the manners of organisation and usage of the speech sounds in natural languages. The history of this science reaches ancient times, as the Greek and Roman grammarian also investigated the phonological systems of their languages. The foundations fox modern phonological inquiries were laid in the nineteenth century by linguists such as Ferdinand de Saussure and Henry Sweet. Phonetics deals with the smallest chunks of language, yet it is in connection with other linguistic disciplines like morphology, because adding morphemes may change the meaning of words and their pronunciation, frequently following patterns. Phonetics is also related with syntax, as depending on a function of a word in a sentence it can be pronounced differently with a shifted phrasal stress and with changed intonation. Similarly, this branch of linguistics is connected with

semantics because of intonation constraints. While phonetics studies the production and perception of the speech sounds (for instance, in the expression `London photography', phonetics would analyse all the sounds present in the words `London' and 'photography', describing how they are produced), phonology is more interested in the abstract, that is mental aspects of these sounds. It inquiries into and describes the patterns of sounds and sound types which native speakers acquire intuitively. However, since the term 'speech sounds' seems to be used mainly in phonetics, phonologists speak of phonemes.

A phoneme is the smallest meaningful unit of sound in the human language. Yet it is not identical with the sound itself, it is rather a theoretical representation without mentioning its position in a syllable, word, or phrase (for instance, there are eleven sounds in 'contract hire' but only nine phonemes). One important feature of pho-nemes is their contrastiveness which enables their identification. It is by contrasting the two phonemes, for example /k/ and /g/ that can be seen that they differ in at least one feature, like voicing. All languages have a set of such distinctive phonemes. By and large, it seems that the majority of languages have about 30 phonemes, but there are some that have as few as 11 or as many as almost 150.

The English language, it is said, has about 44 phonemes, depending on the variety of English in question. Even though the number of phonemes may differ from language to language, the sets are always limited, but enable speakers to create unlimited numbers of words. In English the word step consists of four phonemes, and the word pest has the same four phonemes, yet since they are in different order the meaning is not the same. Phonology also investigates the possible sequences of phonemes in a given language. Therefore, it indirectly studies word formation processes, as they too are constrained by the rules of phonetics that is allowable organization ofphonemes.

A syllable must comprise a vowel, but usually there is also a consonant (C) before the vowel (V). Syllables are frequently described as consisting of an onset, which
is a consonant, or a few consonants, and a rhyme, often subdivided into a nucleus (a vowel), and coda (any following consonants). In the English language coda does not always have to occur in a syllable, like for instance in the words: he (CV), or too (CV). Clusters, or consonant clusters are simply two or more consonants one after another. Apart from analyzing the phonemes of a language, clusters and syllables, phonology also deals with the processes that occur in everyday, fluent speech. The most frequent processes that can be observed in casual speech are assimilation and elision. Assimilation is a process in which certain sounds copy the characteristics of another, adjacent sound. Elision is a process in which some sounds, or even syllables are omitted and not pronounced at all, although in other situations they are normally uttered. Elision occurs not because of laziness of speakers, but to make the pronunciation more fluent.

4.25 SYNTAX AND SEMANTICS

SYNTAX

Syntax is the study of sentence structure. It attempts to the describe what is grammatical in a particular language in term of rules. These rules details an underlying structure and a transformational process. The underlying structure of English for example would have a subject

–verb-object sentence order(*John hit the ball*). The transformational process would allow an alteration of the word order which could give you something like *The ball was hit by John.*

SEMANTICS

Semantics is the study of meaning. It is concerned with describing how we represent the meaning of a word in our mind and how we use this representation in constructing sentences. Semantics is based largely on the study of logic in philosophy.

4.26 DISCOURSE

"Discourse is the way in which language is used socially to convey broad historical meanings. It is language identified by the social conditions of its use, by who is using it and under what conditions. Language can never be 'neutral' because it bridges our personal and social worlds."

&*

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UNIT 5
ACQUISITION OF LANGUAGE SKILLS:
LISTENING, SPEAKING, READING AND WRITING

LISTENING
5.1 SUB SKILLS OF LISTENING

The sub skills of listening make the learners of a language listen to good models of spoken English. The sub skills of listening are broadly classified into two as listening for perception and listening for comprehension

5.1.1 Listening for perception

Listening for perception is a part of extensive listening. When we are engaged in hearing a part of some description, it is said to be extensive listening. Perception is a process by which one becomes aware of changes through the senses. If a person listen a speech to perceive something, it is said to be as listening for perception. It implies exposure to a wide variety of sounds and structures. Listening for perception is a sub skills meant to acquire information.

5.1.2 Listening for comprehension

Listening for comprehension is a part of intensive listening. When we are engaged in listening to the details of some description. It is said to be intensive listening. Comprehension understands something. So one listens intensively to understand the speeches. For example, if a student listens to his teacher, when he/she is lecturing, it is said to be as listening for comprehension.

5.2 TASK OF LISTENING

Task Listening aims to develop the listening skills of students who have had little exposure to authentic spoken English. ... Task Listening aims to help students to sift out utterances of relevance and ignore redundant features, a skill vital to efficient listening at all levels of language learning.

5.2.1 EXTENSIVE LISTENING

During extensive listening, the learner listens an interesting story radio programme or anecdote. The listening material may be lengthy. The learner listens for pleasures and is not expected to complete a worksheet or a task. Extensive listening may take place inside or outside the school.

5.2.2 INTENSIVE LISTENING

During intensive listening, the learner listens very carefully. For example while listening to directions the listener listens with concentration. Such listening material is short and has a special task or worksheet designed on it. There is some amount of challenge so that the learner feels motivated to complete the task. It is through the completion of this task that the learner gets practice on specific listening skills. The intensive listening practice takes place in class and

should be designed that it is practical easy to administer, and can be completed within the time limit of a lesson.

The listening task in effective if the learners have a well designed, interesting and carefully graded activity to complete. Some of these tasks can be used to express agreement or disagreement, take notes, make a picture or diagram according to instructions or answer questions.

The task which is set on a worksheet prepares the learner for the kind of information to expect and how to react to it. It helps in contextualizing and aids comprehension. The listening material should not be densely packed and go beyond the understanding of the learner. The leaner must be able to complete it within a given time. Very lengthy intensive listening practice can de-motivate and frustrate the learner: The task that the learner is expected to do should be simple like making short, intermittent responses by marking drawing, ticking off or writing one or more words. The task should not require the learner to write or need too much information

Most learners enjoy working on listening tasks as they are responding actively, provided the listening task is based on interesting themes and the exercise is carefully designed and executed. By the middle school stage, the learners have a wider range of topics and interests and thus the teacher can choose from a variety of listening task.m

5.3 MATERIALS AND RESOURCES FOR DEVELOPING THE LISTENING AND SPEAKING SKILLS

When the students begin to learn a second language, they hear mainly through their ears. The teacher should speak the target language effectively in the class, so that the children get proper exposure to listen the language. Hence the teachers have to provide them with hand full of listening experiences. There are three kinds of listening materials such as:

- Listening to specific information **(Authentic Listening materials**)
- Listening to deduce meaning (**Recorded Listening materials**)
- Listening to infer opinion and attitude (**Live Listening materials**)

5.3.1   Listening to specific information

When we listen to the speaker with a specific purpose or intention of knowing the details, it may be termed as 'focused listening'. We observe focused listening mostly in classroom teaching. In focused listening, the information or message that the pupils are going to listen will be known to them before hand; and thereby they pay more attention towards the details of the information from what they listen.

5.3.2   Listening to deduce meaning

This type of listening is otherwise known as Therapeutic listening. It enables the listener to grasp the meaning conveyed by the message externally without evaluating or judging it.

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5.3.3   Listening to infer opinion and attitude

Discriminative listening develops in the listener logical thinking and makes him get the feeling of argument. It enables the listener distinguish facts from opinion. Critical listening helps the listener to evaluate a message and then advises him to accept or reject it. Comprehensive listening helps the listener understand a message and leads to follow-up action.

Listening to a tape recorder can be considered as comprehensive listening. Through the tape recorder a listener listens to the recorded voice of an excellent speaker or his own voice. Listening to the tape recorder makes the listener understand the message thoroughly. He can learn the correct mode of speech. By listening to his own voice he can correct his mistakes.

5.3.4 DEVELOPING THE LISTENING SKILLS

The listening skill can be developed in students in three ways. They are:

1. Though dialogues
2. Though cassette – recorder
3. Though guessing

1. Developing listening through passages read aloud

Teachers can easily develop listening skill in students by reading aloud a text to them. The teachers follow the steps given below while reading a text aloud.

- i.   **Introduction of the topic :** to provide prior knowledge to the students.
- ii.   **Asking lead questions:** to focus their attention on the main points of the dialogue
- iii.   **First reading by the teacher:** to give practice in listening
- iv.   Asking questions: to extract answers related to the main points.
- v.   Second reading by the teacher: to give practice in listening again.
- vi.   Asking questions : to check comprehension

In this technique the teacher can select the topic of passages from m a prose lesson which he will use it for teaching for reading comprehension

2. Developing listening through the cassette recorder

The cassette recorder is one of the useful educational aids to increase listening skill. It provides a variety of voices And Makes, the class lively . We can record whatever we want to listen and again we can listen to it whenever we get time. We can play it again and again and listen to the specific information till we understand it. Thus it encourages intensive listening.

Tape recordings can be electively used to give practice in listening. Teachers should be very careful in selecting well-recorded tapes for giving practice.

Listening practice using audio-tape

The teacher follows the steps below while giving listening practice to the students using a tape

Introduction of the topic: to provide prior knowledge

Asking load question: to trace the main points

Playing the cassette : to giving listening practice

Discussion of the lead questions : to check listening

Playing the cassette again with stops; to encourage intensive listening

Asking questions : to focus listening to specific words and pharses

Practice: to strengthen listening skill in students

3. **Developing listening through guessing**

Making the students guess what they are going to hear next is an important technique of developing listening skill. It makes the class active and fully involved. It is very use full to tell stories or to narrate incidents. Stories can be used easily to make the students guess what they are going to hear next. The students will be always in expectation or anticipation of the incident according to their guessing ability. While telling the story, the teacher should stop at every stage and ask questions to find out whether the class is following the story.

Conclusion

Teachers should engage students in pair work or group work so that they can speak and listen simultaneously. Teachers should structure their classes time in such a way that students have the activities to listen more and more in English class.

5.3.5 DEVELOPING SPEAKING SKILLS

Speaking is a crucial language skill. In learning a speaking skill, two things happen. Students learn to speak(with help of teachers/ parents Students use speaking to learn.

A student develops his speaking skill I three modes

    1. Language input

    2. Structured output

    3. Communicative output.

1. **LANGUAGE INPUT**

The language input is the material that students need to learn before they begin to speak the language . teacher talk, listening activities, reading passages, and language heard and read outside the class are the material for learning to speak.

For example, listening to a simple weather report or a lecture and the vocabulary, pronunciation and grammar heard or read in a talk are the language inputs.

2. **STRUCTURED OUTPUT**

Structured output refers to the language items that the student produces or speaks in a structured exercise designed by the teacher in class. Here students practice the language input for speaking

3. COMMUNICATION OUTPUT

In communication output the student's main purpose is to complete a task – that is to obtain information without any information gap. In other words, the student uses his speech to obtain the information from his listeners.

5.4 STORY TELLEING

Meaning

A story is a description of something that happened. Stories can be true or imaginary; they can be traditional or modern.

Stories are usually intended to entertain people. Listening stories gives happiness to children and students.

We have been told a lot of stories. For example, a story about a princess; a story about a lions and a mouse, a story about a fox in the grapes garden and a story about a tortoise and a rabbit.

We have different types of stories – a fairy story, ghost story, love story and detective story.

Some one who tells stories, especially to children is called a storyteller.

Using story telling as a speaking practice

In classes, a creative teacher can become a very good storyteller by telling students different kinds of stories in English. Storytelling can be used as a learning practice for developing speaking ability of students. Some procedures are here:

1. **Retelling a story**

    The teacher tells a story to the students in class. After finishing the story, he calls upon two or three students to say the same story in their own words, not in the words as told by the teacher.

2. **Building up a story**

    The teacher proposes two or three characters – say, a crow, a girl, a lamb. Students have to build up a story using these characters.

3. **Modifying a traditional story into a modern story**

    The teacher tells a traditional story. Students have to convert it into a modern story.

4. **Telling the story by changing the ending of the story**

    The teacher tells a story, Students have to retell the story and by changing the end – climax of the story.

5.5 DIALOGUES

By adopting the drill of continuous speech the students are trained to involve themselves in a dialogue unknowingly. Chain drill also improves the speech habit of the students. Dialogue is the best type of technique to teach the spoken language. It is lively because we present the language directly with the words that are used commonly in our everyday life.

Moreover the dialogue accommodates with its framework many features of the spoken language and key structures. The pupil participates actively in the lesson.

The dialogue should be constructed in such a way that the language is relevant to the situation. The vocabulary items should be restricted. The dialogue should not be very long. It must be interesting. The following procedure may be followed in presenting the textual dialogue.

- The teacher introduces the characters and describes the story.
- He acts the dialogue while the pupils listen with their books closed. He reads the dialogue again showing the accompanying visual material to the pupils.
- He repeats the dialogue and the pupils follow it in their books while they listen.
- The pupils repeat the dialogue in chorus after the teacher, without looking at their books.
- The pupils read aloud the dialogue in response to pictorial causes.

The pupils are divided into small groups and they practice the dialogue. They are prepared to act it out.

5.6 SITUATIONAL CONVERSATION

To improve traditional method, the situational conversation in classroom English teaching is a useful teaching method. Key words: classroom teaching, situational conversation, organization, stimulating, initiatives I. Introduction: There're many means for people to communicate. Speaking is one of the effect way.

The traditional method of English teaching put too much emphasis on grammatical knowledge. There was much grammar and vocabulary learning, with pronunciation learned by initiation and repetition. This was the norm for about the first twenty years of the century. While ability cultivation of the students is highly ignored. Under this educational system English teacher play the major role while students are only passively involved. As a consequence of this conformity to one particular method, situational teaching is a new teaching method. By creating lively and vivid situational settings, it can promote the enter communication between teachers and students. In this way students interest in English is kindled and it is more likely they will use English more creatively.

As we know students study language mainly in class, so the situational conversation in classroom English teaching needs an effective class, it can gear students' abilities to use language. For that reason, teacher should organize the class room English well.

Design for situational conversation in a class

To make English classes appealing to students teachers should try to create Interesting situation. Only in this way can students get interested in the class and then use English creatively. So use all kinds of teaching aid.

In the classroom, students should be provided with a chance to experience the language in meaningful ways and try out their skills, so the teachers should try to use all kinds of teaching aids to set the language context for the students. May get acquainted with the use of flash cards and wall pictures, learn to collect and make visual aids, such as pictures from magazine used objects like can and boxes andstick-figures. With a piece of chalk, objects, people, animals settings are created on the black board and the students interest and attention are aroused. A relaxed atmosphere is created. Another way is not to tell a story but to create situations when the students are asked to act out their dialogue or play their roles against the background of a restaurant, street, playground. In a word place the students in language, only in situational language students could understand English correctly and clearly. Then the students can talk like real "native speaker". And when we use the pictures, we should know the picture with accompanying voice or music let students make full use of all the pictures.

5.7 ROLE PLAY TO TEACH LISTENING SKILLS

Listening role–play activity You and two friends can practice effective listening with each another. Practice with these ten suggested topics.

Step 1: One partner takes a turn as speaker, the other as listener and the third takes on the role as observer. For five minutes the speaker elaborates on one of the ten topics. The listener uses effective listening and makes appropriate responses back to the speaker. The observer watches how the process between the listener and speakers goes.

Step 2: After the five–minute role play is completed, the speaker spends two minutes giving feedback to the listening partner on the effective listener skills used. Then the observer gives a two minute feedback to the speaker as to how well the listening was done.

Step 3: After the first practice and feedback session, switch roles until all topics have been covered by all three participants in your small group. Ten Practice Listening Topics

1. How I feel about:

2. My life today.

3. Being raised in my family of origin:

4. All the good things that have happened to me:

5. My future:

6. My decision to participate in this training process:

7. My current personal issues:

8. Learning to deal with my problems:

9. Listening to other people's deepest concerns and feelings:

10. Showing love to those closest to me:

5.8 SIMULATION

Language learning involves the conversation between two persons or many. Each conversation is built on the basis of the understanding of the receivers understanding of the speakers words, tone and context. Identifying the sound and its variations is an important task in simulation. In a real context, however, if the speed is very slow, language would not be cohesive. Listeners may not concentrate on what they hear if there is a break. Such halts in speeches interfere with the understanding of the listeners. Hence, the flow of speech is desirable in a listening activity. Learners identify isolated phonemes, single words, the sentences and utterances in the flow of speech because the pronunciation of the isolated phonemes and words are quite different from their pronunciation in fast flow of speech. In short, listening comprises some component skills, that is to say, the skills of discriminating between sounds, recognizing words, identifying grammatical groupings of words, identifying expressions and sets of utterances that act to create meaning, connecting linguistic cues to non- linguistic and paralinguistic cues and using background knowledge to predict and later to confirm meaning and recall important words and ideas.

The specific practices for promoting listening skill are as follows:

a) ability to identify and analyze the information to note the sameness and difference

b) training in loud reading and listening

c) discerning the truth from falsehood

d) identifying the information

5.9 SPEECH , GAMES, CONTEXT AND PICTURES

Listening in a foreign language is hard work; therefore, there are diverse listening activities such as songs, spelling games, dictations and others, which could be developed in order to give the teacher a chance to encourage the students, in such a way, that they start to feel motivated and enjoy what they do. In order to build up the listening skill in students, teachers have to make use of their creativeness, presenting innovative proposals, for example games, which not only allow the students to cope effectively the teacher's demands, but also offer the learners the opportunity to enhance their communicative competences, attributable to the interaction students keep among them.

When designing and implementing different English listening activities inside or out of the classroom, the teachers should focus the attention on the learning goal, because the students have the tendency to listen just for fun, disregarding what they are supposed to learn; hence the

teacher works as a guide to accomplish the students' suitable proficiency levels throughout the lesson that will be presented.

