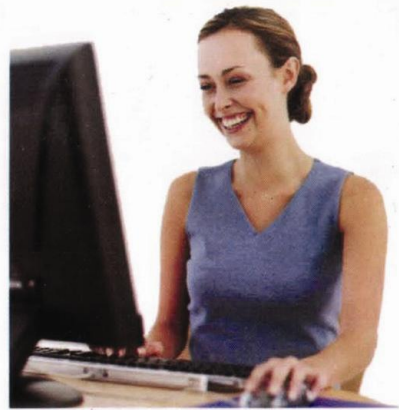


COMMUNICATIVE APPROACH TO THE TEACHING OF **ENGLISH** AS A SECOND LANGUAGE



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BY

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CHAPTER 1

ANALYSIS OF LANGUAGE

Man being a social animal needs to communicate with the fellow members of the society. Communication is both verbal and non-verbal. Animals do not have language but they also express their emotions. A dog's bark for his master and a stranger sounds differently. Even gestures and actions help in communicating with others. A smile or a frown speaks more than words. But our concern here is linguistic communication. Language acts as a tool for this purpose of communication. Besides this communicative function language also performs cultural function by manifestation of literature. Society in general is concerned with language as a mode of communication. It is expected from its members to be the efficient users of the language. To develop efficiency, we have to understand different aspects of the language. Linguistics helps us to analyse the language.

Linguistics as a science studies language objectively. The observations help us to improve the methods of language teaching. Linguists believe that *language is human specific*. Only human beings possess language. A child has an innate capacity to acquire his mother tongue. Even the dullest child learns at least one language.

Another principle of linguistics is that *language is a system of systems*. Sounds form word, words form phrases and from phrases sentences are formed. It shows relationship between form and meaning. Every word stands for an object or an idea.

Language is arbitrary and conventional. In English there is a word 'table' to denote a piece of furniture one uses to write on. Other languages have other words for it. Why do we call a table a 'table' and not a woman, there is no logic for it. We call it a 'table' out of convention.

Language is an open-ended system. It is a changing phenomenon. New words are added to the repertoire of the language. Earlier the words like computer, cybercafe, website were not there. Now, they form the integral part of any language.

The element of creativity results in novel expressions. ***With finite numbers of the rules, infinite number of sentences can be produced.***

Saussure and Chomsky have emphasised the difference between language as a stable system and the speech acts. ***Saussure classifies these aspects as langue and parole.*** Langue is shared by the entire speech community. Parole is individualistic in nature. ***Chomsky defines them as competence and performance.*** Competence is the knowledge of the abstract rules of the language, while performance is the actual use of language based on this abstract knowledge. Learning a language covers different areas of language. An efficient user of the language has this competence. We have to analyse those elements of the language that develop efficiency and competence in a learner.

A language has both the spoken and the written medium for communication. The medium of speech is more important than the medium of writing. Speech is primary. Primitive people did not have the script of writing, but they used language for oral communication. The first exposure to a language is through listening to the sounds of the language. Phonology explains this aspect.

PHONOLOGY: Human beings can produce a number of sounds. Each language selects a few sounds. Each language organises the selected sounds in a set pattern. Phonology deals with the selection and organisation of these sounds in a language. In every language a letter of the alphabet represents a particular sound. In English there are 26 alphabets with 44 sounds. Individually sounds are meaningless. It is the rearrangement of these sounds form words. For example, /k/s/u/b/ sounds appear meaningless, but if arranged in the order of /b/ u/ k/ s/ we get the word 'books'. Every language has a large number of vowel and consonant sounds forming the sound system of that language. These sounds can be grouped into a limited number of distinctive sound units called phoneme of that language. Phonemes are language specific. There may be difference between two phonemes in different languages in a number of ways. Sounds [ph] and /p/ belong to the same phoneme in English. The pronunciation of the word pen as [phen] or /pen/ does not bring about any change in the meaning. But in Hindi, [ph] and [p] are two different phonemes and the

substitution of one with the other changes the meaning. For example 'pal' [moment] and 'phal' [fruit] are different words. Minimal pair test helps to find out if the sounds belong to the same phoneme or not. The learners need to know the sound system of the target language; otherwise this will create problems for them. Indian speakers find it difficult to produce /θ/ as in 'thin' and /ð/ as in 'then'; sound /ʒ/ in 'measure', /f/ in 'fine' etc. Similarly, they find it difficult to distinguish between /v/ and /w/ sounds and pronounce 'vine' and 'wine' in the same way. It is difficult because we do not have these sounds in Indian languages. Hindi speakers find it very hard to pronounce Marathi sounds /ch/ in the word 'chal' or /d/ in the word 'ladu'. In Hindi language these sounds are not available. Minimal pair is a good technique to overcome this problem. Stress and intonation are two other important aspects of the sound system of English language.

STRESS: Stress is very important in English. A word is made of one or more syllables. Syllables are made with the combination of vowel and consonant sounds. A word is divided according to the number of syllables it has. The stronger syllable gets the stress and is accented. For example, in the word 'PHOTograph', the first syllable is stressed, in the word 'phoTOgraphy' the second syllable is stressed, in the word 'photoGRAfic', the third syllable is stressed. In disyllabic words the stress shifts according to their roles as noun or verb. In the same word as noun, the stress is on first syllable but as verb the stress shifts to the second syllable. For example the word SUBject as noun gets stress on first syllable, but as verb gets stress on second syllable — subJECT. Stress is important in sentences too. It can change the meaning of the sentence. The sentence — 'she is BEAUtiful' is a plain statement, but the same sentence with changed stress means different. If it is said as — 'SHE is beautiful,' suggests doubt about her beauty.

INTONATION: Intonation pattern in connected speech is very important. It helps to understand the attitude and the mood of the speaker.

Shut the door [falling tone of command]

Shut the door [rising tone of request]

The low and the high pitch create the desired effect on the listener. One has to learn these aspects of the spoken English carefully.

LEXICON: Sounds put together form words. They are the important features of the language. All the words of a language can be put in a dictionary. To be the proficient user of the language,

the learner has to be rich in vocabulary. The lack of the knowledge of vocabulary items creates a stumbling block in communication. [For detail see the chapter on vocabulary].

SYNTAX: Words put together form sentences. The formation of sentences depends on the rules of grammar. It is the order of the words in a sentence that leads to meaning. 'I market the to go' is a nonsensical sentence. We have to put the words in the right order 'I go to the market' to get the meaning. Native speaker has sub-conscious knowledge of the grammar of his language though; he is not able to describe it. With a finite number of rules an infinite number of sentences can be created. This reflects the creativity of the language. This knowledge of the grammar rules is competence and the realisation of the rules in sentences is performance. The learners need to be given the sentences first and then analyse them and arrive at a formula. Grammar should be taught in an integral way. To make learning easier, words and sentences should be taught in situation and context.

SITUATION: Language is not divorced from a situation. A proficient user of the language uses it with great facility in different situations. The situations can be 'at the railway station', 'in the college/hospital/office' etc. Dell Hymes – a sociolinguist challenged Chomsky's concept of competence and performance on the ground that knowledge of grammar rules is not enough. One must know how to use the language in different situations. This knowledge results in communicative competence.

COMMUNICATIVE COMPETENCE: Refers to the knowledge of 'how' to use the language and the capacity to produce infinite number of sentences. A sense of appropriateness in interpersonal relations develops this competence [Harmer:1983]. In communication, social norms are to be followed. One cannot address one's teacher the way one addresses a friend. This leads to the concept of correctness and appropriateness. A grammatically correct sentence can be inappropriate in a particular context. For example — 'hey, coming for the film!' is acceptable between friends but is unacceptable if a subordinate uses it for his boss.

Communicative competence also refers to the capacity of using language according to the purpose. The purpose can be of making request, complaint, order, apology etc. This leads to the knowledge of the functions of the language.

FUNCTIONS: Language performs different functions. Some of the important functions are — introducing, inviting, accepting and refusing, agreeing and disagreeing, suggesting and advising,

directing and instructing etc. There are different ways to perform one function. For example, for introduction, sentences such as 'meet my friend', 'I would like to introduce my friend', 'may I introduce my friend?', 'allow me to introduce my friend', 'how about meeting my friend', 'hey guys, this is my friend' can be used according to the formal, informal or semiformal situation.

SKILLS: A proficient user of the language has a number of different abilities. S/he may read a book, write a letter, converse with people and listen to a lecture effectively. Language has different aspects. The receptive aspect of language is listening and reading. It refers to the recognition and comprehension of the message conveyed through sounds and symbols arranged in a definite order. The productive aspect of language covers the skills of speaking and writing. They are used for the transmission of the experience. The reproductive aspect of language refers to re-expression or translation. A learner has to learn these skills to comprehend and transfer the information.

A teacher should cover all these aspects while teaching English, then only the job will be accomplished. Stern aptly defines language teaching 'as an activity which brings about a change in learning' [Stern:1983]. In the following chapters we will cover the following aspects in detail to help our learners to be good teachers of English as L2.

QUESTIONS

1. What are the important features of a language?
2. What do you understand by the terms 'linguistic competence and communicative competence'? Explain with examples for each.

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CHAPTER 2

STATUS AND ROLE OF ENGLISH IN INDIA

INTRODUCTION: Language is an integral part of our existence. We need language for a variety of purposes of administration, commerce, education and communication. It is natural and beneficial to use mother tongue or L1 for the purpose of education and communication. But in a multilingual, multicultural country like India, the use of mother tongue is not enough. Generally, L1 — the first language is mother tongue, but in India most of the people are bilingual. They are equally comfortable in using both the languages. So, the concept of L1 gets a wider meaning. It may not be the mother tongue but a language in which a person thinks and feels comfortable using it. World is getting smaller and the competition is getting tougher. People have to learn other languages for existence. All the additional languages, which people frequently use for communication can be called second language. The learner of second language should be able to use it as effectively as s/he uses his/her first language [Stern1983].

English enjoys the status of second or third language in India. It is not a foreign language as German or French are. Not a single area of life remains untouched by its influence. It is aptly described as a window on the world. To realise its importance and status, we have to see the role it played in India before and after independence.

ENGLISH IN PRE-INDEPENDENCE INDIA: Under British rule in 1813, English language was introduced as a medium of instruction at all the levels of education. Indians favoured Sanskrit or regional languages and opposed it. But the reformers like Rajaram Mohan Roy realised the importance of English and saw in it the promise of modernisation and liberation. He favoured it. This opened the door for English in India.

Lord Macaulay [1835 minutes] recommended the use of English in education. His aim was the revival and improvement of English literature and the promotion of science. But again there was opposition from Indians.

Lord Auckland [1839 minutes] favoured English but realised the importance of vernacular instruction too. Now, English was the language of administration at high courts but at lower courts regional languages were used as official language.

Lord Harding [1844] made the knowledge of English compulsory for jobs. This resulted in class division between the elite and the less privileged ones. This resulted in the sudden boost in the status of English.

Charles Wood in dispatch 1854 emphasised upon the use of English as a medium of instruction at higher level but at the lower level the regional language should be the medium of instruction. This did not bring about any significant change in the status of English but it widened the gulf between the English and the vernacular medium learners. This distinction was obvious at the educational and administrative areas of life.

Thus, in pre-independence India too, English teaching situation started on a note of language controversy between English and regional languages and the controversy still continues.

ENGLISH IN THE POST-INDEPENDENCE INDIA: Even after the independence the language problem remained more or less the same. Government of India evolved a policy of universal education for all. This recommended the use of regional language as a medium of instruction at primary and secondary level. At the university level, English was the medium of instruction. After independence, 'Universal Education' opened the door of education for all the citizens, but this created many problems too. Unmanageable overcrowded classrooms and the non-availability of trained teachers affected the quality of education. Colleges had to face the problem of the mixed ability groups in English. This resulted in a wide gap of language efficiency level between English medium and vernacular medium learners. Some states like MP, UP and Bihar abolished English from their curriculum for some time because it was a symbol of slavery to the British. The language problem is still not resolved. In a multilingual multicultural milieu, a common consensus for a common language could not be reached because of the political reasons.

In 1950, the Constitution of India declared Hindi to be the official language of India with English to be there as the official

language for 15 years. This was opposed by the southern states. So, parliament had to enact the official Language Act 1963 that made English the official language for an indefinite period. The step was taken in the interest of national integration. This gave English the same status it enjoyed before independence. English has enjoyed this status for almost 200 years.

For the purpose of education, the Government of India Central Advisory Board of Education devised a 3-language formula in 1962. The Education Commission revised this formula in 1964-66. It suggested that the mother tongue or the regional language should be the medium of instruction from class I to X. They made the study of English compulsory either as a second or third language from class V and VII respectively.

For lower secondary stage class VIII to X non-Hindi speaking areas, the arrangement should be as follows:

1. Mother tongue or regional language
2. Hindi at higher or lower level
3. English at higher or lower level.

Hindi speaking areas:

1. Mother tongue or regional language
2. English or Hindi if English taken as L1
3. A modern Indian language other than Hindi.

This formula tries to bring up a solution to please both the Hindi and the non-Hindi speaking belt by providing for higher and lower level courses. It gave English a status of L2 and L3.

PRESENT STATUS OF ENGLISH IN INDIA: Though Hindi and the regional languages are given importance but English rules the roost. It is considered essential in the areas of administration, commerce, banking, education etc. Nobody can deny its importance. The two prominent roles it plays are of:

- ❖ Link language [national and international level]
- ❖ Library language

LINK LANGUAGE: In a multilingual situation of India, English acts as a link language and bridges the gulf between states. It is the associate official language for inter-state communication and communication between states and the Centre. Indian Education Commission [1964-66] has recommended the continuation of English for national integration and higher level academic purposes.

At the international level, it enjoys the status of world language. It acts as a link between the countries and brings them to a common platform. It helps to develop commerce and diplomatic relations with other countries. It plays a major role in world affairs. Another very significant role it plays is that of a library language.

LIBRARY LANGUAGE: Today, the world is shrinking faster due to the technological advancement. There is an explosion of information in all the fields of education. English is the only means to this end of information. English is widely used for the educational purposes in India. English is an institutional language [Pattanayak 76]. Though, both the vernacular and the English medium education is available at school level, but at higher level of technical and professional education the medium of instruction is English. All the updated material is available in English. It, being an international language, opens the avenues for research in all the professions. It is used for the development of reading comprehension.

This awareness of the importance of English resulted in the mushroom growth of English medium schools in the smallest town in our country. This created a disparity between the expensive English medium schools and the government and free regional medium schools. In India, schools follow a common 12-year educational programme. But, there is much discrepancy in the exposure to the English language. In English medium schools, English is taught both as a subject and as a medium of instruction. There it is taught from the nursery or pre-play educational level. But in regional medium schools, it is introduced in class V, VI or VII. Of late, Maharashtra Government has introduced English from class 1 in Marathi medium schools on an experimental basis. This difference in exposure to the language affects the proficiency level of the learners in the language at the college level. Vernacular students find it difficult to cope with the enormous pressure of dealing with books and instructions given in English in the classroom. They refer to the poor quality guidebooks and as a result their grades suffer. This creates a vicious circle for them. The overcrowded classrooms mixed ability groups and the dearth of good English teachers worsen the matter.

We need to change the scenario. Our objective of teaching English should be very clear. We need not teach English as a literary language or teach it for examination purposes. We have to concentrate on making our learners autonomous learners. For them, the syllabus should be functional and skill based. We need to provide them an opportunity to use the language. We should help them to listen and speak, read and write independently. We have to adopt

a methodology, which is learner centered and not teacher centered. NCERT and CIEFL have brought a welcome change in the curriculum. They have produced controlled and graded syllabuses. They have revised the textbooks and brought reform in the examination system. Still, a lot has to be done to improve the English learning/teaching situation in India. The teaching fraternity has to work hard for it. We have to develop the proficiency level of the learners, as no one can deny the importance of English.

QUESTIONS

1. Comment on the English teaching situation in your state. Give suggestions for its improvement.
2. Describe the role and the status of English in pre and post independence India.
3. 'English is a window on the world.' Express your views on it in the Indian context.

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CHAPTER 3

THEORIES OF LANGUAGE LEARNING

The objective of teaching is to produce learning. Knowledge of the process of learning makes teaching effective. Disciplines of psychology and linguistics help us to understand this process. Linguistics deals with the nature of language, while psychology deals with the process of learning. Both are closely entwined. In this process both come closer to each other. Psychology explains the mental processes involved in learning and gives insight into human behaviour. Since language is central to human behaviour, psychology explains the process of acquisition of the language in a child. It also explains the role of the variables of age, attitude, aptitude, motivation etc. in learning a language. The two important schools of psychology are — behaviourism and cognitivism. Both have contributed to the process of teaching and learning a language.

BEHAVIOURISM: Behaviourists believe that learning is a change in behaviour caused by the learning environment. Its theory is based on empirical evidence obtained from experiments conducted on living organisms. Behaviourists believe that all organisms — human or animal exhibit behaviour. Behaviouristic theory is not only for language learning but also for learning in general. It is interpreted in terms of stimulus –response, reinforcement, repetition and habit formation. The change from one pattern of behaviour to another is the result of conditioning — *classical and operant*. The Russian psychologist Pavlov in an experiment conducted with a dog explains the process of classical conditioning.

When a hungry dog is given a piece of meat [stimulus-1], it salivates [response].

But when it hears a bell [stimulus-2], it does not salivate.

If the behaviour of the dog is to be conditioned to salivate to the ringing of the bell, the bell is rung every time the dog is given some meat.

Soon, the dog learns to associate the ringing of the bell with the sight of the meat. After some time the dog begins to salivate [response], whenever it hears the bell [stimulus], even if it is not accompanied by the meat. The dog has learnt a new behaviour through conditioning.

Repetition is crucial here. The bond between stimulus-1 and stimulus-2 is reinforced by repetition and weakened by the absence of repetition. The dog will stop salivating if it hears the bell a number of times without getting any meat. The organism plays a passive role.

Another type of conditioning is called **operant**. It is based on the theory of stimulus, action and reward. Skinner explains this process with the example of a hungry pigeon trapped in a cage. There is a mechanical lever. By chance, the lever is pressed by the pigeon and a pellet of grain comes out. After some time the bird starts associating the release of grain with the pressing of the lever. Whenever the bird is hungry, it presses the lever and gets food. The bird is conditioned to handle the lever in order to produce the desired result. There is no pre-existent stimulus-response bond here as it is in classical conditioning. The internal stimulus [hunger], the action of pressing the lever and the reward are unconnected at the beginning. The reward is satisfying, so the action is repeated. There is a bond between action and reward. It is a conditioned response. The bond is reinforced by reward and weakened by the absence of it. Organism plays an active role here.

IMPLICATIONS OF BEHAVIOURISM ON LANGUAGE TEACHING: Thorndike has formulated three laws of learning based on these conditionings — classical and operant. They reflect on the implications of behaviourism on learning a language. They are the laws of effect, exercise and readiness.

Law of effect: Is based on the principle of operant conditioning. It states that — if the connection between stimulus and response results in satisfaction, it strengthens the connection. If it does not satisfy, it weakens it. The reward is directly related to the fulfillment of the needs. Reward is necessary to produce desired behaviour and punishment is needed to eliminate that behaviour.

Law of exercise: Is based on the principle of classical conditioning. It suggests that repetition is crucial to make learning confirmed.

Law of readiness: It emphasises on the role of motivation. Motivation depends on the needs of the learners. Both the internal and the external motivation play an important role in learning. This makes learners attentive and they learn fast.

Let us see the implications of these laws on learning a language. The teacher can condition learning in the students by exploiting the tenets of behaviourism.

Every utterance in a language is a response to some stimulus. A question asked by the teacher is a stimulus that elicits an answer as the response. If the answer is right, the teacher can reward it with a smile, a pat or a nod of the head. This gives satisfaction to the learner. Knowledge of progress in learning is also a reward in itself. Reward or satisfaction reinforces learning.

Reinforcement by itself is not enough. To make learning permanent, learner has to practise it repeatedly till it becomes a habit.

There is no room for error. Teacher should prepare exercises in such a way that only the correct responses are elicited.

Language should be presented in bits — item by item and the gradation should be from simple to complex. Skills should be broken in sub-skills and the syllabus should be graded.

Teacher can control the process of learning in all the learners as all of them learn the language the same way.

Speech is primary. The receptive exposure to the language is important for the production of language. Most of the methods of language teaching over the past forty years have followed the principles of behaviourism. But, later on it faced dissatisfaction because of the following drawbacks in it.

Drawbacks of Behaviourism: It does not distinguish between animals and human learners. Man has rational faculty and language is human specific. Hence, the rules applicable to animals cannot be applied to human beings.

Learning cannot be controlled entirely by the external agency. Learner also contributes in the process of learning.

Behaviourism is based only on observed behaviour, which is not true because the internal changes produced by learning cannot be observed.

There is no room for error. But learning is a process of trial and error.

Practice is important, but meaningless practice results in rote learning.

Speech is primary, but in L2 learning situation the process is reversed. The learners start with reading and writing first and speaking comes in the end.

All the learners do not learn the language the same way. There are individual variations too.

Still, we cannot deny the contribution of behaviourism in learning a language. Another school of learning is cognitivism.

COGNITIVISM: Behaviourists followed the model of stimulus response for learning. Cognitivists added cognitive function to this model

S> cognitive functions> R

Cognitive function suggests that the learner can monitor and evaluate a stimulus to develop a response. It establishes a theory that the learner is not a passive recipient but an active controller of the process of learning. According to cognitivists, learning is not a mechanical process of stimulus-response, reinforcement and habit formation. Learning is problem solving in nature and is based on insight formation. This is explained with the help of an experiment conducted on an ape.

The ape was put in a cage. A bunch of bananas was suspended from the ceiling. Some pieces of wood were provided to reach to that bunch. These pieces needed to be joined together to form a long stick. Initially, the ape jumped to get the bananas. No success, it sat back in a corner and after some time tried to join the pieces of wood together. This suggests that the animal could interpret the situation and found another strategy to deal with the problem.

This proves the importance of cognitivist theory of learning, which is based on insight formation.

Noam Chomsky rejected the theory of behaviourism on the ground that it does not explain the process of L1 acquisition. Child has an in-built capacity to learn a language called LAD [language acquisition device]. Language learning is not a mechanical process of stimulus-response, reinforcement and habit formation. When a child encounters new language item, he screens it through the old learnt items' repertoire. He makes a hypothetical plan, tests the plan. If it is right, accepts the plan, if not, rejects it, and tries another hypothesis. The child learns the rules of grammar through trial and error. Mistakes are the inevitable part of learning. They

suggest that the child is putting an effort to learn the language. Learner plays an active role in the process of learning.

IMPLICATIONS OF COGNITIVISM ON LANGUAGE TEACHING: The teacher should follow the system the way the child acquires the language. S/he should realise that the exposure to the target language is essential. Learning is not a mechanical process. It is a meaningful, problem solving process. The learner has a system that helps him in learning. For example, if s/he has learnt the regular verb — walk, walked, walked, and then comes across irregular verb like teach or keep, s/he overgeneralises it as teach, taught, taught. The error suggests that the learner is not a robot but is actually involved in the process of learning. The use of meaningful situation is important in learning a language. Mechanical repetition should be avoided. [Stern: 289]. We have to give a context to a language item and should not teach rules in isolation. Language items should not be graded because the child learns the language through the exposure to the ocean of the language without any gradation or sequencing of the items. Learning is an internal process and cannot be experimented fully. It is also a creative process, so the learner should be encouraged to use the language even if s/he makes errors.

CONTRIBUTION OF BEHAVIOURISM AND COGNITIVISM TO LANGUAGE TEACHING: Both the schools have advantages and disadvantages. Both agree on the need of the exposure to the language. The teacher should give her learners the maximum exposure of the target language.

Importance of practice cannot be denied. But it should not be rote learning. Practice should be given in meaningful situation through problem solving tasks.

The learners should be actively involved in the process of learning. Teacher should provide them opportunities to use the language in the classroom. While teaching the whole class, she must remember the individual variations in learning.

Grading is essential but it should be done according to the needs of the learners.

Errors are essential part of learning. Teacher has to be sympathetic and patient with the learners. Too much correction hampers fluency. But this does not mean that s/he should overlook errors all the times, otherwise errors will be fossilised and it will be extremely difficult to correct them.

Rule learning is important. Grammar should be taught in an integrated way. It should be taught inductively. We have to remember that fluency and accuracy both are important.

The teacher should exploit both the theories to make teaching effective. Language learning is a complex phenomenon. S/he should follow the eclectic approach according to the needs of the learners.

QUESTIONS

1. What are the important features of behaviourism useful for language teaching?
2. Explain the difference between classical and operant conditioning.
3. Explain the cognitive theory of learning in relation to language learning.
4. Which principles of behaviourism and cognitivism will you adopt for language teaching?

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CHAPTER 4

LANGUAGE ACQUISITION AND LANGUAGE LEARNING

INTRODUCTION: Language can either be acquired or learnt. Learning a language is different from acquiring it. Acquisition refers to 'picking up' of the language in natural surroundings without any formal instruction. There is no systematic or graded teaching about the language. It is a gradual development of ability in language by using it in natural communicative situations. Learning refers to a conscious effort where the instructions are given in a formal set up. The learner has to learn the phonology, vocabulary, and the rules of grammar of the language. S/he has to learn the language analytically. We can say that a child acquires his mother tongue and learns a second language. Linguists believe that we can acquire a second language too. For this we have to understand and make use of the process of acquisition for teaching the second language.

ACQUISITION PROCESS: All children acquire their mother tongue in a similar way irrespective of their socio-cultural background. A child of a minister or a peon acquires it in a similar way. A child has an innate capacity to learn a language. He learns it naturally the way he learns to sit, stand, walk and run. It is a part of the natural process of growth and development. A child does not inherit his mother tongue. A child born of Tamil-speaking parents, but adopted by Punjabi-speaking parents will learn Punjabi and not Tamil. It is the exposure to the language that results in learning it. But, passive exposure to the language is not enough, the child has to use the language too.

The child should be physically and mentally fit to learn a language. He should not be deaf or dumb. He should be able to hear the language understand it and use it.

The intelligence level of the child is also a decisive factor. It depends on the process of maturation of an infant's brain called the 'process of lateralisation.' This process begins around the age of four to six months and is complete by the age of nine years. A child learns a language because of this process. By the time the child is 3 to 4-year-old, he is a perfect user of the language. Nobody teaches him the rules of the grammar. The use of language is crucial for his existence. This helps in getting things done for him. This motivates him to learn. The language filled environment helps him in absorbing the language and using it.

A child does not start speaking the language all of a sudden. There is a silent period before he speaks the language. The child is surrounded by the elders, who baby talk to him. They use very simple language with lots of repetition. This is called *caretaker speech*. [Yule]. This helps him in associating sounds and words with objects and understanding their meaning before he produces them. Several stages in the acquisition process have been identified.

Pre-language stages: All children do not start speaking at the same time. There are individual variations in speech production. The period from about 3 months to 10 months is usually characterised by three stages of sound production in the infant's developing repertoire [Yule:139]. Generally, children around 3 to 4 month-old start producing sounds. Initially, a child produces /k/ and /g/ sounds in *cat* and *girl* respectively with vowel sounds /i:/ and /u:/. This stage is called *cooing stage*.