Images can be used in many different ways to stimulate speaking and listening across all lessons and subject areas. Strong, interesting or unusual pictures can spark debate and really get pupils' imagination going. Here are some ideas about how you might use images to enhance your speaking and listening lessons, though there are lots of other ideas that you could also use. Speaking and listening objectives there are many possibilities, including:

- Enriching and extending vocabulary

- Predicting subsequent events

- Developing inference skills

- Story-telling

- Extending spoken language – sentence structures; using adjectives or adverbs;

5.10 LANGUAGE LABORATORIES

A language laboratory is a dedicated space for foreign language learning where students access audio or audio-visual materials. They allow a teacher to listen to and manage student audio, which is delivered to individual students through headsets or in isolated 'sound booths.' Language labs were common in schools and universities in the United States in the two decades following World War II. They have now largely been replaced by self access language learning centers, which may be called 'language labs.

5.11 LISTENING AT THE PRIMARY AND SECONDARY LEVELS

PRIMARY LEVEL

Developing good listening skills is crucial for primary school students.

Good listening skills are crucial to the academic and social development of children. In order to succeed in future academic pursuits, primary school students must be able to listen to and comprehend their teacher's instructions. Like anything else, listening skills can be improved with practice. Various games and activities are available that can help your primary school students sharpen their listening skills.

Use a Song

Playing a song in class can help capture your primary school students' imaginations and can also help develop and sharpen their listening skills. Use fun, educational songs that focus on young characters your children can relate to. When possible, use props to help your students make connections and find meaning in the words of the song. For instance, if the song pertains to

a football player, you might consider donning a football helmet and pantomiming some of the events covered in the song.

Play Simon Says

Help your students practice their listening skills by playing the classic listening game Simon Says. Simon Says requires players to listen closely to the speaker's directions to avoid being "out," so this game can help sharpen primary school children's concentration and listening skills. The children will have to learn to pay close attention to subtle details in order to avoid being the first ones eliminated.

Play "List" Games

Tell your primary school students that you're about to read a list of six words and that they need to try their best to remember each one. Tell them they'll need to focus all their brainpower on each word because you'll ask them later to repeat the whole list. Use simple words at first, like "horse," "cow" and "car." Read your list slowly, so your students have a good chance to focus on each word. When you're done, call on volunteers to attempt recreating the list from memory. If the first list proves too easy, make the second one more difficult.

Read Stories and Ask Questions

Asking your primary school students questions about a story's character and plot can be an effective way to boost students' listening skills, especially if you warn them ahead of time. If the children know they'll be expected to remember specific names, places and events from a given story, they'll focus more energy into listening to the words. Knowing that they're responsible for remembering the information, your children will challenge themselves to be better listeners.

SECONDARY LEVEL

1. Focus On Teaching The Skill Of Listening (yes those A.C.R.O.N.Y.M.S do help).
Break the skill into identifiable components for students and then practise, role play, make posters and dramatise scenarios. Use positive reinforcement to help with this and/or reward students for using the skill appropriately.
2. Model Good Listening For Your Students.
So often we are thinking about our response to a student rather than really listening to them.
Use the 'counselling' skill of rephrasing or restating what students say to enhance your own listening. Ask students to restate yours or others points of view. Insist on one person speaking at a time either in whole class discussions, paired or group work.

3. Get To Know Your Students.
Find out about their interests, hobbies, music and sport, families etc. Kids will listen more to teachers they feel are interested in them and know them. **4. Use Reflective Listening…**
to defuse tricky situations.

5. Give Students A Voice…
About the issues that impact them, i.e. their learning, their assessment, their classroom, their school values students need to feel heard and understood.

6. Get Everyone's 'Voice In The Room'.
Give students an opportunity to speak at the beginning of class by having a "check in".

7. Use 'Cold Calling'.
Have you noticed that it is usually the same 4 or 5 students who answer questions? Introduce cold calling (no hands up), where any student may be expected to answer a question or explain a concept to the class.

5.12 LISTENING MATERIAL

There are three main kinds 0.f listening materials that you can use for the listening lesson. They are a) authentic listening materials b) recorded listening materials c) live listening materials. Each of the above has its own advantages and disadvantages. Let us examine and find out the materials.

5.12.1 USING AUTHENTIC MATERIALS

Authentic materials consist of speech recorded in real situations and thus provide learners with real-life listening tasks. The language they hear is real and not rehearsed or artificial. But learners may find the language difficult to understand. It may be too fast, rambling, repetitive or unclear. It cannot be readily graded and thus may be unsuitable to the learner's level. One of the ways to overcome this problem is to give the learners notes and under take some pre-listening task. Examples of authentic materials can be recordings of announcements in the examination hall, on the school sports field, e.g. a sports commentary, radio recordings, announcements made at e railway station, bus stop and at the airports. Real life dialogues and discussion n alcn he iced authentic materials.

5.12.2 USING RECODERED LISTENING MATERIALS

Recorded materials are listening inputs which have been specially scripted for teaching purposes. For example, the class IX CBSE course. An English textbook **Interact** has recorded inputs which can be used by the teacher to help develop listening skills in the learner. In addition, many learning materials developed for second language learners have accompanying

audio cassettes and worksheets. Besides this, the teacher can develop her/his own listening materials in tape. In using recorded materials there are the following advantages:

a. learners can get exposure to a variety of voice and a range of accents making it more realistic

b. It gives them a chance to hear several people participating in discussions or conversations,

c. The teacher or student can stop the tape, repeat and replay the cassette and often likes.

d. It also gives the learners the option to practice and develop listening skills on their own.

As visual clues are absent in recorded material, it forces the learner to concentrate on tone of voice, type of vocabulary and thus the focus becomes the actual speech conversation. Thus gives intensive aural practice to the learner.

5.12.3 USING LIVE LISTENING MATERIALS

One of the major advantages of using live listening materials is that it is much easier to control the level of difficulty and formality since here, the teacher herself may be speaking the piece. The teacher can convey the materials meant for listening practise in her own words and can simplify or slow down the listening text to suit her students level. She can make her own speech natural by using skeletal notes and not a fully scripted listening passage. Some teachers find this difficult to do. They feel over anxious and are unsure about language competence. But they must remember they are not supposed to provide a perfect model of the language on their students In a listening lesson, the principal aim is to strengthen the ability of the learner to understand the spoken message and not to model one's speech on the teacher

5.13 USING TAPE RECORDER

Meaning

A tape recorder is an electrical equipment that can record sound on tape and play it back. Anything that has been recorded with a tape recorder is called a tape recording. Usually, conversations, teacher talks, lectures, speeches, short stories, or music or songs are recorded on a tape recorder. These recordings can be heard again and again when they are played on a tape recorder.

Using the Tape / Video as a Listening Material

Tape recordings can be used as a listening material. The tape recordings such as conversations, teacher talk, lecture, speech, short-story or song can be used as a listening material in class. The information on tape can be used for developing listening skill. In class, students use a listening material for four purposes:

Listening for specific information: Picking out key words — names, dates, numbers, etc.

To have general understanding: Students lie ha to the material in order understand the main idea in the listening text. Listening is done for getting a really in-depth understanding of what is about

To deduce meaning: After listening to materials. students use the knowledge and information in the material to find meaning of the text.

Listening for opinion and attitude: Students listen for sarcasm. disbelief, trust and listen for building confidence.

The information recorded on tape - voice, conversations, speeches, pronunciation, news, interviews and dramas can be used as a listening material.

Similarly, the contents on video - documentary, films, role plays, speeches and dramas can be used for intensive listening viewing.

For example, students may be asked to listen to a set of instructions on tape. Then one student may be asked to repeat the instructions to someone else.

Similarly, after a conversation on tape is listened by students, they can practice the conversation by repeating it.

After watching and listening to a play or video, student may be asked to discuss the story line with friends.

Intensive listening to audio tapes and watching the contents of the video can be done part by part by rewinding the video or using fast forward to play segments of the tape.

Sometimes the video can be viewed without sound and students can predict the content of the video. This enable students to watch the video and discuss the video text.

5.14 INTEGRATED LISTENING WITH SPEAKING , READING AND WRITING CHARACTERISTICS OF GOOD LISTENING

Listening activities can be integrated with the skills of speaking, reading and writing. As in real life, we listen and respond either through speaking, writing or reading

Let us examine how the listening activities delineated earlier (5.2) emir with other skills. You will find that the integration can be done in two ways.

1.The listening passage can serve an input to another activity.

2. The listening activity can be used as a stimulus.

5.14.1 LISTENING AS INPUT

The listening passage can be used as an input. For example, in listening and following a route the activity described in 5.2.1, the listening material can be used as a model for giving directions. The language forms used in giving directions and the specific vocabulary used can be emphasized in the post- listening stage , and the learners may then be asked to simulate a telephone conversation in which they give direction to asked to simulate a telephone conversation in which they give directions to a friend how to reach a particular spot or one's house etc. you may like to use the location of the school as a context and thus organize the class in pairs wherein one the role of a prospective visitor who is being given directions on how to reach the school for its annual day celebration. In this way listening can be integrated with speaking. Similarly listening to a telephone call and writing the message can be used to focus the learner's attention on the use of models and the use of appropriate forms of language in different contexts. For example, the telephone conversation would have been worded differently if Smita had spoken directly to Manvi. Learners be asked to role play the dialogue.

You may like to extend this activity and relate it to the writing of an itinerary or planning a class trip. Thus it could entail reading brochures and other tourist information. In this way the telephone conversation can be used as a stimulus for another activity.

Listening to the sports commentary and filling in the chart can be integrated with writing

Learners can use the completed chart as an input and write a news paper report on their Sports Day or they may write a more detailed one for the school magazine. It a plan can also be an aural report which can be read aloud for the next day's school assembly.

Learners can also study and analyse the characteristics of a good commentary, and - then. in groups build up a commentary of another incident/event.

Listening to instructions and marking a ground plan can be integrated with an - interesting role play. Student of classes VI, VII, VIII, may want to be grouped trine together because seniors bully them, or some classes may want to exchange stalls, g. request for more

than one stall depending on the choice of their game or event. Thus the members of the groups can be given roles of class teacher, class captain, co-ted curricular activities captain, and class XI representative and soon. Jigsaw listening is integrated with speaking. You may design activities of an extrapolative kind in which the learners go beyond the text and do a writing task. For example, they may trite a diary entry imagining themselves to be one of the characters. They may be asked to write their version of the ending or to dramatise it.

5.14.2 LISTENING AS STIMULATES

The listening material can be used as a stimulus, to set the learners thinking along particular lines or put them in a particular mood.

For example, the learners can listen to a passage which declares the perfect body, for an academic session. The perfects can make short speeches on what they plan to do as office bearers.

The listening passage can be used as a stimulus for learners to discuss a set of criteria which each group should prioritize and present. They may then move on writing out a manifesto and making slogans and posters for the election. Similarly one can tape short viewpoints of different people in the school on topics of common concern e.g. corporal punishment, sports facilities, co-education, etc. and use the listening material as a springboard for living discussions.

The reporting sessions can be followed by a written report which can be submittu to the relevant authorities.

5.15 WAY TO IMPROVE LISTENING SKILLS

A 5-Step Method to Improve Your Listening Skills

Step 1: Listen to the Audio – No Reading!

The first step in this method is to simply listen to the audio alone. Don't read the text in advance and don't follow along with it as you listen. The point here is to focus solely on your aural skills and see how much you can understand without any visual aid.

Of course, unless you're already at a very high level, this can be very difficult. Rather than trying to understand every single word, it's better to focus on trying to understand the 'gist' of what's being said.

See if you can pick out some key words or phrases that might give you an idea of what's being said and note them down. Find anything at all that you can cling on to and you'll be able to use this as starting point to learn more from the context.

Step 2: Repeat!

It's not time to look at the text just yet. Many learners make the mistake of turning to the text too quickly. However, the point here is to practice your listening skills so just stay focused on listening for the time being.

On the first listen, you'll probably have identified one or two key words or ideas. As you repeat the audio, listen carefully and see if you can pick out and words or phrases you may have missed the first time. By now you may already have some idea what this piece of audio is about, so use the context to your advantage. If you can't figure out exactly what's going on, don't worry. Just note down any keywords you do understand or words that seem important.

At this stage, I'd suggest listening at least three more times. With each listen, you can add a little more to your comprehension. Your goal should be to try and use all of your current knowledge in the language to understand as much as possible from the audio before you read the text. When you feel you've reached a point where there's nothing more you can take from the recording, it's time to move onto the next step.

Step 3: Get Reading

Now it's time to look at the text. Read through it and check how much you understood from your listening. Did you get the 'gist' of it?

As you read through the text, identify any new words you come across. See if you can guess the meaning of the words from their context; otherwise, look them up in a dictionary. If there are any new words that you think will be particularly useful for you in conversation, write them down and add them to your list of new vocabulary to learn.

As well as new words you haven't seen before, you'll also likely find words in the text that you already know but didn't understand! Some words can sound quite different when spoken together and at native level speed. Pay careful attention to these words and be sure to listen out for them when you repeat the audio.

Step 4: Listen With the Text

Once you've read through the text a few times and looked up any words you didn't understand, you should be confident about its meaning. Next, I suggest listening again a couple of more times while you read along with the text.

This is the one time during the process that you're using aural and visual stimuli together, so take advantage of it. Try to connect the written words to the sounds and pay special attention to phrases or groups of words and how they're pronounced.

If there were a lot of new words in the text you're working on, trying breaking the audio down into smaller chunks as you continue to repeat it. Rather than repeating the whole recording at once, you can work through paragraph by paragraph if you prefer.

I tend to repeat this step at least twice to help build connections between the written and spoken words.

Step 5: Listen Again Without the Text

Finally, go back and listen again a few more times without the text. By this point, you should be able to understand almost everything quite well even without the visual aid of the text.

Over the next few days, it's good to listen back to the clip again whenever you have a chance. Download the recording to your phone so you can have a quick listen any time you get a few free minutes. With each extra repetition your comfort level will grow. Because you're now able to understand the words and phrases you studied without any visual aid, you'll also find it easier to recognise this vocabulary when it comes up conversations or in other recordings you listen to.

<div align="center">

SPEAKING SKILL

</div>

5.15 DEVELOPING SPEAKING LEVELS

BEGINNER (LEVEL ONE) LEARNING OBJECTIVES
English language learners at the Basic Beginner level (Level 1) will develop speaking, listening, reading, writing and acculturation knowledge and skills necessary to transition to the High Beginner level (Level 2).

Speaking
In the Basic Beginner Speaking Unit, students study spoken interaction and spoken production and learn:

- To make him/herself understood at a slow rate of speech and with repetition using gestures and isolated words.
- To use basic greeting and leave-taking expressions and gestures.
- To initiate and respond to simple statements and questions on familiar topics using language patterns practiced in class (provided speech is articulated slowly and clearly).
- To handle numbers, quantities, cost, and time using language patterns practiced in class.

- To produce simple mainly isolated phrases about people and places.
- To manage very short, isolated, simple utterances, with much pausing to search for expressions.
- To read a very short, rehearsed statement.
- To link words or groups of words with very basic connectors (and/then).
- To give personal information.

Vocabulary and Grammar

Vocabulary and Grammar Units are taught within the context of the four domains of language: speaking, listening, reading, and writing. The Basic Beginner level students:

- develop a basic vocabulary repertoire of isolated words and phrases related to particular concrete needs.
- show limited control of a few grammatical structures and sentence patterns in a learned repertoire.
- can use a very limited repertoire of learned words and phrases. Can be understood with some effort by native speakers.

Acculturation and Socio-linguistic Competencies

In the Acculturation and Socio-linguistic unit, the Basic Beginner level student learns:

- to establish basic social contact by using the simplest everyday polite forms of greetings and farewells: introductions, saying please/thank you/sorry.

INTERMEDIATE (LEVEL TWO) LEARNING OBJECTIVES

English language learners at the Basic Intermediate level (Level 3) will develop speaking, listening, reading, writing, and acculturation knowledge and skills necessary to transition to the High Intermediate level (Level 4).

Speaking
In the Basic Intermediate (Level 3) Speaking Unit, students study spoken interaction and spoken production. Student learn:

- to start, maintain, and close simple face-to-face conversation on familiar topics of interest.
- to maintain a conversation or discussion even though the student may sometimes be difficult to follow

- to be understood in free speech with pauses and some false starts.
- to ask for and follow directions.
- to express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.
- to give or seek personal views and opinions in a discussion with friends.
- to agree and disagree.
- to ask someone to clarify what they have said to confirm understanding.
- to give basic descriptions of events/activities.
- to give explanations of opinions, plans, and actions.
- to narrate a story and relate the plot of a book or film and describe reactions.
- pronunciation is clearly intelligible with some mispronunciations and interference from the first language.

Vocabulary and Grammar

Vocabulary and Grammar are taught within the context of the four domains of language: speaking, listening, reading, and writing. Basic Intermediate level students:

- develop sufficient vocabulary to express him/herself on most topics of personal interest.
- develop good control of elementary vocabulary in familiar situations with errors in unfamiliar, complex situations.

Acculturation and Socio-linguistic Competencies

In the Acculturation and Socio-linguistic unit, the Basic Intermediate (Level 3) student learns:

- to be aware of customs, attitudes, values, and beliefs in both American and native culture as appropriate for age peers.
- to exchange information, requests, and express opinions and attitudes in simple, appropriate ways.

HIGH INTERMEDIATE (LEVEL THREE) LEARNING OBJECTIVES

English language learners at the High Intermediate level (Level 4) will develop speaking, listening, reading, writing and acculturation knowledge and skills necessary to transition to the Early Advanced level (Level 5).

Speaking

In the High Intermediate (Level 4) Speaking unit, students study spoken interaction and spoken production. Students learn*:

- to interact fluently with native speakers; errors occur, but it is clear what s/he is trying to say.
- to communicate with reasonable competence in familiar contexts.
- to correct mistakes if aware the listener has misunderstood.
- to initiate discourse and take his/her turn in an appropriate manner.
- to give clear, detailed descriptions following logical or time sequence.
- to give detailed accounts of experiences, describing feelings and reactions.
- to develop an argument and explain a viewpoint (as appropriate for age peers).
- to give a clear, prepared presentation in class and answer follow-up questions with fluency.
- to use linking words (and/but/so/because, etc.).

As appropriate/expected for age and grade-level peers

Vocabulary and Grammar

Vocabulary and Grammar units are taught within the context of the four domains of language: speaking, listening, reading, and writing. The High Intermediate student:

- develops a good range of vocabulary on most general topics, but some gaps and hesitations are apparent.
- demonstrates generally accurate word choice though some confusion does occur without hindering communication.
- has a broad range of reading vocabulary, but may experience difficulty with idioms and slang.
- can use grammar appropriately (as age peers)
- can communicate in familiar contexts with good control with some interference from the first language.
- can appropriately use articles, quantifiers, demonstratives, personal pronouns, question words, possessives, prepositions, auxiliary verbs, conjunctions, and particles (as appropriate for age peers).

Acculturation and Socio-linguistic Competencies

In the High Intermediate (Level 3) Acculturation and Socio-linguistic unit, students learn*:

- to be aware of and sensitive to customs, attitudes, values, and beliefs in American culture and his/her first language culture.
- to follow and contribute to group discussions (with some effort)
- to sustain relationships with native speakers
- to express him/herself appropriately in a variety of situations.

As appropriate/expected for age and grade-level peers

Advanced (Level Five) Learning Objectives

English language learners at the Advanced level (Level 5) will develop speaking, listening, reading, writing, and acculturation knowledge and skills necessary to transition to the Advanced Proficient level (Level 6). .

Speaking

In the Advanced (Level 5) Speaking unit, students learn*:

- to express themselves fluently and spontaneously, almost effortlessly; to communicate spontaneously with good grammatical control, adopting a level of formality appropriate to the circumstances.
- to keep up with conversation between native speakers.
- to use a variety of expressions to gain a turn to speak.
- to substitute an equivalent term for a word without distracting the listener.
- to give clear, detailed descriptions and presentations on subjects studied in class.
- to give clear, detailed descriptions of personal experiences.
- to develop an argument systematically, highlighting significant points and relevant supporting details (secondary only)
- to deliver announcements fluently.
- to vary intonation and place sentence stress correctly.

As appropriate/expected for age and grade-level peers

5.16 TASKS FOR DEVELOPING SPEAKING SKILL

There are some important language functions and activities that the learners of a language need to perform which will improve their skill of conversation and extended talk. Such tasks are to be given to the learners for their improvement of language proficiency. Some such tasks for developing speaking skill are the following:

1. Making telephone calls and answering them.
2. Introducing self and others.
3. Greeting friends, superiors, strangers etc.
4. Asking for or giving information.
5. Asking for things in shops, counters, restaurants etc.
6. Asking questions for clarification, advice or help.
7. Expressing opinion or reactions to programmes, plays books or films.
8. Participating in discussion and debates.
9. Describing things, persons or places.
10. Narrating anecdotes, stories etc. and reporting events.

These tasks can be used according to the situation and the number of learners involved in them. According to the number of learners involved,there are three ways such as

a) Individual, b) Pair and c) Group work

Individual

Here an individual student is given a task and asked to perform it. For example, a student can be asked to give a self introduction or narrate an anecdote or report an event etc. By doing this, the speaking skill of the individual is developed. The listeners also develop their skill.

Pair

Two students are asked to perform a task in this kind. For example, two students are asked to converse over a phone or assume role and perform. In this way, the speaking skill of the students gets improved.

Group work

In this kind separate groups are formed to perform a task. Three for more students may form a group. They may be asked to participate in discussions and debates. This will help them to improve their speaking skill.

5.17, IMPROVING ORAL FLUENCY

Oral fluency is essential for a language learner in order to pour out his thoughts flawlessly to others. The skill of expression determines the personality of a person. So, it is important for everyone to improve their oral fluency. Some of the most effective techniques are briefly explained in the following portions.

5.18 PARALLEL SENTENCES
Definition

Parallele sentence in a sentence refers to two or more words phrases, or clauses that are similar in length and grammatical form. Parallele structure means using the same pattern of words to show that two or more words are of equal importance. This is also called parallelism.

In parallel grammatical form, a noun is listed with other nouns, an-ing form with other forms and so on. Failure to express such items in similar grammatical form is called faulty parallelism.

Some examples of parallel structure of words and phrases.
1. "**Amala likes to jump, to run and to swim**", This is correct and uses parallel structure. An incorrect version of this sentence would read:
   "Amala likes to jump, to run and to swimming."
2. "**Arun likes singing , walking and diving.**"(correct)
   "Arun likes singing , walking and dive." (incorrect)
3. "**Dogs are great pets for the following reasons: they are loyal, they are kind and they are obedient.**"(correct)
4. Dogs are great pets for the following reasons: they are loyal, they are kind and because they are obedient."(incorrect)

Using parallel sentences for developing oral fluency in class

Teachers can give practice to the students in parallel structure to improve their oral fluency in English.

For example:

The teacher writes a sentence with a particular structure on the blackboard as given below.

"I am fond of birds."

Looking at this example, two students have to say similar sentences.

Lr1: I'm fond of animals

Lr2: I'm fond of flowers

The third student has to say the parallel structure.

Lr3: I'm fond of birds, animals and flowers.

This kind of parallel structure exercise can be used for improving the oral fluency of students.

Dialogues

By adopting the drill of continuous speech the students are trained to involve themselves in a dialogue unknowingly. Chain drill also improves the speech habit of the students. Dialogue is the best type of technique to teach the spoken language. It is lively because we present the language directly with the words that are used commonly in our everyday life.

Moreover the dialogue accommodates with its framework many features of the spoken language and key structures. The pupil participates actively in the lesson.

The dialogue should be constructed in such a way that the language is relevant to the situation. The vocabulary items should be restricted. The dialogue should not be very long. It must be interesting. The following procedure may be followed in presenting the textual dialogue.

- The teacher introduces the characters and describes the story.
- He acts the dialogue while the pupils listen with their books closed. He reads the dialogue again showing the accompanying visual material to the pupils.
- He repeats the dialogue and the pupils follow it in their books while they listen.
- The pupils repeat the dialogue in chorus after the teacher, without looking at their books.
- The pupils read aloud the dialogue in response to pictorial causes.

The pupils are divided into small groups and they practice the dialogue. They are prepared to act it out.

Role Play

Role Play involves various class room activities, from controlled information gap activities to complex situations. Role Play and simulation have been interpreted in many ways by teachers though simulation involves role play. Role Play is one method of maximizing student talking time and provides variety of interaction which will take the focus of the class away from the teachers. The role play can provide practice in particular language functions within a narrow

situation and on the other hand it allows for extended interaction between learners. Examples: Road accident, at the hospital, the invitation etc.

Dramatization

E.V.Gatenby, an ELT expert, writes that a language teacher must not adhere to one method or a few devices he favors but be intensive and make his work interesting to himself and to the learners.

Children like to play with a definite purpose. They enjoy all kinds of physical activity - exploration, construction, imitation etc,. In children, there is a desire to be like their elders and to enjoy their experiences. They have a natural tendency to imitate. All these qualities   are blessings in disguise for the teacher of English. Exploitation of these tendencies may be resorted to in the form of dramatization.

By dramatization we mean getting students to act out roles while speaking English. This technique is used at the practice and / or production stage. English Readers contain a number of activities under Listening / Speaking section which may be dramatized by first getting the bright students to do it and then by the others.

Group Discussion

Suppose there are 60 students in a class. The teacher divides it into 6 or 10 groups. All the groups should be seated in a lawn after the teacher announces the topic for discussion. For each group different types of questions will be set. It is the duty of the group leader to start reading out the first question. One student will tell the answer. If the group leader and other students feel that the answer is right all the student will note it down. If the answer is not right another student will give the answer. Till the right answer is told the discussion will continue. Each group will perform the same task. One note book of each group will be corrected by the teacher. If there are common mistakes the teacher will explain them. The students correct their own note book with the help of the group leader. This kind of group discussion develops self-confidence among the students. It lessens the burden of the teacher.

Narration

Narrating an incident is also similar to the act of telling a story. If a matter is described in the form of a story it is known as narration. First the teachers can narrate a known incident and ask the pupils to repeat. They are able to express the matter very clearly because they narrate a known incident out of their own experience. Their style of speech is natural. Even when they are at home, they can use their fertile imagination about the incident for a critical narration. While

narrating an incident the student should be neither fast nor slow. The listener's attention should be arrested and the narrator's way of expression should be clear. Narration should find a place in the class schedule to improve the speaking skill of the students. Each student should be given a chance to narrate some incident or other. There is a slight difference between a story and a narration. A story is mostly imagination. Narration can be of true incidents as well as imagined stories. Whatever the case may be, narration makes a student an eloquent speaker.

Description

When a person explains a matter in a detailed manner it is called description. The students should be trained to describe the quality of a person or an object in an elaborate manner. When we describe a thing we are forced to use many number of words. Unless an individual has the speaking skill he cannot describe a matter properly. For describing a particular thing, event or person one should have good memory power. Then only he can describe a thing without leaving even a single detail, Accuracy is very important in description. The students can be asked to describe the experience of an educational tour. Description can be made about anything and everything. If a student acquires the power of description we can be sure that he has become an eloquent speaker. There is no doubt about the fact that description plays a major role in improving the oral fluency of the students.

Communication games

Language games meant for teaching English. As the name suggests, language games are games played by students with the teacher's guidance, of course. These games help students to reinforce the language already learnt. Language games can improve the students 'fluency in listening, speaking, reading and writing.Language games provide the most needed entertainment after some serious teaching – learning session. With some well – planned language games the teacher can recapture the interest of the students rekindle their interest and recharge their imagination.

The teacher divides the class into groups, say four or five groups. For each type of language games he tells the rules to be followed in L1. As and when each group scores a point, he makes a note of it on the blackboard so as to declare the winning group at the end. He tries to develop a healthy competitive spirit among the students.

These are four major types of language games, namely

1. Listening games
2. Speaking games
3. Reading games

4. Writing games

Listening games

1. The teacher says two sentences

They must leave.
They must live.

Students should say whether the sentences are the same or different and award points to one of the groups. They respond by raising their hands if the sentences are the same and keep quiet if they are different. Those who make a mistake are out of the game.

2. The teacher shows an object or draws a picture on the blackboard and says a sentence. If the sentence is relevant, students should respond, say, by raising their hands or else they should keep quiet. These games enhance listening comprehension.

Speaking games: Spelling game

The teacher says a word, say 'book' and asks the class (divided into groups) to say a word beginning with **K** (as an 'anthakshari'). If one group says 'kite', the next group should say a word beginning with e. the group that gives a correct response scores a point. One that gives a wrong answer loses a point.

Busy Bee

The teacher says a word, say 'come' and asks each group to say a word beginning with 'c'. This game ends when a group fails to say a word beginning with 'c'. Each correct answer fetches the group one mark.

The ladder

In this game the teacher says the name of an institution, say 'hospital' and asks the class to say words connected with a hospital like doctor, nurse, bed, medicines etc. the group that says a word not relevant to a hospital loses a point. Riddles are also used as listening / speaking games.

Reading games

Read and do. The teacher brings a few slips of paper with some funny commands written on them. Individual students are asked to read each command and act it out. The group whose member makes a mistake loses a point.

Writing games

The teacher writes on the blackboard or says a sentence such as Sita sings songs (each word in the sentence begins with's') and asks students to make similar sentences and write them on loose sheets of paper. Each correct sentence gives the group one point.

Memory (Kim's) game

The teacher spreads on his table a number of small articles like pins, buttons, bangles etc., say about 30 to 40 items. He covers them with a newspaper. He then allows the students to look at them for about a minute and asks them to write the names of those articles at their places in the class. The group that writes the maximum number of words with correct spelling scores five points.

Debates

In a debate, one topic is the main issue. Some choose to speak in its favor and some present their views against it. There is need of introducing this activity in the classrooms. Even while teaching a lesson the teacher can take the students to a situation where they may debate over the issue. This type of teaching-learning programme will make the students interested in this activity. Gradually the debate may be organized for the whole school, which will be intra-school activity only. Thereafter inter-school competitions of this type may be organized in the school.

Advantages of debates

1. Participation in debates provide the students lot of opportunities for instantaneous thinking and speaking.
2. The students are able to acquire fluency in their spoken English.
3. The students who play the role of audience get the opportunity of listening to the controversial views of the debaters. Listening skill is improved and the students acquire better understanding of the language.
4. Reasoning power is developed.
5. The students get rid of their shyness. There is no hesitation while speaking.
6. They learn to organize their ideas in a systematic way.
7. Overall expression of the students becomes better which ultimately helps in their writings.

Interview

Unlike observation, interview is a formal type of device. Here the teacher as well as the learner knows very well that he is now being assessed. There is face to face direct verbal interaction between the two i.e. the teacher and the learner. While observing a person there is chance for misunderstanding. But in interview there is no chance for misunderstanding. The

student talks freely to the teacher and expresses his problems in understanding the lessons. The teacher should enquire the student which area confuses him. The student also should express his difficulty in understanding the particular area of the subject. This type of interview should be conducted at least once in a month. This will help the teacher to guide the pupil in a better manner.

Extempore speech

In order to improve the fluency of the students so many techniques are adopted. Among them, making the students give extempore speech can be considered as the most advanced technique. In lower classes we cannot expect the students to give extempore speeches. In the higher classes we can very well train the students to give extempore speeches by announcing the topic just a few minutes before. Without any preparation the students should be able to speak with their original ideas. In the beginning it may seem to be difficult.

There should be coherence of ideas in their speech. Their speech should be relevant to the topic. The speech should be lively. It should not be in a monotonous tone. The voice of the pupil should be audible. Suitable facial expressions and modulation in the voice will make the speech more impressive. Only in the extempore speech we can expect natural expression. Since the ideas spring up naturally, all the characteristics of an extempore speech will be present in an automatic manner. If the students get enough practice in giving extempore speeches they can manage any kind of situation. Their fluency in the language will help them in the long run. They won't search for words. They can boldly face the persons of high rank. They will get rid of their shyness and lead an independent life. Many people opine that giving extempore speech is possible only for gifted persons. It is not true. As per the maxim "Practice makes man perfect" the students should go on attempting extempore speeches and improve their fluency. Teachers also should encourage the students even if they find it difficult in the beginning.

The conversation Class

It is important for a learner of language to be in the atmosphere where that particular language is in use around him. Then he will imbibe the language automatically and unswervingly. The teacher has to create such an atmosphere in the classroom. For this, this technique of conversation class is an effective tool.

Conversational activity deals with the international aspect of speaking. The teacher has to interact with the students directly or should make the students converse among them. Role play and dialogues are twin activities that can be well employed in this technique. Usually children take immense delight and pleasure in role playing. They show their interest to act the role of different.

Character in a play or story. They assume different roles and talk as if they are actually performing those roles in real life. There may be role play between two or four students.

They may be asked to play the role of somebody. For example, two students can assume themselves as a doctor and a patient. They can converse as in real life situation.

Conversation classes should be given prior important in the classroom activity and they should be conducted regularly. Each and every student must be made participate in conversation. The teacher has to speak with the students in such a way that the students have to replay and speak much. If this technique of speaking is properly utilized, it will make great impacts upon the language learners.

5.19 PHONOMES AND WORDS

The human organs of speech are capable of producing a variety of sounds. The selection and organiiation of sounds in a particular language form the phonology of that language. The sound system of every language is made up of vowel and consonant sounds. They may grouped into limited number of distinct sound units. The sound units are called the phonemes of that language. Phoneme means to refer to a generalized conception of speech sound belonging to particular language.

Ex: beat, bit, bat, bert. but

in these words there are three sound segments. The second or middle sound segment differentiates all these woeds. The first and the third segments can he loosely called phonemes

The substitution of /t/ in the place of /k/ in a word sky may change the word. But substitution of /ph/ for /p/ may not alter the meaning and they grouped together into one family called a phonemic. The phonemic symbol should be enclosed within slant lines. The phonetic qualities must be put within square brackets. So /p/ in English refers to both [phj and [p] as used in pin and spin. The sound that can be grouped together into a single phoneme allophones. A.E. Dcrbyshire defines it as a variation phoneme is realized in actual speech

The phonemic variations consists of assimilation. Elision liaison and juncture.

1. Assimilation;

The manner in which sounds influence each other is called assimilation.

e.g. /b/ in 'rob' may be replaced by /p/ while pronouncing rob peter together

The assimilator changes may happen

      (i)   within a word
      (ii)   at word or morpheme boundaries

The assimilatory charge can also be anticipatory The feature of one phoneme may be altered due to the influence of the phoneme preceding it This type of change is referred to as regressive assimilation,

E. g: In health the realization of /I/ as the voiced dental lateral happens under the influence of dental sound.

When the features of one phoneme is changed due to the influence of the phoneme following it is called a progressive assimilation. The phoneme /I/ becomes a voiceless alveolar lateral in the word 'please' under the influence of the aspirated voiceless bilabial plosive that precedes it

2. Elision

In continuous speech, while pronouncing the unaccented syllabus tepidly so as to maintain the rhythm certain sound get elided.

e.g:-   Next day - /neks dei/

Last time – /la: s taim/

3. Liaison

Liaison is the linking of two sounds resulting in the birth of a third sound..

Eg: When the word 'door' is pronounced., the final 'r' sound is left out. But when followed by opened the door the r is pronounced.

door - /do/

door opened - /door opened/

This can be seen in expressions like 'my father and mother". here and there, the weather ought to improve etc.

4. Juncture:

Juncture refers to the manner in which the sounds of language are joined together, This can be seen in expression like night/ rate - nitrate, I scream -ice cream etc.

5.20 COLLOQUIUM

Colloquium. A colloquium is an academic conference or meeting. The root of colloquium is the Latin loqui, meaning "to talk, " which is what people tend to do at a conference

Colloquium can refer to: An academic seminar usually led by a different lecturer and on a different topic at each meeting or similarly to a tutorial led by students as is the case in Norway. The Parliament of Scotland, called a "colloquium" in Latin records.

A colloquy is a conversation, and especially an important, high-level discussion. Colloquy and colloquium once meant the same thing, though today colloquium always refers to a conference. Because of its old "conversation" meaning, however, a colloquium is a type of conference with important question-and-answer periods.

A colloquium is usually of an academic nature with one common academic theme, and is meant to garner the views of others. ... The presenters at colloquium present papers and then analyze and discuss a particular topic.

READING SKILL

5.21 AIMS OF TEACHING READING

- To read English with accuracy.
- To read with correct pronunciation.
- To read with fluency.
- To read with understanding.
- To enable pupils to take pleasure in reading.
- To enable pupils to use ideas gained from reading in other situations.
- To enable pupils to from a habit of reading.
- To enable students to read material in English after school life, e.g.., books at university level, correspondence, reports, magazines, newspapers, etc.
- To widen the 'eye-span' which means the number of words that our eye see in one complete movement.

5.22 REDABILITY OF A TEXT

Text readability is a measure of how well and how easily a text conveys its intended meaning to a reader of that text.