In the next stage called *babbling stage*, by 6 months, the child uses syllables such as /da/ /du/, /ma/, /pa/ etc. He draws the attention of the elders around him and get his basic needs of food and water fulfilled. In the *later babbling stage*, around 9 months, the child uses intonation patterns.

Holophrastic or one word stage [around 12 to 18 months], he joins the sounds and produces one word such as — *mama*, *papa*, *milk*, *dada* etc. He learns the content words first.

In the *two-word stage*, [around 18-20 months], he uses words and phrases such as '*mama sari*'. The context decides the meaning. The child might mean — '*it is my mother's sari*' — a statement, or this can be an order to remove the sari if someone else is wearing it. He gets the feedback too.

In the next *telegraphic stage* [between 2-3 years], he uses content words to convey the message exactly the way we send messages through telegram. Instead of writing full sentences '*I am reaching home tomorrow morning*' we write '*reaching tomorrow.*'

Similarly the child says 'papa go office'. By this time his vocabulary level is expanded to 100 words with correct word order. He does not say 'office go papa.' Prepositions are also added around this time.

In the *morphemic stage* [around 3 year], the child uses inflectional morphemes in his speech. The 'ing' form is added to the verb 'mother eating food.'

We must remember a very important factor. A child does imitate the speech of the elders but not always. Sometimes, he comes out with the constructions his elders do not use. This confirms the hypotheses that while learning a language, the child makes his own rules, tests them and if approved, adopts them if not leaves them. In this process he makes mistakes of overgeneralisation. For example, he learns to add 's' to make regular plural boy-boys, dog-dogs. He uses the same technique and says man-mans and even mens, foot-foots or feets etc. Correction by elders does not help much.

Irregular verbs like 'go-went' come earlier than the regular verbs like 'talk-talked'. The reason behind this is that the irregular form 'went' is more clearly audible than the regular form 'talked'. When he acquires the regular form, he overgeneralises it and produces 'go-goed' or even 'go-wented'.

Possessive markers — mama's sari is also acquired around the same time with different forms of the helping verb 'be'. At the end, he learns 's' marker to the verb on third person singular and uses constructions like 'he goes to college'.

'Wh' questions are acquired earlier than the negatives. Thus, we see that language acquisition goes through different stages. Although language acquisition goes through a familiar pattern, it is the intelligence of the child that speeds up the progress. By the age of 5 years, the child develops the vocabulary of more than 2000 words and becomes a sophisticated user of the language. The child goes to school and is ready to learn a second language.

SECOND LANGUAGE LEARNING: Learning a second language i.e. English is definitely more difficult than acquiring the mother tongue. There are many *variables* that affect the process of learning a language. If we compare the factors of L1 acquisition and learning L2 we realise the complexities of the process of learning L2. It is easy to learn a language, which belongs to the same family because of the similarities in them. For example, for a Hindi speaker, learning Gujarati or Marathi is easier than learning Malayalam.

Learning English becomes difficult for our learners because of the dissimilarities between English and their mother tongue. There are other factors or variables that affect learning a second language.

There is a relationship between chronological age and language learning. The process of lateralisation is complete by the age of 9 years. This process facilitates the learning of a language. English as L2 is introduced in vernacular medium schools in class V or VI. At this point, the learner is around 11 or 12-year-old. The factor of age affects his learning. The younger the child the faster he learns. But there is no conclusive evidence for this as we have instances where people have successfully learnt L2 very late in life. Still, it is easier for a child to learn L2 because of his flexibility and lack of inhibitions.

It is difficult for an adolescent to learn a language very fast. Adolescence is a crucial period of life and the learner is very self conscious and apprehensive. The fear of rejection and ridicule inhibits him from using the language. The situation is worse in heterogeneous class where the children from English medium and the vernacular background are put together. His inadequate language ability affects his self-esteem. In such circumstances, an extrovert learns faster than an introvert.

For an adult learner it is more difficult to learn a language as his thinking is rigid now. Wrong learning is fossilized and it is very difficult to unlearn everything and start afresh. But adult learners too learn a second language late in their life. It depends on motivation. Higher the motivation, faster the learning.

The general intelligence level of the learner helps him in learning a language. This varies from person to person.

Equally important is the learning environment. The setting in the classroom is disciplined and formal. The learner does not get individual attention. The atmosphere is not child friendly like his home.

The exposure to the language is for a limited period of time- 30 to 45 minutes or an hour a day in comparison to 24 hours of language filled atmosphere at home. Sometimes the teacher is not proficient in the language and the learner has a poor role model to imitate.

The learner does not have any opportunity to use the language outside the class. Even in the class there is a very little opportunity to use the language. It is more of a passive reception of the language in the classroom than the actual production of it.

In the classroom the syllabus is fixed and graded against the free flowing of mother tongue at home. There are limited and artificial situations in the classroom. While in real life there is no dearth of natural situations.

The natural order of the exposure to the language is through listening and speech. This is reversed in a second language learning situation. Children start with reading, writing and listening first and speaking comes at the end.

Motivation to learn L2 is also not as strong as it is for mother tongue. The learner can communicate in mother tongue with his peers in school or outside the school. External motivation does help in learning a second language like English. Importance of English for higher studies or for future job prospects helps in learning it faster.

Role of aptitude and attitude is insignificant in acquiring the mother tongue because there is no choice. The child has to use the language for his survival. But, for learning L2 these factors are very important. Some learners have higher aptitude towards languages. They learn faster than those who do not have an aptitude for languages. Attitude towards the culture and the speaker of the language affects the learning of that language. The intolerance and bias towards the target language and the culture inhibit the learning process. The attitude towards the British rule has affected English language learning situation in India.

The background of L1 for learning L2 has both advantages and disadvantages. The factor of 'language universal' helps in learning. All languages have tense system, number, gender, plural etc. This helps the learner in identifying these areas in the target language. But the interference of L1 in L2 leads to errors. The teacher is intolerant to the learner's errors in the classroom. This hinders his learning. In schools, the emphasis is on accuracy that hampers fluency. In acquiring L1, errors are considered as an integral part of learning. They reflect creativity of the learner. While learning L2, errors are not accepted as part of learning. They reflect inadequacy of the learner. This hampers his learning

CLASSROOM STRATEGIES TO ACQUIRE SECOND LANGUAGE: Considering the problems in learning L2, we should try to follow the process of L1 acquisition in teaching L2. L2 can also be acquired as L1. In the multilingual cultural set up of India, most of the people are bilingual and many of them are multilingual. In a city like Bombay, most of the non-Marathi speakers are fluent in Marathi and Gujarati though they have not learnt these

languages formally. They have rather picked up these languages while interacting with people. The children of the mixed language parents also acquire both the languages simultaneously. We should try to create situations where second language can be acquired like mother tongue [Krashen,1981]. We can make use of the factors of L1 acquisition for them.

The teacher should motivate the learners to learn the language. S/he should make teaching interesting by introducing language games and other activities. The emphasis should be on the communicative competence. S/he should create situations where learners can use the language in the classroom.

The textbook and the syllabus completion should not be the only objective/aim of the teacher. S/he should expose the learners to a variety of situations where they can use the language in different styles. S/he should be resourceful and capable of producing her/his own materials. S/he should try to develop a positive attitude and mould the aptitude of learners by telling them about the importance of English as a link language all over the world.

The teacher should follow the natural order of listening, speaking, reading and writing. S/he should follow the natural stages of language acquisition process. Sounds of the language should be introduced first followed by words and structures. The teacher should follow the schedule of teaching 'ing', plurals, irregular and regular verbs, morphemes, questions and negatives etc. Grammar should not be taught deductively but should be integrated with the skills.

Too much stress should not be put on accuracy as it hampers fluency of the learner. Allow the learners to make mistakes as making of errors reflects their creativity. But this does not mean that the errors should be completely overlooked. The teacher has to adopt different strategies to deal with them. [See 'error analysis']. The language teacher should have a learner friendly attitude in the language filled environment of the classroom to help the learners to learn the second language and use it effectively.

QUESTIONS

1. Explain the process of acquisition of L1 in a child describing the stages involved in it.
2. Do you think that L2 can be acquired like L1? What strategies will you evolve to fulfil your goal?
3. What is the role of the variables in learning a second language?

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CHAPTER 5

ERROR ANALYSIS AND REMEDIAL TEACHING

INTRODUCTION: Massive correction work has always disturbed the language teachers because of the errors made by our learners. It is difficult for the teacher to cope up with this problem. First of all, we need to have a change in our attitude towards errors. Errors are inevitable part of learning a language or any other skill. Say, for example, learning to ride a cycle involves different stages, where the learner falls many a times till he learns to ride it successfully. This follows a method of trial and error. The same is true of learning a language. While acquiring the first language, a child makes many mistakes and we tend to overlook them. We consider them as an essential part of developing his linguistic competence. But, as teachers we become impatient and intolerant to the mistakes of the second language learners. To change our attitude towards errors and to deal with this problem successfully, we need to have knowledge of the types of errors, the process of error analysis, the sources of errors and remedial teaching. The feedback on errors helps to plan strategies, design syllabus, prepare material and improve methods not only for remedial teaching but for general purposes too. Errors are traceable only in the productive skills of speaking and writing because it is difficult to analyse the comprehension aspect of the language of L2 learner. Before dealing with error analysis in detail, we must know the basic difference between a mistake and an error.

We all tend to make mistakes in our mother tongue too. This can be due to the slip of the tongue or a lapse but we correct ourselves immediately. We come across such utterances where the speaker says, 'I'll gone tomorrow,' but immediately he corrects

himself — 'I'll go tomorrow.' Such mistakes of performance do not reflect the deficiency of linguistic competence of the speaker. They can be the result of a memory lapse, tiredness or mental stress. So, mistakes are not considered important for error analysis.

Error on the other hand is a grammatical deviation from the system of language. It reflects the interlanguage competence of the learner. If the learner uses such constructions — 'Does he goes to college?' or 'does he college goes to?' and is not able to correct himself then he needs attention. This suggests his lack of linguistic competence. Different schools of learning react differently to errors.

The *Behaviouristic school* of learning believes that learning a language is a mechanical process of habit formation. Hence, there is no room for errors. If the learners make mistakes the fault lies with wrong teaching. *The Cognitivist school*, on the other hand believes that errors reflect the learning process of developing insight and rule formation in a learner. The learner makes his own rules, tests them, makes mistakes and corrects himself. Because learner makes errors, they can be observed, analysed and classified. This helps to understand the system operating within the learner and the strategies applied by him while learning the language. Disciplines of psychology and linguistics developed the cognitive theory of language learning, which resulted in the concept of error analysis. This gave a different perspective to language teaching.

Error analysis is different from contrastive analysis. Both explain the sources of errors but in a different way. Contrastive analysis stresses upon the negative transfer of the mother tongue as the only source of errors. Error analysis on the other hand accepts many sources of errors such as intralingual interference, overgeneralisation, misteaching and the role of the variables of age, attitude, aptitude, motivation etc.

CONTRASTIVE ANALYSIS: With its roots in behaviorism, it stresses upon the interference of mother tongue in learning a second language. According to them, the second language learner tries to learn the items different from his mother tongue. Human tendency is to follow short cuts for learning anything. If two languages are similar [to some extent] in structure [for example Hindi and Marathi] the application of the rules of one to another helps in learning them. This is called positive interference of mother tongue. But if the two languages are different in structure, the application of the rules of one to another results in errors. This is called the negative transfer of L1 to L2. For example, in English verb is pre-positioned in the following sentence:

I go to college.

But, in Hindi and Marathi, the verb is post positioned in the same sentence.

मी कॉलेजला जातो.

मैं कॉलेज जाता हूँ।

Hindi and Marathi speakers sometimes come out with such constructions:

I college to go.

I to college go.

They forget that there is a basic difference in the structural pattern of the two languages. Contrastive analysis helps us to decide the extent of the interference of L1 in L2. This helps to predict the problems the learners may have to undergo while learning a second language.

In 60s, attitude towards errors changed. Learning a second language was examined in the light of child's acquisition of mother tongue. Learning was accepted as a process of trial and error, where the learner makes hypothesis, tests it and finally succeeds in forming closer approximation to the system of second language. This is called interlanguage.

INTER LANGUAGE: Selinkar introduced the term 'interlanguage' for the language, which lies between the learner's first language and the second language. Psychologists believe that each individual is unique, hence his language is unique too. He makes his own rules, which are neither from his mother tongue nor from the second language. Corder [1976] calls it learner's idiosyncratic dialect. The learner, as a creative being, tries to systematise the structure of the target language with the help of the limited knowledge of the target language, knowledge of mother tongue and the world around him. In this process he makes peculiar mistakes which are not the result of the negative transfer of the mother tongue. Interlanguage hypothesis changed the entire second language teaching scene and evolved on its own away from the tenets of contrastive analysis. Analysis of interlanguage depends on the productive data as it can be easily observed. Comprehension part is inferred through the verbal and non-verbal responses of the learner. Error analysis is the technique through which this data is analysed.

PROCEDURE OF ERROR ANALYSIS: It is really difficult to understand the learning system of L1 and L2 learners, as it cannot be observed directly. We make use of the productive data

through the skills of speaking and writing. The mental process involved in the act of comprehension cannot be observed. Besides this, the learner's system is in the process of continuous change. The learner is not consistent with his mistakes. At one moment there are signs of correct use of the language and the next moment a sudden backslide to the errors. This results in contradiction. Still, with the available productive data, researchers try to analyse errors. The process of error analysis deals with the identification, description and explanation of the errors. Knowledge of the mother tongue of the learner is advantageous.

IDENTIFICATION of the errors is the first step. The learner's idiosyncratic utterances are transcribed. We have to decide for overt and covert errors. Overt errors are grammatical errors — 'I will shouted at you' is an example of overt error. Here, the use of past form of verb 'shouted' is wrong. Covert errors are grammatically correct but contextually inappropriate. If a student speaks the sentence correctly — 'I will shout at you', and uses it for his teacher, then it is an example of covert error. Similarly, we cannot say — 'he is beautiful' or 'she is handsome.' Both the sentences are grammatically correct but contextually inappropriate.

RECONSTRUCTION: In the next step the utterances are reconstructed in the target language to see the extent of the error. The wrong sentence — 'I will shouted at you' and the correct one — 'I will shout at you' are written to compare the difference between the two to assess the error i.e. 'use of past tense marker 'ed' in verb 'shout' with modal "will." If the mother tongue of the learner is known then the sentence can be translated into the mother tongue to see if the negative interference of the mother tongue is responsible for the error or not.

DESCRIPTION: The next step is the description of the error. It refers to the classification of the errors in the different areas of language such as tense, number, mood, gender, case etc. Corder [1981] has given a matrix for the classification of errors.

<i>Types</i>	<i>Graphological Phonological</i>	<i>Grammatical</i>	<i>Lexico- Semantic</i>
Omission			
Addition			
Selection			
Ordering			

Errors can be described as the **error of omission** where an important element of language is omitted. e.g..

She is girl. [Omission of article 'a' before a count noun.]

She going to market. [Omission of helping verb 'be']

Error of addition refers to adding of an undesired element of language. E.g.

Does can he sing? [Addition of modal can]

She wented to the hospital. [Addition of 'ed' in an already past form of the verb]

She has been gone to college. [Addition of 'been']

Error of selection refers to substituting a wrong element of language. E.g.

He lost his road. [For 'way']

He is driving a cycle. [For 'riding']

Error of ordering refers to the wrong sequencing of language items. E.g.

I am a film watching.

He a mango eats.

These errors of omission, addition, selection and ordering can be in the areas of graphology [spelling/writing], phonology [wrong pronunciation]. They can be at the lexical or grammatical and at the discourse level too.

STAGES OF MAKING ERRORS

It is not that the learners make the same errors all the times. As the learner progresses from one stage to another, the types of errors too change accordingly. There are three stages of making errors — pre-systematic, systematic and post-systematic.

In the '**pre-systematic stage**', the learner is partially aware of the system of the language. Sometimes, he uses correct structures and at another time he makes error in the same structure. The learner at this stage is neither in a position to explain nor correct it. Such errors are called **pre-systematic errors**.

In the '**systematic stage**', the learner is gradually progressing in learning the system of the language. S/he is trying to internalise the rules, which can be wrong. For example, the learner learns that by adding 's' to a noun word we get plural form — boy boys; book books; etc. S/he tries to apply this rule to the words — child

childs; foot foots, which are exception words and have 'children' and 'feet' as plurals respectively. Such errors are called **systematic errors**. At this stage the learner learns the correct rules but goes back to the earlier stage and makes error. It establishes the principle that learning is a spiral process and the learner goes forward and backward. Here, the learner realises that he has made a mistake but cannot correct himself.

In the '**post-systematic stage**' the learner has understood the system of the language. If he makes a mistake he is able to correct himself. Such errors are called **post-systematic errors**.

The identification and the description of the errors lead to the sources of errors. Why do learners make errors? What are the factors responsible for them? Do the variables play a role in making errors or the strategies applied by the learners have their share in this problem? These questions need attention to be focussed on the sources of errors.

SOURCES OF ERRORS: There are many sources of errors.

INTERLINGUAL TRANSFER: This concept comes from contrastive analysis of behaviouristic school of learning. It stresses upon the negative interference of mother tongue as the only source of errors. The construction — 'I like to read' is uttered as 'I read to like' by many Hindi speakers. In Hindi, the verb is pre-positioned while in English it is post positioned. This type of error is the result of negative transfer of L1 rules to L2 system.

INTRALINGUAL TRANSFER: Not all the errors can be attributed to the negative transfer of L1 to L2. Interlanguage researches have proved that intralingual transfer [within the target language] also results in errors. The learner learns the rules of the language and tries to overgeneralise them, which result in peculiar errors such as 'foot foots' or 'go goed'. They are the result of the wrong learning within the second language itself.

Sometimes faulty role model in the form of a teacher can also be the source of errors. If the teacher mispronounced sound/s/ for/ /-sip for ship; / / for / :-hall for hole or jero for zero, then the learners also try to copy him/her. A misleading explanation from the textbook can also result in errors.

Learners adopt certain strategies of simplification i.e. following short cuts. This can also result in errors. Some people have habit of adding 'ing' to the verbs which do not carry 'ing' and we come across such constructions:

I am understanding.

I am hearing it.

You must be knowing him.

Sometimes learners memorise pre-fabricated stock patterns without understanding their proper meaning. Sometimes they use them in wrong context and make errors. Tourists learn such patterns in the target language of the country of their visit and create funny situations because of such errors.

Personality variables can also be the source of errors. An extrovert person makes errors without any inhibition while learning a second language. A highly motivated person is not ashamed of making errors and learns the target language faster than an introvert or a less motivated person, who will not open his mouth because of the fear of ridicule.

Thus, we realise that there can be a number of sources of errors. If errors are not corrected in time, they can be fossilized in the system of the learner and cannot be corrected.

FOSSILIZATION OF ERRORS: Instances of fossilization are common in the speech/writing of the second language learners. In the process of learning a second language, the learner gains proficiency but some of the errors remain part of the system. The learner becomes immune to them. If others point these errors, he corrects himself but soon he switches back to them. He will speak the language fluently in spite of them. These errors can be of pronunciation or grammar. They can be due to the internalisation of the wrong elements of the language. They become part of the personality and cannot be corrected. Remedial teaching is the only way to deal with the errors.

REMEDIAL TEACHING: Before the errors become fossilized in the language system of the learners, the teacher should take some steps. The most difficult part is to unlearn a wrong learned item. At this time the remedial teaching steps in. Remedial teaching is useful and necessary when there is a mismatch between the learner's knowledge of the language and the demand of the situation. It helps those learners who have not benefited by regular teaching.

To determine the degree of mismatch, a diagnostic test is conducted. The teacher should categorise the errors in a broader frame of spelling, punctuation, verb form [teach, taught], tense aspect [he has eaten mango tomorrow], prepositions, pronoun forms, concord or agreement between verb and subject [they goes to market], word order, vocabulary item, tag questions etc.

Here, the three important pedagogical issues come up i.e. correction of errors in the classroom, grammatical explanation and designing curricula and materials. All the teachers are worried about — ‘what to correct’ and ‘how to correct’. What to correct depends on the gravity of the error in relation to communication. We have to remember that communication is the basic function of a language and the errors that do not hinder communication can be left untouched. But, if the errors are grave such as ‘they goes to market’, then a grammatical explanation should be given. However, with the adult learners explanation of the rules followed by practice is helpful in removing errors. Practice of substitution tables also helps in understanding the system of the language and thus helps in removing errors.

Remedial teaching helps those learners who are highly motivated and are extrovert by nature. It helps in developing self-confidence of the learner and aims at bringing the learner on a par with other learners who are proficient in the language.

The teacher’s role is very significant here. S/he has to be very patient and sympathetic to the errors of L2 learners. Errors cannot be corrected individually in the classroom, but they can be categorised and the teacher should take up one element at a time. Too much correction of errors especially with red ink detests learners psychologically. The teacher should realise the importance of positive reinforcement by praising their efforts and encouraging them. S/he should aim at the clear and free communication in learners. It is difficult to design the course material or syllabus following a desired sequence of items. It is up to a teacher to decide which items should be presented when and how according to the needs of the learners.

Thus, we see that error analysis does both the theoretical and the practical functions. Theoretically it helps to understand the process of second language acquisition and learning and practically it helps to plan and design a remedial action for the benefit of the learners. Knowledge of the process of error analysis will help the teacher to deal with the problem of errors.

QUESTIONS

1. What is inter-language? How does it differ from contrastive analysis?
2. Explain the process of error analysis.
3. Describe the role of remedial teaching in removing errors.
4. What are the main sources of errors? Give examples to endorse your views.

Given below is a sample of writing by a student of F.Y.B.A. Identify the errors, classify them and suggest the remedy for them.

My evening rottine

I am going to home a 6 ocloak. They after I eating a luch. and after Reading news paper and 7cloakt.v.serial and 8 ocloaka chitrahah. after the I am home work compalit and after the sometime carmbord pay. I am 9 cloak is dinner eating and 10 cloak slipping.

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CHAPTER 6

METHODS AND APPROACHES OF LANGUAGE TEACHING

This lesson is based on '*Approaches and Methods in Language Teaching*' by Jack C. Richards and Theodore S. Rogers 1986, Cambridge University Press.

A BRIEF HISTORY OF LANGUAGE TEACHING: The concept of learning a foreign language is not new. Trade, commerce, higher education in different fields, diplomatic mission all lead to learning a foreign language. Earlier, Latin was the lingua franca, which was replaced by English. If we look at the history of language teaching, the first instance of language teaching methodology is seen in 14th and 15th century Europe to teach the classical languages like Greek and Latin. Latin was taught through the deductive use of grammar and rhetoric. Rules of grammar were memorised following translation. In the beginning of 16th century, the importance of Greek and Latin diminished because modern European languages like English, French and Italian became popular. But, the method of teaching through 'grammar-translation' remained the same. This insisted upon learning grammar rules, vocabulary items and translation of the sentences from the target to the source language and vice-versa. Reading and writing were the major focus points. There was no room for oral practice. This method was also used in India to teach Sanskrit.

By mid of 19th century, the hold of 'grammar translation' method loosened. World was getting smaller. The need for oral communication was realized. Francoise Gouin studied child's language acquisition process as a model for language teaching. His main contribution was to treat language learning as a connected series of activities actually undertaken in real life. He used imitation, association and memorisation as his principle techniques.

The **Reform movement** challenged grammar translation method and evolved new methods to develop oral proficiency.

Towards the end of 19th century, Linguistics was established as a science. This resulted in systematic teaching of language. Phonetics was established. The emphasis was more on speech than on writing. In 1886, the International Phonetic Alphabet [IPA] was designed. This facilitated the transcription of the sounds of any language. The new trends of naturalistic principles of learning gave different direction to language teaching. **Direct method** was developed. It put emphasis on the direct use of the target language without translation in mother tongue. The inductive method was used to teach grammar where examples are given first before explaining the rules. Speech was considered primary.

Henry Sweet [1845-1912] realised the limitations of 'Direct method' because it lacked a methodological basis. He believed in the principles of psychology and the scientific analysis of language to develop a teaching method. He introduced the factors of selection, gradation and limitation with integration of skills. This formed the basis for innovations made in language teaching during 20th century and resulted in oral-structural approach.

The Oral-Structural Situational approach was popular from 1930s to 1960s. Harold Palmer and A.S. Hornby were its main propagandists. Palmer built his principles of methodology based on linguistics and psychological analysis of the process of learning. He stressed upon the importance of the behaviouristic principles of learning such as habit formation, accuracy, gradation, motivation etc. Michael West developed 'Reading method' with a general service list of 2000 words in 1953. In America, 'Audio-Lingual method' evolved out of the structural approach. It became very popular during Second World War. This method remained popular till late sixties.

In 1965, *Noam Chomsky* with his **Transformational Generative Grammar Theory** brought a revolutionary change in the language teaching scene. The focus shifted from form to meaning. Earlier, behaviouristic theory ruled the scene. Chomsky challenged this mechanical theory and refused to accept human beings as organisms. He believed in the cognitive theory of learning. Human beings, according to him, have innate capacity to learn a language. They have the faculty of creativity to generate new structures and they do not learn new sentences by mechanical imitation or repetition. Factors of competence and performance became important. In early seventies Chomsky's cognitive code

became popular. Importance of meaning was established. D.A. Wilkins introduced the theory of functions and notions. Krashen and Terrel emphasised upon the application of the principles of first language acquisition on second language acquisition and learning. The late seventies witnessed the shift towards **Communicative Language Teaching Approach**. Dell Hymes, Widdowson, Brumfit, Halliday, Austin and Searle were its main propagandists. Communicative competence became very important. Teaching was skill based. Fluency was given more importance than accuracy. Errors were considered as an integral part of learning a language. **English For Specific Purposes [ESP]** an offshoot of communicative approach is introduced to cater to the needs of the learners from different professions. Thus, communicative approach started in seventies is still popular in nineties and twenties.

Before dealing with different methods and approaches in detail, let us deal with the concepts of approach, design, method and technique in the process of language teaching and learning. Edward Anthony — an American linguist developed them in 1963.

APPROACH: Refers to the philosophy of the nature of language teaching and learning. It covers linguistics and psychology. This defines 'what' and 'how' of language teaching and learning. Approach leads to method.

METHOD: Deals with an overall plan for the presentation of language material based on an approach. It is procedural. In one approach there can be many methods. In a method, a theory is put into practice. Here, choices are made about a particular skill to be taught. It deals with content and the order of presentation. It selects grades and presents the material. Between an approach and a method there is design.

DESIGN: Gives details of a method. Here, the objectives of teaching and testing, syllabus and contents are decided. It also defines the roles of the teacher and the learner.

TECHNIQUE: Is a tool to implement the method in a classroom. drills, role-play, group work, pair work are the techniques adopted for teaching.

We can say that "Audio-lingual Method' is based on Oral Structural Approach. Its syllabus has the design of structural patterns and it follows the techniques of dialogue and drills in the classroom. Let us deal with different methods and approaches.