- ✓ A number of factors influence the readability of a text. These include:
- ✓ Physical factors such as typeface, font size, spacing and layout;
- ✓ Reader factors such as prior knowledge, reading ability, and motivation of the reader;
- ✓ Vocabulary difficulty;

✓ Text structure;
✓ Text coherence and cohesion;
✓ Syntax.
✓ Measuring Readability

A number of indices have been proposed for measuring readability and some are still used and are included in word processing programs. These include Flesch, Dale and Chall, Fry, Bormuth, Coleman & Liau. For more information on these see Readability Indices.

- Speed of perception
- Perceptibility at a distance
- Perceptibility in peripheral vision
- Visibility
- Reflex blink technique
- Rate of work (reading speed)
- Eye movements
- Fatigue in reading

Readability is more than simply legibility—which is a measure of how easily a reader can distinguish individual letters or characters from each other.

5.23 TYPES OF READING
Depending on the nature and purpose, reading may be classified into various categories:

Reading aloud
Much of the early reading should be reading aloud. It is necessary to ensure that the child associates the spoken word with the printed symbols correctly.

Reading aloud provides practice in good speech habits among the children and gives the teacher an opportunity to find out whether the children can read with correct stress, intonation and punctuation or not. This kind of reading also helps in inculcating among the children the right habits of reading word groups.

Silent reading
Along with the ability to read aloud, the children may be encouraged to read silently. Most of the reading done at the higher stage of learning should be of this kind only.

The purpose of silent reading is to encourage the students to read with comprehension. The speed when one reads silently is more than that when one reads aloud. This enables the students to read more material in less time when they read silently.

The following are the advantages of silent reading:
- Silent reading keeps the whole class busy.
- It helps the students read at their own pace.
- It prepares the students for independent reading.

Skimming

When we want to get only an overall idea of a passage, we skim. By skimming we can also find if the material is worth reading in detail. We very often do this kind of reading when we read the newspaper. A quick look down the page will indicate the purpose and scope of the material and we can decide on the sections which are of special interest to us.

It may be not possible to say exactly how fast we skim, but the rule of the thumb is that skimming speed is at least twice that of average reading. Comprehension in skimming is kept deliberately low, but not lower than 50%.

Scanning

In the process of scanning we only try to locate specific information and often we do not even read the whole passage to do so. We simply let our eyes move over the text until we find what we are looking for, whether it is a name, or a date.

Intensive reading

Intensive reading or critical reading is done while the students try to gather facts or arrive at some conclusion on the basis of the facts. This is done mostly when the students prepare for the examinations. This kind of reading is done with thinking and comprehension. Hence, it is also known as 'Critical Reading' or 'Reading for Comprehension'.

Extensive reading

Extensive reading is a kind of wide reading based on the large field from where we gather the desired information for the purpose of our survey or report. This is an advanced stage in reading, which emphasizes the expansion of vocabulary and the advanced skills of comprehension. Most of the time, it would be silent reading and it is at this level that the speed of reading begins to increase. The reading at this stage is need-based and hence the reading becomes multi-dimensional in nature. This kind of reading is also known as 'Reading for information'. The students may be encouraged to read a good number of journals, magazines, newspaper etc., besides the prescriber text books.

5.24 EFFECTIVENESS OF READ-ALOUDS IN CLASS

Effectiveness of Read-Alouds While read-alouds have been shown to be effective for young children's literacy development, they can also be used to motivate older, reluctant readers (Beckman, 1986; Erickson, 1996). In a study of 1,700 adolescents, Herrold, Stanchfield, and Serabian (1989) found positive changes in attitude toward reading among students who were read to by their teacher on a daily basis. Likewise, a survey of 1,765 adolescents conducted more than a decade later reported that 62% of the participants identified teacher read-alouds as a favorite literacy activity (Ivey & Broaddus, 2001). Students themselves have reported that a preferred instructional practice is having teachers read aloud portions of text to introduce new readings and promote interest (Worthy, 2002). It appears that students appreciate the read-aloud event as an opportunity to share the teacher's enthusiasm and interest in the topic. Another advantage to the use of read-alouds is the level of text complexity that can be utilized. When text

is read aloud by the teacher, students with reading difficulties can access books that might otherwise be too difficult for them to read independently. This is essential in content area classrooms. Text complexity rises rapidly during the secondary school years and students who have reading difficulties often find themselves unable to comprehend the information in content area books. A vicious cycle then begins when these students fail to assimilate the information, further impacting their ability to use it as background information for new content. Thus, the gap continues to widen as students with reading difficulties fall further behind their classmates. It comes as no surprise that student interest and attitudes toward reading also decline precipitously after sixth grade coinciding with the increased reading demand in their content area classes. While read-alouds alone cannot compensate for these gaps, they can introduce important texts that some students might not otherwise be able to read and comprehend independently. Students without reading difficulties are also likely to benefit. A recent empirical analysis of secondary textbooks revealed that many students were unsure about their comprehension of the readings (Wang, 1996). Read-alouds are a viable strategy for clarifying difficult text.

5.25 SILENT READING AT LATER STAGE

Silent reading is regarded as the most important types of reading. Mehta point out, 'we all read faster than we speak and children must be initiated into the silent reading habit as early as possible. " Silent reading is preceded by loud reading . 'In fact, loud reading is latent in silent reading which in a kind of mental whispering to oneself.

In silent reading:
 a. Students are asked to read a passage.
 b. They are presented from making sound , whispering , murmuring or moving lips while reading.
 c. Pupils do not stop at punctuation marks. The movement of their eyes only stop a difficult places.

Aims of silent reading
 1. To enable students to read without making sounds and moving lips, so that they may not disturb others.
 2. To enable students to read with speed, ease and fluency.
 3. To make students read with comprehension
 4. To get students vocabulary expanded
 5. According to Ryburn, " The aims of silent reading are pleasure and profit to be able to read for interest and to get information.

Process
 Step 1. The teacher tells students what silent reading is and what are its aims.
 Step 2. He asks students to read silently a passage

Step 3. The teacher takes round of the class and checks whether pupils are whispering or murmuring. He also supervises the postures of students.
Step 4. Giving them a judicious time forsilent reading the teacher asks a few questions to test understanding. These questions should be simple and direct. Ryburn suggested, "He should test what the pupils have gained from what they have read by questions on the subject matter. Another good way of teaching is to get pupils to give the substance they have read.

Time for Beginning Silent Reading

Scholors are of the view that silent reading should be started as soon as possible. The time for it is

i. When pupils know fairly well the basic structures.
ii. When they can perceive and recognize words.
iii. When they can pronounce words.
iv. When they can understand the meaning of words.

Precautions:

1. Only those passage should be read which can be understood and appreciated by students. To begin with simple stories is more advantages.
2. The weak students should be paid more attention\
3. The paragraph for reading should not be long
4. The teacher should be particular about giving students a task of wide reading by gradually selecting fresh and unseen.
5. Necessary instructions must be asked after silent reading.
6. Comprehension questions must be asked after silent reading
7. The duration of silent reading should differ according to the nature of the matter and the standard of the class.

Advantages

➢ It saves time because it is quick
➢ It saves energy too
➢ It develops the ability to read with interest
➢ According to Mehta, "It acts as a deterrent against the tendency so common among beginners to translate what they read in English into their mother tongue.
➢ In later life, it has immense value because it is used in public places and higher classes
➢ It initiates self-education and deep study
➢ According to Ryburn, " it enables attention and energy to be concentrated on meaning and so saves a division of attention resulting in a greater assimilation of information.

Limitations:

I. It is not advantageous for the beginners'
II. It does not teach correct pronunciation

III. It cannot be checked if students are really reading

IV. The mistakes done by students during silent reading cannot be corrected

V. Silent reading is uninteresting

VI. Sometimes students cannot understand some parts of the passage, but they cannot take the help of teachers.

Inspite of these limitations, silent reading is found advantageous, Morrison rightly observes "Reading as an end in foreign language, may be confirmed to silent reading".

5.27 SILENT READING PRACTICE

Silent reading means reading sometimes without producing sounds audible to others. In this type of reading the learner of language reads everything quietly. He is not expected to move his lips even. This type of reading is usefull at the advanced levels of learning a language. The reasons are that at this stage the learner of language has to send a number of books. Sometimes the reader is busy in reading a novel. In such cases it will be worth-while to make use of silent reading. Only then the reader will be able to go through a lot of reading material.

Silent reading is not of any use if it is carried on at the lower stages of learning a language. But at the higher stages, it is highly recommended. A.W Frisby says, "while reading aloud has its uses, few pupils will have much need of it when they leave school. We must teach the skill of silent reading as soon as possible since it is useful to our pupils throughout their lives, "Handschin states; ' silent reading inculcates love for reading and is pleasurable and it gives the pupil a feeling of power and achievement.

Silent reading is both an end and a means in reading. It is a mean to achieve the following objectives:

1. Intellectual : The students are quickly able to get at the facts or thoughts contained in the subject matter.
2. Literary: The students are quickly able to get at the facts or thoughts contained in the subject matter.
3. Linguistic: it aims at the expansion of pupil's vocabulary.

W.S Tomkinson very beautifully explains loud reading by distinguishing between silent reading and loud reading when he quotes two sentences 1. Culture is reading, 2. To read well is a noble exercise. By the first is meant that they should have a technique both accurate enough to turn the print into correct sound and to tender its logical content and expressive enough to make audible the beauty or word and their emotional significance. By the second we mean reading nicely which is good and noble exercise.

Silent reading – the Greater Need of Learners

Silent reading is needed by all types of learners of language whereas reading aloud is useful at specific moments alone. In general study the students will almost never be called upon to read aloud. Moreover, reading aloud prevents from learning to understand the meaning of a sentence even when he may not know one word in the sentence. It prevents him doing this because he is forced to struggle with the word in order to read the sentence aloud. Reading aloud

can easily be done with no comprehension at all. Allowing the students to read silently encourage them to work for understanding rather than finishing the passage. In silent reading the students can more easily work at their own-material, pace to speed.

5.28 PRONOUNCING THE VOCUBULARY CORRECTLY

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect ("correct pronunciation"), or simply the way a particular individual speaks a word or language.

A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class, or their education.

Speaking in a foreign language is stressful. When you think you're misunderstood and have to repeat yourself, you become even more stressed. As your stress level rises, the quality of pronunciation tends to decrease. In order to give our students the confidence they need to face the real world, we need to teach practical ways to teach clear pronunciation. Here are a few teaching tips when working on pronunciation with your students.

5.29 WORK ON PRONUNCIATION EFFECTIVELY
1 Vowel Length

One of the biggest difficulties in clear pronunciation is vowel length. Short vowels aren't short enough and long vowels aren't long enough. Do contrasting exercises where long vowels are extra long (e.g. 'seeeeeat') and short vowels are very abrupt (e.g. 'sit'). This is especially great if you are doing short/long minimal pair exercises. It's important to exaggerate in the beginning so that students can hear the difference more clearly. Do competitions where students see who can hold the sound the longest. Over time, make the vowels shorter and shorter until they are the appropriate length.

Long vowels (& dipthongs)
The vowels in: beat, boat, boot, bait, bite
Short vowels: bet, bot, but , bat, bit

2 Mouth Positions

Studies have shown that explicit instruction in how to position the mouth while speaking greatly helps learners tackling difficult sounds. First, demonstrate with videos and exaggerate making the sounds yourself. Then pass out mirrors and have students observe their own mouth positions while forming the sounds. Here are some of the most important mouth positions for tricky English sounds:

Open mouth: bot, bought (note: for some English dialects, there is no distinction between these vowels)

Round mouth: boat, boot,
Neutral position: but, bit, bet
Corners of mouth pointed down (makes a frown): beat / bat
Tongue between teeth: threat; let

3 Practice Listening

You need to hear it before you can say it. Encourage students to get as much listening experience outside of the classroom as possible. Assign listening reports in order to check in and see what kinds of English students are listening to outside of class. Listening doesn't have to be boring; tell students to listen to popular music, TV shows, movies, anything in English will work!

4 Write Tongue Twisters

Everyone knows that tongue twisters are a great way to practice pronunciation, but instead of doing all the work, share the load with your students. Having students create their own tongue twisters helps them to not only practice their pronunciation, but be more aware of which sounds are in the words they know. They will have to really think about how to say words to know which ones to include in their tongue twister, and everyone will have a laugh sharing the crazy sentences that result.

5 Feedback

It's incredibly important that students get feedback early and often before they begin bad pronunciation habits that are difficult to adjust as later learners. As a teacher, it can be difficult to maintain a large classroom and give individualized pronunciation feedback to many students. A good way to manage a large classroom is to make notes while students are speaking, for example during role plays or individual presentations. Make note of specific words/sounds that students struggle with while speaking in front of the class, and after the class, focus on the most frequent pattern of errors for that particular student. Keep a note card for each student that you can make notes on and then give to the student. You can also have the students keep track of errors on their note card; for example, if you correct them during class, they can make a note of the mispronounced word on their card so they can remember to practice later.

6 Put the Stress on Stress

Often times, our students are misunderstood when speaking not because of the individual sounds, but because of inappropriate stress. Think about the word "A-luh-BAM-uh." Now, try saying it with inappropriately placed reduced syllables "AL-uh-buhm-uh." The word is

essentially unrecognizable. Do stress marking activities where you can give students a list of words they already know and have them identify stressed and unstressed syllables until they understand the idea of stress. Practice knocking on the desks for each syllable; knocking extra loudly on the stress syllables and very gently for unstressed.

7 Practice Word Stress with Vocabulary

English has incredibly erratic word stress patterns which are rather difficult to learn due to all of the exceptions to the rules. The best way to learn word stress is to practice as you introduce new vocabulary words. As students study their new vocabulary, tell them which syllable to place the stress mark on so they can practice accurate pronunciation while learning the word.

5.30 METHODS OF TEACHING READING TO BEGINNERS

There are five main methods of teaching reading:

- Alphabet method.
- Phonetic method.
- Word method.
- Phrase method.
- Sentence method.

    1. Alphabet Method.

This method is also known as 'A B C Method' and 'Spelling Method'. It is used in West as well as in East. It was invented by the Greeks and Romans and was used till the end of middle ages. Many teachers still use this method to teach reading.

    The procedure, in short, is like this:

    Letters—words—phrases—sentences.

Advantage:

The advantage of this method is rightly observed by Shanti Sarup, "It gives the child ample opportunity for seeing words correctly written and thereby enables him to build up the essential visual image of words without which correct spelling is impossible."

Limitations:

(i)   This method is difficult and long.
(ii)   It is not pleasant.

(iii) English alphabet is not complete, because it does not represent all the 45 sounds. It means, the sounds of the names of the letters do not always indicate the pronunciation of words, e.g., 'b' is not pronounced as 'bee' in 'bat'.

(iv) It does not expand the eye-span, Prof. Welton remarks, "The alphabetic method insists upon a child attending separately to a dog's head, body, legs, tail etc. before allowing it to apprehend and name the animal as a whole."

(v) It promotes cramming.

(vi) It neglects perceptual and conceptual learning.

2. The Phonetic Method

This method is used during the teacher training programmes or courses. In this method, we each the teacher-trainees different phonetic symbols representing various sounds relating to vowels, consonants, diphthongs, semi-vowels, nasals, fricatives etc. If the students learn the phonetic symbols of all the 44 sounds in the English language, they can read the material more meaningfully distinguishing one sound from the other. This method also helps them acquire faster reading.

3. Word Method.

This method is also known as 'look and say Method', 'Global Method' and 'See and say Method. This method is based on following assumptions:

(a) A word has its own characteristic form. It helps the eyes in recognizing it.

(b) The smallest language unit which has a meaning, is word.

(c) The basic units of thought are words.

In word method, the basic unit of teaching reading is word.

Advantages:

(i) It employs direct method. Therefore, it has all the merits of direct method.

(ii) Facilitates oral work.

(iii) Proceeds from simple to complex.

(iv) Proceeds from concrete to abstract and

(v) Proceeds from known to unknown principles.

4. Phrase Method.

This method is a mid-way between word method and sentence method and a bit advanced than word method. Prof.Palmer is the main supporter of this method. It is based on the following assumptions:

(a) Phrases are more interesting than words.

(b) Phrases convey meaning.

(c) At each fixation of eye, a reader recognizes not a word, but a group of words.

(d) Phrases are more suitable units of teaching.

Advantages:

(i)   This method helps in extending eye-span.

(ii)   Since group of words or phrases are recognized at each fixation of eyes, rapid growth in reading has been found.

(iii)   Phrases can be presented with more interesting material aids.

Limitations:

(i)   It has all the limitations of the word method.

(ii)   It is an uneconomical method of mastering words.

(iii)   It places emphasis on meaning rather than on reading.

5. Sentence method.

This method is just opposite to Alphabetic Method. The unit of teaching in this method is sentence. One of the staunch believers of this method is W.M. Ryburn. It is based on the following assumptions:

(a) The true unit of thought is a sentence not a word.

(b) A sentence is also a unit of speech.

(c) A sentence conveys a complete meaning.

(d) A sentence has a distinctive total sound.

Procedure:

The procedure of this method is mainly like this:

Sentence → Phrases → Words → Letters.

Advantages:

(i)   It is a natural as well as a psychological method. This is because sentence is the unit of speech.

(ii)   It facilitates speaking.

(iii)   According to Anderson and Dearborn, "it presents word by word meaning."

(iv)   It supports Gestalt psychology because it starts from whole.

6. SYLLABIC METHOD

"The two albums for the syllabic-phonemic reading that we propose to the attention of parents and teachers have the goal to lead the child to learn the method of reading quickly and easily by using as basic elements not the consonants but the syllabus to be linked with some words that have the same sound.

5.31 READING FOR PERCEPTION AND COMPREHENSION

The important thing to remember is that the reading comprehension passage and the associated activities should promote skills in reading for understanding. The following are some important characteristics of 'understanding' and their implications for teaching reading comprehension.

1. All teacher bring something with them to a text in terms of a general stock of knowledge. Knowledge of the world does not only cover knowledge of a particular topic, it may include knowledge of a particular topic, it may also include knowledge of particular culture or a way of life

Teaching Implications: Before reading the reading passage itself, one can draw on the learners previous knowledge of the subject matter, their experience of life in general.(This is the purpose of warm up/pre-reading activities)

2. One can understand something better if one puzzler out things for oneself. Advice and guidance are valuable. But true learning involves a large element of personal discovery, struggle and achievement. The outcome is that one is more confident and better equipped for further and more challenging tasks of understanding. The same is true of reading comprehension.

Teaching Implications: make students work out things for themselves. Don't spoonfeed them by explaining the passage to them, but devise exercise so that can work them out on their own.

3. Understanding something will be deeper and will last longer if one does something with the information one has just acquired, e.g. one will understand a recipe better if one has a actually cooked the dish concerned. This is equally true of reading.