GRAMMAR TRANSLATION METHOD: This method ruled the language teaching scene from 1840s to 1940s and is still popular

in some form. It is called a method and not an approach because it does not follow any theory — either of linguistics or of learning. It is arbitrary in nature. Earlier, it aimed at the study of literature of foreign languages and the development of analytical skill through the study of grammar following translation. At that time grammar aspect was minimal. With the growth of grammatical knowledge, teaching of grammar ruled out translation. This method puts emphasis on:

- **Translating from the source language to the target language and vice versa.**
- **Learning of vocabulary items based on reading text.**
- **Sentence as a basic unit.**
- **Grammar teaching in deductive way, rules to be memorised first and then practised through translation exercises.**
- **Accuracy, mistakes are not allowed.**
- **Reading and writing.**

This method has certain *advantages* too. The classes can be easily managed. Even a less efficient teacher can handle teaching. It is time saving too. Even without a teacher, books can serve the purpose. It develops reading habit. It is useful in situations where understanding of literary text is important and spoken knowledge of the language is not required.

The *disadvantages* of this method are many. It has impersonal and remote material. There is no interpersonal communication. It gives very little or no exposure to spontaneous speech. The learners never use the language though they know the rules. This method is responsible for the pathetic state of the Indian learners who get good grades in exams but cannot speak English at all. It has no bond between thought and expression. Due to these shortcomings, Reform Movement challenged this method.

REFORM MOVEMENT: Rejected grammar translation method, which had no room for spoken language. Oral proficiency was the need of the changing times. Francois Gouin developed teaching principles based on child's acquisition of mother tongue. Linguistics and the theory of learning together developed natural method. It followed the naturalistic principles of learning a language. The main characteristics of the reform movement were:

- **Oral based methodology — study of spoken language.**
- **Phonetics training for the correct pronunciation.**

- Use of dialogue in conversational text.
- Inductive method of teaching grammar.
- Use of target language.

Based on these naturalistic principles developed 'Direct Method'.

DIRECT METHOD: It is a monolingual method with emphasis on the direct use of the target language without translation. Spoken language is important. Learners should be exposed to good models of language by listening. Phonetics should be practiced in the classroom. The teachers should be trained in it. Words should be properly pronounced and presented in meaningful context. Grammar should be taught inductively. Use of mime, demonstration and pictures is proposed.

Direct method was very successful in private and elite schools. It had the main advantage of developing fluency in speech. But, language is not only speech it has other aspects too. The learner has to learn a language in totality. It is not practical as it can only be practised in small classes and not in the over-crowded classes in our situation. It depends more on a teacher's skill than on the text hence, it needs a very fluent and efficient teacher. It is difficult to create a natural or real life situations in the classroom, which can be very expensive.

By 1920s, the importance of direct method declined as it lacked a methodological base in Applied Linguistics. It did not follow the principles of selection, limitation and gradation. During 1920s and 1930s applied linguists tried to systematise the principles of language teaching advocated by reform movement. This led to Oral Structural approach in Britain which subsequently resulted in Audios lingual method in America.

THE ORAL/STRUCTURAL APPROACH AND SITUATIONAL LANGUAGE TEACHING: In 1920s and 1930s, Harold Palmer and A.S.Hornby developed a scientific foundation for an oral approach to teaching English following Henery Sweet's principles of selection, limitation and gradation of language content. They opted for vocabulary and grammar control. Reading was considered to be a very important skill in learning a foreign language. Based on it evolved '*Reading Method.*' In 1920s Michael West examined the English teaching situation in Dhaka [now, Bangladesh]. He realised the need for simple reading material written with controlled vocabulary based on frequency. He prepared a list of 2000 basic words list. It had scientific and rational basis

for teaching words for reading the text. This led to the syllabus designing in teaching. Hornby's 'Advanced Learners' Dictionary' was published around the same time.

Oral/structural approach believed in the systematic presentation of grammatical constructions following the principle of — simple to complex. Drilling and repetitions were the main techniques. It followed the principles of 'Behaviourism'. Language learning was the result of habit formation and reinforcement. Language items were not contextualised. Learning of structures, sounds and words was important. Use of mother tongue was not allowed. Grammar rules were not explained but the learners inferred the rules from the use of the structures. It used substitution table to learn different patterns.

Oral/structural approach led to situational teaching: Speech was considered primary. Emphasis was on oral use of the language in the classroom. The teacher presented new language items in situations. S/he says — 'open the window' — the learner understands the message from the context and learns the imperative structure in the target language. S/he repeats the structure without translation. New structures are learnt situationally and practised in the class.

Based on oral/structural approach, Audio-lingual method got popularity in America during II world war.

AUDIO-LINGUAL METHOD: During the world war II, soldiers were required to have oral proficiency in foreign languages within a short period of time. Use of technology in language teaching started during this time. Tapes and audio cassettes were used. Language laboratories were established. Army training programmes involved intensive exposure to the target language with the help of linguists and language specialists. It was rooted in the theory of Behaviourism. Language was considered as a formal rule — governed system and drills helped in learning it. Some of the important characteristics of this method are:

- Structure was the starting point.
- Systematic attention was paid to pronunciation.
- Intensive oral drilling of the sentence pattern was given. Dialogues were used for repetition and memorisation. Stress, rhythm and intonation were emphasised.
- It followed Aural-oral approach, where listening and speaking tasks were followed by reading and writing.

- Use of contrastive analysis to judge the interference of mother tongue.
- Accuracy based. Errors were not allowed.

Audio-lingual method was popular for a long time. Its decline began in 1960s because of its disadvantages. It is a mechanical method. The learner is passive and has no control over learning. It follows oral based methodology and no textbook. It is confined to classroom drills and has no communicative use outside the classroom.

THE NOTIONAL-FUNCTIONAL APPROACH: Language teaching scene was changing fast. The Council of Europe tried to develop unit based method of language teaching with its project in 1971. A group of experts developed language courses based on unit credit system. Learning tasks were broken down into portions or units, each of which corresponded to a component of a learner's needs and is systematically related to all other portions. D.A. Wilkins [1972] developed this approach to teach language. He emphasised on the purpose for which language is used for a particular relationship. Language style depends on the formal, semi-formal or informal situation. We do not address our teacher the way we address our friend. This approach places emphasis on the communicative purposes of language. For communicative purposes certain functions such as — introducing, greeting, inviting, accepting, refusing, asking for information, instructing, apologising etc. are covered.

These functions include the notions related to duration, location frequency, quantity etc.

The functional notional approach gradually developed into communicative approach.

THE COMMUNICATIVE APPROACH: The situational approach ruled the language teaching scene till Chomsky challenged it. He rejected behaviouristic theory of habit formation. He said that human beings have faculty of creativity to generate infinite number of sentences. Besides this, he said that structures couldn't do justice to the meaning. A sentence has both a surface and a deep meaning. He emphasised this point by giving an example:

John is easy to please.

John is eager to please.

If we look at the structure, both the sentences have the similar structure. But meaning wise they are different. In the first sentence 'John' is not the subject agent, but the object of 'please.' In the

second sentence 'John' is subject agent to please others. Chomsky's cognitive code got stronghold in language teaching scene. Communication is not restricted to isolated sentences but to participate in a discourse. Another dimension given to it was the functional or communicative potential of language. Knowledge of structure was not enough to develop communicative proficiency in learners. M.K. Halliday emphasised upon the meaning potential of language. Dell Hymes stressed upon the sociolinguistic competence. A speaker should be aware of the social norms of the speech community to be an efficient user of that language. Some of the important features of communicative language teaching approach are:

- It focuses both on form and the meaning and structure and function.
- It follows the cognitive theory of learning with emphasis on learning by doing. The tasks and the activities are problem solving in nature. Total participation of the learners in these activities is ensured.
- Contextualisation is a basic requirement for learning language items.
- The emphasis is on fluency than on accuracy. Errors are considered to be integral part of learning.
- Procedures for teaching of the skills of listening, speaking, reading and writing are developed. Integration of skills is emphasised.
- Inductive way of teaching grammar is practised.
- It is a learner-centered approach. Learner's needs are of utmost importance.
- Language learning is not getting mastery over isolated sentences but to develop an ability to participate in discourse or in writing.
- Individual work, pair work or group work, role-play, discussion are the classroom techniques to learn a language.
- Teacher's role is that of a guide and facilitator. The teacher should be extra resourceful to develop her own material according to the needs of the learners.

This approach is still very popular and the textbooks are designed for this and different techniques are developed to make it effective. The teacher can use an eclectic method to cater to the needs of the learners.

QUESTIONS

1. State the difference between oral structural approach and the communicative approach of language teaching.
2. What are the important features of Audio-lingual method?
3. Comment on the contribution of Reform Movement in language teaching scene.
4. Write short notes on:
 - (a) Direct method
 - (b) Approach, method and technique.

FURTHER READING

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CHAPTER 7

SYLLABUS AND CURRICULUM

INTRODUCTION: Approaches and methods automatically lead to syllabus planning. The process of teaching and learning cannot be complete without a syllabus. It controls and systematises the process of learning. It gives a guideline to the teacher for planning action in the classroom. It fulfils the aims and the objectives of teaching within a specific period of time. It bridges the gap between the entry and the exit level behaviour of the learners. It is flexible and can be adjusted according to the needs of the learners.

Syllabus covers who: the learner; why: purpose, aims and objectives; what: content and material; when: hourly, weekly, monthly, yearly; how: methods and techniques and the evaluation procedure. A teacher needs all this information before she starts actual teaching in the classroom.

PRINCIPLES OF NARROW AND BROAD SYLLABUS: A syllabus has both a narrow and a broad definition. The broad definition of syllabus is the narrow definition of curriculum. This is why syllabus and curriculum are often used inter-changeably.

Syllabus in its *narrow* definition covers a list of topics and evaluation pattern. This view is suitable for content subjects like history or geography. But, for language this view is not suitable. Language, being an open-ended entity, is ever changing. It grows and enriches itself continuously hence, it needs a broader framework of syllabus. It needs detailed information about selection, classification, distribution, transmission and evaluation of knowledge [Nunan:1988].

In the *broad* syllabus, description of the learner is of utmost importance. Knowledge of age, entry and terminal behaviour level of the learner helps in designing a course. Syllabus also decides the

length of the course i.e. one year, two years or three years time duration.

Aims and objectives should be clear to the syllabus designer. Aims are broader and general in nature, while objectives are very specific. For example aim can be of 'English language teaching' and the objective can be of 'teaching writing skill' or the aim can be of teaching 'writing skill' and the objective can be of teaching 'how to write an application for a job'.

Aims and objectives are realised through the content. Content or material should be selected, graded and organised according to the level of the learners. Themes should be interesting and easily identifiable by them. For the learners of English as L2, real life situations should be included in the content. It should have scope for language use and the development of vocabulary.

To teach the content, the methodology of teaching should be decided in advance. Tools and techniques of teaching should be stated clearly. Role of the learner and the teacher should be clearly defined.

Evaluation pattern is an important aspect of syllabus design. It helps us to see whether the objectives of the course are materialised or not. It also gives the feedback whether the content, method and the techniques are right or need some improvement. This broader view of the syllabus is the narrow view of curriculum.

PRINCIPLES OF CURRICULUM: Curriculum has a larger pedagogic canvas than syllabus. Curriculum decides the goals and objectives of learning the language. It defines the roles of the learner and the teacher. It selects grades and sequences the content and decides methods and techniques of teaching. It covers the administrative aspects of the institution such as management and funding.

Curriculum states government's policy towards the language. It explains the status of the language i.e. whether it is the medium of instruction and is taught as first language or as a second or third language. It also decides whether the language should be introduced in Std. V, VI or I.

Curriculum takes into consideration the attitude of society and the individual towards the language. It also considers learner's socio-economic status, his needs and the purpose of learning the language. It decides the teacher's academic qualification and the training aspect. It decides the teacher's workload. It explains the evaluation pattern too.

Thus, syllabus refers to the actual teaching process in the classroom. It is a document open for scrutiny, whereas curriculum deals with the socio-economic and political aspects of the educational programme and cannot be explained in a single document. In one curriculum there can be many syllabuses.

SYLLABUS DESIGNING STAGES — PROTO AND PEDAGOGIC: Syllabus design follows a procedure. It starts from the stages of proto syllabus to pedagogic syllabus. Before designing a syllabus, a survey is conducted to decide the needs of the learners. This helps in focussing upon the aims of the course. An outline of syllabus content is drawn. At this stage, it is called *proto-syllabus*. In the next stage, the implementation of the syllabus in the classroom is planned. Here, the tools, techniques, methodology of teaching, roles of the learner and the teacher are defined. The evaluation pattern is planned. At this stage, it is called *pedagogic syllabus*.

PRODUCT AND PROCEDURE SYLLABUSES: Syllabuses can be classified as product oriented or process oriented. They are also called as pre-determined or emergent syllabuses respectively. In *product syllabus* everything from goals, objectives, content, method and evaluation pattern is pre-determined. Learners' needs are ascertained. Content i.e. language structure, vocabulary, events, functions and situations are selected, graded and sequenced. The examination pattern is pre-decided and is directly related to the content. Under product syllabuses are — grammatical, structural, situational, notional-functional and lexical syllabus.

In a *process syllabus*, everything is decided while teaching in the class or after the class. It emerges out of the learners' needs. The focus here is on the process of learning, which is reflected in the content, method and techniques of the classroom teaching. Communicative syllabuses are process-oriented syllabuses.

A *product oriented* syllabus focuses on what the learner ought to know or should be able to do as a result of teaching. *Process syllabus* focuses on the process through which learning outcome is materialised [CIEFL 1996].

Let us deal with the product syllabuses first.

GRAMMATICAL SYLLABUS: The earliest methods of language teaching used grammatical syllabus. The main focus here is on teaching the elements of grammar item by item. The content consists of articles, parts of speech, singular-plural, gender, tenses, clauses etc. The items are selected and graded following the pattern

of simple to complex. It emphasises the complete mastery over one item before moving to the next one. These items are taught in isolation without any context.

It is a teacher-centered syllabus. S/he decides the content and the method. The learner is the passive recipient of the language. Memorisation or drilling is the technique.

The drawback of this syllabus is that it breaks language in parts, where as language, being a complex phenomenon should be taught holistically and not in a piecemeal manner. This is also against the process of language acquisition where language is acquired globally and not in a linear fashion. No one can deny the importance of grammar but it should be taught through the inductive method and should be integrated with the skills.

STRUCTURAL SYLLABUS: While the grammatical syllabus focuses on the elements of grammar, the structural syllabus starts with the structural pattern of the language. It aims at mastery over structure, phonology, morphology and syntax of the language. It follows the behaviouristic approach to language teaching, where the method of repetition and drilling is believed to reinforce learning.

The content is the list of structures with a list of vocabulary items. Structures are selected following the criteria of frequency, range, coverage teachability and complexity. Structures are selected, graded and presented in a sequence following the pattern of simple to complex. It is believed that the systematic presentation of structures and vocabulary items will lead to linear progress in learning. The patterns are listed:

Subject + verb + object. [Ishan likes mangoes.]

Subject + verb + indirect object + direct object. [He gave me a book.]

Subject + verb + complement. [Taj Mahal is beautiful.]

Subject + verb + to + infinitive. [She wants to sleep.]

Substitution tables are used for drilling. It is a teacher — focussed syllabus. Here, content, method and examination pattern is decided by the teacher. The learner is the passive recipient and has no say in any matter.

This type of syllabus was very popular for a long time. The learner develops linguistic competence but his communicative competence is neglected. The context and the situations in the classroom are artificial. The learner learns usage but cannot use the language in real life situations. It does not follow the natural

order of acquisition process of L1 where the structures are neither graded nor sequenced. A child is exposed to the entire gamut of language. This syllabus covers forms but ignores the functional meaning of that form. This becomes more difficult because there is no one to one correspondence between the form and the function. One form can have many functions and one function can be realised through many forms. This can be understood by the following examples:

EXAMPLE-1

<i>Form/structure:</i>	<i>Function:</i>	<i>Gloss:</i>
The railway tracks are over there.	Direction: Warning: Suggestion:	The platform is across them. Be careful of the coming train. How about crossing them quickly.

EXAMPLE-2

<i>Function [Request/Suggestion]</i>	<i>Form/Structure:</i>
	May I have a cup of tea please? I have severe headache. This tea seems to be steaming hot. I am dying for a cup of tea. Is that Tata tea? [adapted from Nunan:1988]

SITUATIONAL SYLLABUS: The starting point of this syllabus is situations. The syllabus designers try to identify the situations where language can be used. This type of syllabus is good for short-term courses where language is learnt for specific purposes such as – while travelling to another country as a tourist or for taking up a job there. Certain situations are selected for this purpose such as ‘at the hospital’, ‘at the airport’, ‘at the market’, ‘at the bank’, ‘at the railway station’ etc. Language form suitable for a particular situation is taught. For example, ‘at the railway station’ — people go there to buy tickets, to get reservation in the train, to make enquiry about the arrival or departure timings of the train etc. They need to communicate with the concerned authorities in a formal situation to get their work done.

This type of syllabus has limitations too, because we cannot include all the real life situations in a syllabus. So, we cannot teach all the language forms needed in that context. For example, in the situation — ‘at the railway station’, people go to see off their friends/relatives too, and may have to communicate with the porter or the restaurant employee for a cup of tea. The language style will

be changed here. The learners are to be taught of this aspect too. Due to the artificiality of the situation, the learners do develop language like behaviour rather than the language itself.

NOTIONAL FUNCTIONAL SYLLABUS: D.A. Wilkins introduced the notional-functional approach to language teaching. In this syllabus, a list of functions and the notions is given. Functions are graded according to the needs of the learners and their utility for them. The language, needed to perform these functions, is provided. Some of the important functions are listed:

Introducing self and others.

Making enquiry and complaint.

Accepting and refusing proposal.

Thanking and apologising.

Agreeing and disagreeing.

Giving directions and instructions.

These functions are listed along with the notions of time, duration, formal, informal and semi-formal situations. Here, the emphasis is on meaning related functional use but grammar is also integrated with these functions. Both the linguistic and the communicative competence is aimed to develop. The learners find this type of syllabus interesting and useful. The language learnt in the classroom can immediately be tried out in the real life situation outside the classroom. It helps the learner to use the language as a means of communication. Though it does not follow the natural process of language acquisition.

LEXICAL SYLLABUS: This type of syllabus focuses on teaching vocabulary items. Selection of the items depends on the criteria of frequency, semantic range, productivity and teachability etc. Frequency is the most common criterion for deciding the content of this syllabus. Samples of native speakers' speech are analysed and the most frequently used words in common patterns are selected. Thorndike and Michael West have contributed a lot to this type of syllabus. West had prepared a list of 2500 words as core vocabulary for the learners of English as a second language. This covered both the content and the function words. In eighties, COBUILD research developed a list of vocabulary items after analysing the language on computer.

Thus, in product oriented syllabuses, we notice the shift from knowledge about language [structural] to the language use [notional-functional]. In process oriented syllabus, the emphasis is on the

process of language learning. Here, the activity of learning a language is as important as the language itself and the focus is upon means rather than pre-determined objectives. The designer gives priority to the changing process of learning in the classroom [Breen,1984]. Communicative syllabus is a process-oriented syllabus.

COMMUNICATIVE SYLLABUS: Communicative approach emerged as a reaction against the structural approach of language teaching. It aims at developing the communicative competence of the learners where the linguistic competence is automatically taken care. It is an interactional, task based and learner centered syllabus. Learner's needs, his social background, the educational setting are considered before designing a syllabus. Curriculum development becomes a collaborative effort between the teacher and the learners since, they will be involved in making decision on content, situation, methodology and evaluation. [Nunan, 1988]. Emphasis is not on usage but on language use. Language is used in a context. It is an activity-based syllabus. Activities are information gap and problem solving in nature. Emphasis is on learning by doing. It does not have prescribed text. The teacher has to be extra resourceful to collect the desired material. The material used is different kinds of texts and media with vocabulary and grammar integrated with the skills. The techniques are pair or group work and role-play. It covers both the functional and the situational aspects of language. Role of the teacher is that of the facilitator and a guide. It is flexible and can be modified according to the needs of the learners.

COMMUNICATIONAL AND PROCEDURAL SYLLABUS: It is also a process syllabus. It develops following the decisions made at the moment of teaching/learning. N.S. Prabhu through his Bangalore project [Prabhu 1987] developed procedural syllabus. It is designed after needs analysis. Then the goals and the objectives are decided. They are materialised through classroom tasks. The tasks have information transfer questions. There is a pre-task and the actual task. The learner negotiates the language according to his requirements. Grammatical competence is developed along with through the meaning focussed activity in the classroom.

Thus, we see the shift of focus from product oriented syllabus to process-oriented syllabus in language teaching.

QUESTIONS

1. State the difference between curriculum and syllabus.
2. Which syllabus according to you is best suited in your teaching situation? Give reasons.

3. Examine the syllabus of class VI and VII of your institution. Would you like to make changes in them or not? Justify your comments.
4. Compare the important features of the structural and communicative syllabuses.

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CHAPTER 8

USE OF AUDIO-VISUAL AIDS IN LANGUAGE TEACHING

[REFER TO APPENDIX]

INTRODUCTION: Audio-visual aids are used to make learning more effective both at the elementary and the higher level. Their importance depends on their contribution to the learning process. Their function is not to make the lesson colourful, or to demonstrate the teacher's versatility either in constructing or handling them, but to make learning effective [Bryne, 1981]. These aids arouse the interest of the learners and motivate them to learn faster. They create a lively atmosphere in the classroom. This results in the total participation of the learners. The aids give a clear context for teaching the language. This brings learners in a direct contact with the object. This helps in understanding the meaning. The use of these aids in teaching is available in many forms. The action performed by a classmate in response to teacher's instruction is a kind of visual aid. Objects, boxes, toys, magazines etc. can be used for teaching. The sense of touch can be added to the sense of sight and the words can be learnt in this way. The teacher must exploit all the possibilities while using these aids. She must decide whether the aid is appropriate and valid for the situation or not. Teacher's role becomes very significant here. Pair and group work techniques are the best for using these aids. There are different types of teaching aids.

TYPES OF AIDS

TEXTBOOKS are the oldest teaching aids. They consolidate the oral work done by the teacher. They present the desired linguistic material in a systematic way. Through exercises they

provide the learners an opportunity to use the language. They can be the starting points of the learning process. A teacher must remember that the text is not an end in itself but is a means to reach the end of learning the language. Most of the teachers are text-oriented and their focus is on the completion of the text and not on learning the language by the learners. The teacher has to be extra resourceful to find the suitable material from the magazines or newspaper articles and books. In this way s/he should go beyond the textbook to meet the needs of the learners.

BLACKBOARD: No classroom can be imagined without a blackboard. It is not an aid but teacher's main support. It is a very useful and easily available teaching aid. It gives focal point of attention for the whole class. It can be used to teach different language items i.e. vocabulary, phrases and sentence patterns, substitution tables, short questions to test comprehension, guidelines for composition etc. The teacher's handwriting should be legible and the drawings on the board should be visible to the learners sitting on the last bench. Unwanted material should be rubbed off immediately as it may distract the learners' attention. The teacher can also use multi-coloured chalks to draw pictures and sketches.

SKETCHES: To draw the sketches the teacher should be good at drawing. They can be used to give language practice in the classroom. There are many occasions, when a teacher is required to draw a picture of objects or scenes before the learners. Drawing should be very simple and clear. They can be used to teach vocabulary items as well as sentence structures. For example, present continuous tense can easily be taught with the help of the sketches. Action verbs can also be taught with the help of the sketches.

The combination of the action pictures can be exploited for dialogue writing too. Simple past tense can be taught here.

CHARTS: Some diagrams cannot be drawn on the blackboard because of their size and they need to be made in advance. The teacher with the help of the learners can also draw them. The teacher should exploit the visible features of the chart, but it is essential that the features should be very clear, the size appropriate and it must be able to provide the language practice. They can be used for a variety of purposes such as vocabulary, grammar items, idioms and poetry etc. Sentences illustrating some specific points can be written on the chart with some beautiful diagrams. The teacher should make it colourful. Words should be written in bold letters to make it visible from the distance. [*See Appendix*]

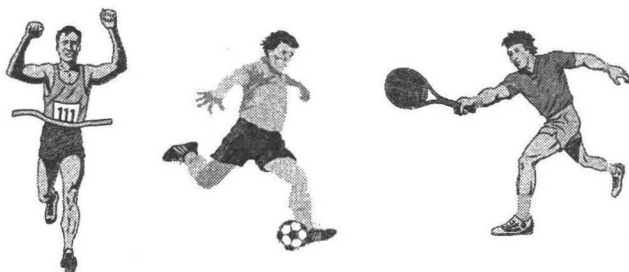
MAPS are also very important aids to teach the functional aspects of the language. They are ideal for giving directions of place. This can be a very good pair/group work activity performed through role-play. The teacher should give them interesting situations for inviting each other to a party. The party can be for birthday/silver jubilee marriage anniversary of parents/engagement party of sister/house warming etc. Here, the learners have to give the directions to reach to the venue of the party. One learner gives the instructions and the other draws the map. This can be a very good information transfer exercise.

PICTURES: Where words fail to describe, pictures succeed because of their visual impact. Pictures of people, places, objects, cultural difference, situations can be shown for maximum effect. At the elementary level, the pictures can be used to teach the vocabulary items and the concept of singular/plural can easily be made clear through them.

Pictures can stimulate interpretation and discussion among the learners. Detailed pictures depicting scenes can be used for describing the scene or narrating an event. Description of people/place or object is more useful at elementary level while interpretation and speculation of meaning is more useful at higher level. The teacher should select such pictures where there is more scope for speculation of meaning with a scope for open ended question answer. It develops creativity among learners, as they tend to interpret the implied possibilities in the scene. This develops their linguistic capacity. The teacher should plan the activities before entering the class. But, there should always be a scope for a sudden change in the plan to cater to the immediate need of the learners. The class should be divided into groups. The pictures can be used for a variety of purposes such as for description, narration of the event, writing a dialogue or a story etc. The interiors such as room, hotel, office and hospital, and the exterior such as station-bus/railway, street, beach, playground etc can be shown through pictures. The teacher should follow a strategy while using the pictures [and other visual aids] for discussion at higher level. The first step in using the visual aid is to allow the learners to decide the guideline for discussion. Write it on the blackboard. The teacher should not affect the learners with her words and ideas. S/he should discourage them to make hasty decision or making predictions regarding the picture. The next step should be to let the learners discuss the possibilities in the scene. There might be a point of disagreement in the group, but the teacher should not interfere unless asked for. S/he should move around the class to monitor the

progress. S/he can supply words and sentence patterns. At the end, one spokesperson from each group will give the presentation based on the picture. The other groups can ask questions and raise objections, which the spokesperson should answer with the help of the group members. At the end, when all the groups have presented their interpretation, let the learners decide which group's presentation was the best. They should give reasons for the selection. They can write a story or a skit based on it. Such activities are very helpful in developing the skills of listening, speaking, reading and writing.

There are different possibilities of the language use through pictures. The pictures can also be used to teach reported speech. Another activity can be given, where the learners are asked to interview a person from the picture and prepare five questions and write a dialogue in the form of an interview. This type of relating the topic to the personal level can be the final stage of exploiting the picture. [See appendix]



FLANNEL BOARD/GRAPH: This visual aid is made with the help of a board covered with flannel where cutouts are attached. They depict situations, which are complete in them and provide guided practice at all the levels of language learning. They can be used to teach vocabulary and grammar items.

FLASH CARDS are strips of chart or thick paper and are useful for teaching the skill of reading. They have pictures with or without words or sentences. Flash cards as the name suggests, are flashed only for a moment. The pictures must be very clear. The learners can be asked to arrange them to form a sentence written on the blackboard. They are useful for learning vocabulary and sentence patterns. Cards linked together to form the pair are more useful. They can be used to answer the question such as — Is it easier to buy a cycle or a car? They should be asked to give reasons for their choice.

OVER HEAD PROJECTOR [O.H.P.] is a very effective device in language teaching. The teacher has to write or draw the transparencies with pen to teach the desired language items. This has one advantage that s/he can face the class and can have an eye contact with the learners. The pictures or cutouts can also be drawn on transparencies. All types of visual material can be projected on O.H.P. This is good to develop speaking and writing skills.

FILMSTRIPS, SLIDES AND FILMS: These devices are usually produced commercially with their own set of instructions. An innovative teacher can use any material for the purpose of language teaching. Slides are also good devices for providing the opportunities for language use. The teacher can conduct the activities of interpretation, discussion and dialogue etc. Documentaries and films can also be shown to the learners by fading out the sound and asking them to substitute the commentary and dialogue. This is useful for group work activity.

VIDEO is an effective teaching aid as it stimulates the learners. Watching video presentation for language learning purposes should be an active process for the learners. Effective methods and techniques with wide variety of activities ensure active viewing and participation from the learners. Video viewing has two purposes — it helps the students to predict and perform segments and try to comprehend meaning. [Bryne, 1981]. Video can be used to present new language items in contextualised situations. It provides means for listening and speaking skills with the integration of writing and reading skills. It helps to design role-play and other group activities of language games. The teacher has to plan the activities in advance. S/he should prepare worksheets based on the video material. An episode should be followed by comprehension questions. It presents a realistic picture of life both visually and verbally. It mixes learning with enjoyment. This motivates the learners to learn faster.

TAPE RECORDER: This audio aid can best be used for listening comprehension. The recorded passage should be played and the learners should be asked questions orally or a worksheet be given to them to write answers on it. This is very useful for improving pronunciation i.e. the accent, stress and intonation pattern. The learners can be exposed to good speeches and poetry recitation made by the good speakers of the language. Much of the recorded material is available in the market.

The teacher can also record dialogues from the lessons of the textbook. This serves two purposes i.e. the experience of model

reading and a situation where language is used meaningfully. For this, the dialogue should be recorded in the male and female voices to give the desired impact.

LANGUAGE LABORATORY: in a language lab, each learner has his own tape recorder. The tape recorder is equipped with headphones. They help the learner to listen to the material recorded in the tape. The biggest advantage of this device is that the learner learns the language at his own pace and time without disturbing the class [Dakin: 1973]. Through a microphone, s/he can record his/her voice and can play back the recording to check the mistakes by comparing his/her voice with the model version recorded in the tape. There is a connecting channel between the teacher and the learners. From the teacher's console, s/he can listen to each learner's voice and communicate with him/her without disturbing the others. This device helps in developing listening and speaking skills. This can be used for listening comprehension. Worksheets can be given to test the comprehension. This helps in teaching different aspects of spoken language such as accent, stress, pronunciation, intonation etc. This also helps in teaching grammar items such as parts of speech, reported speech, active, passive and structures.

RADIO AND TELEVISION: English lessons presented on both the radio and TV are graded series of lessons in the language. They help the learners to listen and watch and comprehend the material. One can get the list of language programme on BBC radio in advance from British Council. The teacher can develop activities on these programmes. S/he can make them write the dialogue following a group discussion or debate on the broadcast material. They can also write a report on the information given in the programme. TV programmes have the similar use as video. If the TV is available in the institution, the programme on **Discovery and National Geographic** channels can be shown to the children, but the focus should be on learning the language and not just the entertainment of the learners. If possible, good programmes can be recorded on VCR and shown to the learners.

COMPUTER ASSISTED LANGUAGE LEARNING [CALL]: It is the latest device used for language learning. This is a very expensive device and is not accessible to all the educational institutions. If the institution has access to it, the teacher can buy the language software available in the market. Computer can be used to teach vocabulary, structures and can integrate the skills of LSRW. Many language games and activities can be designed following any software programme. There can be group discussion, debate, role-play, writing assignment based on them.

LANGUAGE GAMES: As language learning follows the dictum of learning by doing, the teacher has to design activities for this. The activities should be conducted in an enjoyable manner. For this, the language games should be introduced as they provide a welcome break in the learners' routine. The games help in sustaining their interest in the process of learning. The basic difference between a game and an activity is that a game has a base of competition. It makes learning a challenging task, hence, it ensures total participation of the learners. Games provide a relaxed atmosphere in the classroom that helps them to express themselves freely and spontaneously. The rules of the games enhance discipline in the classroom. There can be vocabulary games, grammar games and games based on different aspects of the language.

Thus, we see that all these audio-visual materials are available, but they need an innovative teacher to exploit all the possibilities. Otherwise, they will be mechanical devices. The teacher's attention should be focussed on the teaching of language items. This s/he can combine successfully with the element of enjoyment to facilitate faster learning in the students.

QUESTIONS

1. What is the role of audio-visual aids in language teaching?
2. Which aid is the most suitable for your teaching situation? Give reasons for your selection.
3. How can you exploit pictures to teach language? Give two examples for the same.

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CHAPTER 9

CLASS MANAGEMENT

The theoretical knowledge of teaching and learning is implemented in the classroom. It is a dynamic place — a formal set up, where time bound [40-60 minutes] and organised teaching and learning takes place. It brings a mental picture of a hall, benches, desks, blackboard, fan etc. A well-lit, well-ventilated and well-equipped classroom is still a dream for many of our English L2 learners. The classroom is mainly used to provide information to the learners. But, a language teacher's role goes beyond this function. S/he has to develop the ability of the learners to use the language for the communicative purposes both in and outside the classroom. There are many restraints on the teacher such as the unmanageable size of the class; limited time; completion of the syllabus; the heterogeneous group of the learners etc. It is essential for the teacher to have clear understanding and firm grasp of the wide range of techniques and procedure through which the class can be managed properly. This knowledge results in proper classroom interaction, which provides learning opportunities to the learners. Here, the role of the teacher and the learner becomes equally important.

ROLE OF THE TEACHER: Role of the teacher depends on the method she adopts in the class. In a traditional structural approach, the teacher is the central figure who controls and decides the pace of learning, the drills and tasks to fit in a relevant situation [Richards,1994]. It is a kind of one-way traffic where the teacher speaks and the learner listens passively. But, the communicative language situation aims at developing the language skills in the learner. The emphasis is on the language use in the classroom. Here, the learner is at the centre. The teacher has to provide the best opportunities for learning in the classroom. The teacher has to be approachable, sympathetic and patient in the L2 and L3

learning situations. S/he must establish a rapport with the learners to win their confidence. The classroom atmosphere should be very congenial, where the learners should feel relaxed. This is essential because second language learning is a highly interactive process. It demands total participation of the learners.

The teacher has to play multiple roles. S/he has to analyse the needs of the learners and prepare the material accordingly. S/he has to select learning activities, prepare activities and drills. S/he has to assess learners' understanding, give them feedback of their progress and do remedial teaching. The teacher should plan the content and the material in advance. But, s/he must be flexible too. S/he must have alternative resources if s/he finds that one particular programme does not work in a class. S/he should have variety in teaching otherwise, the learners may be bored and may create the problem of in-discipline in the classroom.

Harmer assigns different roles to the teacher such as the role of controller, assessor, organizer, prompter, participant and resource [Harmer, 1983.]. At the initial presentation stage the teacher provides information. S/he chooses new language items in meaningful situations, sometimes with the help of audio-visual aids. S/he makes learners understand the meaning. S/he motivates them and initiates the process of learning.

At the practice stage, the teacher is the facilitator or conductor. The teacher should be a good organiser. S/he should give very clear instructions to the learners especially in the problem solving activities. S/he must be clear about the objectives; otherwise there will be much confusion and dissatisfaction in the learners. S/he should discuss the plan with them and assign roles to them. Another role of the teacher during this stage is that of a prompter. The teacher has to be a friend of the learners. S/he should encourage them and boost their morale for better performance. The teacher should also participate in the activities if the situation demands. It is a good strategy to remove tension in the class. Besides this, s/he can be a good role model for them.

At the production stage, when the learners are busy with the activity, the teacher should act as a guide. Teacher's role as an assessor is very crucial. S/he has to go for gentle correction and not over-correction. Over-correction can result in non-participation of the learners in any activity. They will never open up again. The teacher should not correct the errors individually but should do so collectively. This way they will realise their mistakes without being self-conscious. The teacher should give feedback to the learners

about their progress in learning. It gives them a sense of achievement that activates their learning. Thus, a teacher has to play different roles at different stages of learning in the classroom.

ROLE OF THE LEARNER: The learner is the most important person in the process of teaching/learning. The teacher should treat the learner as an individual. His/her age, motivation, aptitude, attitude and the socio-economic background play a major role in learning a language. The learners' needs are of prime importance. The syllabus, the material and the techniques should be based on their needs. In teaching English as a second language, the aim is to develop linguistic and communicative competence of the learner. S/he has to learn different aspects of language i.e. phonology, vocabulary, grammar as well as the functional aspects of the language. The learner should exploit the opportunity to use the language. S/he should expose himself/herself to the language through reading and listening. At all the stages of learning the language, the emphasis should be placed on the appropriate use of language – as it is used in different situations, as an instrument of communication, as a means of social control [Bryne, 1976]. The learner should try out the language for himself through activities in the classroom. This needs the use of few techniques in the classroom.

LOCK STEP: Harmer defines lockstep as the class grouping where all students are locked into the same rhythm and pace. In the traditional teaching method where the teacher is the controller, this technique can be practised conveniently. The entire class acts as a group and follows the instructions of the teacher. But, this technique does not work in the communicative approach of language teaching. It has no scope for language use by the learners. It can be advantageous for giving feedback to the learners after completing reading and listening activities. The entire class can check their answers at the same time. Thus, it saves a lot of time.

GROUP WORK: It is a very good strategy for the dynamic interaction in large classes. It leads to the total participation of the learners and reduces domination of the teacher. The teacher should form mixed ability groups. At least one member in each group must have linguistic competence. To save the time of the class, the groups should be formed in advance and seated accordingly before the class begins. The size of the group depends on the number of students in the class. An ideal group consists of six to seven members for proper participation. There should be a group leader in each group, whose selection should be on rotation. S/he must ensure that every member of the group participates in the activity. The

teacher should discuss and define the activity with clear objectives and the learners should be allowed to work on their own. They can sit facing each other in a close circle. Natural and spontaneous discussion develops communicative skills faster. Group work has potential for the use of all the four skills-LSRW. Here, the learners learn the maxims of discourse such as taking turns, not interrupting others and being tolerant to other's opinions etc. It also helps them to develop good communicative strategies in social life. Group work boosts the morale of the learners and helps them to shed inhibitions. Though the learners work separately in groups, but at the final stage the class is reformed as a whole and each group presents its views on the given subject. The learners should be allowed to evaluate the performance of the groups with proper justification. This develops analytical skill. The culmination of group work always takes place within the context of the class as a whole.

The role of the teacher in group work is not to impose his/her views on the learners, but to encourage them to express their views convincingly. Her/his job as a mediator should be to keep the channels of communication open. S/he should move around the class, listen to the groups and if needed, help them. Group work activity is very useful and should be held once a week.

PAIR WORK: Sometimes group work is not very successful because of the different pace at which different learners work. Pair work is also convenient for practising skills. It leads to greater learner autonomy. It does not disturb the arrangement in the class. The learners either sit next to each other or facing each other. Communication with the teacher is easier here. It should be a mixed ability pair. One of the two should be more proficient in language to help the other during activity. The teacher should clarify the objectives and the procedure before the activity begins. S/he should guide the learners by moving around the class. The learners can be involved in the activity based on the specially prepared material. They can be asked to do role-play on a given situation. This should be based on the real life situation to develop communicative competence. Through interacting with other students in pairs/groups they can be given the opportunity to draw on their linguistic resources in non-threatening situation and use them to complete different kinds of tasks [Richards, 1994] to develop both the linguistic and the communicative competence. Another technique is that of individual work.

INDIVIDUAL WORK: It is a common teaching pattern in the classroom. It provides the learners an opportunity to progress at their speed and their own way. It is a good way to practise and

apply the skills already learnt. The teacher can assign different activities i.e. completing the worksheet, reading a comprehension passage and answering questions, doing exercise from the text, writing letters and composition etc. A student can be very relaxed here. The activities should be based on individual abilities and needs. But, there is little interaction here. There is a very little room for oral language use. It is difficult for the teacher to monitor what the students are really doing in the class. The brighter students finish their task fast and may disturb the class. In this situation, a teacher has to devise the activity in different layers, so that the students who finish one task should move over to the next. The teacher may not be able to guide and correct each learner's work, if the number of the learner is very big. It can be a very time consuming activity and the learners will be deprived of language use in the classroom. The teacher has to take up the problem areas before the task begins and should go for correction collectively.

DISCIPLINE: The major emphasis in a communicative language teaching situation is on language used by the learners. The biggest advantage of group work and pair work is that many a learner can speak at the same time. But, this can result in a noisy classroom disturbing other classes and may create disciplinary problems. Shifting of furniture and the commotion of the learners can create chaos in the classroom. The teacher has to be very vigilant to avoid this. Maintaining discipline does not mean punishing the learners physically or emotionally. The teacher should be aware of this aspect from the beginning and should take preventive measures accordingly. S/he should keep changing the members in pair and group work. The learners should be explained the code of conduct at the beginning. It should be the same for both the teacher and the learners. Unacceptable behaviour should be avoided. The teacher's attitude to her subject and the students decides codes of conduct for him/her. The teacher has to be a role model by being punctual, well prepared, ready with the material, impartial and sympathetic. The learners should not be noisy, unattentive and careless. They should be punctual, hardworking and totally involved in the process of learning. They should have positive attitude towards the language and should abide by the rules the institution has made for them.

INSTITUTION: Institution's policy/attitude to discipline solves many of the problems. The code of conduct should be announced [preferably in mother tongue] the very first day of the institution. The consequences of the bad behaviour should also be told in advance. Institution's positive attitude towards the language

and the teachers in general can be very helpful. It must have faith in the teachers. Maintenance of the discipline in the classroom should be the joint responsibility of the teacher and the learner for the betterment of the institution. This will enhance better learning.

Thus, we see that classroom management entails planning the nature of work, the size of the group and how it should be constituted, organising the class and explaining the task so as to ensure that the activities the class set up should be successful in the classroom.

QUESTIONS

1. Which is the most suitable technique of teaching English as L2 in Indian setting? Give reasons.
2. Explain the roles of the teacher and the learner in communicative language teaching situation.
3. As a teacher, what measures will you take to avoid in-discipline in the classroom?

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CHAPTER 10

TEACHING LISTENING SKILLS

INTRODUCTION: For the effective use of language, a person should be well-versed in all the four skills of language — listening, speaking, reading and writing. Listening — an aural skill is an essential pre-requisite for learning a language. We know that the first exposure of a child to language is through listening. He listens and absorbs the sounds of his mother tongue, understands the meaning of the words and phrases before communicating with others. But, while learning a second language he has to develop the skill of listening.

Listening is a skill that needs to be cultivated. There is a difference between listening and hearing; while the former needs an effort, the latter is an effortless activity. While travelling in a train we hear the conversation of co-travellers without any particular attention, but we listen to the railway announcement with rapt attention. For teaching/learning English as a second language, listening is a very important skill. English being a link language, most of the communication — official or otherwise is oral. One has to listen and respond to others in office, face interviews, attend meetings etc. To be an efficient listener, the learner should know the process of listening.

PROCESS OF LISTENING: Communication is sending and receiving of information. It is encoding and decoding process in which the speaker and the listener should be tuned in for the same meaning. It is a collaborative process in which signals are produced by the speaker and understood by the listener. In other words, the process can be explained in terms of

Input - processing - output

Input refers to the words spoken by the speaker and output refers to the response made by the listener. Before producing a

response, the listener processes the information received by him. This follows the strategies of:

Bottom up processing

Top down processing

In bottom up processing the listener depends on the received information to understand the meaning. He analyses the information to understand the meaning. He analyses the information at the levels of sounds that form words; words that form phrases; phrases that form sentences. The knowledge of linguistic structure is essential to understand the meaning.

In top down processing, the listener does not depend entirely on the received message, but the outside knowledge also plays a key role in understanding the message. The situation, the context and the tone of the speaker give the clues. This helps him in guessing the meaning. An efficient listener makes use of both the processes to understand the meaning.

A listener always listens with a purpose, which is the most important element in the process of understanding the meaning. Although we listen to sounds, words, phrases and sentences, ultimately the meaning comes in totality. The context of the message is equally important.

TYPES OF LISTENING: Purpose decides the types of listening. Some of the types of listening are:

Selective listening: Refers to deriving the specific information from the text.

Global listening: Refers to understanding the overall structure of the text to identify the main and the sub points.

Intensive listening: Refers to understanding the elements of language — phonological, morphological, grammatical and discourse features etc.

SKILLS AND SUB-SKILLS OF LISTENING; Rost [1990] has classified these skills as enabling and enacting skills. The learner has to understand the message and to respond to it. He has to perceive, identify, infer and interpret and transcode the message. **Enabling skills** consists of following skills and sub skills:

Perception of information: The listener should know the linguistic framework of the language i.e. sounds, vocabulary, structures stress and pitch etc. S/he should be able to understand the difference between the long and short vowels i.e. bit and beat. S/he should be able to differentiate between sun and shun.

Interpretation of the information: The listener should be able to guess the meaning of the difficult words. S/he should be able to infer the implicit information given by the speaker. S/he should be able to link the parts of the information with the whole of the text.

Recognition of indicators of discourse: The listener should understand the main and the sub themes of the topic. S/he should be able to interpret the intention of the speaker by the changes in the pitch, pause and tempo etc. S/he should understand whether the utterance is a satire, a statement or a question, is an order or a request.

Enacting skills refers to the response on the part of the listener. It consists of the following skills and the sub skills:

Selection of the main points of information and transcoding it in oral or written form: The learners should be able to identify the ideas and classifying them. S/he should be able to integrate the information from the text and transcode it to other form. S/he should be able to respond to the speaker.

A teacher should give ample practice to the learners for developing these skills and the sub skills of listening. Often teachers find that the learners cannot understand the spoken message clearly. This creates a problem in communication. Some of the following factors create **problems in listening comprehension**. A listener cannot understand the information because of:

- A physical reason — he cannot listen properly.
- Emotional stress — shock and fatigue also block listening because his mind is preoccupied and cannot listen properly.
- The American, British or regional accent of the speakers makes understanding difficult.
- The lack of socio-cultural context and background knowledge.
- Lack of linguistic knowledge of vocabulary, grammar, rules and conventions of the language.
- Not following the pitch and tone of the speaker. S/he cannot distinguish between an order and a request; a statement and a question etc.
- Mishearing at juncture or word boundary. For example — I scream and ice cream; the pause at the wrong place changes the meaning.

The teacher should help the learners in overcoming these problems. To develop the skill, the teacher should emphasize upon classroom activities.

CLASSROOM ACTIVITIES TO TEACH LISTENING SKILLS: While planning the activities, the size of the class, availability of language lab, tape recorder and VCR should be considered. Most of our institutions do not have these facilities. In such cases, the teacher should read the material loudly at a normal speed. She can also get good speakers/teachers with a reasonable command over the language to read the material. For the learners of English as a second language British or American accent is not very helpful in promoting comprehension. The material should be carefully selected and edited according to the level and understanding of the learners. The worksheets should be prepared in advance and cyclostyled for distributing in the classroom. These worksheets are very good for the tasks like match the tables, trace the route on the maps, ticking and labeling the items etc. The teacher must see that the material is motivating enough to grab the attention of the learners for their active participation in the tasks. The teacher should decide the learning outcome of the task. The objectives of the activity should be made clear to the learners.

Use of visual stimulus in the form of pictures, diagrams, sketches on the blackboard or flannel graph etc. is a good source of motivation. Interesting material in itself is motivating. A story, a film, a play showed on VCR can be very stimulating for the learners. Thrillers are also very good source of motivation because of the in-built suspense in them.

The teacher should see that the material and the activities arouse learner's curiosity and imaginative power. It should develop information gaps into the learner's mind. The recorded material can be used to expose them to a wide range of accents, mood, registers and situations. This is very useful for higher level learners. The tasks should be success-oriented. Success boosts the morale of the learners and creates further interest in other activities.

Classroom activities should relate to the real life situations. They should be properly graded i.e. from simple to complex. The tasks should be arranged pedagogically. In the early stages of learning 'bottom-up' listening strategy is good. Here, the emphasis should be on individual elements and building blocks of the language.

At the initial stage, learners should be given practice for discriminating sounds. Minimal pair is an ideal practice where the distinction of only one sound is required;

light-right, set-jet, sun-shun

This can also be given for long and short vowel distinction:

sit-seat, full-fool, bed-bad,

They should be asked to identify different stress in isolated words [in nouns and verbs]

present-pre'sent produce-pro'duce object-ob'ject
import-im'port export-ex'port subject-sub'ject

From words they should be given practice in connected speech. They should be able to understand the intonation pattern and distinguish between an order and a statement.

For the next stage of aural comprehension, short texts of spoken English should be given. The worksheets should be provided. The exercises can be in the form of 'true or false', questions, multiple choice exercises, description of person, place or things. Here, the learner has to identify the right one from the given visual clues of the description.

Gap filling exercises, where the learner has to complete the utterance is a good exercise.

The learner should be asked to classify the information in a given table.

The learner can label the information or complete the diagrams, charts, graphs, maps or illustrations while listening to the passage.

In information transfer exercise, the learner has to produce a verbal response or transcode the information in tables or tree diagrams.

For a later stage, the learner should be asked to express his/her opinions about the heard passage whether s/he agrees or disagree with the statements given there. S/he has to answer the questions posed by the teacher. S/he has to complete the diagram following the instructions of the teacher.

The learner should be asked to comprehend short lectures on a variety of subjects ranging from formal, semi-formal to informal discourse. S/he should be asked to reproduce it orally or in writing. The learner should be allowed to hear the text at least three to four times. A recorded dialogue on any situation is a good exercise. For example, a dialogue of making enquiry at the railway station, post office, bank etc. can be played before them. This can be a good communicative task for discourse analysis. The learner can be asked

to trace the number of speakers, their relationship, purpose etc. S/he should be asked to find out the key words and phrases, mention the number of questions asked etc. S/he can be asked to reconstruct the dialogue with the help of the keywords. It can be a very good group activity. This covers 'bottom-up' and 'top down' techniques which start with the fragments of information to the reconstruction of the dialogue.

Another instructional activity for group work is where the learners are asked to trace the route on the maps. While following the instruction, they have to ask questions to each other. This develops questioning skill. Another dimension to the same activity can be given by asking them to design brochure for the tourists on behalf of the tourist dept.

A news item from a newspaper can also be read and the learners can be asked to write the headlines from the given piece.

A speech of a politician can be played on the tape or can be read out loudly. Learners should be given worksheets with columns drawn on it. The speech can cover the areas of secularism, welfare of women and children and old people, discussion about policy planning in the areas of education, finance, environment, health, foreign affairs etc They have to tick the category and write the gist of the speech. They can compare their notes with other learners and make a presentation in the classroom. This integrates all the four skills — they listen to the cassette, discuss with friends, write the gist and read it aloud in the classroom.

An important area of listening relates to study skill covering the skills of summarising, note taking etc.

The use of VCR in the classroom provides stimulating experience to the learners. An episode can be shown to them and they should be asked to write down the sequence of the events. Similarly, a process of making something can be shown. The class can be divided into groups. One group should be shown the process, the other group is made to listen to it and then tally the sequence with each other.

Immediate feed back is essential. It is not possible to check each worksheet individually for the teacher. Self-evaluation on worksheet should be encouraged. Peer evaluation is a very good strategy but they should be able to justify it.

These activities show that the teacher has twin goals: one focusing on the development of the language skills, the other focusing on the development of learning skills and strategies using both the 'top down' and 'bottom up' strategies.

The learners have to remember the fact that it is not essential to understand word by word meaning but to understand the chunks of information and guess the meaning in totality.

QUESTIONS

1. What are the skills and the sub skills of listening?
2. What do you understand by the bottom up and top down approach of listening skill?
3. What classroom activities will you adopt while teaching this skill to the learners?

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CHAPTER 11

TEACHING SPEAKING SKILLS

INTRODUCTION: Most of the communication that takes place in real life situation is oral i.e. either face to face or telephonic. Learners need to develop this skill of speaking for their existence. In the process of acquisition of the mother tongue, listening and speaking come naturally. It is because the child is exposed to the language all through the day. He absorbs the sounds, internalises the rules and speaks the language quite naturally. But, while learning second language like English, the learner learns the skills of reading and writing first. S/he has to put a lot of effort in speaking the language. In a multilingual Indian society, English acts as a link language. Knowledge of spoken English is an asset. In a classroom, especially for professional courses, the learner has to be proficient in English to be able to: ask for the clarification of the problems, participate in group discussion or debate, present a paper in a seminar, appear for a viva-voce etc. In a situation outside the classroom, s/he has to appear for interviews for jobs, most of which are conducted in English. One has to speak English for official communication such as attending meetings, making official speeches, welcoming guests etc. As a member of the society, s/he has to interact with others. S/he needs oral proficiency to perform the functions such as seeking admission in a school or college, making enquiries for different purposes, complaining and arguing etc. S/he needs speech for survival.

Speaking skill is developed through exposure and practice. There are stages of production, which begin from the conceptual planning to the actual speaking [Garrett, 1982]. It follows a cognitive process. We formulate ideas in our mind, decide for sentence structures and words and express them.

Speaking is an interactive skill, which involves both listening and speaking. When we speak we may initiate the speech or respond

to other's speech. Listener should always be on the mind of the speaker to make speech comprehensible and intelligible. But mere listening does not result in oral fluency. One has to learn grammar and vocabulary too. Stress and intonation along with speaker's gestures and facial expressions help to convey and understand the meaning. Writing is a very conventional skill with no room for incomplete and ungrammatical structures. But, natural speech is often incomplete and sometimes ungrammatical too. It has contractions — can't, don't, I'll, I'd etc. The learner has to learn these elements of spoken language. Speech consists of encoding and transmitting the message. A person recognises the sounds, imitates them and finally succeeds in producing them.