Teaching implications: There should be exercise and activities to get the learners to use this new found knowledge and ideas.

4. In trying to understand, for example, directions on how to get to someone's house, you need to concentrate exclusively on what the directions are. Similarly, in reading, one needs to concentrate on reading for understanding and not get sidetracked into other aspects of the passage.

Teaching implications: While teaching comprehension, don't focus on teaching pronunciation or grammar.

5. Understanding anything is not an 'all or nothing' process, similarly, reading for understanding is not an 'all or nothing process' either.

Teaching implications: Don't aim at 'total comprehension' of every single word, sentence and item of the content of a passage.

6. The ability to understand anything or anybody is made up of a variety of components. Sub-skills are anticipating what will come next, distinguishing main elements from the details and bringing together information from various sources. Reading, too, is composed of such sub-skills.

Teaching implications: instead of aiming at 'total comprehension' of a particular reading passage, use that passage as a vehicle for teaching the reading skills that the learner needs for reading other passages.

5.32 CHARACTERISTICS OF READING

Some people think of the act of reading as a straightforward task that's easy to master. In reality, it's a complex process that draws on many different skills. Together, these skills lead to the ultimate goal of reading: reading comprehension, or understanding what's been read.

Reading comprehension is a challenge for some kids with learning and attention issues. That's especially true of kids with dyslexia. Knowing the skills involved, and which ones your child struggles with, can help you get the right support.

Here are six essential skills needed for *reading comprehension*, and what might help struggling readers improve this skill.

1. Decoding

Decoding is a vital step in the reading process. Kids use this skill to sound out words they've heard before but haven't seen written out. The ability to do that is the foundation for other reading skills.

Decoding relies on an early language skill called phonemic awareness. (This skill is part of an even broader skill called *phonological awareness*.) Phonemic awareness enables kids to hear individual sounds in words (known as *phonemes*). It also allows them to "play" with sounds at the word and syllable level.

Decoding also relies on the ability to connect the individual sounds to letters. For instance, to read the word *sun*, kids must know that the letter *s* makes the /s/ sound. Grasping the connection between a letter (or group of letters) and the sounds they typically make is an important step toward "sounding out" words.

What can help: Most kids pick up the broad skill of phonological awareness naturally, by being exposed to books, songs and rhymes. But some don't. In fact, one of the early signs of reading issues is trouble with rhyming, counting syllables or identifying the first sound in a word.

The best way to help kids with these skills is through specific instruction and practice. Kids must be taught how to identify and work with sounds. Parents can also build phonological awareness at home through activities like word games and reading to their child.

2. Fluency

To read fluently, kids need to instantly recognize words, including ones they can't sound out. Fluency speeds up the rate at which they can read and understand text. It's also important when kids encounter irregular words, like *of* and *the*, which can't be sounded out.

Sounding out or decoding every word can take a lot of effort. *Word recognition* is the ability to recognize whole words instantly by sight, without sounding them out.

When kids can read quickly and without making too many errors, they are "fluent" readers.

Fluent readers read smoothly at a good pace. They group words together to help with meaning, and they use the proper tone in their voice when reading aloud. Reading fluency is essential for good reading comprehension.

What can help: Word recognition can be a big obstacle for kids with dyslexia. Average readers need to see a word four to 14 times before it becomes a "sight word" they automatically recognize. Students with dyslexia may need to see it up to 40 times.

As with other reading skills, kids need lots of specific instruction and practice to improve word recognition.

Lots of kids struggle with reading fluency. The main way to help build this skill is through practice reading books. It's important to pick out books that are at the right level of difficulty for kids.

3. Vocabulary

To understand what you're reading, you need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Students can learn vocabulary through instruction. But they typically learn the meaning of words through everyday experience and also by reading.

What can help: The more words kids are exposed to, the greater their vocabulary becomes. You can help build your child's vocabulary by having frequent conversations on a variety of topics. Try to include new words and ideas. Telling jokes and playing word games is a fun way to build this skill.

Reading together every day also helps improve vocabulary. When reading aloud, stop at new words and define them. But also encourage your child to read alone. Even without hearing a definition of a new word, your child can use context to help figure it out.

Teachers can help in a number of ways. They can carefully choose interesting words to teach and then give explicit instruction (instruction that is specialized and direct). They can engage

students in conversation. And they can make learning vocabulary fun by playing word games in class.

For more ideas, watch as an expert explains how to help struggling readers build their vocabulary.

4. Sentence Construction and Cohesion

Understanding how sentences are built might seem like a writing skill. So might connecting ideas within and between sentences, which is called *cohesion*. But these skills are important for reading comprehension as well.

Knowing how ideas link up at the sentence level helps kids get meaning from passages and entire texts. It also leads to something called *coherence*, or the ability to connect ideas to other ideas in an overall piece of writing.

What can help: Explicit instruction can teach kids the basics of sentence construction. Teachers can also work with students on connecting two or more thoughts, through both writing and reading.

5. Reasoning and Background Knowledge

Most readers relate what they've read to what they know. So it's important for kids to have background or prior knowledge about the world when they read. They also need to be able to "read between the lines" and extract meaning even when it's not literally spelled out.

Take this example. A child is reading a story about a poor family in the 1930s. Having knowledge about the Great Depression can provide insight into what's happening in the story. The child can use that background knowledge to make inferences and draw conclusions.

What can help: Your child can build knowledge through reading, conversations, movies and TV shows, and art. Life experience and hands-on activities also build knowledge.

Expose your child to as much as possible, and talk about what you've learned from experiences you've had together and separately. Help your child make connections between new knowledge and existing knowledge. And ask open-ended questions that require thinking and explanations.

You can also read a teacher tip on using animated videos to help your child make inferences.

6. Working Memory and Attention

These two skills are both part of a group of abilities known as executive function. They're different but closely related.

When kids read, attention allows them to take in information from the text. Working memory allows them to hold on to that information and use it to gain meaning and build knowledge from what they're reading. Working memory and attention are part of executive function.

The ability to self-monitor while reading is also tied to that. Kids need to be able to recognize when they don't understand something. Then they need to stop, go back and re-read to clear up any confusion they may have.

What can help: There are many ways you can help improve your child's working memory. Skillbuilders don't have to feel like work, either. There are a number of games and everyday activities that can build working memory without your child even knowing it!

To help increase your child's attention, look for reading material that's interesting or motivating. Encourage your child to stop and re-read when something isn't clear. And demonstrate how you "think aloud" when you read to make sure what you're reading makes sense.

5.33 STRATEGIES TO DEVELOPE READING

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include

- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content

- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

Instructors can help students learn when and how to use reading strategies in several ways.

- By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
- By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.
- By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

5.34 VOCABULARY GAMES

This basic aim of vocabulary games is to increase the students repertoire of words perhaps by extending his/her vocabulary of perhaps by giving him her practice in using what (s)/he already know. Some examples of vocabulary games which can be easily arranged in classroom are given below:

Word Chains: A word is written on the board. The next word has to begin witto4 letter of the preceding word.

Class_____   Soldier_____   Rucksack_____   kangaroo.etc.

Associated Words: words related to a particular situation are listed down.

Garden   _____gardener   _____plants

_____seedlings_____etc.

Semantic Mapping: This game is simple to implement and can be adapted to meet a variety of objectives. You can use the following procedure:

1. Choose a word or a topic.

2. Write the word on chalkboard / chart paper.

3. Ask students what kind of information they would like to include.

4. Encourage students to think of and write as many related words as Possible

5. Write the words under appropriate heading.

6. Have a class discussion, using the map as a guide.

The following semantic map for telephones has been taken form Hayes (1991) Effective strategies for Teaching Reading.

parts	things it does
Cord	Rings
Wires	Gives Busy signals
Dial	Record Messages
Mouthpiece Telephones	Dials automatically
Receiver	Redials last number
Push buttons	
Answering machines	

Kids	Uses	Workers
Payphone	Talk to others	Telephone Operator
Cordless	listen to other	Secretary
Car Phone	Get phone numbers	Installer
Dial (Rotary)	Long distance calls	Repair man
Push Bottom Cellular		

The simple and Compound Game: Choose base word. Ask student produce as many words as they can which contain the base word. E.g. if the word chosen is self, then the words selfless, yourself, self-made, self pity and many more.

In word finder the students are given a word and they have to make as many as they can from the letters in it. how many words do you think you can ake from the word grandmother? You can also allow your students to use their dictionaries to check possible answer.

Circle Games can be played in circles of 3 to 7 students. Students A says a letter - ,player B thinks of a word beginning with 'A's letter and says its second letter. C tries guessing the word and gives a third letter. The player/ student who in saying a letter completes a word loses and

drops out. If player on his/her turn thinks that the combination offered so far, cannot make a word (s)/he may challenge the previous player. If there is no such word, that student has to drop out, otherwise the challenger is penalized.

A:d	A:c (*word in mind)
B: 0(*-dog)	B:h(-Change
C: 1(-dole)	C:r(-Christ)
D: 1 (-dollar)	D: o(-Chromium)
E:That;s a word	That's not possible: What's your word?
D: loses a life	D: CHROMIMUM
	E: Loses a life

These are a few examples. There are many more games that you can choose from depending on the level that you teach.

5.35 DEVELOPING READING SKILLS

Reading involves a variety of skills. The main ones drawn from John Mumbry's, Communicative Syllabus Design are listed below :

- ➢ Recognizing the script of a language

- ➢ Deducing the meaning and use of unfamiliar words

- ➢ Understanding explicitly stated information

- ➢ Understanding information when not explicitly stated

- ➢ Understanding conceptual meaning

- ➢ Understanding the communicative value of (function) sentences and utter nesses.

- ➢ Understanding relations within sentence.

- ➢ Understanding relation between parts of a text through grammatical cohesive device.

- ➢ Interpreting text by going outside it.

- ➢ Recognizing indicators in discourse.

- ➢ Identifying the main points or important information in a piece of discourse.

- Distinguishing the main idea from supporting details.

- Extracting salient points to summarize (the text, an idea etc.)

- Selective extraction of relevant points from a text.

- Basic reference skills.

- Skimming

- Scanning to locate specifically required information

- Transcoding information to diagrammatic display.

In the given list, one can discover a hierarchy of the skills that indicate the fact that the reading process ranges from recognizing the script of a language at one end of the scale to activities like selective extraction of relevant points from a text or transcoding information. These skills provide the guidelines for organizing classroom activities.

5.35 STUDY SKILLS INCLUDING USING THESAURUSES , DICTIONARY, ENCYCLOPEDIA

THESAURUS

A thesaurus is a reference work that lists the synonyms and sometimes antonyms of words. Synonyms are words with similar meanings, and antonyms are words with opposite meanings. The word 'thesaurus' comes from Greek, and it means 'treasure,' so we can think of a thesaurus as a treasury of words that can help us better understand the meanings of those words and use them more effectively and efficiently in our writing.

DICTIONARY

It is an important tool in the teaching and learning of vocabulary. Teacher should encourage students to search words in dictionaries. Therefore, the habit of its use should be inculcated right from the beginning. Gonzalez (1999) found that dictionary work was laborious but necessary, and students need to be taught practical use of the dictionary. Exploring dictionary entries can be one important and effective component of understanding a word deeply. The entries can also help students determine the precise meaning of a word Allen (1983:82) perceives, „Dictionaries are passport to independence and see them as one of the student - centered learning activities".

Nevertheless it is obvious that the dictionary can be an extremely useful learning resource, especially as it makes the learner more independent of the teacher. There is hardly any aspect of vocabulary work that the dictionary is not relevant to.

The exercises which follow are related to teaching students the proper use of the dictionary. Bilingual dictionaries are fairly straight forward to use, but there is a lot to be said for

the use of monolingual dictionaries, from the point of view of encouraging students to think in the target language. There is now a choice of good monolingual dictionaries available at various levels of difficulty and specially written for the foreign learner.

The simplest exercises relate to checking on the tricky endings of some English words, such as those ending in -able/-ible, -ant/-ent, etc. One possibility is to give the students a list of such words, some wrongly spelled and some correctly spelled. One might feel uneasy, however, about giving wrong examples in this area, where the learner is so prone to confusion anyway. A better alternative is to use a dictation exercise, where the target word is read out to the class in a brief context: „A person who goes to another country in order to settle there is called an immigrant. Spell immigrant. 'After doing perhaps ten such words, students can then use their dictionaries to check their spelling of the target words.

Students should also be aware that dictionaries can help them with spelling problems. This can be a trickier procedure than checking pronunciation because if one is using a monolingual dictionary, it means that one has to be familiar with the various sound-symbol possibilities in English.

An English teacher should instruct a student to bring a handy dictionary and thesaurus every day. By using dictionary, every student can see the meaning and pronunciation. By using thesaurus, they come to know synonym, antonym and similar words. If they are able to write sentences with the new words, they can memorize them so easily. Bilingual dictionaries are more helpful in the beginning of vocabulary enhancement. Step by step, the students start to use English to English dictionaries. Visual dictionaries will make the learning process more effective.

USE OF DICTIONARY

The most basic skill in using a dictionary is to find the word or expression one is looking up. A standard exercise for beginners is arranging words which are out of alphabetical order. Another useful exercise is finding derived forms under another headword, e.g. pliancy may be found under pliant, or idioms under headword, e.g. in the nick of time may be listed under nick.

Another basic use of the dictionary is to find out pronunciation. Most good dictionaries now use the International Phonetic Alphabet (IPA), or a variant of it, to indicate pronunciation. Students should familiarize themselves with it at some stage in their studies. A possible pair-work exercise is where students copy down phonetic equivalent of some words from the dictionary, which they exchange with their neighbours and then try to reconstruct the normal written forms of the words. Another pronunciation exercise is to give students lists of words where the English sound system can be confusing, e.g. words ending in-ough, such as cough or tough.

Example

The letters th in English usually have two pronunciations that is either /∂/or /∂/ . Using your dictionary where necessary, put these words into two columns according to whether they have the sound :/∂/ or /∂/

bath   theft

bathe   through

then   gather

theory   mathematics

Students should realize that the dictionary can also give them useful grammatical information, sometimes in a more accessible form than a standard reference grammar. They can therefore be given exercises which show them what kind of grammatical information they are likely to find in a dictionary: past tense, past participle and present participle forms; irregular plurals and comparatives or superlatives; and so on.

Examples: (1) Check up the following past tense forms in your dictionary and note which verbs they came from: bought, brought, understood, caught, lay.

Use your dictionary to find out the present participle (or -ing form) of the following verbs: travel, hop, brag, mail, exceed rob.

The most important use of the dictionary is to find out the meaning of words, and here the problem is that the learner has to choose the meaning appropriate to a given context when several meanings are defined. The most obvious exercise in this area is also the most useful and valid one. This is simply to take a passage and, after discussing its general sense, to give the students a list of words from it, the meanings of which have to be found from the dictionary. Students have to write out the correct appropriate definition or (if that is too time-consuming) simply to note the number of the appropriate definition. Answers can then be compared, either in group or class work.

The best dictionaries (although this is still probably more true of monolingual than bilingual dictionaries) contain „encyclopedic" information which can be a very useful teaching aid. Thus some dictionaries have useful picture displays of musical instruments, parts of the human body, kinds of animals, stages in the life of an insect, themes (such as camping) and so on, which can be very useful for vocabulary and/or composition work. This is especially true of the picture dictionaries for beginners. 10 These useful dictionaries may take the form of illustrated scenes, usually colour, covering such topics as „the human body" or „the kitchen. The items illustrated are related to word-lists below the pictures word-index at the back may give the pronunciation, and show where the word is illustrated.

Incorrect use of a dictionary

Some students are not aware of the most efficient way to use a dictionary. Others go to the other extreme and are over-conscious of the importance of checking individual words. Whenever they come across a new word in a passage, they will immediately stop and not proceed until they have checked it up in a dictionary. This can kill all interest and even interfere with comprehension because the reader is so concerned with the individual words that he is less aware of the context which gives them meaning. It also results in very slow and inefficient reading. Some learners, even in conversation, will stop to check up their bilingual dictionary for the word they need, instead of perhaps finding another way to express it or enlisting the help of the native speaker they may be talking to.

ENCYCLOPEDIA

An encyclopedia is a comprehensive reference work containing article on a wide range of subject or a numerous aspect of a particular field usually arranged alphabetically. An encyclopedia is a type of reference work holding a comprehensive summary of information from either all branches of knowledge or particular branch of knowledge. Encyclopedias are divided into articles, which are usually accessed alphabetically by article name. Its entries are longer and more detailed than those in most dictionaries, which focus on linguistic information about words, it also focus on factual information concerning the subject for which the article is named.

The purpose of an encyclopedia is to collect knowledge disseminated around the globe; to set forth its general system to the students with whom we live, and transmit it to those who will come after us, so that the work of preceding centuries will not become useless to the centuries to come; and so that our offspring, becoming better instructed, at the same time become more virtuous and happy.

Encyclopedia is important in teaching most of the language skills to the students. Including dictionary skill other skills which student will develop are:

- ✓ reading skills directly using and adapting materials of the encyclopedia of a different language level;

- ✓ listening comprehension skills on the basis of authentic sound texts of the encyclopedia adapted by the teacher to the learning process;

- ✓ improve writing skills, answering to partners" questions, participating in preparation of reports, compositions, other joint activity of partners;

- ✓ enlarge the vocabulary, both active and passive, of the current foreign language that reflects a certain stage of development of culture of people, social and a political system of a society;

- ✓ get acquainted with culture that includes speech etiquette, features of speech behavior of various people, traditions of the country;

✓ Form steady motivation to English as Second Language learning.

WRITING SKILL

5.36 MECHANICS OF WRITING

Knowing how to write letters with right shape and size.
- o Knowing how to give proper spacing between letters, words and lines.
- o Knowing where to use the capitals letters and punctuation marks correctly.
- o Knowing how to coordinate the muscles of the wrist with those of fingers in writing.

Once the pupils are aware of the mechanism of writing, they will be able to write correctly and legibly at a reasonable speed.

5.37 SUB-SKILLS IN WRITING

The language skills of speaking, listening, writing and reading are often divided into sub-skills, which are specific behaviors that language users do in order to be effective in each of the skills. Writing aims at clear and effective communication. In order to achieve this aim, a number of sub-skills in writing are to be developed among the students.

The following are some of the sub-skills in writing.
- ➢ Visual perception- Spelling and Spacing
- ➢ Syntax – Word order, Sentence structure
- ➢ Organization – Selecting the topic, sub-topic etc., and organizing and their agreement.
- ➢ Content or subject matter – Originality, relevance and clarity
- ➢ Purpose- Justification and reasons for writing.