The objective of teaching the skill of speaking English is to develop the ability to express oneself intelligibly, reasonably accurately and fluently. The listener has to be taught the grammatical patterns and lexical items to express meaning in different situations. The aim should be to develop intelligibility and acceptability [Paul Verghese, 1989]. The teacher should have the knowledge of phonology especially of articulatory phonetics to check the wrong pronunciation. The teacher need not teach them phonology but make them aware of correct pronunciation and stress. Our aim of teaching English as L2 is not to develop British or American accent but to help them overcome regional accents and wrong pronunciation. The pronunciation of go /geu/ as /go/ does not affect intelligibility but the confusion of bit and beat or shun and sun is not acceptable. English has regular stress timing. The peculiarities of English sound system create problems for our learners. For example the letter 'a' has different sound in the words: cat, car, call as /æ/, /ɑ:/ and ɔ: respectively.

Our students find it very hard to speak English. There are many factors responsible for this. Constraints of syllabus and time restrict the development of this skill in the classrooms. Most of the classes are overcrowded where the learners do not get the opportunity to speak. Lack of good model in the form of a teacher is one of the important factors. Most of the teachers are not trained in phonology to improve their pronunciation. Very few institutions have the facility of tape recorders and hardly one or two institutions can afford a language laboratory. Lack of exposure at home and neighbourhood is another factor. The learners lack command over the language. They are short of vocabulary items and their knowledge of the rules of grammar is not adequate. This linguistic incompetence creates psychological barrier in them. They are inhibited to speak the language because of the fear of making

mistakes and being ridiculed at for the same. Most of the learners never open their mouths in the classroom. This lack of confidence inhibits the use of language later on in life. The teacher should pay attention to develop this most important skill right from the beginning at school.

SKILLS AND SUB-SKILLS OF SPEAKING: The teacher should provide the opportunities to develop the functional aspects of language in classroom. They should be based on real life situations so that the learners can easily identify with them. They should be taught to communicate effectively in formal, informal and semiformal situations. The learners should be taught to:

- Ask question and answer.
- Introduce themselves and others.
- Talk about themselves to others.
- Describe people, place, object and process.
- Agree and disagree on any subject.
- Make enquiries and complaints.
- Ask and give direction and instruction.
- Argue, persuade and convince others.
- Participate in-group discussion as initiator, contributor, critic or reporter.
- Participate in debate.
- Announce and compere an event.

THE SUBSKILLS OF SPEAKING REFER TO:

- Know what to say and how to say.
- Convey ideas effectively and convincingly.
- Organise and sequence the ideas logically.
- Be able to generalise from example and prove their point by showing cause and effect.
- Takes turns in-group discussion and not interrupt others, listen to other's opinion.
- Speak relevantly and clearly. [CIEFL Methods 1996].

CLASSROOM ACTIVITIES TO TEACH SPEAKING SKILLS: We have to remember the two approaches to develop oral communication skill:

- Learning language as a skill in the class.
- Developing spoken skill through exposure and use.

It is the interaction with others rather than mere exposure to language plays the most important role [Long,1985]. For teaching speaking skill to the learners, the role of the teacher is very crucial. The teacher should create such situations in the classroom, which facilitate the use of language for the learners.

S/he has to be very patient, sympathetic and encouraging. S/he should motivate the learners with the help of verbal and visual stimulus. Visual aids are very good for generating interest among them. The act of speaking in itself can be a motivating factor. Being able to speak a few sentences boosts the morale of the learners. S/he should train them to cope with different situations. The teacher should explain the principles of effective speech, phonetic accuracy, correct sounds and sound pattern, grammatical accuracy and contextual accuracy [Ghosh ed.1977]. S/he should avoid unnecessary correction. S/he should not interrupt a speaker for his/her mistakes, but should make a mental note of general mistakes and correct them collectively and not individually. The teacher's patient attitude relaxes the learners, which is the principal condition for learning a language. This does not mean that s/he should never correct the learners and allow them to be fluent speakers at the cost of accuracy. Fluency and accuracy both are important. The teacher has to see that the learners move from the stage of fluency to accuracy. The learner has to internalise the system of the language to speak fluently and correctly. If they are not corrected at the right time, the faulty pronunciation, intonation pattern and structures will be fossilised, which can never be corrected. The teacher should design the tasks to improve both. S/he should expose them to good models by using audio cassettes of play recitation, dialogues, speeches or story narration. The learners can be asked to repeat them to improve their speech.

The teacher should develop the activities to make them speak the language. Learners become self-conscious in speaking before the whole class. To avoid this problem, the best technique is to conduct pair or group work activities. Some students are very vocal and some are very quiet. Teacher should make heterogeneous groups. Peer pressure motivates them to participate in the activities. Another advantage of group work is that they help each other in avoiding mistakes.

The teacher should decide the activities beforehand. The activities should be time bound and problem solving in nature. The tasks should be challenging but success oriented. Initially, the activities should be based on guided production and then move

over to free discussion at a later stage. S/he can begin with simple question answer, guessing games, role-play to discussion and debate. Activities should be interesting, motivating and enjoyable to ensure full participation of the learners.

Developing intelligibility in spoken language should be the first step. The teacher should train the learners in proper articulations. S/he can use tape recorder and visual aids such as phonetic chart to help them identify the heard sound. Use of dictionary to understand phonetic script should be encouraged. They should be able to differentiate between long and short vowel sounds. Minimal pair is the best exercise for this. First, the teacher should say the words aloud and ask the learners to repeat them. S/he can ask them to group the words of similar sound together and ask them to add few more on the list.

They can be asked to pronounce verb and noun according to the shifting stress:

'PROject- pro'JECT

'IMport- im'PORT

They should be asked to understand the intonation of rise and fall and be able to differentiate between statement and question, request and order.

They should be given practice to develop logical stress where changing stress can change the emphasis:

Ishan is going to Delhi tomorrow by morning train. [Ishan, not anybody else].

Ishan is **going** to Delhi tomorrow by morning train. [going, not coming]

Ishan is going to **Delhi** tomorrow by morning train. [Delhi and not anywhere else]

Ishan is going to Delhi **tomorrow** by morning train. [tomorrow and not any other day]

Ishan is going to Delhi tomorrow by **morning** train. [morning, not in the afternoon]

Ishan is going to Delhi tomorrow by morning **train**. [train, not by bus].

These exercises are good for pair work. Another pair work exercise is to question each other about their daily routine, likes and dislikes hobbies, family members, future plan etc. They can be asked to describe their favourite person/ place/ game etc.

These kinds of activities are good for developing fluency. They can be asked to find in the class who:

- has never travelled by air.
- does not like Shahrukh Khan.
- does not enjoy jokes.
- does not like to play Holi.

The person has to give reasons for that.

Role-play is also a very interesting and motivating activity both in pair and group work. Role-play provides not only informal learning through natural use in communicative situation; it also helps in learning to listen, to work together and to correct others. They should be given time to prepare before their final presentation in the class. Real life situation should be taken for this activity. Give them one or two situations and let the learners come out with different situations for the same function. Initially, these mini dialogues should be guided with basic structures and lexical items. [See Appendices — Functions of Language]

The learners should be asked to invite each other for birthday/ anniversary/ engagement party etc. The other partner is expected to refuse the invitation giving genuine reasons for the same.

They can be asked to make enquiry for different reasons such as admission in school/ college/ hostel/ hospital etc.; train/bus/plane's arrival and departure time; booking at hotel etc. The same situation can be exploited for complaining the authorities for irregularities, misbehaviour of the staff etc.

For the function of agreeing — disagreeing, persuading and convincing different situations can be given. For example "your father wants you to be an engineer, you are not interested in becoming one. You want to be an airhostess. Argue with your father stating the demerits of his choice and the merits of your choice. Persuade and convince your father about your selection." This situation can be exploited in the areas of marriage, change of job, opting for hostel life, selection of a picnic spot etc.

Pictures, charts, objects can be used for interpretation, for writing dialogue or for role-play and discussion. Cartoon strips can be used for narration of sequence.

The learners can be given a story to complete in a group. This can be an open-ended activity because of the many possibilities. For example, 'It is 11.30 at night. You are all alone at home. Outside it is raining heavily. Suddenly the lights go off. There is a knock at the door and then....' Complete the story.

They can be asked to give running commentary of an event-game, school function, farewell party etc.

Group discussion is another fruitful activity, which is highly motivating and ensures full participation of the learners. The teacher can suggest a few topics or let the learners decide the topic. The topic should be focussed and not vague. They should be trained in the skills of exemplifying, generalising, analysing and systematising their viewpoints. They should be able to prove their point by using the strategies of cause and effect, contrast and analogy. They should be able to sum-up their viewpoints convincingly. Newspaper articles can be used to generate discussion. The topics should be interesting and challenging. They should motivate the learners to speak. Hot and relevant topics should be given for discussion and debate:

Kajol's decision to marry at the peak of her career is right.

Sonia Gandhi is the right choice for prime ministership.

Women's reservation in politics is right.

Nepotism is a compulsory evil in politics.

Each student must participate in such activities. This helps to develop confidence in facing an audience and a spirit of healthy competition.

They can be asked to review a book/ film/ play. They can be asked to present a report of a visit/ an incident or an event.

These are some of the classroom activities useful for developing the speaking skill. The teacher can prepare many more according to the needs of the learners. The teacher should try to integrate this skill with other skills too. The learners should be asked to take down notes while other group is making a presentation. Each learner should be asked to give a written report of the speaking activities conducted in the classroom. This can be a home assignment for them, which they have to read loudly in some other class.

QUESTIONS

1. What is the importance of speaking skill for the learners of English as a second language?
2. What are the skills and the sub skills of speaking?
3. What should be the activities to teach this skill in a large classroom?

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CHAPTER 12

TEACHING READING SKILLS

Reading is the most important skill for the learners of English as a second language. One has to learn this skill even in one's mother tongue, which is otherwise acquired naturally. It is a receptive skill, but requires active participation from the learner. This skill plays a pivotal role in developing English as a library language. It gives a very effective exposure to the language. It has a great educative value hence, it forms the core of any syllabus.

The objective of teaching reading is to help the learner to get information from the printed page effectively, rapidly and with full understanding. We need not teach them to appreciate or evaluate literature. Our aim should be to make our learners understand the process and develop the skill of reading.

Reading is a process of sight, sound and sense. It needs the coordination of eyes and brain to understand the written message. Knowledge of the linguistic and the extra linguistic factors is essential. Linguistic features are letters, sounds, words and structures. The extra-linguistic features are the sociolinguistic aspects of culture, registers, dialects, idioms, situations etc. Reading is a prediction-based activity. The reader to, some extent, is aware of the text material before he starts the actual reading. This motivates him. A good teacher exploits this motivation of the learner, which is governed by the purpose of reading. A reader must employ the strategies of reading to understand the written message. Reading is not just the decoding of the graphic symbols but is a process of thinking too. The background knowledge of the context helps to interpret the meaning. This process is dynamic and flexible. We must remember that no two readers are alike. The same reader interprets the same material differently at different times. One ought to be a good reader in one's mother tongue. A teacher must aim at developing the skills of reading which include the

improvement of speed, word recognition, comprehension of sentences and paragraphs. To be a proficient reader one has to develop the following mechanics of the skill.

- The skill of sight recognition to be familiar with the script of the language, the shapes of the words in print and the graphic symbols of punctuation.
- The phonetic skill to understand the relation between the sounds and the letters. English is an erratic language. It does not have one to one correspondence between letters and sounds, for example the letter 'u' in the word 'put' has /u/ sound, while in 'cut' it has /ʌ/ sound.
- The skill to guess the meaning of the unfamiliar word from the context.
- The learner should know the morphology and the rules of word formation [see vocabulary].
- To understand the sentence structures i.e. compound, complex and embedded sentences with the knowledge of the rules of grammar.
- To understand the explicit and implicit information from the text, to learn to read between and beyond the lines.
- To understand the logical order of the sentences and the paragraphs.
- To understand the relation between sentences and the paragraphs with the help of the cohesive devices.
- To understand main and the sub-themes of the text.
- To develop the skill of summarising.
- To develop the skill of referring to a dictionary.
- To develop study skill of note making.
- To develop the skill of transferring the information to diagrams, tables and graphs.

The development of the above mentioned skills need certain strategies on the part of the reader. They are skimming, scanning, intensive and extensive reading.

SKIMMING: It is a pre-reading exercise. It helps to encourage further detailed reading. We browse through a book at the bookstall before buying it to see whether the book caters to our interest or not. We leaf through the contents of a book in the library to see whether it is useful for us or not. Skimming is a good exercise to get a global gist or summary to understand the thematic pattern.

We use this strategy for the last minute revision of the notes before appearing for the examination or an interview. The tasks helpful in developing this are: asking for the title of the passage, topic sentence of the paragraph, summarising etc.

SCANNING: This is useful for getting the specific information from the text. It is a local activity. It is a quick exercise to look for a specific word in the dictionary, or to see a specific telephone number in the directory, or to see the timings of a particular train in the railway timetable. The tasks designed to develop this are — to get the answer for a specific question from the text, or to match the right word in the table, and yes or no and true and false questions.

INTENSIVE READING is a detailed reading activity. It is based on accuracy. It covers the areas of local, global and factual information. It is a higher level activity. We use this technique for making notes for examination, to read official documents, circulars, notices and even the question paper in the exams. It needs close reading. It is an essential part of the study skill for research purposes. It is needed to interpret legal and medical documents. It is inferential in nature. It helps in getting the explicit and the implicit information from the text. The tasks can be to answer the inferential questions as well as critical questions from the passage.

EXTENSIVE READING is a global activity. It is meant for pleasure reading of novels, stories etc. We do not always read for specific information. When we read for enjoyment, we skip over words and sentences to get the gist of the matter.

Basically there are two types of reading — loud reading and silent reading.

LOUD READING is audible to others. A learner must master the phonics of correct pronunciation, accent, stress, pauses and intonation pattern of the language. Learners have to read research papers aloud in seminars and symposiums. The teacher should read loudly which should be followed by the class. Practically, it is not possible because we have dearth of proficient English teachers who have good understanding of the phonetics of English. The teacher can get cassettes recorded in the voice of good readers of English and play them before the class. Use of language laboratory is also extremely beneficial.

SILENT READING: This is a very important technique of reading. The learner should develop the ability to read by sense group than the individual words. This is very important for the

development of speed and the comprehension of the text. To develop speed, reading should be timed. There are *certain faults of reading* silently which an efficient teacher should try to avoid in learners. They are:

- Pointing at words with finger, pen or pencil.
- Moving head from side to side.
- Vocalisation — mouthing the words loudly.
- Sub-vocalisation — pronouncing the words mentally.
- Regression — going back to the words.

The learners should avoid these drawbacks. This will not only improve their reading speed but result in better comprehension too. Let us deal with different types of comprehension. Comprehension needs both the linguistic and the extra linguistic knowledge. Knowledge of context, situation, background and the skill of presupposition are the integral part of the process of comprehension. An efficient reader gets the information from the text, interprets it with the help of his knowledge of the world. For this, he applies the *bottom up and top down approaches*. In bottom up approach he goes from the text to the meaning, while in top down approach he uses the context to understand the meaning. For better comprehension, one needs the skills of location, identification, reorganisation, interpretation and evaluation of the information from the text. The skills of comprehension are:

GLOBAL COMPREHENSION: refers to the ability to understand the overall organisation of the text. It helps to understand the main theme and the sub-themes of the passage, the paragraph structures, the logical relationship of the paragraphs. The activities to teach this are to ask the learners to: 'give the title of the given passage, the main and the sub points, the gist of the passage, to select the answers from the multiple choice questions from the text etc'.

LOCAL COMPREHENSION: It refers to the ability to understand the individual points of the explicitly stated information. The tasks include: 'find the names of the characters; their peculiarities, particular details of some specific events, factors of cause and effect, compare and contrast of the specific information from the passage'.

REFERENTIAL COMPREHENSION: It refers to the ability to get the factual information from the text referring to the different parts of the text. It is to understand the cohesive devices of anaphora

and cataphora that connect the sentences and the paragraphs. Anaphora refers to the linker that connects the earlier stated information, while cataphora refers to the connectors of succeeding information.

INFERENTIAL COMPREHENSION: It is to develop the ability to infer from the facts, which are not stated explicitly. It is a higher level cognitive skill. The reader has to understand the implicit cause and effect relationship between the features of the text. It needs complex reasoning abilities. It is a problem solving activity and the learners should be trained to develop this.

EVALUATIVE COMPREHENSION: It refers to the ability to judge accuracy, acceptability value of the statements made by the author. It helps to understand author's attitudes and bias that are based on the textual evidence. It helps to read between and beyond the lines. The tasks include — 'whether you agree or disagree with the statement of the author, or critically evaluate the statements given by the author'.

A teacher must develop these skills of comprehension in the learners. There can be miscomprehension of the text too. It can be the result of wrong information given in the passage, reading more than the explicit information, misinterpreting the tone and sometimes due to the figurative language and ambiguity in style. Efficient reading is the combination of linguistic and extra-linguistic knowledge. The problem arises not only due to the language deficit but also due to the knowledge deficit too. Comprehension depends on the information given in the text and the reader's interpretation of the text, based on his prior knowledge. Equally important is the kind of matter of the text and the purpose of reading. The teacher has to be very resourceful. S/he should try to go beyond the prescribed syllabus. S/he must expose learners to different types of writing styles — narrative, descriptive, expository, persuasive, argumentative and creative writing. S/he should adopt different classroom techniques to develop the skills of reading.

CLASSROOM METHODS TO DEVELOP READING SKILLS: Reading is a neglected skill. In most of our educational institutions, the learners do not want to read anything beyond the prescribed textbook. The teacher should motivate them to read not only for information but for pleasure too. S/he can start a classroom library with a small contribution from all the learners. The learners should be encouraged to develop reading habit of unsimplified texts in Modern English independently. They should be encouraged to use monolingual dictionary. The teacher should see that all the

basic skills of reading are acquired with a moderate speed of reading with right comprehension. There are three stages of classroom teaching of reading skills: pre-reading stage, reading stage and follow up or post-reading stage.

PRE-READING STAGE: The teacher should motivate the learners. The purpose of reading should be made clear to them. The selection of material is very important. It should be fit for the age and the interest of the learners. It should be informative too. It should be from the Indian context so that the learners can identify with it. This aspect is very important at the initial level of learning this skill. Later on the learner should be exposed to higher level complex reading material from different cultural context. The teacher should try to relate the subject with learner's own experience, interest and needs. To motivate the learners the teacher should ask the introductory questions related to the theme of the text. This should be followed by discussions relating to the topic. This arouses the curiosity of the learners. Now, they are ready for actual reading.

READING STAGE: The teacher should begin with short passages of the text. S/he can even select a short story. S/he should anticipate the problems of the learners. S/he should give a glossary of the difficult words, explain new and difficult structures with examples. S/he should explain the terms, which are from different culture. The idiomatic expressions and the use of the figurative language should be explained. The learners should be asked to read silently at a fairly good speed. They should read by sense group and not the individual words. Speed-reading should be 'timed'. They should be encouraged to look into the dictionary for difficult words. For difficult passive vocabulary, the learners should be encouraged to guess the meaning from the context. The teacher should try to remove the faults of reading among the learners. The role of the teacher is that of the facilitator, who supervises the learners' activity of reading. When they have finished with reading, the next stage is post-reading or follow-up activity.

FOLLOW-UP STAGE: In the follow-up or the post-reading stage, the teacher should put challenging questions to the learners. The questions should cover all the comprehension skills. The learners can be asked to select the topic sentence from the paragraphs of the text. They should be able to understand relation between parts of the text through reference and cohesive devices. They should be asked to reorganise the jumbled sentences and the paragraphs. They should answer multiple choice questions, true or

false questions. They should be able to fill in the blanks. They must know how to transfer the information to the table, diagram or graph. They can be asked to write an outline or a summary of the text.

The teacher can give homework to the learners. They should be asked to write their personal experience related to the theme of text. The classroom reading activity should be extended further. There should be a library period to cultivate library culture in students. They should be encouraged to read stories, newspapers, magazine, novelettes and the abridged editions of famous books. This will give them a better exposure to develop reading skills.

QUESTIONS

1. What are the skills and sub skills of reading?
2. Explain with examples the important strategies for reading a text.
3. What are the different stages of reading? Do you think they are useful in the classroom?
4. What classroom methods of teaching reading skill are useful in your teaching situations? Give reasons for your choice.

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CHAPTER 13

TEACHING WRITING SKILLS

INTRODUCTION: Listening and speaking come naturally to a person but one has to learn the rudiments of writing in one's mother tongue. Writing is a difficult skill, as it needs coordination of motor skill and brain. It is more conventional and conservative than spoken language. It needs systematic training. The teacher has to teach the learners to record their experience in writing. They should be taught to explore the theme and the sub themes of a given text and to express their ideas on paper. Writing has three aspects — mechanical, linguistic and communicative. They have to be properly developed in learners.

The skill of writing involves teaching of spelling, vocabulary, sentence structures and grammar, punctuation, proper layout, coherence, cohesion and the organization of content clearly and effectively.

The sub-skills of writing cover organisation and sequencing of ideas, connecting of sentences and the ability to communicate convincingly and to perform different functions of writing effectively. This also involves the skill of saying — why, what and how logically and clearly in the desired style and tone.

A writer should have a sense of purpose, a sense of the reader and a sense of direction.

PROCESS OF WRITING: A writer has to follow a sequential process for writing. First of all, he should be motivated to write. He should decide the topic first. He should have a plan ready in his mind. He should make an outline. He needs to make notes and write the first draft. This should be revised, redrafted and edited till the final version is complete. This process is not linear but cyclic of going back and forth. During this process, he has to internalise the reader. This helps him in developing critical awareness of his own writing.

TYPES OF WRITING: There are different types/styles of writing. Students should be exposed to them to develop this skill.

Descriptive writing is one of the basic forms of writing. Usually the child's first exposure to writing comes through stories. This refers to description of person, place or things. It also covers events, processes and arguments.

Narrative writing is commonly used in fiction. It is also used for sequencing of events and happenings. Students have to use this form for report writing.

Expository writing refers to explaining a subject or stating an affect with definition, classification, illustration, exemplification etc. This is a difficult form as it needs coordination between thought and expression with emphasis on linguistic organisation through cohesion and coherence.

Reflective writing demands looking back on issues, events, activities and people in the past with their views to the changed situation in the present. One needs analysing skills to attempt this kind of writing.

Persuasive writing calls for a higher level linguistic maturity. It demands refined and forceful language to influence the reader and to change his views. Mass media people exploit this form very effectively through their ad-campaigns.

Interpretative writing deals with the writer's perspective of an issue. The textbook writers use this form to interpret other writer's original ideas to facilitate understanding. It performs the functions of defining, elaborating and exemplifying.

For teaching these types of writing the dictum followed should be from simple to complex. Descriptive and narrative writings do not demand much of cognitive skill hence, they should be taught first before moving over to the other complex forms of writing. For each type of writing the learners should be exposed to the best examples of the same form.

Besides these types of writing there are other categories too. They are:

Personal writing refers to writing diaries, letters, invitation cards, condolence letters, shopping list etc.

Public and institutional writing refers to writing different types of letters of enquiry, complaint, application, agenda, minutes, notice, memos, speeches, reports, resumes, reviews and business letters.

Study writing refers to making and taking notes, writing summaries, synopsis, research papers, report etc.

Creative writing refers to writing song, poems, stories, novels, travelogues, plays, autobiography etc.

FUNCTIONS OF WRITING: Usually the teachers concentrate more on different forms of writing such as letter, report, essay etc. and less on teaching of how the language is used in them. This deprives the learners of the practice of the communicative aspect of language used in real life situations. Students should be given tasks based on the functions of the language such as:

- Introducing
- Agreeing and disagreeing
- Asking for information
- Asking and giving direction
- Instructing
- Arguing, persuading, convincing
- Explaining, defining, illustrating, classifying, exemplifying
- Describing, narrating, reporting
- Summarizing etc.

Functional writing involves a pseudo reader. He should always be on the mind of the writer. If an official letter of complaint is to be written, the sense of the receiving authority makes things easier and appropriate.

STAGES OF WRITING: There are different stages of writing a learner has to go through till he becomes an independent and efficient writer. To make writing effective, the sense of who, why, what and how is essential. 'Who' is the reader, 'why' is the purpose, 'what' is the content of writing, 'how' refers to the linguistic structure and the style of writing. Knowledge of these things is essential at all the stages of writing. These stages can be changed according to the level and the needs of the learners.

Controlled writing: is the first stage of writing, where 'why', 'what' and 'how' of writing are decided by the teacher. S/he decides the purpose and the content of writing. S/he provides the desired vocabulary and structure, punctuation, word order etc. Substitution tables are used for developing sentences. This helps the learner to understand the basic structures. Jumbled sentences are given to put in the correct order to develop the sense of organisation.

Guided writing: The learner has to follow the guidelines given by the teacher. It covers the facts and ideas supplied by the teacher. The teacher gives the topic and its sub-headings. The learner has to use his own sentences observing the mechanics of writing. Guided composition is an example of this stage.

Free writing: The teacher gives the title but the ideas, facts and the expressions are developed by the learner. The learner is now ready for independent and creative writing. The activities at this stage can be completing a story, narrating an event, summarising, report writing etc.

CLASSROOM ACTIVITIES OF TEACHING/WRITING SKILLS: English as a second language is introduced in std. V VI, or VII hence, the teacher need not start with the motor skill of holding a pen to paper but has to concentrate on forming letters correctly in legible hand writing. The major focus should be on encouraging the learners to understand and practise the process of writing. Later on, the emphasis should be on purposeful selection and organisation of the ideas. The paragraph should be the basic unit of writing. The emphasis should be on clarity devoid of any ambiguity. Clear thinking reflects in clear expression. It should be correct in the areas of spelling, grammar, punctuation and layout. They should be taught to use a range of sentence structures, linking ideas and information across sentences to develop a topic clearly and convincingly. Precision in expression must be cultivated. The learners have to learn to be brief and to the point but not at the cost of abrupt or incomplete expression. The body of the writing should be properly developed with proper introduction, development of the theme in the middle and proper conclusion. Initially, flow should be focussed at most points during the writing tasks. Accuracy should be emphasised while editing the written work. Use of appropriate style and tone according to the content is necessary. The writer's attitude towards the reader and the subject decides the tone. Coherence and cohesion should be maintained throughout. Writing task should be a group work activity. First of all the class organisation should be planned. The class can be divided into pairs or groups or in lockstep arrangement. Selection of the topic is very important. It should not be hackneyed but specific. The topic should be narrowed down.

There should be brainstorming session in the class to decide the subject, the goal and the imaginary reader. The group leader should report to the teacher who acts as facilitator to provide the linguistic machinery. Ideas should be selected and the viewpoints established. The ideas to develop the topic should be discussed.

This can be done by making mind maps — a kind of an outline of the subject on the blackboard.

After group discussion the rough draft should be prepared. This draft should develop the theme with an introduction, middle and end. This rough draft should be revised, improved and redrafted. Following editing and proof reading, the final draft should be ready.

The activities for developing writing skill should be interesting and stimulating. They should integrate the skills of speaking, listening and reading with the skill of writing. They must provide the opportunity to produce a variety of responses to writing. They should help the learners to develop their own language resources and should encourage collaborative writing. The activities should be timed.

We can begin with asking them to write captions for the pictures given to them for pair work.

The learners can be asked to write short message of a long telephonic conversation.

They should be asked to write small personal and official letters on the given subjects. Writing telegrams is also a good exercise.