The above sub-skills are to be developed among the pupils right from the beginning in order to lay a firm foundation in developing the writing skill.

Visual Perception

Copying or transcription is the first exercise in writing. It helps students in learning spellings, sentence patterns and also acquiring a good handwriting. Students should be asked to note 'b' and'd' o and q in print and also m and w, n and u which used to confuse the students. Letters may be practiced in pairs. X and V, V and W, V and Y, i and j etc. together.

Capital letters of the similar type like E and F, H, I, L, T, C, G, o, Q may be taken up side by side.

Syntax

Syntax is called as sentence structure. The teacher should write down a few sentences on the blackboard and ask the students to substitute the words and thus produce some more sentences of the same structure and pattern. Students may be given a lot of practice in these types of sentences. Practice, orally, would help them in the long run. When they learn this, they can write any type of short story or can attempt a picture composition. The teacher should provide help by correcting their mistakes and order of sentences, if it is noticed that these are not in a proper sequence. Students would thus learn more.

Organization

Organization of thoughts is quite necessary in writing. In speaking we can get sufficient feedback from the hearer to repeat or rephrase a sentence, if necessary to make the message clear. In writing these advantages are not available. In order to compensate for them we have to use punctuation marks, paragraphing, use of capital letters or bold letters, underlining, italicizing, use of various types of sentence connectors, e.g. therefore, however, in other words, in short, to being with, finally etc., use of paragraph headings etc. So the students should be taught all the conventions besides acquiring the ability to write the letters of the alphabet and spell the words.

A person should follow an organized way of writing such as:

a) Write the letters of the alphabet at a reasonable speed.
b) Spell the words correctly.
c) Recall appropriate words and put them in sentences:
d) Use appropriate punctuation marks,
e) Link sentences with appropriate sentence connectors and sequence signals (e.g., pronouns, definite article, etc.)
f) Use the form of words which is appropriate for the subject matter.

Grammar

While writing the sentences the pupils should be aware of correct usage of grammar. After the teaching work of grammar is over the students should be given exercises in writing grammatical sentences.

Up to the upper primary level the basic grammar aspects of punctuation marks are also taught. They include the full stop, the comma, the question mark and the inverted commas. Only the English teacher should take all precautions to include them in his black board writing without fail. Even the substitution tables he uses, must have columns for the marks of punctuation.

This That	is	a	Table Cat Door window	.

Similarly in the secondary classes' sentence structures should be exposed. Exercises concerned with 'sentence patterns', 'change of voice' and 'change of degree' can be taught in the form of substitution table. By dividing into groups' he students can be given exercises on the following topics.

1. Change the voice.
2. Change the form of narration.
3. Convert into negative sentences.
4. Form interrogative sentences.
5. Reading exercises.
6. Translation exercises.
7. Fill in the blanks etc.

Content purpose

Writing for the purpose of subject matter is referred as 'content purpose'. In that sense Dictation exercise can be given to the students for content purpose. After the students have learnt a few sentence structures, a number of words, their pronunciation or sound patterns and have also mastered the spellings of a number of words, this exercise can be taken up. Transformation exercises are to be started before dictation. After the students acquire the confidence of writing, the teacher may take up a dictation exercise.

Relevance

While writing tests or essays or any other item it should have relevance. In the tests, if the students write the answers which are not at all connected with the questions they will lose their marks. Similarly, in essay writing the topic may be about "Computer". If the students write about "Television" however good they are in language style and expression the essay will be meaningless. Relevance to the asked questions and given topics is very important in writing. Logical way of thinking is quite essential in the art of writing.

Even if the writer presents his ideas in simple English it will be appreciated. But lack of coherence and irrelevant wording will make the writing senseless. Relevance is something which has connection with the topic we write about. Starting to write about a particular matter in one sentence will be irrelevant. Relevance plays a vital role in writing. There is no doubt about it.

The following measures will help the pupils in acquiring good handwriting:

(i)   Use of four-lined note-books.
(ii)   Sitting in a proper posture.
(iii)   Having the proper position of desks
(iv)   Using calligraphy note-books.
(v)   Arranging competitions.
(vi)   Showing model handwriting.
(vii)   Checking mistakes.

(viii)   Holding the pen properly.
(ix)   Using black-board for difficult words.
(x)   Motivating pupils to find their own mistakes.

5.38 WRITING SKILLS

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity. Writing is also an art form and therefore subject to personal taste.

Mechanical skills

Many students with learning problems are frustrated in their attempts at written expression because of difficulty with the mechanical skills of writing. Problems with spelling, punctuation, and handwriting may draw attention away from the writer's focus on ideas. A teacher, therefore, needs effective ways of assisting students in overcoming the mechanical skills to write.

Grammatical skills

Comprehension at the sentence level depends upon having good grammatical skills. Grammar is a system of rules that specifies the order in which words can be used in sentences (syntax), and how word order is used to convey meaning. Formally, grammar is made up of morphology as well as syntax. Morphology refers to the basic structure of words and the units of meaning (or morphemes) from which they are formed.

For example, the word 'boy' is a single morpheme but the compound word 'cowboy' can be thought of as containing two morphemes, 'cow' and 'boy'. There is therefore an intimate relationship between grammar and meaning and, therefore, comprehension.

Although sentences can be both grammatical and semantically unlikely, for example 'The fish walked to the bus', we will not be concerned with such unusual examples here. More usually, the grammatical structure of a sentence is closely related to its meaning so that different grammatical forms generally take particular semantic roles in the sentence.

 Nouns usually refer to agents or objects whereas verbs refer to actions or feelings. In a similar vein, prepositions signify location while adjectives and adverbs are used to describe nouns and verbs respectively.

Judgment skills

Judgment is the skill that is part of Ability to execute group of basic skills. Judgment is the ability to conclude based on facts, in order to make further steps. Judgment is important for managerial and executive positions within all functions. The key behavioral indicators are

- Gathers all relevant information before judgments are made
- Unbiased in forming judgments
- Considers geographical or cultural differences in considering situations
- Maintains high levels of integrity in making judgments
- Forms judgments on facts and objective data, not opinions

Discourse skills

"Discourse is the way in which language is used socially to convey broad historical meanings. It is language identified by the social conditions of its use, by who is using it and under what conditions. Language can never be 'neutral' because it bridges our personal and social worlds."

5.39 CHARACTERISTICS OF GOOD HANDWRITING

The teacher is supposed to get their students to learn the different characteristics of good handwriting and try to improve their handwriting.

The following are some of the important characteristics of good handwriting.

i) **Distinctiveness**

Each letter in the English alphabet has a characteristic form of its own and and hence it should stand distinctively from its neighboring letters. It should not resemble any other letter in shape or form.

ii) **Legibility**

Legible handwriting is like an ornament to the document. In the words of Bell, "Illegible handwriting in a young man or a woman is a sign of an untidy and careless mind". Gandhi has said, "Bad handwriting is a symbol of imperfect education." In order to bring about legibility in the handwriting of the pupils, the teacher should pay special attention to the five aspects of cursive writing – letter shape, spacing, alignment, regularity of slant and quality of stroke.

iii) **Simplicity**

The writing of the students should be simple and neat. Simplicity implies that there should not be any unnecessary ornamentation or extra flourishing of the letters.

iv) **Uniformity**

The letters in each line should be uniform in size. There should be a consistent proportion between the height and breadth of these letters.

v) **Spacing**

There should be proper spacing between the letters in a word, the words in a line and the lines in a paragraph. We should leave proper space between one word and the other, after a comma and after a full stop.

vi) **Capitalization and punctuation**

Capital letters should be used where necessary. Similarly, punctuation marks should be used, without fail.

vii) **Speed**

The student may be encouraged to write legibly and correctly at reasonable speed

5.40 DIFFERENT TYPES OF WRITING

We can use controlled, guided, free and collaborative writing techniques in the class room. In a controlled writing task both the content and the expression are provided. A student is therefore neither at a loss for ideas or for the words he/she needs to use. Other examples of controlled writing will be filling in blanks of a small passage (e.g. a letter or paragraph) where only one answer is possible. Another example of a guided writing task can be given be beginning and ending of story. Ask your students to write the middle.

In free writing students are presented with a topic and are then free to write as they please. No one denies that the ability to write freely and independently is the goal of writing lessons. With a little time planning and management teachers can use collaborative writing techniques for collection of ideas, organizing them, development of first draft, editing or first final draft, revising and finalizing the draft. Such group activities would definitely help students to write effectively and accurately.

FORM FILLINF FORMS – APPLICATION

On several occasions we need to fill in forms for different purposes e.g., application forms, forms for reservation on train, money order forms, cheques, etc. Many people feel intimidated by forms and always require someone else's help to fill them in. Most often our forms are rejected if they are not filled in properly. This can be regarded as one of the most basic writing skills – where vocabulary is involved and accuracy is important.

You may wonder if children at school need this skill. Yes, they do. And if we train them right from standard I, they will acquire a lot of confidence. We shall now look at some very simple tasks requiring this skill.

Task 1. Here's label you want to fix on your science notebook. Fill it in.

Name:

Class:

School:

Subject:

Now look at the label of a girl in RM.V. Primary School:

Name: Suguna

Class: IV B

School: RM.V. Primary School

Subject: Science

Suguna is a small girl. Her father's name is Sundar. She studies class IV B in RM.V. Primary School. Science is one of her subjects.

Now, look at the table on your neighbour's note book and write four sentences about him.

Task 2:

Rakesh sinha is 12 years old. He was born on 10th May 1983. His father Ramesh Sinha is a doctor. They live at No.10, Megharaj Sethi Marg, Bombay. Rakesh studies in Adarsh Vidyashram. He plays Cricket and chess. His hobbies include painting and stamp collection. Rakesh wants to join the local children's club. Could you help him to fill in the application form below?

The Andheri Children's club

1. Name   :

2. Age   :

3. Date of Birth   :

4. Father's name :

5. Father's Occupation   :

6. Address   :

7. Name of school   :

8. Sports   :

9. Hobbies   :

Task3: John smith received the following telegram on his birthday wirte three sentences about it.

To

JOHNSMITH

7,Kasturba Marg,

New Delhi 110028

Message   :   HAPPY BIRTHDAY
Sender   :   Ahemd khan

20,Jawaharlal Nehru Road,
Madras 600 017.

5.41 STAGES OF WRITING PROCESS

Writers have their own writing process as per their preference and they follow those steps naturally. Whenever they get stuck with some tough topics, they follow the steps which are familiar to all to stimulate their ideas in a right manner. It starts with prewriting and ends with publishing. However, 5 basic stages of the writing process are prewriting, drafting, revising, editing and publishing. Each stage is precisely discussed here to represent a clear perception about the entire process of writing.

Prewriting: Prewriting is important as it is the first stage, where a writer choose the topic and narrow down the points as well as he determines the purpose of his writing. Additionally, the writer should consider his audience whom he needs to address. Find your idea and then try to develop your idea and accumulate pertinent information that support your idea. The next step is to plan and structure your idea.

Drafting: Drafting is nothing but putting your points and ideas on paper and arrange these points in a readable manner. Writers usually research about their topics at the prewriting stage and then they accumulate the entire information at this stage. First, the writers do a rough draft and then they try to arrange their points in a best possible way and gradually prepares a final draft.

Revising: Revising is another imperative stage, where a draft is scrutinized thoroughly and points incorporated in the draft are rearranged. At this stage, new points are added and some points are replaced and removed as per the requirements. However, revision is indispensable to make the outlook of the writing catchy and cogent.

Editing: Fine the tone of the writing and check each line thoroughly. Check spelling, grammar, punctuation, sentence structure, document format and other things. Check the entire content as mistakes should not leave behind. However, editing is the stage where writers can modify their lines as well as theme. It is always better to give your writing to someone for editing.

Publishing: Publishing is the last stage where writers submit their work to the publisher. Make sure your written document should be completed before giving to the publisher. However, each writer's goal is to publish his work and reach to the readers.

FORMAL AND INFORMAL WRITING

Formal English: We use it when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal English: We use it with friends, children, and relatives.

5.42 POEM

Writing a poem is about observing the world within or around you. A poem can be about anything, from love to loss to the rusty gate at the old farm. Writing poetry can seem daunting, especially if you do not feel you are naturally creative or bursting with poetic ideas. With the right inspiration and approach, you can write a poem that you can be proud to share with others in class or with your friends.

STARTING THE POEM

Read examples of poetry. To get a better sense of what other poets are writing, you may look through examples of poetry. You may read poems written in the same poetic form you are interested in or poems about themes or ideas that you find inspiring. You may also choose poems that are well known and considered "classics" to get a better sense of the genre. For example, you may read:

- "Kubla Khan" by Samuel Taylor Coleridge[4]
- "Song of Myself" by Walt Whitman[5]
- "I measure every Grief I meet" by Emily Dickinson[6]
- "Sonnet 18" by William Shakespeare[7]
- "One Art" by Elizabeth Bishop[8]
- "Night Funeral in Harlem" by Langston Hughes[9]
- "The Red Wheelbarrow" by William Carlos Williams [10]

Writing the Poem

Write for the ear. Poetry is made to be read out loud and you should write your poem with a focus on how it sounds on the page. Writing for the ear will allow you to play with the structure of your poem and your word choice.

Notice how each line of your poem flows into one another and how placing one word next to another creates a certain sound

- For example, you may notice how the word "glow" sounds compared to the word "glitter." "Glow" has an "ow" sound, which conjures an image of warmth and softness to the listener. The word "glitter" is two syllables and has a more pronounced "tt" sound. This word creates a sharper, more rhythmic sound for the listener.

Avoid cliche. Your poetry will be much stronger if you avoid cliches, which are phrases that have become so familiar they have lost their meaning. Go for creative descriptions and images in your poem so your reader is surprised and intrigued by your writing. If you feel a certain phrase or image will be too familiar to your reader, replace it with a more unique phrase.[14]

- For example, you may notice you have used the cliche, "she was as busy as a bee" to describe a person in your poem. You may replace this cliche with a more unique phrase, such as "her hands were always occupied" or "she moved through the kitchen at a frantic pace."

Polishing the Poem

Read the poem out loud. Once you have completed a draft of the poem, you should read it aloud to yourself. Notice how the words sound on the page. Pay attention to how each line of your poem flows into the next.

Keep a pen close by so you can mark any lines or words that sound awkward or jumbled.

- You may also read the poem out loud to others, such as friends, family, or a partner. Have them respond to the poem on the initial listen and notice if they seem confused or unclear about certain phrases or lines.
Get feedback from others. You can also share your poem with other poets to get feedback from them and improve your poem. You may join a poetry writing group, where you workshop your poems with other poets and work on your poetry together. Or you may take a poetry writing class where you work with an instructor and other aspiring poets to improve your writing. You can then take the feedback you receive from your peers and use it in your revision of the poem.

Revise your poem. Once you have received feedback on your poem, you should revise it until it is at its best. Use feedback from others to cut out any lines to feel confusing or unclear. Be willing to "kill your darlings" and not hold onto pretty lines just for the sake of including them in the poem.

Make sure every line of the poem contributes to the overall goal, theme, or idea of the poem.

- You may go over the poem with a fine tooth comb and remove any cliches or familiar phrases. You should also make sure spelling and grammar in the poem is correct.

5.43 SHORT STORY

For many writers, the short story is the perfect medium. While writing a novel can be a Herculean task, just about anybody can craft—and, most importantly, *finish*—a short story. Like

a novel, a good short story will thrill and entertain your reader. With some brainstorming, drafting, and polishing, you can learn how to write a successful short story in no time.

BRAINSTORMING IDEAS

Come up with a plot or scenario. Think about what the story is going to be about and what is going to happen in the story. Consider what you are trying to address or illustrate. Decide what your approach or angle on the story is going to be.[1]

- For example, you can start with a simple plot like, your main character has to deal with bad news or your main character gets an unwanted visit from a friend or family member.
- You can also try a more complicated plot, like your main character wakes up in a parallel dimension or your main character discovers someone else's deep dark secret.

Focus on a complicated main character. Most short stories will focus on one to two main characters at the most. Think about a main character who has a clear desire, or want, but who is also full of contradictions. Do not simply have a good character or a bad character. Give your main character interesting attributes and feelings so they feel complicated and well-rounded

Create a central conflict for the main character. Every good short story will have a central conflict, where the main character has to deal with an issue or problem. Present a conflict for your main character early in your short story. Make your main character's life difficult or hard.

For example, maybe your main character has a desire or want that they have a hard time fulfilling. Or perhaps your main character is trapped in a bad or dangerous situation and must figure out how to stay alive

Pick an interesting setting. Another key element of a short story is the setting, or where the events of the story are taking place. You may stick to one central setting for the short story and add details of the setting to scenes with your characters. Choose a setting that is interesting to you, and that you can make interesting for your reader

Think about a particular theme. Many short stories center on a theme and explore it from the point of view of a narrator or main character. You may take a broad theme like "love," "desire," or "loss," and think about it from the point of view of your main character.[5]

- You can also focus on a more specific theme like "love between siblings," "desire for friendship" or "loss of a parent

Plan an emotional climax. Every good short story has a shattering moment where the main character reaches an emotional high point. The climax usually occurs in the last half of the story or close to the end of the story. At the climax of the story, the main character may feel overwhelmed, trapped, desperate, or even out of control.[6]

- For example, you may have an emotional climax where your main character, a lonely elderly man, has to confront his neighbor about his illegal activity. Or you may have an emotional climax where the main character, a young teenage girl, stands up for her brother against school bullies.

• **Think of an ending with a twist or surprise.** Brainstorm an ending that will leave your reader surprised, shocked, or intrigued. Avoid obvious endings, where the reader can guess the ending before it happens. Give your reader a false sense of security, where they think they know how the story is going to end, and then redirect their attention to another character or an image that leaves them shocked.

Read examples of short stories. Learn what makes a short story successful and engaging for your reader by looking at examples by skilled writers. Read short stories in several genres, from literary fiction to science fiction to fantasy.

Notice how the writer uses character, theme, setting, and plot to great effect in their short story.