Different functions of writing should be exploited to teach this skill. They can be asked to describe a person, place or the thing. At the elementary level, the learners can describe the fan, blackboard, a chair or duster available in the classroom. They should try to describe someone from the class. They can be given a task of describing the process of making a cup of tea/coffee.

They can write notices for the notice board of the school about free-ship, awards etc announcing the time date and place where the students will be interviewed by the authorities. Notices can be written for arranging class picnic or a visit to some place.

The learners can be asked to write a report [using facts] of the school annual function or an event or a visit to a zoo, a planetarium.

They can narrate an incident 'an accident' or 'a memorable day in my life'. Sequencing is very important here.

A jumbled paragraph or a story is a very good activity to develop coherence. A task for linking sentences with connectives is a good example of learning cohesive devices.

Retelling an event from a different point of view is another example of developing writing skill. A story or a newspaper report can be used and the learners can write it from different points of view. A story can be rewritten from the viewpoint of a particular character from it.

They can be asked to develop the details from a news item or can be asked to write the headlines of a detailed news item.

Transfer of information in the form of graph, table or tree diagram is a very good activity to develop this skill. They can be asked to interpret the details from the graph, table or the diagram.

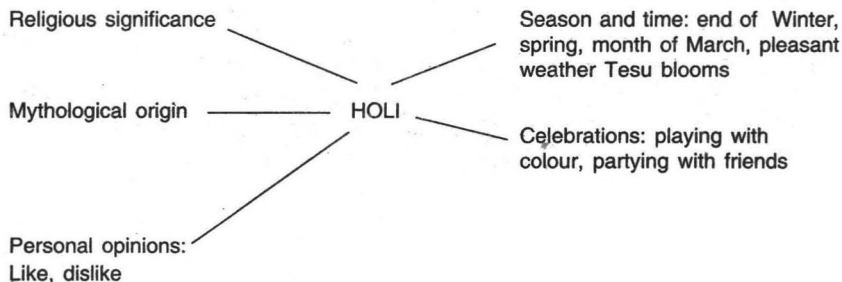
The teacher should develop in learners the habit of 'diary writing'. This can be a good homework activity. They should write it daily and the teacher can do weekly correction of the diary. This develops reflective writing skill.

They should be encouraged to write a brief speech on a current subject. For example, 'the use of plastic bags should be banned'.

After the exposure to different types of writing, the learners can be asked to write paragraphs in descriptive, narrative, expository or reflective style. Use of sensory perception is a very good exercise for developing descriptive and narrative styles. Interesting topics like 'travelling in a crowded suburban train during peak hours', or 'a morning in a park' or 'an evening at Juhu beach' or 'cooking in the kitchen' can best exploit the use of sensory perception. This type of exercise is very useful to develop originality in expression.

To kindle the imagination of the learners an exercise of completing the story is interesting and challenging. For example, the beginning of story can be given — "It is late on a chilly night. You are all alone in the house. Suddenly, the light goes off and there is a knock at the door and then..." Learners build up the suspense and come out with brilliant ideas for climax.

For writing composition they should be taught to draw mind maps on the blackboard. Topics should be chosen from real life situations so that they can identify with the subject. For example, writing a composition they can have this type of diagram after the preliminary discussion in the classroom:



Learners will add some more points. Let them decide the form: whether it should be a personal letter, a composition or a report of the celebrated event. If it is a letter, it should begin on a personal note, if an essay, the mythological aspect of the festival can be a good beginning. If it is a narration then the description of the events should be according to the chronological order. Mind map helps them to develop organizing skill as it helps them to relate different aspects of a topic to the title and to link the paragraphs in a logical order. It helps them to categorize the sections and the sub-sections.

The topics for essays should not be hackneyed or stereotyped such as the — ‘wonders of science’, ‘my favorite leader’ etc. Original topics such as — ‘the person I love to hate’ ‘visitors-the unwanted types’ or —‘the day when everything went wrong’ can be given to motivate them.

Correction and evaluation of the writing skills: Feedback in developing the writing skills is very important. But it is difficult for a teacher to correct each paper. S/he should go for collective correction Teacher can rely on peer correction while revising the first, second or third draft. Collaborative correction is very effective. It boosts the morale of the learners. The teacher can concentrate on spelling correction first and then go for correcting the tenses next. Peer and group evaluation is very helpful where they have to justify their grading and remarks. The criteria can be written on the blackboard and should cover — spelling, grammar, punctuation, lay out, appropriate vocabulary, variety of structures, proper organisation of the content, logical sequencing, style and tone etc. They should discuss these points while evaluating other group’s written work. In this way we can make writing tasks an enjoyable experience for our learners.

QUESTIONS

1. Explain the process of writing. How does it help in developing writing skill?
2. What are the skills and the sub skills of writing?
3. What strategies will you adopt to teach composition writing to your learners?
4. Which classroom activities are the most useful in your teaching situation to teach writing skill?

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CHAPTER 14

STUDY SKILLS

Study skills is the area that integrates the skills of reading, listening, speaking and writing. It is a higher level activity. The learner at the higher level needs to be proficient in this skill. For higher studies he has to do reference work in the library, present papers in the seminar and symposiums, write report, synopsis and dissertations etc. For all this, he has to develop reference skills. He has to make his notes. He has to learn to condense the information into brief notes so that he is able to recall it at the time of exams, seminar and interview. He should be able to scan the text for specific information. He should be able to transfer the information into diagrams and other graphic modes of representation. Similarly, he should be able to interpret the data given diagrammatically. The learner should be taught about all this in a classroom. He has to learn the skills of summarising, note making and note taking. Let us deal with the summarising first.

SUMMARISING: To summarise a text, knowledge of organisation is essential. The simplest type of organisation is chronological. Here, the facts are stated in the same sequence as they appear in the text. The learner has to understand the main and the sub themes of the text. The length of the summary is decided by the purpose of writing it. But, it has to be brief. Diagrams and tables can be used to condense the information. We must know the process of summarisation.

Process of summarisation: It follows the logical order or the sequencing of the information. The title of the text helps us to understand the nature of the text. Robinson [1970] developed the concept of survey, question, read, recall and review. Which is commonly known as -SQ3R.

Survey: Refers to a global activity. The reader has to quickly skim through the given text. This helps him in understanding the organisation of the text.

Question: Reading of the text raises some questions in his mind. He wants to get answer to those questions.

Read: To get answers to those questions, the reader has to read the text critically. He has to read the text second or the third time to understand the relevant points. He has to note down those points. This helps him in recalling the information given in the text whenever he needs it.

Recall: On many occasions we have to recall what we have read from time to time. We have to develop the skill of connecting the information with the preceding and the succeeding readings. We have to interpret the text to draw inference. The learner has to read between and beyond the lines to get to the implicitly given information. We need this skill while sharing the information with others.

Review: The reader has to critically examine the information in the light of its validity and usefulness.

Following these steps we can summarise the text for the maximum benefit not only for ourselves but for the other readers too.

Let us deal with another study skill i.e. *note making*.

NOTE MAKING: is a skill the learner needs to be taught. There are many occasions when he needs this skill to brush up his memory such as — before appearing for an exam or an interview, delivering a lecture, or presenting a paper at the seminar etc. For this the learner has to browse through his notes to recall the information. It is not possible to read the whole text, so the listing of the details through note making is of immense help. It demands the skill of scanning to get to the main points of the text.

The process of note making demands the learners to:

- Read the passage twice or thrice.
- Jot down the important points.
- Make an outline.
- Follow the sequencing in linear way.
- Classify the points under major heading.
- Find the relationship between main and the sub points.
- Transfer the information in diagrams, tables, graphs etc.

Main characteristics of note making: The learner has to learn to be precise. The learner should write only those facts that are relevant for the purpose of note making. The points should be very clear to avoid any confusion.

He should not write full sentences but, use words and phrases. He should use abbreviations instead of full words i.e. VIP and not 'very important person'.

The learner should divide, sub-divide the main and the sub themes of the text and present it by showing the relationship. This can be done in the following order of listing and numbering:

Main points: 1. 2. 3.	Or	A. B. C.
Sub points: 1.1, 1.2, 1.3.		a.1, a.2, a.3.
Sub-sub points: 1.1.1., 1.1.2.		a.1.1., a.1.2.

NOTE TAKING is part of the listening skill. The learners attend classroom lectures, seminar and symposium etc. They need to take down notes very quickly because nobody repeats for them. They also cannot remember everything said by the speaker. They might need the information again for their study purposes. For this they should learn the skill of note taking.

Process of note taking: The learner as the listener should note down the day, name of the speaker and the subject of the lecture. He should listen very carefully. He should pay attention to the main theme of the lecture suggested by the topic of the lecture. He should take down the important points of the lecture. He must pay attention to the smaller details in the form of examples. They help to understand the lecture. He must jot down the references mentioned by the speaker. They help him to do the reference work in the library. He should listen carefully to the signal words such as firstly, secondly and finally, eventually as they help him in understanding the organisation of the lecture. He should use abbreviations to save time. He should learn the telegraphic style of using symbols. For example, he should use = for equal to; < for greater than; > for lesser than etc.

Thus, we see that study skills are very important especially for the higher level learners. The teacher must teach the learners these skills which will be of great use for them in future.

QUESTIONS

1. What is the importance of study skills in higher studies?
2. Explain the difference between note making and note taking? How would you teach them to your learners?

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CHAPTER 15

TEACHING VOCABULARY

INTRODUCTION: Vocabulary forms the central core of language learning. We need words to express our thoughts and ideas. We also need words to point objects and describe things. Lack of vocabulary is a major handicap for the learners of English as a second language. They fumble for words when they have to express an idea either in writing or in speech. An important objective of teaching a language is to develop vocabulary of the learners and help them to comprehend the meaning of words and sentences. Vocabulary learning is a relational process, it could be described as making friends with the words of the target language [Morgan, 1987.63] Vocabulary is classified into three types.

ADHOC-VOCABULARY: These words are important for a particular text but are unlikely to have any utility outside the text. For example, if a layman reads a medical or a legal document. He does not understand the technical terminology, as he does not use them in his life. But he has to understand them to interpret the text. Such words are adhoc vocabulary for him. They need to be explained. In English, a word may have more than one meaning. It is the context that decides the right meaning. To get the appropriate meaning the word should be glossed.

PASSIVE VOCABULARY: These words are likely to be encountered by the learner in the speech or writing of others. S/he should be able to recognise and comprehend them. S/he may use them rarely in his speech or writing. These words always exceed the number of words s/he uses actively.

ACTIVE VOCABULARY: A learner has to use these words in his speech or writing.

The words can further be divided into two types — structure/function words and content words.

STRUCTURE WORDS: These words do not carry any meaning in isolation but have a meaning in a context. They are used for grammatical purpose. They are limited in numbers and a learner has to learn them. They include articles, prepositions, conjunctions, pronouns, auxiliary, deictics etc.

CONTENT WORDS: These are open-ended words. Language is an ever-changing phenomenon. New words are coined to fulfil the demands of the changing times. Earlier, the words like computer; television, cyber cafe etc. were not there. Now, they are the core words. New words enrich the repertoire of the language. Content words are nouns, verbs, adjective, adverbs etc.

Each language has thousands of words and a learner cannot learn all of them. So, the method of selection and control is adopted. Thorndike was the first to apply this principle in 1921 and selected 5000 words on the basis of the frequency of their use in the language. He tried this on American children. In 1926, Hornby produced 10,000 words based on the frequency count of personal and business letters. In 1953, Michael West prepared a general service list of 850 words with 12,425 meanings. Michael West in Dhaka, Palmer in Tokyo designed material with limited vocabulary of 2000 words. There are four criteria for the selection of vocabulary. They are: frequency, semantic range, productivity and teachability.

FREQUENCY: The most commonly used words should be selected for teaching the language. For example, from the synonym words — good looking, lovely, stunning and beautiful, the word 'beautiful' is the most commonly used word. Hence, it should be taught.

SEMANTIC RANGE: Some words have wider semantic range than others. A word like 'table' is used to denote an object used for writing on, it is also used for statistical data and for mathematics too. Similarly, the word like 'spring' has multiple meanings. It refers to a season of the year, the action of moving quickly, a small body of water, and an object similar to a coil. Such words with wider semantic range should be preferred over others.

PRODUCTIVITY: Some words have more productive capacity over others. If the learner learns one such word s/he will be able to form many words from it. For example, from the stem '-man' manly, manhood, mankind, manpower, manual etc. words can be formed.

TEACHABILITY: The socio-economic context of the word is an important criterion of selecting vocabulary. Eskimos use 24

words for 'snow' according to its density, shape and colour. It is essential for an Eskimo child that he learns all the 24 words for his survival, but for our L-2 learners one word snow is sufficient. Similarly, in Rajasthan, there are 18 words for 'camel' in their dialect/language, but for others knowledge of one word 'camel' is enough. The teacher has to adopt suitable techniques to teach vocabulary in a classroom.

CLASSROOM ACTIVITIES TO TEACH VOCABULARY:

Vocabulary teaching should be integrated with reading skill. A word should not be taught in isolation, but in a context. The learners should not be spoon-fed with the meaning [Bright, 1976.] The teacher should encourage the learners to guess meaning from the context. If a word is difficult to explain in the target language, it should be explained in the mother tongue. For example, a word 'plait' can be explained in mother tongue as it saves time. The teacher should use the mother tongue judiciously and not allow the learners to use it.

The teacher should use sound, sense and shape of the words i.e. pronunciation, meaning and spelling [Allen, 1983]. For the elementary stage learners, classroom objects like fan, clock, window, calendar, door etc. can be used to teach vocabulary. Use of magazine pictures for illustrating words in dialogue and story is also a good technique. Body gestures and actions can be used to teach adjectives — tall/short; and verbs — dance/walk. Prepositions can be taught by putting a book 'on', 'under', 'behind', 'in' the table easily available in the classroom.

The teacher should evolve word games to make learning interesting. They motivate the learners. The games should be challenging and timed to develop a sense of competition. Cross word puzzle is a good activity for this. The learners can be asked to speak/write the word beginning with the last letter of a given word. For example the word 'good' is given. They have to start with the letter 'd' and can make words like do, donkey, debt, dash etc. An extended form of this game can be to restrict the words to nouns, verbs or adjectives.

The use of known vocabulary is also very useful. Synonyms and antonyms can be taught in a very interesting manner. The learners can be asked to give synonyms beginning with the letter given:

shift m__,

summary g__

build m__,

shine g__

Similar technique can be evolved for antonyms:

tall s__, healthy s__

Matching opposites in a sentence is another technique. For example select the right word:

he is bound to win, he cannot ——.

[happy, lose, miss, enjoy]

Homophones have the same pronunciation with different spelling:

sea see, sun-son,

Homonyms have the same spelling but different meaning:

bank [river] bank [money]

Hyponym refers to the word class or category:

Furniture: table, chair, almirah, desk, sofa set.

Use of prefixes and suffixes help to develop productivity in learners. Use of the prefixes — un, dis, mis, ir, il etc form the antonyms of the words such as able-unable; match-mismatch; satisfy-dissatisfy; responsible-irresponsible; logical-illogical.

Suffixes help in changing the grammatical form of the words. For example:

Noun form verb: denial — deny, departure — depart.
entertainment — entertain.

Noun from adjective: ability — able; generosity — generous.

Adjective from noun: bookish — book; misty — mist.

Verb from adjective: ripen — ripe; freshen — fresh.

There can be another technique to teach vocabulary with prefixes and suffixes. For example:

Complete the following sentences taking the clue from the underlined prefix and suffix.

A subway does not go above a city it goes —— . [before, below, behind]

Mumbai is a beautiful place, but we need to —— it more. [classify, beautify]

The teacher must take care to teach these vocabulary items for overall perspective of integrating all the four skills. S/he must provide enough practice in the use of the target language. The learners should be encouraged to guess the meaning from the context

and not memorise the meaning. They should be asked to use words in meaningful context to make learning permanent. The denotative and connotative power of the words should be explained to them with the help of exercises.

Reference skill with the help of dictionary should be developed in the learners. They should be encouraged to look up a word in the dictionary. A small monolingual dictionary should be recommended. At least a single copy of Advanced Learner's Dictionary [Hornby] should be made accessible in the classroom. The learners should be able to understand the alphabetical order. They can be asked to write the names of all the students of the class first according to their first names and then according to their sir-names. This can be a very interesting pair/group work activity. At the higher level, the learners can be asked to prepare a list of the library books according to the title or the author's name following the alphabetical order. This will help them in preparing bibliography. They should be asked to collect other information in the dictionary such as American or British spelling, different meanings of the word, colloquial variety, grammatical information about the word i.e. whether it is noun [countable/uncountable], verb [transitive/intransitive], adjective or adverb etc. They should also try to find the etymological information of the source from where the word is borrowed. They should be encouraged to refer to different dictionaries to get the desired information and enrich their knowledge.

These are some of the techniques that help learners to learn vocabulary. The teacher has to pay attention to improve learners' retention of vocabulary items too. The words should be presented in *semantic groupings* as it helps them to associate words with their meanings. Basically, words are associated with thought, ideas, actions and events. If the words are presented in this way, it will help them to remember them easily. For example, the words such as bank, money, transaction, deposit, cheque should be taught together because of their close association.

The teacher should put emphasis on vocabulary expansion of the learners. This can be achieved through wide reading, direct instruction and incidental instruction [Methods. CIEFL.1996]. Reading is the best method of increasing one's word power. Direct instruction refers to the selection and teaching of appropriate words using different techniques. Incidental instruction is the combination of wide reading and direct instruction, which helps in learning vocabulary meaningfully.

Vocabulary building is often associated with reading and writing tasks. Direct vocabulary testing should not be done. It should be integrated with other skills. The context should be provided for this. They should be encouraged to guess the meaning. Some exercises with multiple choice questions is a good start, for example select the right word:

She blushed, [turned red, went pale, looked sad.]

The selection of the colloquial possibilities is another important area for testing it. For example: Fill in the blanks with the right word given in the bracket.

He is far too and well informed to be easily deceived. (bashful, shrewd, diplomatic, stubborn)

The teacher can select semantically closer alternatives given in the bracket:

He was too shy to feel comfortable and sat through the evening on the — of chair. (brim, fringe, edge, rim, margin)

Here, the student can be taught the concept of appropriateness, which is decided by the context. Sometimes, there can be more than one right answer. The learners should be encouraged to infer meaning from the text to make meaningful and acceptable sentences.

Cloze exercise with every fifth, seventh or ninth blank spaces in a paragraph is a good exercise to test the vocabulary.

The learners can be asked to describe a person/ place or object.

Brainstorming exercises are very good to teach vocabulary. For example give them one word 'examination'. Ask them about their reaction to this word. Let them make a list of the words and ask them to write a paragraph with the help of these words.

Thus, we see that teaching vocabulary is a very important task in teaching English as a second language. By using successful techniques to learn new vocabulary, the learners will find words easier to remember and will become more motivated in the class. The teacher should provide a vocabulary rich environment in the classroom to promote the incidental learning of vocabulary. Vocabulary teaching must be integrated with the skills of listening, reading and writing to improve their language proficiency and ability to function in the target language.

QUESTIONS

1. Which classroom techniques should a teacher adopt while teaching vocabulary?
2. What are the different types of vocabulary. Which according to you is the most suitable for your learners?
3. What are the criteria for the selection of vocabulary items? Give examples for each criterion.

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CHAPTER 16

TEACHING LITERATURE

INTRODUCTION: 'Should literature be taught in a language class?' is a question frequently asked. The answer is 'yes'. Basically, literature teaching and language teaching are not two separate activities. Both are interdependent. Literature is written in language and study of language develops literary skills. Literature develops the skill of scholarly analysis and critical and aesthetic sensibility in readers. It gives information, imparts skills and changes attitude of the learners to other's culture and language. Literature exposes learner to a language rich in its use of metaphor, simile, symbols, images, personification etc. This makes it different from non-literary writings. Literary writers defy the conventions of the language and use unorthodox structures. Exposure to this variety of language enriches the learners.

Our *objective* of teaching literature should be very clear. We need not aim at introducing learners to the great masters of literature or to acquaint them with the history of English literature. Our aim should be to develop language consciousness and communicative competence. Our major concern should be to develop autonomous readers. This can be achieved by helping the learners to develop the skill of interpreting meaning from this style of language. They should be able to understand the special conventions of literary language. The language of literature often deviates from the norm. The deviation enhances deeper meaning to the text. For this, they should be taught to compare and contrast literary and non-literary texts.

Literature provides readymade source material to develop language skills. Selection of the material becomes very crucial for the second language learners. As our aim is to develop linguistic and communicative competence of the learners, the selection of the

material should be based on linguistic rather than on aesthetic grounds. The selected material should be interesting, motivating and challenging for the learners. We have to remember another important criterion of teachability too.

Initially, we have to choose the material, which is stylistically simple and culturally Indian. The learners will be able to identify with it. Diction should not be very difficult for our learners of English as L2. Text should be modern and not very lengthy. We should select from a wide range of texts that are successful and highly significant to those that are commonplace [Moody, 1983].

Selection of the material will decide the methodology in the classroom. The biggest problem the teacher has to face with the learners of English as L2 — is their poor linguistic competence. This creates hurdle in reading literary texts. We cannot rely on the traditional lecture mode of teaching. We have to opt for the communicative and activity based approach. Traditionally, teaching of English literature was exam- oriented where the basic purpose was to give information about the content, the author and his life and times, critic's comments on it etc. etc. The teacher had to explain difficult words, paraphrase every sentence, and give summary of the text and the critical appreciation of the text. This method had a drawback. It made learners the passive recipient of the information. If the teacher explains everything, the learner's understanding is affected by the teacher's views. Later on, the stance shifted to the linguistic approach for literature teaching. This encouraged subjective interpretation of the text based on the linguistic clues. Here, the language is analysed to reach to the inner core of the meaning. In learner centered methodology, the learners are expected to understand the meaning following the communicative approach based on problem solving activities. The technique should be pair or group work. The teacher should frame questions and exercises to facilitate language use. S/he has to devise different methods to teach prose and poetry. Some of the activities for teaching literature are as follows.

TEACHING PROSE: To understand the difference between literary and non-literary text, 3 to 4 short texts of these varieties should be given to the learners. They should be asked to compare and contrast the two texts and explain the features that differentiate the two. This can be a good pair/group work activity.

They should be given different types of the texts such as expository, narrative, descriptive, argumentative etc. This wide range of texts helps them to understand the special features of

each style. They can be asked to locate topic sentences, theme and sub-themes of the text.

Sentences or the paragraphs should be jumbled and given to the learners. They should be asked to rearrange them in the likely order. They should be asked to justify the arrangement. This activity helps them to understand coherence with the help of cohesive devices.

For short stories/novels and drama, the title can be given for group discussion to anticipate the theme. Even the first sentence of the story can be given for the same purpose. This motivates the learners in guessing the content. The inquisitiveness of the learners should be heightened by suspense building. Let them anticipate the forthcoming events and the actions and the reactions of the characters. Even if they know the story in advance, they can be asked about the peculiarities of the characters, or why a particular character has behaved in a particular way. They should be asked to take the verbal clues from the story. They can be asked to think of the alternative climax of the story with proper justification.

They should be able to understand the role of the dialogues in developing the story.

They should be asked to explain the role relationship between the characters following the norms of discourse analysis. This will help them to understand the social status of the characters. They can be asked to explain the setting, the plot, and the communicative purpose of the text.

It is difficult to complete a long story or a novel in one class period. Teacher should divide the text in sense group [C.I.E.F.L. Methods.1996], to retain the sense of the whole. Similar characters or events can be grouped together and discussed in the class. The teacher should prepare questions and exercises in advance to facilitate language use by the learners in the classroom. The teacher has to devise different techniques and activities for teaching poetry.

TEACHING POETRY: For teaching poetry in the classroom, there is no need to discuss the poet, his life or his works. If it is necessary the learners can be asked to do the reference work in the library to get the desired information. Actually, a poem stands on its own.

Poetry reading should be a delightful experience. Detailed explanation by the teacher destroys the charm of the experience.

A poem has multiple meanings. Let the learners discover the meaning with the help of the verbal clues.

The teacher should give a very small introduction. If required, she should gloss the difficult words/patterns and unfamiliar cultural context before the learners read the poem.

Whereas, the prose is best read silently a poem should always be read loudly. Sounds, rhythm and intonation play a very important role in English. Good reading can create magical effect on the listeners. Right pitch, proper intonation helps to open up the meaning of the poem. Loud reading of the poem is difficult for us because Indian languages do not have the stress pattern of English language. Very few teachers are good readers of poetry. If the teacher can get a good reader of the poem, s/he should invite him to read the poem in the class. Otherwise, the recordings of good poems should be played for them to understand the significance of stress, pitch and intonation.

When the teacher is reading the poem the learners should concentrate on listening it. This can be a very good auditory experience that will give the feel of the entire poem.

The teacher should frame some global questions on the theme of the poem. A question can be asked to decide the tone of the poem whether it is a sad or a cheerful poem.

In the second, loud reading of the poem by the teacher, the learners should also read the poem while listening it. At this stage, the teacher can draw their attention to particular grammar structures, which are significant for the meaning of the poem. S/he can ask them to identify the key words denoting the theme of the poem.

The teacher should concentrate on the use of the tense, rhythm, images, symbols, metaphors, simile etc. This helps in exploring the meaning of the poem. S/he can also ask for the words and structures that reflect auditory, visual, tactile, olfactory sensory perception.

The correct process of reading a poem is going backward and forward. In a poem the meaning is not always explicitly stated. The reader has to find the implicit meaning by reading between and beyond the lines. Reader's personal experience of the world also adds up to the understanding of meaning. It is important that the reader should be able to justify 'this' meaning and explain 'how' has he reached to this implicit meaning with explicit clues. This discovery of the meaning makes poetry reading a memorable experience.

Thus, we see that literature can best be exploited in a language classroom. It can be taught as a content and be used for developing

language skills. We have to make our learners the autonomous readers to discover the meaning on their own. We have to agree with Brumfit [1985] that literature provides a valuable basis for a communicative advanced work in language. It provides problem solving tasks, and opportunities for discussion, hence, covers fluency in speech. Literature, thus becomes both product and process in second language teaching/learning situation.

QUESTIONS

1. What are the objectives of teaching literature in a language classroom?
2. What are the important steps required for the teaching of a poem.?

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CHAPTER 17

TEACHING GRAMMAR

INTRODUCTION: Grammar is one of the most important aspects of language teaching and learning. Learning of grammar is crucial for the learners of English as a second language. Traditionally, grammar meant teaching of rules in deductive way. Here, the rules were taught first and the examples were given later on. The learners were expected to memorise those rules to learn the language. This method was and is still practised in our educational institutions to teach grammar. There are regular grammar periods in the class timetable. Teachers and the students work very hard for it. The learners learn definitions of different parts of speech, different kinds of clauses, learn to change the form of the sentences etc. Extensive exercises are given to them for practice. Of course, the learners get very good grades in grammar section, but unfortunately they are not able to speak or write a single sentence correctly. We believe that language is a tool for communication. But this communicative purpose is not served for our students. With the advent of the communicative approach of language teaching, the concept, objectives and methods of teaching grammar are changed.

Grammar is defined as the total mechanism of a language that helps to communicate correctly and appropriately. It also refers to the formal analysis and description of the rules of the language. Grammar is also defined as a systematic study of language covering the areas of phonology, morphology, syntax, semantics, and word formation and sentence structure [Rutherford 1987].

Linguists believe that language is a changing phenomenon. The acceptability and intelligibility in speech and writing depends on the currently followed notions and norms of grammaticality [Vergheese 1989]. The native speaker of the language decides this

factor of grammaticality. Each language has its own rules, which the native speaker learns intuitively/unconsciously. During the process of language acquisition, a child is exposed to his mother tongue. He listens and absorbs it. He internalises the rules of the language and by the age of 3 to 4 years becomes the perfect user of the language. For this, he is not taught the rules of grammar. It is the exposure and the use of the language for his survival results in learning the language. He has to speak to get his basic needs fulfilled by others. Communicative approach advocates this type of grammar learning. But, in Indian situation our L2 learners have little exposure to English and a rare opportunity to use the language. It is only through the textbook and the teacher in the classroom that they get the exposure to it. In the existing condition, they have to learn grammar both deductively and inductively. The teacher has to develop strategies following the objectives of teaching grammar.

The *main objective of teaching grammar* is to make our learners use the language correctly and appropriately. The emphasis should be on developing the receptive and the productive skills of the language. They should learn to say the same thing differently in different situations. To attain this objective, the teacher has to decide which grammar should be taught to them because it is classified in *three types*:

FORMAL OR PRESCRIPTIVE GRAMMAR: Here, the language is believed to be static and rigid. It is split in different parts of speech, tenses, clauses, active-passive, reported speech, punctuation etc. Rules of grammar are taught deductively. The learners have to memorise the prescribed rules to master the language. Rules are taught in isolation. Grammar items are not contextualised. This makes learning more difficult because in real life situation we use language in a particular context. Form is considered more important than meaning. The teacher is more concerned about accuracy. Nesfield and Wren and Martin grammar belong to this category. This type of grammar is still popular in schools and colleges. This is responsible for the pathetic state of our learners. They cannot communicate in language in spite of their knowledge of grammar. This is also called teacher's grammar. This teaches about the language and not the language.

DESCRIPTIVE GRAMMAR: This is called linguist's grammar. It analyses and describes the rules of the language. It believes that language is not static but is dynamic and changes from time to time. It distinguishes between acceptable and

unacceptable sentences. The criterion for these changes as the language undergoes the change. The teacher should have the knowledge of this grammar to explain the system of the language to the learners.

FUNCTIONAL GRAMMAR: Communicative approach to language teaching advocates this type of grammar. It follows the process of language acquisition. The native speaker has an intuitive knowledge of grammar rules though s/he is not able to describe or analyse them. Grammar, here, is integrated with the skills of listening, speaking, reading and writing. It follows the inductive method where the examples are given before the explanation of the rules. Grammar items are contextualised. Meaning and form both are important. It puts emphasis on fluency and accuracy. Exposure and the use of the language are essential features for learning grammar. The teacher should teach this type of grammar to the learners. S/he should develop strategies to teach this type of grammar.

METHODOLOGY OF TEACHING GRAMMAR: The teacher should systematically teach the functional grammar to the learners. Initially, s/he should not bother about the formal labelling of the grammar items. S/he should teach grammar implicitly following the inductive method. The learners should be exposed to the language through the four skills in an integrated way. Receptive skills of listening and reading can give the desired exposure to the language, while productive skills of speaking and writing provide the opportunities for language use. Reading gives them a scope for answering comprehension questions in a context. Listening helps them to understand and analyse grammar in a context. Writing and speaking help in self-monitoring of the errors and consolidation of learning. The teacher should select the problem areas by analysing the errors. S/he should explain the principles in simple language with the help of illustrations. The use of labels — nouns, verbs, adjectives etc is useful for the explanation of the items. Extensive practice should be given to teach the grammar items integrating them with the skills. The teacher should give them practice in meaningful situations, oral drilling, pattern practice, substitution tables etc. [CIEFL Methods 1996]. The text can be the means to the end of grammar teaching. The teacher can exploit poetry, passages from story, drama, composition etc. to teach the grammar items. These grammar items must be contextualised and should relate to the learner's experience of the language. Comprehension passages and vocabulary items can be used to teach grammar. Such contextualised use of language helps the learners

to develop awareness of the functioning of the language. They should be exposed to the different variety of meaning and structure patterns. The teacher should be resourceful enough to go beyond the text if s/he does not find a suitable passage from the text. If needed, s/he should adapt and rewrite a passage according to the needs of the subject. S/he can judiciously use the mother tongue to explain a principle of grammar. Pedagogically, grammar teaching can best be exploited by spiral teaching method of illustration, explanation and practice. It is the practice that reinforces learning.

Role-play in real life situation provides a very good opportunity of language use. This automatically covers the teaching of grammar specially the tenses. This is an interesting exercise because learners can easily identify with the situation and use the language accordingly. This also develops a sense of correctness and appropriateness in them.

Dramatisation and language games are equally useful to teach grammar. Questioning skill also helps in learning grammar. The learners learn yes/no, and 'wh' questions in present past and future time reference.

Tense is another problematic area. The teacher should not teach the tense system in detail. S/he has to explain the relevant facts to avoid confusion. S/he should expose the learners to the passages of mixed tense, so that they understand the rules. For example, 'every Sunday I watch TV, but last Sunday I went to picnic. I am not sure what I will do next Sunday.' To teach simple present tense the learners can be asked to describe their daily routine and that of their mother/father/friend. This helps to understand the rule:

I get up at 6 o'clock.

My mother gets up at 5 o'clock.

This helps them to understand the rule of concord [subject and verb agreement] that with third person singular, s/ es is added to the present form of the verb.

Similar techniques can be used to teach other tenses too. Mime, actions, sketches, charts and pictures can be used to teach present continuous tense. Dialogues can also be used to teach tenses. They provide repetitive use of that tense for practice. They can be used to teach reported speech.

Description of process can be used to teach active passive.

Cross word puzzles can be used to teach different parts of speech.

Thus, we see that to teach grammar the teacher should use the eclectic method. Initially, the learner should be allowed to absorb the language to internalise the rules and then the descriptive analysis of the language helps him to understand the system of the language. This knowledge of grammar rules helps him to correct himself. This serves the purpose of teaching/learning grammar.

QUESTIONS

1. What are the different types of grammar? Which according to you is best suited for our learners? Give reasons for that.
2. What is the difference between inductive and deductive method of teaching grammar? Illustrate your answer with the example of both.
3. Is knowledge of grammar essential for learning a language? Give your views on it.
4. What strategies will you adopt to teach grammar in your classroom situation?

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CHAPTER 18

LESSON PLANNING

NEED FOR PLANNING: Learning experience should be stimulating and interesting. The teacher is given the syllabus and the prescribed textbook with activities given in it. Some textbooks contain interesting material with clear instructions of using it, but others are not so well equipped. The language teacher has to remember that a textbook is a means to the desired end of language learning. An innovative teacher goes beyond the textbook to make teaching effective. To attain this s/he has to incorporate different activities for the classroom. Planning makes it possible.

Planning helps us to make the optimal use of classroom time. The teacher has the constraints of completing the syllabus in the limited time. Planning gives an outline to the teacher about what should be the plan of action in the classroom. Very experienced teachers need not write a detail plan, as they have it etched in their mind. But, less experienced teachers should make a detail plan. It tells us 'why' — the objectives; 'what' — the content and the material; 'how' — method and technique; 'when' — the time duration of the teaching. Harmer [1983] aptly says that good lesson planning is the art of mixing techniques, activities and material in such a way that an ideal balance is created in the classroom for learning a language.

PROCESS OF PLANNING: Planning is a cyclic process. The teacher plans the lesson with objectives. S/he tries it in the classroom using the activities, method and the technique. S/he tries to evaluate whether the objectives are realised or not. Evaluation gives her/him the feedback, which helps in planning further lessons with desired improvement in teaching.

PRINCIPLES OF LESSON PLANNING: Though planning is essential for better teaching, but rigid adherence to a plan makes

teaching monotonous. This can de-motivate the learners. We should remember that planning should be learner centered and not teacher focussed. Planning should enhance creativity in learners. The two overriding principles of planning are variety and flexibility.

VARIETY: To involve the learners fully and to sustain their interest is a tough job. Children's attention span is very limited and it wavers very quickly. To maintain this, the teacher has to bring variety in her teaching. Variety refers to providing different types of challenging activities to a single class or a series of classes. The teacher should make use of different teaching aids. For example, if s/he is teaching vocabulary items, s/he can use flash cards, pictures or a crossword puzzle to bring variety in the classroom. Prolonged use of the same technique loses its charm over a period of time. The learners should be involved in varied activities with the help of different materials. Another important principle of lesson planning is flexibility.

FLEXIBILITY: Sometimes the plan prepared by the teacher does not work in a particular class. In this situation, the teacher should be able to change the plan according to the immediate needs of the learners. For example, s/he wants to teach them 'reading comprehension' but the learners are in a mood of group discussion. In this situation she should be able to adapt her plan accordingly. For this, the teacher has to be extra resourceful. S/he should be capable to work within the constraints of time and the situation s/he works in. S/he should be able to take on the spot decision. Planning helps us to achieve this goal.

CHARACTERISTICS OF PROPER PLANNING

PROFESSION: For proper planning the teacher needs to have considerable knowledge of three areas — profession, institution and the learner. The teacher should be the efficient user of the language. S/he should have knowledge of all the aspects of the language i.e. phonology, lexis, grammar, skills, situation etc. The teacher should be careful about the availability of the aids and the resources such as blackboard, pictures, flash-cards, tape recorder, OHP, language lab., textbook and other supplementary material. The teacher has to be extra resourceful with plenty of activities at her disposal in the classroom. S/he should be well-versed in different methods and techniques of teaching. S/he should know about the class management skill and should be able to play different roles in the classroom very efficiently according to the needs of the learners in a particular situation.

THE INSTITUTION: The teacher should be aware of the constraints of the institution — the time duration, syllabus and curriculum, the examination pattern etc. S/he should be aware of the real physical condition of the institution such as the size of the class, seating arrangement and proper ventilation and lighted classrooms etc.

THE LEARNER is the most important person in the process of teaching. The teacher should know about the needs of the learners — their age and social background; their attitude and aptitude towards the language etc. The teacher should try to establish a rapport with them. S/he has to be sympathetic to the problems of the L2 learners. The teacher should collect or prepare the material and activities that should cater to the needs of the learners. A detailed knowledge about the learners and their needs help the teacher in planning teaching and designing activities that are useful and motivating for them.

STAGES OF PLANNING

When a teacher is through with this information, s/he is ready to write a plan. Before writing a detailed plan, the teacher has to make a rough plan to be executed in the classroom. This is called a pre-plan.

PRE-PLAN: Here, the teacher has to decide her plan of action in the classroom. S/he should try to relate it with what the learners have been doing recently in the class. S/he should try to learn about the immediate needs of the learners especially in a mixed ability class. S/he should decide the class management technique of lockstep/pair/group work in advance according to the size of the class. S/he should decide for the skill and also plan whether s/he would like to concentrate on one skill or integrate it with other skills. S/he must think of the measures of providing variety in the classroom. S/he should plan the use of audio-visual teaching aids according to their availability in the classroom. S/he should time her teaching keeping in mind the constraints of the time-table. At this stage, the teacher gets a clear idea of her action plan in the classroom and is ready to write a detail plan.

THE PLAN is a detailed frame-work of the activities to be conducted in the classroom. The plan should state:

Description of the class: Number of the learners, their social background, linguistic level, and their needs.

Teaching and learning aims: Objectives should be mentioned clearly in general and specific terms. For example, the

general objective can be 'to establish a rapport with them', and specific objective can be 'to teach speaking skill'.

Stages of learning: Teaching should have break-up in stages and steps with clear objectives for each stage. Different stages should be linked together.

Content: The textbook or other supplementary teaching material be made available.

Language item: Grammar — past/present tense or vocabulary item etc.

Activities: Writing a letter/composition/group discussion/roleplay.

Use of audio-video teaching aids: Flashcards/pictures/cassettes/blackboard etc.

Class management: Lockstep/pair/group/individual arrangement in the class.

Evaluation procedure: Thus, the teacher should make a detailed lesson plan and execute it in the class. This is beneficial for both the learner and the teacher. Lesson plan is very useful specially if the lesson is being observed by the others. It shows why the teacher is doing certain things in the class or where a particular activity failed or was successful. What measures should have been taken by the teacher to avoid certain flaws in teaching etc. What are the areas that need improvement in teaching etc. The lesson should be observed on following grounds:

- Whether the lesson was interesting and motivating for the learners.
- Whether it catered to the needs of the mixed ability class.
- Whether the aims and objectives were clear.
- Whether the instructions were clear.
- Whether the material and the activities were appropriate and provided enough variety.
- Whether the audio-visual aids were properly used.
- Whether the skills were integrated.
- Whether it provided an opportunity for total participation of the learners in the classroom.
- Whether the class organisation was right.
- Whether the objectives were realised.

Thus, we see that lesson plan is essential for effective teaching. It helps us to plan follow up action. But, we should remember that lesson plan is a guideline and not a rigid blue print. The learner is the most important aspect of a lesson plan and the efficient teacher should be able to adapt it according to the needs of the learners.

QUESTIONS

1. What are the principles of lesson planning? How would you use them in your teaching situation?
2. What is the importance of lesson planning in teaching? Should we always stick to the plan we have made or change it if required? Give reasons for your choice.
3. What are the important aspects of a lesson plan? How would you incorporate them in your teaching?

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LESSON PLAN

Name of the teacher:

Class-level and strength: X . 40.

Time: 1 hour.

Aim: to develop writing skill.

Objective: writing a letter to a friend about the hazards of the pollution and the steps to prevent it.

Skills:

Listening, speaking, reading and writing.

Class management:

Group work.

<i>Teacher's activity</i>	<i>Learners' activity</i>	<i>Time</i>	<i>Aids</i>
<p>Step 1</p> <p>To draw the learners' attention, the teacher puts questions by showing them pictures.</p> <ol style="list-style-type: none"> 1. What do you understand by the pictures? 2. What message do you get from the pictures? 3. How do you feel about them? 4. What should be done? 	<p>Looking at the pictures try to answer questions.</p>	<p>5 min.</p>	<p>3 pictures.</p>

Step 2

Teacher asks them to write a letter to their friend about the problem of pollution in the city.	Learners sit in the groups and discuss and decide the format [of the letter discussed]	5 min.	Blackboard teacher helps with vocabulary items on board.
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Step 3

Teacher moves around in the classroom and helps them with structures.	Learners write in groups.	10 min.	
Teacher asks them to present the letters.	Group leader writes the main points [each group]	10 min.	Use of board.
Teacher gives feedback with mild corrections	Peer correction and evaluation with proper justification.	15 min.	Use of board.

Home assignment:

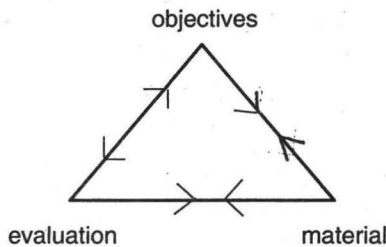
- Prepare a crossword puzzle based on the theme of pollution.
- Collect more material from the school library on pollution.



CHAPTER 19

LANGUAGE TESTING AND EVALUATION

INTRODUCTION: Testing is an integral part of the process of teaching. Both are interrelated and interdependent. Teaching begins with clear specification of the objectives. The objectives are realised through the course material. Evaluation decides whether the objectives of the course are reached or not. All this determines the validity of the course. This co-relation is best explained by Furst [1990] in the following diagram:



In this diagram, he identifies the inter-dependence of three main components in the process of organised instruction. Educational objectives, learning experience realised through material and evaluation procedures.

The objective of testing is to judge whether any learning is materialised after teaching or not. The feedback through evaluation helps us to reframe curriculum and update teaching materials and change our strategies of teaching to develop better learning in the classroom.

Evaluation is both formative and summative. When it decides the actual level of the terminal behaviour of the learner, it is summative. But, before evaluating the terminal behaviour, many

periodical tests i.e. weekly, fortnightly, monthly, quarterly, half-yearly tests are conducted to judge the progress of the learner, it is called formative evaluation. Basically, in both the situations an examination measures the progress and the performance of the learner.

The effect of the examination or test on teaching is called 'backwash'. This can be beneficial or harmful. If the test is a means to judge the end of learning — it is beneficial. When it becomes an end in itself, it is harmful. In this case, teaching is subordinated to testing. Whatever is tested is taught and whatever is not tested is not taught.

Different methods and approaches of teaching reflect testing differently. Heaton [1988] classified four approaches to language testing. In **essay-translation approach**, testing is confined to the translation from source language text to target language text and vice-versa. Test consists of writing an essay with literary and cultural slant. In **structural approach**, language is treated as made of different constituents and each constituent is tested separately. The emphasis is on form and structure. Its objective nature of testing increases reliability. Dictation of isolated items, multiple choice questions, formation of sentences with given verbs, guided composition etc. are some of the examples of this type of testing. It has its limitations because language cannot be broken in constituents or skills. Most of the tasks are artificial and do not measure skills. It is difficult to design multiple choice questions because of the lack of proper distracters.

In the **integrative testing**, language is considered as a cognitive whole, where grammar and skills cannot be separated. Context is important and meaning is more important than form. It aims at testing language proficiency. Dictation, composition, dialogues, cloze tests etc. are some of the techniques of this kind of testing.

In **communicative approach testing**, the emphasis is on testing the communicative competence through performance in real life situations. Both, the use and the usage are important. Speech is more important than writing. Emphasis is more on fluency than on accuracy. The skills can be tested individually, or two or more skills can also be tested together. Listening and speaking or reading and writing can be tested together. Transfer of information, role-play, description of people, place, event are some of the techniques of this type of testing.

There are different **types of tests** such as achievement, proficiency, entrance, aptitude, diagnostic, placement etc. to judge the performance of the learner.

ACHIEVEMENT TESTS: Are the most commonly used variety of tests. They are directly related to the course. They cover the portion given in the syllabus and measure the extent to which the objectives of the course are realised. They can either be progress achievement or final achievement tests. Most of the examination pattern follows this type of test.

PROFICIENCY TESTS: These tests measure the proficiency level of the learners, which is not based on any syllabus. They test certain language skills designed for performing some particular tasks. They test the actual ability of the learner. Admission or selection tests for banking, engineering, medical, etc. come under this category. TOEFL and GRE tests are examples of such tests.

DIAGNOSTIC TESTS: Aim at identifying the strengths and weaknesses of a learner in a number of basic skill areas. They help the teacher to understand the difference between student's actual behaviour and his expected behaviour. This helps in planning the course to attain the desired goal. They are good for planning the remedial teaching.

APTITUDE TESTS: These tests do not measure the learner's abilities or his achievements. They try to find out the capacity of the learner in an area in which he can excel if the necessary education is imparted. Psychologists make use of this test to find the aptitude of a person for a specific vocation.

CHARACTERISTICS OF A TEST: A test must have the factors of validity and reliability to make it authentic one.

VALIDITY: Refers to the measuring of what it claims to measure. It also decides the relevance of the examination. Does it serve the purpose for which it is constructed? For example, a test for reading comprehension is valid if it measures the skills and sub-skills of reading and not of listening and writing skills. The degree of validity is derived from:

- (a) A meticulous analysis of the content of each question and the 'paper' as a whole.
- (b) An adequate coverage of the course of study.

RELIABILITY: This measures consistency. It refers to the external factors of the tests that affect the test results. They are the factors of time, place, test instructions etc. Circumstances also

affect the result. A reliable test is the test, which has the same result when it is conducted in different circumstances at different times.

Although, validity and reliability are based on different factors about the nature of a test, there is a definite relationship between the two. Reliability is a pre-requisite for validity. A test has to be reliable if it is to be valid. However, reliability does not guarantee validity. It is necessary but not sufficient condition for validity. For a test to be valid, it has to measure what it is supposed to measure.

While designing a test, we have to take care of the practical aspects of testing. The objectives should be realised. The test should be carefully designed. Instructions should be clear and not vague or ambiguous. The test should be neither too simple nor too difficult, but should be challenging enough for the learners. In a heterogeneous class, the test can be multi-layered according to the proficiency level of the learners. The test should be timed in such a way that the learners are able to complete within the given time limit. The answers should be easily and fairly scored. This is the reason why objective type questions and essay type questions have a place in test papers.

Testing of the language skill covers the areas of phonology, grammar, vocabulary and the skills of listening, speaking, reading and writing. Some of the important testing techniques are true or false, yes-no type questions, multiple choice, short answer, cloze tests, composition-writing etc. We will discuss these techniques in detail.

TECHNIQUES FOR TESTING VOCABULARY [refer to appendices] Testing of vocabulary is covered in testing reading, but it can also be tested separately in short tests. Synonyms, antonyms, lexical phrases, collocations and idioms can be tested under vocabulary testing. Words should be contextualised to get better results. Different tests should be designed to test active and passive vocabulary. For passive vocabulary, multiple choice tests are good for guessing the meaning. For active vocabulary testing, the learner should be able to supply the meaning of the given word. Fill in the blanks is a good technique to test this. Some of the techniques for testing vocabulary are:

Give words for the objects in the picture.

Give action verbs for the actions in the picture.

Select the word, which you think, is closest in meaning:

Examples: **obese**: slim, thin, healthy, fat, strong.

Select the correct definition or phrase:

Example, **saga**: a religious story.
a family story.
a mystery story.
a romantic story.

Give synonyms of the word given: **house** — home, dwelling.

Give antonyms of the word given: **dark**— bright.

Hyponym:

Find the odd one out:

car, train, aeroplane, table, bullock cart.

Add another word to the list:

soap, talcum powder, scent, shampoo.

Give one word that covers:

table, sofa, bed, chair, stool.

Crossword puzzle.

Homophones:

Give words with the same sound but different meaning:

site-sight, sun-son.

Homonyms:

Give words with the same spelling but different meaning:

bank-bank, right [direction]-right [correct].

TECHNIQUES FOR TESTING GRAMMAR: To get the best result, grammar should be integrated with the skills. But, grammar can be tested separately too. Some of the techniques to test grammar are:

- Learners can be asked to identify the parts of speech in a given sentence.
- Rewriting sentences in different forms can also be asked such as – active to passive or to write in reported speech. Coherent dialogues can be used for this purpose.
- Fill in the blanks with the correct form of the verb in a paragraph is a good technique.
- Learners can be asked to supply right prepositions in the blanks.

- Learners can be asked to write sentences as directed [change—number, gender and tense. Change the statement to question/order/ request etc.]
- Rewrite the sentences without changing the meaning of it. For example:
 - There are different styles of writing letters.
 - We can write letters using a variety of styles.
 - Letters can be written in different styles.
 - Number of styles can be used to write letters.

Rearrange the jumbled words into a correct and meaningful sentence. For example:

I visited _____.

[of best, days, school, one, my, of, friends, the, school, of.]

[I visited one of my best friends of school days.]

TECHNIQUES FOR TESTING LISTENING SKILLS: In the present set up of examination pattern, there is little room for testing aural-oral skills of listening and speaking. Although listening and speaking are inter-related skills, but for academic purposes we have to test them separately.

Listening and reading both are receptive skills and there are many techniques of testing common to both.

Effective listening demands a fair degree of concentration to respond to instructions and suggestions. The listener should be able to summarise the message. S/he should be able to recognise the intonation pattern of an order or a request. The test instructions should be very clear. We can use dialogues, speeches, announcements, instructions etc to test this skill. The speech should be at the normal pace. The learners should be given worksheets, they are supposed to tick the correct answer in a multiple-choice question. They are expected to discriminate between two similar vowels or consonants sounds.

Yield-shield, ship-chip, ten-tan, full-fool.

Listen to each pair of words and decide whether the vowels/diphthong in both the words are same or different. Write 's' for same and 'd' for different:

Cot-court.

Sheep-beat

Bell-bail

Sun-son

Listen to the following words and circle them on your worksheet:

Later-latter

Cot-coat

Test-taste

Taught-thought

Information transfer is another technique of testing listening. Tables or graphs can be filled in following the instructions. Maps can be used to indicate directions.

Dictation of short text with words left out selectively tests the level of language ability. The ability of listening is combined with the ability to infer with the help of contextualised guessing.

Note taking is another technique of testing listening. It is a higher level skill.

TECHNIQUES FOR TESTING SPEAKING SKILLS: While testing the productive skills of speaking following criteria such as fluency, accuracy, pronunciation, accent, intonation, comprehension and communicative ability should be taken into consideration. Some of the following techniques are useful for it.

To test the ability to produce correct vowels/consonants, the learners should be given minimal pairs such as:

tell-tail, major-measure.

Words with changing stress such as:

'photograph, pho'tographer, photo'graphic can be given to check the shift.

They should be asked to produce correct intonation of a statement/order or a request.

They should be asked to describe pictures, people, place, events or objects.

They can be asked to participate in a role-play to test the ability for natural communication in real life situations.

They should be asked to participate in group discussions to test their communicative abilities following the conventions of turn-taking, asking for other's opinions, interrupting, agreeing-disagreeing in a polite way. The teacher must check that they speak intelligibly and confidently. They can also be asked to make announcement, narrate anecdotes and jokes etc.

TECHNIQUES FOR TESTING READING SKILLS: Reading skill refers to understanding the written message of varying

type. Unseen passages are the best to test comprehension. They should be of appropriate length, with interesting subject matter. They should have the desired linguistic complexity with varying tone and style. Reading tests should be time-bound.

- The learners should be able to read silently at varying speed and anticipate and predict the content. They should try to guess the meanings of difficult words from the context and consult dictionary whenever required.
- They should apply the strategies of skimming, scanning, identifying the main and the sub-themes of the given passage. They should be able to identify the stages of argument.
- The learners should be able to understand the relationship between the parts of the text with the help of cohesive devices.
- Questions should be short and focussed. They should cover different types of comprehension such as — local, global, inferential, referential and critical. They should have scope for testing vocabulary and grammar items.
- Questions can be framed covering true or false items, multiple choice questions for testing vocabulary, information transfer, sentence completion, summarization, note making etc to test reading skill.

TECHNIQUES FOR TESTING WRITING SKILLS: Writing skill aims at developing the ability to express ideas using necessary structure with appropriate style, tone and proper organisation of ideas. It is important to grade writing tests according to the linguistic ability of the learners. Instructions should be very clear and precise.

Writing tests focus on spelling, vocabulary, grammar, organisation of the content with logical sequencing, style and appropriate language. Testing techniques should follow the criteria of effectiveness and efficiency.

- In composition tests, topics should be original and interesting. There should be a scope for the use of different styles. Letters and precis are also good techniques of testing writing skill. Attention should be paid on both the content and the form.
- The learners can be asked to complete a dialogue, or to give instructions to do something, for example — how to make a cup of tea.

- They can be asked to describe pictures/places/ thing/people or event using narrative, descriptive and argumentative styles.
- To complete a story or write a story based on the picture given.