You may read:

- "The Lady with the Dog" by Anton Chekhov[7]
- "Something I've Been Meaning to Tell You" by Alice Munro
- "For Esme-With Love and Squalor" by J.D. Salinger[8]
- "A Sound of Thunder" by Ray Bradbury[9]
- "Snow, Glass, Apples" by Neil Gaiman
- "Brokeback Mountain" by Annie Proulx[10]
- "Wants" by Grace Paley
- "Apollo" by Chimamanda Ngozi Adichie
- "This is How You Lose Her" by Junot Diaz
- "Seven" by Edwidge Danticat

CREATING A FIRST DRAFT

Make a plot outline. Organize your short story into a plot outline with five parts: exposition, an inciting incident, rising action, a climax, falling action, and a resolution. Use the outline as a reference guide as you write the story to ensure it has a clear beginning, middle, and end.[11]

- You can also try the snowflake method, where you have a one sentence summary, a one paragraph summary, a synopsis of all the characters in the story, and a spreadsheet of scenes.

Create an engaging opening. Your opening should have action, conflict, or an unusual image to catch your reader's attention. Introduce the main character and the setting to your reader in the first paragraph. Set your reader up for the key themes and ideas in the story.[12]

- For example, an opening line like: "I was lonely that day" does not tell your reader much about the narrator and is not unusual or engaging.
- Instead, try an opening line like: "The day after my wife left me, I rapped on the neighbor's door to ask if she had any sugar for a cake I wasn't going to bake." This line gives the reader a past conflict, the wife leaving, and tension in the present between the narrator and the neighbor.

Stick to one point of view. A short story is usually told in the first person point of view and stays with one point of view only. This helps to give the short story a clear focus and perspective. You can also try writing the short story in third person point of view, though this may create distance between you and your reader.[13]

- Some stories are written in second person, where the narrator uses "you." This is usually only done if the second person is essential to the narrative, such as in Ted Chiang's short story, "Story of Your Life" or Junot Diaz's short story, "This is How You Lose Her."
- Most short stories are written in the past tense, though you can use the present tense if you'd like to give the story more immediacy.

Use dialogue to reveal character and further the plot. The dialogue in your short story should always be doing more than one thing at a time. Make sure the dialogue tells your reader something about the character who is speaking and adds to the overall plot of the story. Include dialogue tags that reveal character and give scenes more tension or conflict

Include sensory details about the setting. Think about how the setting feels, sounds, tastes, smells, and looks to your main character. Describe your setting using the senses so it comes alive for your reader.[15]

- For example, you may describe your old high school as "a giant industrial looking building that smells of gym socks, hair spray, lost dreams, and chalk." Or you may describe the sky by your house as "a blank sheet covered in thick, gray haze from wildfires that crackled in the nearby forest in the early morning."

End with a realization or revelation. The realization or revelation does not have to major or obvious.

It can be subtle, where your characters are beginning to change or see things differently.

You can end with a revelation that feels open or a revelation that feels resolved and clear.[16]

- You can also end on an interesting image or dialogue that reveals a character change or shift.

- For example, you may end your story when your main character decides to turn in their neighbor, even if that means losing them as a friend. Or you may end your story with the image of your main character helping her bloodied brother walk home, just in time for dinner.

POLISHING THE DRAFT

Read the short story out loud. Listen to how each sentence sounds, particularly the dialogue. Notice if the story flows well from paragraph to paragraph. Check for any awkward sentences or phrases and underline them so you can revise them later.

- Notice if your story follows your plot outline and that there is a clear conflict for your main character.
- Reading the story aloud can also help you catch any spelling, grammar, or punctuation errors.

Revise the short story for clarity and flow. With short stories, the general rule is that shorter is usually better. Most short stories are between 1,000 to 7,000 words, or one to ten pages long. Be open to cutting scenes or removing sentences to shorten and tighten your story. Make sure you only include details or moments that are absolutely essential to the story you are trying to tell.

Come up with an interesting title. Most editors, and readers, will check the title of the story first to determine if they want to continue reading.

Pick a title that will intrigue or interest your reader and encourage them to read the actual story.

Use a theme, image, or character name from the story as the title.[18]

- For example, the title "Something I've Been Meaning to Tell You" by Alice Munro is a good one because it is a quote from a character in the story and it addresses the reader directly, where the "I" has something to share with readers.
- The title "Snow, Apple, Glass" by Neil Gaiman is also a good one because it presents three objects that are interesting on their own, but even more interesting when placed together in one story.

Let others read and critique the short story. Show the short story to friends, family members, and peers at school. Ask them if they find the story emotionally moving and engaging. Be open to constructive criticism from others, as it will only strengthen your story.

- You can also join a writing group and submit your short story for a workshop. Or you may start your own writing group with friends so you can all workshop each other's stories.
- Once you get feedback from others, you should then revise the short story again so it is at its best draft.

5.44 LETTER

All of us write letters for various reasons. Letters enable us to communicate with people who are away from us. Some of the purposes for which we write letters are to inform, to invite, to enquire, to complain, to congratulate, to express sympathy, etc., Every letter has a writer, a reader and a situation. There are two types of letters; a) formal letters are written for business purposes usually among strangers; b) informal letters includes all correspondence between friends, members of a family, relatives etc.,

The important parts of the letter are:

The writer's address, date, the receiver's address, salutation, body of the letter, subscription, signature and the writer's full name below the signature.

The important parts of the informal letter are:

The writer's address, date, salutation, body of the letter, subscription, signature

Now we shall at some interesting task types on letter writing.

Task 1: Letter to a pen friend on a picture post card.

Date	

Dear John,
 	
My name is Rani, Will you be my pen friend? I am ten years old. I study in class VI. I have a brother. My dad is an engineer and my mum a teacher. I love swimming and cycling. Please write to me about yourself.
 	
        Yours lovingly,
          Rani
	☐
	
	    M/S. John Gilpin
	    7,May field Road
	    Edinburgh,
	    Great Britain.

This is Rani's first letter to her pen friend Jane. Now write a similar letter to your pen friend.

Task 2 : Jumbled up letter

Read this letter from Asha to her mother. Asha is describing her life in the hostel. But the paragraphs are jumbled up. Put them in the right order.

At night we have chapattis for dinner and a glass of milk too. We study up to 10 p.m. Then the lights have to be switched off. You know how difficult it is for me.

How many late night movies I used to watch at home?

In the hostel four of us share a room. Each has a cot, a table, a desk, and almirah. My roommates are Sharmila (from Calcutta), Sapna (from Delhi) and Nadita (form Kerala). I am learning some Bengali and Malayalam too. We sit and chat a long time in the nights. We always do everything together.

Dear Mom, hope things are fine with you. You asked me about the hostel. I'm r going to enlighten you with my description?

Can you believe mom, that your dear daughter wakes up at 5 0' — clock In the morning? Yes, hostel has changed me a lot. No bed coffee till six, but a mad rush for the bathroom. If we don't think your daughter is suffering. I must tell you about my friends.

Task 3 : Suresh wrote the following letter to his Headmaster. But his Headmastt was very angry when he read it. Why? Can you help Suresh to corre4 it?

My dear Headmaster,

Hope, you are fine. I am not feeling very fine, I have fever, sorry, I can't coo school today. Please excuse me, can I take leave for today.

<div align="right">
Yours affectionately,
Suresh
</div>

Task 4 : A letter from space

This is a letter from a girl in Mars to her friend Rajesh on earth.

<div align="right">
5, center street,
Red Colony
Mars
</div>

Dear Rajesh,

Thanks for your letter and photographs. It was lovely to see them. You look so different. You wanted to know about me. My full name is Beepantaina. I have red hair and a green face. Do you know I won the first prize in the beauty contest at my school?

How do you manage with two hands? We all have four arms and four eyes — we can look at all the four directions at the same time. We eat a lot of fruits and flowers. We drink only milk.

We speak Martiana. Our songs are beautiful. On New Year's Day we sing and dance throughout the day. We also exchange gifts.

Please write again soon and tell me more about yourself.

<div align="right">
With Love
BEEPANTAINA
</div>

5.45 DIARY

A diary is a personal record. Hence we write English normally it is. We don't need to write complete sentences. Nor do we have to worry about continuity. Thoughts and feeling are often expressed in a disconnected manner, as they flash through the mind. We can use abbreviation of our own. The language of a diary is close to the language of a telegram.

Task 1 : The following is a page from the diary of Sheila.

Woke up at 7- Mom not at home - Granny says she has gone to hospital. I'm worried. Dad comes home at 8 - leaves me at school. I want to go to hospital -dad says 'no' - evening dad picks mc up at school - all smiles - gives mc 2 fine stars - we go straight to hospital- and how nice to see mom - wow. There's my baby brother. So soft and cuddly - just like a doll. I'm going to call him Jojo. He'll call me `akka' - Today happiest day of my life.

Rewrite this diary entry in the form of a continuous paragraph.

Task 2 : Write a diary entry for the day when your results were published and you learnt that you were promoted to the next class.

Task 3 : Your Headmaster maintains a diary for his engagements every day. What would he write on the Annual Day Celebrations of your school?

You may begin as follows:

3.00 p.m.   Tea for guest

3.30 p.m.

4.00 p.m.

5.46 NOTICE

A notice is a written or printed announcement (Example - a notice for sale). It is written in order to inform a large number of people about something that has happened or is about to happen. It could be an upcoming event, competition, Lost and found notice or just a piece of information to be delivered to the targeted audience. It is generally written in a formal tone. Notices are factual and to-the-point. The language used is simple and formal, not flowery. They are put up on display boards in schools or at public places.

Format

Since notices are a formal document it should follow a structure or a format. Keep in mind there is no one correct rigid format. Different formats used by different people/organizations can show some variations. But it is ideal to follow a somewhat similar format for ease of understanding and uniformity. Let us look at the most used format of notices.

1. *Name of Issuing Organization/Authority:* Right at the very top, you print the name of the person or company that is issuing the said notices. This will help the reader identify the notices as important or unimportant to him.

2. *Title:* When writing notices we mention a title "NOTICE" at the top. This helps draw attention to the document. Notices are generally posted at a public place or published in newspapers. It is important that they do not get lost in a sea of information. So a bold title clearly mentioned helps draw the attention.

3. *Date:* After the tile to the left-hand side we print the date on which the notices have been published. Since this is a formal document date is an important aspect of it since these documents stay on record.

4. *Heading:* Then we move on to an appropriate heading to the notices. This heading should make abundantly clear the purpose of the notices.

5. *Body:* After the heading, we write the brief and to the point body of the notice. The main content of the notice features in the body.

6. *Writer's Name:* At the end of the notices we write the name and designation of the notice-writer. The notices have to also be signed by the same person to lend it authority and validity.

Content

Notices should cover some important points that are to be communicated to the readers. Let us summarize the five points that the content of the notice will cover, the five W's

1. ***What:*** What is the notice about? The notice should be clear about what is going to happen (event), or what has already happened (occasion). This is the crux of the message and should be written clearly. There should not be any ambiguity.

2. ***Where:*** If the notice is about an event, then the location of such an event must be written clearly. The venue or the location are important details, so make sure to include this in the notice.

3. ***When:*** This is the time and the date of the event or meeting. If possible the duration of the event should also be mentioned to people can schedule their time accordingly.

4. ***Who***: This will be who the notice is addressed to. Who all are suppose to adhere to the notice should be clearly mentioned to avoid confusion.

5. ***Whom***: And final detail should be whom to contact or get in touch with. This mentions who the appropriate authority is to contact.

Learn more about Letter Writing here in detail.

Tips to Remember regarding Notice Writing

- Be precise and to the point. The ideal length of notice is 50 words, so precise language is appreciated.

- It is a formal form of communication so the language used should be formal as well. No flowery text.

- Keep the sentences short and use simple words. Since notices are fairly brief it is best to keep it simple.

- Use passive voice as far as possible.

- Present your notices in a proper format in a box. The presentation should be neat and thus be appealing to the eye.

Solved Example for You

Q: On the occasion of Diwali your housing society has planned a feast for all its members. As the chairman of your society write a notice inviting all the members of the society to this gathering. Provide all the necessary details.

Ans:

ABC Co-operative Housing Society

NOTICE

25th October 2017.

Diwali Gathering

On the auspicious occasion of Diwali, the Society has organized a gathering followed by dinner. All members of the society are requested to attend the event in the clubhouse of the society at 8:00 pm on the 30th of October.

XYZ

Chairman of ABC Co-operative Housing Society

Articles

An article is a piece of writing written for a large audience. The main motive behind writing an article is that it should be published in either newspapers or magazines or journals so as to make some difference to the world.

It may be the topics of interest of the writer or it may be related to some current issues. The topic can either be serious or not-so-serious; Same goes for its tone and language.

Objectives of Article Writing

An article is written with the following objectives

- It brings out the topics or the matter of interest in the limelight
- The article provides information on the topics
- It offers suggestions and pieces of advice
- It influences the readers and urges them to think
- The article discusses various stories, persons, locations, rising-issues, and technical developments

The Format of Article Writing

An article must be organized in a proper way so as to draw the attention of the readers. The basic outline for an article writing format is

1. Heading / Title
2. A line having the writer's name
3. Body (the main part of the article, 2 – 3 paragraphs)
4. Conclusion (Ending paragraph of the article with the opinion or recommendation, anticipation or an appeal)

Steps for Article Writing Format

Think of the topic you want to write the article about. Only after you've decided your topic you can go ahead and undertake the further steps in the process one by one:

- **Target Audience:** Identify the concerning reading group
- **Purpose:** Find the objective or aim of writing the article
- **Collect & Select:** Gather as such information as possible. Also, identify the details that are most significant
- **Organize:** Arrange the information and the facts in a logical way

Once you've taken care of all the Above steps you move forward to the final step- Writing.

- While writing an article, always use proper grammar, spelling, and proper punctuations
- Use vocabulary skill

- Keep the introduction of the topic catching, interesting, and short
- Discuss the opinion and the matter in an organized and descriptive manner

Common Mistakes in the Article Writing Format

Now that you know the steps of article writing and the article writing format, the occurrence of mistakes becomes obvious. Some of the common mistakes are:

- Not using facts or quotes or similar cases
- The language should not be too formal
- The article must be in easy language for better understanding
- The title of the article must be catchy and clearly understandable
- No use of paragraphs
- Expressing personal views is fine but the author must never talk about himself/herself

Points to Keep in Mind for the Article Writing Format

- The topics of the articles should be unique and relevant
- The article has to get attention
- It has to be interesting
- It has to be easy to read
- The reader is identified
- Find the main goal of writing an article. The goal can be anything from providing information, entertainment, and advice or for comparing, etc.
- The title must be eye-catching, clear, and interesting
- The introduction or the starting paragraph must be highly attentive. Use your vocabulary skills or try to use some interrogative words for the start
- Use clear statements and make assertions
- Avoid repetition and over the top logic and reasons
- Use the style of paragraph writing and write the contents uniquely and unambiguously
- Avoid using the points which interest you only and not for the general public
- Write a good and logical ending

5.47 REPORTS

A report describes an event or an experience. Reports are of several kinds; news paper reports, scientific reports or business reports. The following are the salient features of a report.

1.   A report is brief and complete

2.   It is usually written in the third person

3.   It includes only relevant details - there are no discussions. It is accurate.

4.   It avoids emotional overtones. It is clear

5.   The ideas are logically arranged

Task 1 : Imagine that you are the editor of the school news letter "schools" "times" You have to report the Independence Day Celebrations. Use the following hints and write a report.

15 August 1995 7.00a.m - all students in white, assembled under the flag post - Chief Guest, the Police Commissioner arrived at 7.30a.m.- Flag hoisted - Everyone sings flag song - guard of honour presented Chief Guest by N.C.C. Students meeting at the hall - ``Duties of youngsters to mother India". - Vote of thanks proposed by the school

principle - Tea for all pupils.

Task 2 : Nitin telephoned Ben but Ben was not at home. His sister Rita picked up the phone. The following conversation took place between Nitin and Rita

Rita   : Hello, this is 8265279

Nitin   : Hello Rita, this is Nitin, could I speak to Ben?

Rits   : Sorry, he's gone out. Can I take a message for him?

Nitin   : Yes, please. You see, we were planning to do combined study at your place tonight, but my mother is down with fever and I have to take her to the doctor. Could you tell Ben that I can't come tonight? Say I'm extremely sorry.

Rita   : O.K. I'll explain it to him

Nitin   : Thank you, Bye.

Task 3 : The students union met to discuss the farewell party for seniors. The following items were discussed at the meeting

1.	Date , venue

2.	Budget

3.	Items on the menu

4.	Gifts for seniors

5.	Speeches

6.	Entertainment

Using this outline plan, write a report of the meeting, to be presented to the principal.

5.48 DIALOGUE

Definition of Dialogue

A dialogue is a literary technique in which writers employ two or more characters to be engaged in conversation with one another. In literature, it is a conversational passage, or a spoken or written exchange of conversation in a group, or between two persons directed towards a particular subject. The use of dialogues can be seen back in classical literature, especially in Plato's *Republic*. Several other philosophers also used this technique for rhetorical and argumentative purposes. Generally, it makes a literary work enjoyable and lively.

Types of Dialogue

There are two types of dialogue in literature:

- **Inner Dialogue** – In inner dialogue, the characters speak to themselves and reveal their personalities. To use inner dialogue, writers employ literary techniques like stream of consciousness or dramatic monologue. We often find such dialogues in the works of James Joyce, Virginia Wolf, and William Faulkner.
- **Outer Dialogue** – Outer dialogue is a simple conversation between two characters, used in almost all types of fictional works.

Examples of Dialogue in Literature

Let us see how famous writers have used dialogues for resonance and meaning in their works:

Example #1: *Wuthering Heights* (By Emily Bronte)

"Now he is here," I exclaimed. "For Heaven's sake, hurry down! Do be quick; and stay among the trees till he is fairly in."

"I must go, Cathy," said Heathcliff, seeking to extricate himself from his companion's arms. "I won't stray five yards from your window…"

"For one hour," he pleaded earnestly.

"Not for one minute," she replied.

"I must–Linton will be up immediately," persisted the intruder.

Miss Bronte has employed surprises, opposition, and reversals in this dialogue like *will-it-happen, when he says, "But, if I live, I'll see you …" She has inserted these expressions in order to d*evelop conflict in the plot.

Example #2: *Crime and Punishment* (By Fyodor Dostoevsky)

"But who did he tell it to? You and me?"

"And Porfiry."

"What does it matter?"

"And, by the way, do you have any influence over them, his mother and sister? Tell them to be more careful with him today …"

"They'll get on all right!" Razumikhin answered reluctantly.

"Why is he so set against this Luzhin? A man with money and she doesn't dislike him …

"But what business is it of yours?" Razumikhin cried with annoyance.

In this excerpt, notice the use of conflict, emotions, information, conflict, reversal, and opposition flowing by. The ideas and information are expressed with perfect timing, but here an important point is that the characters are not responding with a definite answer. This is a beautiful piece of dialogue.

Function of Dialogue

The use of dialogue is prevalent in fiction, but this technique can also be found in poetry, non-fiction, films, and drama. The dialogue has several purposes, such as advancing the plot of a narrative, and revealing the characters that cannot be understood otherwise. Further, it presents an exposition of the background or past events, and creates the tone of a narrative. Its usage can also be seen in modern literary works, where it colors the personalities of the characters, creates a conflict, highlights the vernacular, and moves the storyline forward. Moreover, dialogue makes a literary piece interesting and alive, and gives enjoyable experience to the readers.

5.49 SPEECH

It is to their skills as orators that many great leaders owe their fame. The great speeches of Elizabeth I, Winston Churchill, Mahatma Gandhi, Nelson Mandela and even Barack Obama are as memorable in their achievements. Being an effective speaker is one of the best ways of achieving prominence in whichever field that you are. Success depends on both your careful preparation and careful presentation and therefore speech writing is very important. As far as preparation is concerned, a lot of people get very nervous when they think of speaking in public and are inadequately prepared. Preparation is essential, you need to choose and organize material appropriately, rehearse and build up your confidence. A presentation is as important as preparation. You need to concentrate on your style as well as your content. How to speak is as vital as what you speak about. Therefore once you fix the content you need to rehearse and be polished in your speech. Let us now delve into a detailed speech writing format.

How to prepare for speech writing

At the outset, you need to know what is expected of you. What precisely do you need to talk about and also you will know what is expected of you.

Keep in mind that the audience's knowledge on the subject that you will be talking about. If they know about the subject matter then you are at liberty to make assumptions and take your speech forward instead of having to explain the nitty-gritty. If they are unaware of the background of your topic then you may need to first create a base and then delve into your topic.

Try to steer away from topics that are very controversial. Unless you are highly convinced about such topics it is better to opt out of them. Eg. Political or religious sensitive topics.

You need to know exactly what you will be speaking on and for how long. In case you are given time post your speech for the audience to ask questions or interact with you on the topic, anticipate likely questions and prepare for them so that you are not caught off guard.

Speech Writing Format – The parts of a speech

The 3 parts of a Simple Speech		
Introduction	tell them what you are going to tell them	15%
Body	Deliver the speech you promised	70%
Ending	Tell them what you told them	15%

Image Credits: Writers Write

Always remember your introduction and conclusion should have an impact on the audience. Seize their attention with the introduction. Amuse them or use a famous quote to make them sit up listen. Greet the audience and remind them why they are here. Then tell your audience how you will take them through your speech. In the end, make sure that your conclusion is memorable since that is what the audience will remember. Do not introduce any new points during conclusion. Reiterate what you have spoken about and try and close the loop that you began at the introduction stage.

5.50 WRITE AN ADVERTISEMENT

In order to create a good print advertisement, you should take the following steps:

- write a well targeted **headline**
- **design** your advert clearly
- write compelling advertising text – known as **copy**

Writing an advertising headline

A compelling headline is vital:

- ✓ A good headline should catch the reader's attention and make them want to read on. It might ask a question or inspire curiosity. It may refer to a specific problem, eg a bed manufacturer could ask: "Had another bad night's sleep?" Or it may appear to offer the solution to a problem, eg "Ever wanted to know the secret of a good night's sleep?"
- ✓ Don't overplay the actual message - people will feel let down if they read on and their expectations are not fulfilled.
- ✓ A headline will encourage people to read on if it offers a clear benefit - such as "never have a bad night's sleep again".
- ✓ It could also be used to create a fear of missing out in the reader's mind, eg "last few remaining".

Designing a print advert

Use a clear design to convey your message:

- ➤ The way an advertisement looks plays a big part in attracting and retaining the reader's interest.

- ➢ Avoid small or complicated typefaces that are difficult to read. And don't mix too many typefaces in one advertisement - use one or two at most.
- ➢ Don't clutter the layout - keep plenty of white space in the advertisement - avoid the temptation to say too much. If your product or service needs more explaining - refer readers to your website or other easily accessible material.
- ➢ Ensure your contact details are clearly positioned.

Writing advertising copy

Use convincing copy to persuade your audience:

- ❖ The amount of text you include depends on the purpose and size of the advertisement. Businesses that want to advertise a sale might have a very limited amount of text accompanied by a headline and a picture of some of the items on offer.
- ❖ Consider the print quality of the newspaper or magazine - a small advert in a poor quality publication will be hard to read.
- ❖ If you're writing a lot of text, it should follow on logically from the headline, build a convincing case and prompt a response from the reader. Back up any claims with facts. Magazine readers generally tend to dwell on the contents for longer than newspaper readers, so tailor the length of your copy accordingly.
- ❖ Good copy draws attention to the benefits of the product or service rather than focusing solely on the features.
- ❖ All the reader wants to know is "what's in it for me?"
- ❖ You should always write your advertisements with the reader/viewer - your potential customer - in mind.
- ❖ The advert must be tailored to the type of print media and the potential reader's interests and habits. For example, if you sell gardening equipment, you might write a longer advert for a gardening magazine - where you can assume that the reader is already interested in the subject and so is more likely to read all the text. Likewise, you might write a shorter advert for a more general newspaper - where the reader's interest may be less easily sustained.

Remember that businesses have a duty to ensure their advertising is **legal, decent, honest and truthful**.

5.51 STUDY SKILLS

The ultimate aim of teaching reading is to enable the pupils to comprehend written English without the help of a teacher. Such independent reading is perhaps the only way for Indian students to learn English. For independent reading the pupils must be trained in the use of various reference materials associated with reading. There are so many references like Dictionary, library books, Thesaurus and different kinds of Encyclopedias are available. There are numerous books on English grammar a usage. The teacher should recommend to the pupils a

small list of suitable books and insist upon the pupils to read, refer and study. Books reading are a beast study skill.

The habit of reading news papers, magazines and journals in English is also very useful. This will not only teach the pupils the art of extracting information from written materials but will also keep them abreast of the current usage in English.

The ability to find a particular book, or a passage in a book, for further study is another important skill required for efficient reading. For this purpose the pupils should be made familiar with various conventions and devices used in printed book e.g Preface, Table of contents, Glossary, index, Appendix, Foot note etc. Ability to consult a big encyclopedia and familiarity with the system of cataloguing used in libraries will also help them independent study.

Note taking

Note taking is an essential skill that requires active listening and precise writing. We listen to talks, lectures and narration. We need not precise writing. We listen to talks, lectures and narration. We need not reproduce the exact words of the speaker. We take down main points without missing the essence of the talk. This note taken from the talk or lecture is presented to the rest so that it helps the writer and speaker to be more precise.

Note taking is a systematic process where in the pupils are encouraged to make a note certain events in an orderly manner.

Students can also be encouraged to take notes from the radio talks or television programmes. The teachers can encourage their students to makes a note of a few points, from their regular lessons, and teaching in the classroom. This can be in the from of a few hints on the topic. These hints can later be developed into a paragraph.

Note making

Note making involves a careful reading plan. Note writing technique reduction devices are organization techniques and methods of sequencing. we can define note making as a systematic method of writing quickly. Briefly and clearly the important points of reading text. These are several functions of note making it is used to.

• Keep a record of the main points of reading text for future use and reference.

• Device for an examination or a writing assignment update information

• Reinforce or compare information contained in different text books.

Paraphrasing

A paraphrase is an expression of something in other words. The word paraphrase originated from the Greek source –Para meaning 'alongside of' and ' Phra- is' meaning writing. So it signifies parallel writing. It means the rendering of the ideas in one piece of writing from one set or wording to another. When we paraphrase something only the words change and not the ideas.

Paraphrasing is the reproduction in one's own natural idiom or style of the full sense of passage written in another idiom or style. A paraphrase is different from a précis, although both forms of writing reproduce the ideas contained in the original piece.

A précis has to be about one third the length of the original. So the précis writer leaves out some of the unimportant and less important ideas in the original. But a paraphrase leaves out nothing. The ideas are very similar to the ideas of the original. In that sense it is like translation Writing a paraphrase involves two major steps

i) Reading thoroughly the original passage and making a clear understanding.

ii) Rendering the ideas in the original in your own words. While rendering some of the key words in the original passage have to be retained in order to ensure that there is no misrepresentation of ideas and facts.

While paraphrasing a matter the following steps should be followed.

1. Skimming - Read the given passage or poem once quickly to get its main idea.

2. Scanning - Read the passage again word, line by line and understand fully.

3. Present English - You have to make the paraphrase in simple and current English.

4. Avoiding archaic words - If the given passage or poem is written in 14th or 15th century(Old English)Change the words like 'thou', thy, thine into you and yours

5. Arrangement of content and - If the functional and content words are missed in the given Structural words passage it must be used in a correct formation.

6. Avoiding introductory Phrases - We should avoid introductory phrases like "In this poem or Passage the writer says"

Uses of Paraphrasing

1. It is a composition exercise. It is an excellent method of training the younger minds to concentrate on what one reads and so to read intelligently. It is an art of expressing what one wants to say, legibly, clearly and directly. It gives much practice in using grammar and idiomatic compositions.

2. It is a valuable method of explanation. It is often the best way of explaining an ornate passage of prose or an obscure piece of poetry.

Example

Once upon a time, son,

They used to laugh with their hearts

and laugh with their eyes

but now they only laugh with their teeth

While their ice- block- cold eyes

search behind my shadow

There was a time indeed

They used to shake hand

With their hearts;

But that's gone, son,

Now they shake hands

 with their hearts;

but that's gone , son,

Now they shake hands without heats

While their left hands search

My empty pockets

At one time, son, people used to laugh whole heartedly and their love expressed in their eyes. Now the same thing laugh gives the feeling that they laugh in their lips while pale eyes search behind me for benefits. At one time people used to shake hands very friendly from their hearts, but that has gone son, now they shake hands without real love and affection and their left hands searching money(monetary benefits)in my empty pockets.

5.52 REFERENCE SKILLS - DICTIONARY

A dictionary is an indispensable tool for all those who learn English as a second or foreign language. Let us take up 'Advance learners Dictionary' and discuss the pieces of information.

1. This book containing a record or list, of words with their different meaning.

2. Range of the human voice or of musical instrument, and part of this range – the upper, middle and lower of the clarinet.

3. Mechanical device for indicating and recording speed, force, numbers.

4. Metal plate or grating for widening and so on.

We are given information such as

a. The meaning of the word used in different contexts.

b. The part of speech.

c. Verb pattern.

d. Pronunciation of the word, including the stress according to the RP.

e. Syllable division – syllable boundaries are provided.

f. Spelling.

g. Derivation of the word.

h. Usage – whether British or England, Formal or informal, archaic or slang etc.

i. Synonyms and antonyms.

j. General information about persons, places along with pictorial illustrations wherever necessary.

Dictionary Skills

- Ability to locate words.
- Ability to find out the contextual meaning
- Ability to find out the pronunciation of the words are some of the skills of dictionary.

i) Ability to locate words

Have learnt the alphabetical sequence.

Open the dictionary approximately at a point whose the words would appear.

ii) Ability to find out meaning of the word

• Decide the contextual meaning of the word

• Find synonyms/antonyms of the word.

• Distinguish the current usage from the former ones

iii) Ability to find out the pronunciation of the words

Divide the word into syllables.

Understand the phonetic symbols.

Pronouncing the word and stressing the appropriate syllable.

It is the important duty of the teacher to help his pupils develop dictionary skills, She must know that frequenting to dictionary very often will hamper the speed of reading. Students must be able to look for the contextual clue.

Kinds of Dictionaries

1. Dictionaries that are more than 10 to 15 years old must be avoided, because it may be out dated. Recently published or revised dictionaries have more and more new words.

2. Tamil to English dictionary cannot serve our purpose. ,

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3. English to Tamil dictionary are too not useful. Teacher should discourage students not to use such dictionaries.

Good Dictionaries

1. The Advanced Learner's Dictionary (Oxford) of current English.

2. The concise Oxford Dictionary (Oxford)

3. The Longman Modern Dictionary (Longman)

4. The Random House Dictionary of the English language.

5. Webster's seventh collegiate Dictionary.

Use of library

It is the duty of the teacher to guide her pupils to make an efficient use of libraries. A modern teacher must know where to find information what she and her pupil ought to know. A student should be familiar with three things in any library. They are

• The card catalogue (also called public catalogue)

• Indexes to periodicals

• Reference to books.

The card catalogues

The card catalogue is a list of all the books and bound magazines available in the library. There will be at least three cards for a given title namely.

• author card

• a title card and

• a subject card Among these the author card is the basic one.

All these cards have the same call number for a particular book and this is the key to locate the books you need on the shelf. There are two classification systems for numbering the books and they are

The library of congress system and

The Dewy Decimal system.

The first system employs letters of the alphabet on the top line first where as the second uses numbers on the top followed by letters below. All necessary information about each book is provided in the Author card. Title cards and subject cards can also help to locate book on the shelves. Suppose a pupil wants to collect some materials on the status of known in the distant past and compare it with the present he should look for the subject cards.

Reference Books

Reference books provide all basic information on any subject. The important reference books are the 'Encyclopedia of Britannica', Encyclopedia of Americana,' 'Everyman's Encyclopedia,' 'Britannica junior'/'Mc-Graw Hill, 'Encyclopedia of Science and Technology,' 'New standard Encyclopedia' etc.

The main difference between dictionary and encyclopedia is that dictionary explains words, their meaning, pronunciation, etymology, usage etc, where as encyclopedia explains things, places, people, events of general interest through authentic articles. We cannot borrow them from library as they are classified as reference books.

Apart from encyclopedia, Biographical dictionaries, familiar quotations, "The Oxford companion to English literature education. Mr. Paul Harvey says", Master pieces world literature are in Digest form of education. Year books and Atlases come under reference books.

Thesaurus

A Thesaurus is different from a Dictionary. A thesaurus is a specially prepared book of words put in lists according to their meaning. There are some common techniques like following the alphabetical order, providing guide words or Head words at the top of the page and using abbreviations for a dictionary and a thesaurus. The learners should look in to the introductory pages of thesaurus to know the instructions of how to use the Thesaurus. One can find antonyms also for related words are given to most of all English words in thesaurus. It gives us some words in small capital among the list of related words. These words in small capitals very good reference book which can be used to improve vocabulary by the learners. The entries in a thesaurus are the much used phrases in the alphabetical order .labels such as slang, formal/informal and figurative are also use of in the thesaurus. Thesaurus does not contain pronunciation, usage, derivatives of words or phrases listed out in it. Hence an upper primary student may not find a Thesaurus an useful reference aid.

It is the duty of the teacher to teach the students to have a glance at different words with the same meaning instantly. She should give practice to select the appropriate word suitable to the context fro among those words with similar meaning.

Encyclopedias

Encyclopedias are also reference manuals wherein we find more information on a particular topic, subject or author. For every letter in English we can find encyclopedias run into many volumes and contain a lot of information relating to the subject concerned.

In most of the big libraries we find encyclopedias like Encyclopedia Britannica, Encyclopedia Americana, Columbia Encyclopedia, Everyman's Encyclopedia, and New Standard Encyclopedia etc. Further we can also find certain subject – Specific Encyclopedia of science, Encyclopedia of Agriculture, Encyclopedia of Education, Encyclopedia of Science and

Technology etc. Encyclopedias cater to the needs of the advanced learners, teachers, research scholars etc. Usually a dictionary contains words, means, pronunciation, etymology etc. But in an Encyclopedia we can find things, places, people, events of general interest and the information provided contains authentic articles. The publishers of the reference books like Encyclopedias bring out supplements every year with a view to update the information contained there in. These supplements are known as "Year books."

Encyclopedias also follow the alphabetical order and provide the abbreviations. The users should refer to the index volume to locate the exact page and column where in he finds the required information without any waste of time. Usually the publishers update the editions once in ten to fifteen years. Hence latest information may be missed in some of the editions but on the whole it provide lot of information on a given subject or topic.

Bibliography and annotated bibliography

Research scholars will have to consult a variety of material on the area of their research. First they prepare preliminary bibliography of a list of books, articles, manuscripts, encyclopedias, year books, news papers and other materials they intend to consult. The best way of preparing a preliminary bibliography is to use 4"×6" cards with one card for each reference. The information includes the author, the title of the book, place of publication, date of publication translator, number of volumes, number of edition etc. These cards are arranged alphabetically and any new item can be easily inserted into the list and any item if it is not of use can be withdrawn easily. Now the scholar has to compile final bibliography. The entry differs for each types of sources.

Entries for books

(a) The name of the author reversed for alphabetizing is followed by a period.

The title and the subtitle as it appear on the title page is entered in the second line of the card and is underlined and followed by a period.

The place of publication followed by a colon, the name of the publisher followed by a comma and the year of publication on the last line. If it is a book by two or three authors, the first author's surname given first, followed by the name of other authors in a normal order. Annotated Bibliography

Annotated bibliography has two additional entries.

1. The library call number of the book and the name of the library where the book is available and

2. A brief note on the content of the book.

5.53 HIGHER ORDER SKILLS

Higher-order thinking, known as higher order thinking skills (HOTS), is a concept of education reform based on learning taxonomies (such as Bloom's taxonomy). The idea is that some types of learning require more cognitive processing than others, but also have more generalized benefits. In Bloom's taxonomy, for example, skills involving analysis, evaluation and synthesis (creation of new knowledge) are thought to be of a higher order than the learning of facts and concepts which requires different learning and teaching methods.

Higher-order thinking involves the learning of complex judgmental skills such as critical thinking and problem solving. Higher-order thinking is more difficult to learn or teach but also more valuable because such skills are more likely to be usable in novel situations (i.e., situations other than those in which the skill was learned).

BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES

Dr.Benjamini S.Bloom and his associates have classified instructional objectives into three major domains namely Cognitive Domain, Affective Domain and Psychomotor Domain.

1.   Cognitive Domain (Knowing): It includes objectives which deal with the recall and recognition of knowledge and the development of intellectual abilities and skills. The specific objectives under this domain are: i) Knowledge, ii) Comprehension, iii) Application, iv) Analysis, v) Synthesis and vi) Evaluation.

2.   Affective Domain (Feeling): It includes objectives which describe change in interest, attitudes, values and development of appreciation. The specific objectives of this domain are: i) Receiving, ii) Responding, iii) Valuing, iv) Organizing and v) Characterizing.

3.   Psychomotor Domain (Doing): It is concerned with physical, motor or manipulation skills. Physical activities are included here. The specific objectives of this domain are: i) Impulsion, ii) Manipulation, iii) Control, iv) Coordination, and v) Naturalization.

****&****

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