Both the main and the sub-skills of writing should be tested. The important features of appropriateness of style, effectiveness of organisation, range of vocabulary and structures should be considered for marking. Other important areas of correctness, completeness, clarity, conciseness, originality of expression are equally important. We should make sure that the scoring should be objective.

QUESTIONS

1. Explain different types of tests and their relevance in language teaching.
2. What are the important characteristics of a good test?
3. Describe the techniques of testing listening and reading skills.
4. Describe the techniques of testing speaking and writing skills.

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APPENDICES

All the tasks are learner centered and interactive in nature. I have tried to bring in a lot of variety. The tasks are motivating and challenging. They are contextualised. They are set in the real life situations. The tasks are designed in the form of problem solving and information gap activities. The tasks can be accomplished through pair/group work and role-play. Language games are competitive in nature. They are timed. They ensure total participation of the learners. The tasks can be corrected collectively. The most important aspect of these tasks is their coverage of the functional aspect of the language. The tasks aim at the cognitive development of the learners, hence they are not mechanical in nature.

All these tasks integrate all the four skills of LSRW. Each activity should be discussed in the class to cover listening and speaking skills. Then, they should be written and read, thus covering reading and writing skills. Vocabulary games are included to motivate them to learn vocabulary items in an interesting way. Grammar is practised through inductive method to make it an enjoyable experience for them.

VOCABULARY TASKS: (Pair or Group work)

1. FIND THE COMPOUND WORDS VERTICALLY, HORIZONTALLY AND DIAGONALLY:

X V E V E R Y B O D Y S M Q W X Y S M O
A E F W J F B R J F I J E S O M E D A Y
E V W K V O L A I P W J V U T N T L J T
C S S C G U F C D T H W E R M H U W B W
G U L X F T W E E O D U R N P Y F D E G
G D A Z X L R T X K U X Y C R Q O O C E
J D O B H O S R Z X A G W D I L R W O E
D F E U P O Z A H N Q S H Y N T E N M Y
T N Y V T K V C K H F G E N V A V S E E
U J M X E R D K S O A C R J U W E T W L
A E P R U R U Z D X W N E P Y T R A H A
X F E I N I Y N X G V A D I M A W I O S
G H T C G N T D S F G D N W N B R R W H
V C T E R U I J A W P T E Y R K M S E F
Z D O O R W A Y E Y H Z K F W I H Y V A
Q X K G O N N N G N B I I G X A T L E C
I W H F V J O U T S I D E N D M Y I R T
R D D F Y K H O U J O W W O W X Z V N U
O U T R A G E U N B F R J T P G S B H G
P P N E V E R G R E E N A F C P X C Q Y

Everywhere, however, everybody, handwriting, evergreen, everyday, afternoon, someday, anyway, become, forever, downstairs, outside, doughnut, racetrack, outrun, doorway, eyelash, outrage, outlook.

2. SELECT THE RIGHT COMPOUND WORDS TO FILL IN THE BLANKS OF THE FOLLOWING DIALOGUE:

[anything, something, someone, nobody, everything, nothing, somebody, anybody, everybody]

Riya: I think is at the door.

Payal: Hello, I have come to meet you. Actually is disturbing me.

Riya: Is wrong?

Payal: No, serious that way

Riya: Is it a secret?

Payal: No, knows about it. My father had an accident. Unfortunately was with him at that time. Do you know who can look after him?

Riya: I'll have to find out. How is he now?

Payal: He is fine. is under control now.

3. MATCH THE TABLE

empty	blooded
cold	spoken
soft	killing
kind	thirsty
mercy	handed
blood	hearted

4. VOCABULARY: SCRABBLE — *Time 5 minutes pair work:*

Let's see how many words you can make from the letters given in this puzzle. While making words be sure that each letter may be used only for once. Each word must contain the central letter 'p'. plurals and words with proper nouns are not accepted. Begin with three letter words.

E A E

some words are done for you:

T P C

apt, piece, ripe, trap, crap etc.

R I D

5. WORD ANTAKSHARI: *group-work, time 15 seconds per word.*

Give the learners a word and ask them to make as many words as they can with the last letter or sound of the word.

For example — '*paper*'—red, run, ripe etc. They can be asked to make as many words with the last sound of the word 'ripe' because you don't listen the sound of 'e' but /p/.

At higher level we should restrict our choice to make words belonging to different parts of speech and not making any word.

For example — ‘paper’ — Make verbs — run, ride, reap.

Make adjectives — ripe, reddish.

Make nouns — rainbow, radish.

6. MAKE OPPOSITES [ANTONYMS]

Fill in the empty squares to form 3 letter words that mean the opposite of the clues given. The first one is done for you.

N	E	W	S	P	A	P	E	R	S
E									
W									

Clues: old, beginning, lost, daughter, enemy, none, charge, starve, walk, stand.

7. MAKE OPPOSITES:

Fill in the blanks with a word that is opposite in meaning to the first word and rhymes with the second word. The first one is done for you.

- | | | |
|-------|------|-------|
| happy | bad | sad |
| up | town | _____ |
| start | hop | _____ |
| laugh | try | _____ |
| fat | bin | _____ |

WORDS SHOULD NOT BE TAUGHT IN ISOLATION. THEY CAN BEST BE TAUGHT IN A CONTEXT

8. GIVE OPPOSITES OF THE UNDERLINED WORDS:

- I am usually healthy, but last week suddenly I fell and even now I am feeling very weak.
- Climbing down is easy, but climbing is so
- Everyone loves victory but one has to accept too.
- I thought Mahesh to be an intelligent person but he turned out to be a
- On weekdays Juhu beach looks deserted, but on weekends it is

9. HERE ARE SOME WORDS, YOU HAVE TO GIVE OPPOSITES OF THE WORDS WHICH BEGIN WITH THE LETTER 'C'. THE FIRST ONE IS DONE FOR YOU:

- | | |
|----------|---------------|
| Open | <u>Close.</u> |
| Laugh | C _____ |
| Go | C _____ |
| Leave | C _____ |
| Careless | C _____ |

10. SIMILAR ACTIVITY CAN BE USED FOR SYNONYMS. SOME WORDS ARE GIVEN HERE AND YOU SHOULD GIVE SYNONYMS FOR THE SAME. THE WORD MUST BEGIN WITH THE LETTER 'C'. THE FIRST ONE IS DONE FOR YOU:

- | | |
|---------|--------------|
| Shut | <u>Close</u> |
| Weep | C_____ |
| Select | C_____ |
| Ability | C_____ |
| Stop | C_____ |

Crossword puzzle is a very interesting word game for the learners. They all enjoy solving it. A sense of competition is a very important motivating factor. This should be a pair work activity.

11. CROSSWORD PUZZLE:

1	X	X	X	2	X	X	X	X	X	X	X	X	X	X
	X	X	5						X	X	X	X	X	X
	6					X	3	X	X	X	X	X	X	X
	X	X	X	7				4					X	X
	X	X	X		X	X		8						
	X	X	X		X	X			X	X	X	X	X	X
	X	X	X		X	X			X	X	X	X	X	X
X	X	X	X		X	X			X	X	X	X	X	X
X	X	X	X	X	X	X			X	X	X	X	X	X
X	X	X	X	X	X	X	X		X	X	X	X	X	X
X	X	X	X	X	X	X	X		X	X	X	X	X	X
X	X	X	X	X	X	X	X		X	X	X	X	X	X

Clues Down:

1. We have to visit a doctor to cure this. [7 letters]
2. A place we have to go when we are not well. [8 letters]
3. We go to him to buy the medicines. [7 letters]
4. When medicine does not help, it is suggested. [9 letters]

Clues Across:

5. One who treats us. [6 letters]
 6. One who takes care of us in a hospital. [5 letters]
 7. It is a laboratory where blood, stool and urine tests are conducted. [9 letters]
 8. One who is not well. [7 letters]
- 12. SEEMA IS GOING TO JOIN HOSTEL FROM NEXT YEAR. MAKE A LIST OF 15 THINGS SHE WILL REQUIRE THERE. TWO WORDS ARE GIVEN HERE, ADD THE REST OF THE WORDS.**

Hold-all, mirror, —

13. WORD BUILDING EXERCISES:

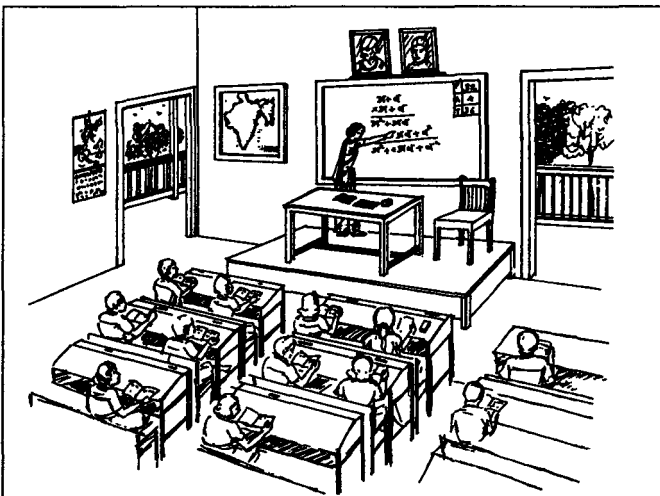
Develop your productive power of making words with the help of the root words given. Try to make as many words as you can.

Man – manly, manhood, manual, manpower, mankind, manmade, statesman etc.

Child.

Beauty.

14. LOOK AT THE PICTURE AND NAME 10 THINGS:



15. [A] THE LEARNERS SHOULD BE ASKED TO MAKE 5 DIFFERENT WORDS WITH + AME

c
s
f + ame
g
bl

[B] FILL IN THE BLANKS WITH THE SUITABLE WORDS THAT THEY HAVE MADE

Ravi loved the of cricket. He wanted to be a player. But, he on the scene very late. Hence, he could not get the he deserved. But, he does not anyone for it. He is the jolly person.

16. USE OF PREFIXES AND SUFFIXES TO BUILD WORDS

Prefix: is always added at the beginning of a word and it changes its meaning.

Some of the prefixes are as follows:

Un	happy	unhappy	[not]
Mis	handle	mishandle	[wrong]
Pre	heat	preheat	[before]
Dis	order	disorder	[opposite]
Mal	adjust	mal adjust	[opposite]
Re	define	redefine	[back again]
In	appropriate	inappropriate	[not]
Ir	responsible	irresponsible	[not]
Il	legal	illegal	[not]
Sub	theme	sub-theme	[under/less]
Super	power	super-power	[above/more]

17. TRY TO MAKE THREE WORDS WITH EACH PREFIX.

18. HERE IS A LIST OF WORDS. SOME HAVE PREFIXES AND SOME DO NOT HAVE PREFIXES. ARRANGE THEM ACCORDINGLY.

Illogical, malaria, institution, unity, insecure, submerge, restrict, supreme, preprimary, illustration, district, untouched, malpractice, substitute, mistress, prepare, mismanage, dissatisfy, recreate, superstar, intelligent, unique, distance.

First one is done for you:

+ prefix	_ prefix
illogical	illustration

19. SUFFIXES AS THE NAME SUGGESTS ARE PUT AT THE END OF A WORD. THEY CHANGE THE FORM OF THE WORD.

Some of the suffixes are:

er — or [a person or thing that does something] actor — [noun from the verb act], sweeper, maker etc.

fold [so many times] — many fold, two fold, etc

ward [in the direction] — homeward downward, etc.

less [without] — childless, homeless.

able — [can be or having this quality] enjoyable, loveable.

ful [full of or having] beautiful — having beauty.

ous [full of] porous — full of pores.

Select the base words and the suffixes from the given list:

tenfold, courageous, dutiful, runner, remarkable, upward, susceptible, careless.

First one is done for you.

base word	suffix
ten	fold

20. MATCH THE COLUMN: [definition with the word]

Somebody who is grown up	prisoner
Someone who is in the prison	graduate
A man who has lost his wife	widower
A building which has many floors	adult
Someone who has finished university	multy-storey

21. DEVELOPING DICTIONARY SKILL:

Arrange each Group of Words in Alphabetical Order:

Abhishek	teacher	Monday
Aakash	class	Tuesday
Aparajita	bell	Wednesday
Aron	blackboard	Thursday
Akanksha	toilet	Friday
Animesh	ventilators	Saturday
Aditi	queue	Sunday

22. LOOK INTO THE DICTIONARY FOR THE DIFFERENT MEANINGS OF THE WORD 'FAST' IN THE FOLLOWING SENTENCES AND WRITE THE CATEGORY, WHICH IT BELONGS TO IN EACH SENTENCE.

He leads a fast life.

The colour of the dress is fast.

The trains run very fast.

He stands fast on his feet.

I fast on Monday.

Fast 1 /fa:st US fæst / *adj.* 1 firmly fixed; not easily moved: the post is ~ in the ground. Make the boat ~. Make it secure. Take[a]~ hold of the rope. Hold it tightly. *Hard and ~ rules*, rigid rules. 2 steady; steadfast; loyal; close: a ~ friend/ friendship. 3 [of colours] unfading. Adv. Firmly, securely, tightly: hold~ to sth. The ship was~ around, could not be refloated. She was ~ asleep, in a deep sleep. *Stand ~*, [not move or retreat; refuse to give way. *Stick ~*, [a]= stand~. [b] be unable to make progress.

Fast 2 /fa:st US: fæst/ *adj* [-er,-est] 1 quick; rapid: a ~ train/ horse; a ~ draw, of a gun from a holster. 2 [dated] [of a person, his way of living] spending too much time and energy on pleasure and excitement: dissipated: *lead a ~ life; a ~ woman; ~ society*. 3 [of watch or clock] showing time later than the true time : my watch is five minutes~, eg showing 2.05 at 2.00. 4 [of a surface] promoting quick motion: a~ cricket pitch/ billiard table. 5 [of photographic film] suitable for very brief exposures.

Fast 3 /fa:st US: fæst/ *adv* 1 quickly: don't speak so ~. It was raining~, heavily. Her tears fell ~. 2 live ~ live in a dissipated way: use much energy in a short time. 3 [old use] close:~ by/ behind the church.

Fast 4 /fɑ:st US fæst/ vi [VP2A,B] go without food, or without certain kinds of food, esp as a religious duty: days devoted to ~ing and penitence, eg in Lent. n 1 [period of] going without food: a ~ of three days: break one's ~. 2 day [- day] or season of ~ing.

Mention other information given against the word.

23. HOMOPHONES [SIMILAR SOUND] WORDS SOUND ALIKE BUT DIFFER IN SPELLINGS AND HAVE DIFFERENT MEANINGS. READ THE FOLLOWING SENTENCES AND INSERT THE CORRECT WORDS:

- I with my hand. [right, write, rite]
- His eye is very [site, sight, week, weak]
- Which is your favourite on TV. [cereal, serial]
- His window is broken by me. [pain, pane]
- My brother came to meet me. [hear, here]

24. HYPONYM WORDS BELONG TO THE SAME CATEGORY.

Find the odd one out:

- table, chair, stool, almirah, monkey, desk,
train, rickshaw, cycle, refrigerator, ship, bullock-cart.
Apple, banana, brinjal, orange, papaya.
hand, head, neck, arm, sparrow, eye,

First one is done for you. Monkey is the odd one out, as it does not belong to the category of furniture.

KEY TO THE QUESTIONS

2. somebody, something, anything, nothing, everybody, nobody, someone, everything.
3. handed, blooded, spoken, hearted, killing, thirsty.
6. new, end, won, son, pal, all, pay, eat, run, sit.
7. down , stop, cry, thin.
8. ill, up –difficult, defeat, fool, crowded.
9. cry, come, collect, careful.
10. cry, choose, capacity, cease.
11. Crossword down: disease, hospital, chemist, operation
across: doctor, nurse, pathology, patient.
15. game, came, fame, blame, same.

20. adult, prisoner, widower, multi-storey, graduate.
23. Write-right, sight-weak, serial, pane, here.

READING TASKS:

COMPREHENSION PASSAGE

Read the passage and answer the questions given at the end: Monsoons have arrived and so have the mosquitoes. As drains get water-logged and stagnant pool form in the by-lanes, mosquitoes seem to breed in millions. Incidence of malaria increases manifold and no part of the city remains devoid of the problem.

People use various means to protect themselves from these little biting, blood sucking vampires. Whatever the season, some like to sleep under the mosquito net. There are others, who feel safe after switching on mosquito repelling machines or applying mosquito repellent creams. Some go mad trying the various new contraptions introduced in the market every year. The grumbling sorts spend their nights clapping and trapping, hitting sundry objects and pillows but the mosquitoes are the ones to have the last laugh. Blessed are those to whom any number of mosquitoes playing orchestra near their ears makes no difference.

However, we are as much to be blamed for the problem as is the weather. Coolers are no longer used but the water is never changed or coolers emptied making them an ideal breeding place. Municipal staff claims that de-silting and cleaning of drains is done regularly but the choked sewers and drains overflowing with polythene bags tell another tale. People do not understand this one plain fact that garbage is not something which will vanish in thin air once it is thrown out of their house. It will very much remain outside the colony, area or city. Mosquitoes do not demarcate between colonies. Diseases don't choose people. When they strike they strike everywhere equally. When we act, we don't reach at the root of the problem. We only look for cures because it is already too late for prevention.

1. Select the most suitable title for the passage:
 - (a) Monsoon hazards.
 - (b) Monsoon and malaria.
 - (c) Mosquito menace in monsoon.
 - (d) Malaria a threat to life.

2. Decide whether the following statements are true or false:
 - (a) Mosquitoes breed only during the monsoon.
 - (b) Mosquitoes bite older people more than the children.
 - (c) We create conditions for the breeding of mosquitoes.
 - (d) Prevention is not always better than cure.
 - (e) Malaria can be fatal.
3. Do you think the term 'blood-sucking vampires' for mosquitoes is appropriate? If yes, how?
4. What do you understand by the statement — 'Mosquitoes do not demarcate between Colonies'?
5. Do you agree with the statement 'diseases do not choose people.' Justify your point.
6. What do the underlined words — 'who' and 'which' refer to in the passage?
7. Select two sentences from the passage that show cause and effect relationship.
8. Explain the role of human beings in spreading illness during monsoon.
9. What preventive measures would you suggest to deal with this problem?
10. There are three paragraphs in this passage. Select the topic sentence for each paragraph and justify your selection.

VOCABULARY AND GRAMMAR:

[A] Find the opposites of the following words from the passage:

- | | |
|--------------|------------|
| (a) decrease | (b) cursed |
| (c) few | (d) filled |

[B] Match the table of the words with their meanings given:

- | | |
|--------------|-------------------------------------|
| de-silting | helps to drive away the mosquitoes. |
| Stagnant | removing mud and sand. |
| Repellant | strange looking devices. |
| Contraptions | still water. |

[C] Find the compound words from the passage and make sentences with them.

[D] Make nouns from the following verbs and use them in the sentences.

Choose, demarcate, arrive, try.

[E] Fill in the blanks with the right phrasal verb given here.

Look after, look in to, look up to, look down on, look for

As citizens we the Govt. to our needs.
We should the problems on our own. We should the
places where mosquitoes breed. We should not those
people who clean the place.

[F] Change the following sentence into active voice:

Coolers are no longer used. The water is never changed or emptied.

[G] Change into passive voice:

Diseases don't choose people.

[H] Complete the following if conditional sentences:

If the garbage is not removed

If the incidence of malaria increases

[I] Make sentences with following proverbs:

Vanish into thin air, have the last laugh.

- Write a letter of complaint to the editor of 'The Times of India' about the problem of clogged drainage in your area to draw the attention of the concerned authority for a quick action.
- Speaking activity: conduct a discussion or debate on the topic 'Is cleanliness the responsibility of the Govt. or people are equally responsible for it.'
- Make a poster to create public awareness on 'the hazards of malaria'.

READING TASKS SHOULD BE USED TO TEACH COHERENCE OR LOGICAL ORDER. THIS HELPS THE LEARNERS TO UNDERSTAND THE CONCEPT OF ORGANISATION AND UNITY. IT HELPS TO IMPROVE THEIR OWN WRITING.

Stories can be used for teaching coherence because if the logical order or the sequence of the events is disturbed, it becomes

meaningless. Here is a story from 'Panchtantra'. The order of the paragraphs is jumbled. The learners have to read them and put them in a correct order to understand and enjoy the story.

1. The sage meditated and invited the cloud for marrying his daughter. The cloud had no objection in marrying her.
2. But, the girl refused to marry him because of his heat. 'He will burn me if I go near him,' she said. The sage felt sad.
3. With his power, he converted the mouse to a girl. He took the child to his wife and asked her to look after her. His wife was delighted to get the girl-child as she did not have any child. She devoted her time in bringing her up as her own daughter.
4. But the girl refused to marry him, as he was a wanderer without a house. 'Where will I live father?' she said. This disturbed her father a lot.
5. The sage requested him to look for another groom for his daughter. He suggested rat as the prospective groom for his daughter. He said, 'only a rat can pierce my strong body with his sharp teeth. Hence, the rat is stronger than I am.'
6. Once upon a time, there was a sage who lived in an ashram in a forest. The sage had miraculous powers. One day, when he was meditating, a mouse escaped from the clutches of an eagle and fell on his lap.
7. The sage meditated for a while and requested sun to marry his daughter because he was the strongest in this world. The sun came on the earth to marry her.
8. With time the girl grew to be a lovely girl. Her mother was anxious to marry her. She requested her husband to look for a suitable groom for the girl. The sage wanted the best and the strongest groom for his daughter.
9. The sage meditated and invited the mountain for marrying his daughter. The mountain agreed happily to the proposal.
10. But the girl refused to marry him because of his darkness, thunder and lightening. 'I will be frightened to go near him,' she said. The sage was saddened, but could not force her to marry him.
11. The sage meditated for a while and requested the wind to marry his daughter. The wind agreed to marry her.

12. The sage requested him to suggest a groom for his daughter. He suggested cloud as a groom. He said, 'only the cloud can hide my brilliance.'
13. The sage got a mouse. Seeing the mouse the girl was extremely happy. She wanted to marry him. The sage converted the girl to a mouse and married her to the mouse. Finally, he was relieved of his responsibility. But, he felt sad as he could change her physical form but not her destiny.
14. The sage requested him to suggest a groom for his daughter. He suggested the name of the mountain. 'I can't move the mountain with all my might. So, mountain being more powerful than me is the eligible groom for your daughter.'
15. But the girl refused this proposal. She said, 'father, how can you marry me to a stone-hearted person?' The sage was desperate now but could not do anything.
16. The sage requested him to look for a suitable groom for his daughter. He suggested wind's name. He said, 'only wind can float me anywhere in the sky with his power. He is naturally more powerful than me.'

WRITING TASKS: Writing is a difficult skill. The learners have to be taught to follow the norms of writing. It should be *correct* in margin, spelling, grammar punctuation, style etc. It should be *clear* without any ambiguity. It should be *concise* and complete. *Coherence* or sequencing should be properly managed. Different tasks are designed here to cover different aspects of writing following the pattern of simple to complex, from guided to free writing. ***An important point to remember is that we have to integrate all the skills together with grammar.*** For example, a writing task can be discussed in the class before the actual writing begins. This will cover listening and speaking skills. The learners should be given reading material of similar theme to read before they write. Let us deal with linguistically controlled short, guided compositions in the forms of note, notices, messages, telegrams etc.

Language: Simple present tense.

Objective: Develop clarity, correctness and precision in writing. Pair and group work activities.

Function: invitation

Points to remember:

- Name of the organisation extending the invitation.
- Name of the person/authority and occasion.
- Date and venue of the event.
- Time and duration.
- Name of the chief guest.

Lay out: spacing, indentation depends on individual choice. Case — capital/small, bold or italics can be decided by the host. It is good if it is bordered.

INVITATION

*THE PRINCIPAL, STAFF AND THE STUDENTS OF
P.V.D.T. COLLEGE OF EDUCATION
S.N.D.T. UNIVERSITY
CHURCHGATE
MUMBAI*

**CORDIALLY INVITE YOU TO ATTEND
IT'S ANNUAL DAY FUNCTION
ON 22ND APRIL 2001
AT
3 P.M. IN PATKAR HALL**

MS. RUPA SHAH [VICE-CHANCELLOR]

HAS KINDLY CONSENTED TO BE
THE CHIEF GUEST
PLEASE BE SEATED BY 2.30 P.M.
VALID FOR TWO

The learners can prepare such invitation cards for official and social functions. They can be used for different occasions such as farewell function in the school/college, painting/ music/drama competition etc, or a party organised to celebrate festivals, birthdays, engagement, marriage etc.

NOTICES:

Language: simple present tense, imperatives.

The learners must learn to be very clear and precise while writing notices.

Points to remember:

- Name of the institution
- Reason for giving notice
- Time limit
- Venue

NOTICE

AVAILABLE: 10 SPORT SCHOLARSHIPS FOR CLASS IX AND X STUDENTS. APPLICATION FORMS AVAILABLE WITH THE SPORTS COACH — MR. SHARMA, BETWEEN 10 TO 11 A.M. FROM 10TH NOVEMBER TO 18TH NOVEMBER 2001.

LAST DATE FOR THE SUBMISSION OF THE FILLED IN FORMS IS 25TH NOVEMBER 2000.

Selection is on the basis of merit only.

The learners can be asked to write notices for 'lost and found, excursion trips, visit to zoo, examination, cultural- programmes, meetings etc. This should be a pair/group work activity.

POSTERS are used to give information and to create awareness in people.

Points to remember:

- Style should be appropriate to the poster.
- Purpose should be clear and should cater to the needs of the target readers.
- It should be catchy, attractive and meaningful.
- Use of rhyming words make interesting slogans.

PLASTIC: AN ENEMY OF LIFE

**HAZARDOUS FOR HUMAN, ANIMAL AND MARINE LIFE
CLOGS SEWAGE PIPE AND DRAINAGE. BREEDS ILLNESS.**

JOIN HANDS TO ABOLISH IT.



BAN PLASTIC TO SAVE LIFE

TELEGRAPHIC STYLE is useful for condensing the message. In telegrams, we write only the content words [nouns, verbs, adjectives, adverbs etc.], and not the function words [pronouns, prepositions, articles conjunctions etc].

Ashwin wrote the following letter to Shashwat. Then he decided to send a telegram instead of the letter.

Indore, 15th October 2000

Dear Shashwat,

I am writing this letter after a long-time. Hope you are fine. Things are not well at my end. My father is suffering from heart disease and has been advised for 'open-heart surgery'. I have taken the appointment from Dr. Goyal at Bombay Hospital on 28th of this month. I will be reaching Bombay with my parents on 23rd. Please come to Bombay Central to receive us and make an enquiry at the hospital to confirm the date of the operation.

Hoping to meet you at the station.

Yours,

Ashwin.

Indian post and telegraph

Address of the addressee

Name

Address

Telegraph office

Tel. No. [if any]

Message: Reaching Bombay 23rd with parents.

Attend Avantika Express, Bombay Central. Confirm date for father's heart surgery Bombay hospital.
Ashwin.

We can ask the learners to write telegraphic messages for different situations such as informing hotel manager about reservation of single/double rooms, making enquiry for admission in a college or informing office staff for joining the institution etc.

Detailed telephonic conversation can also be condensed in a short message.

Prerna has to inform Dipti about the Science final practical. Dipti does not have a telephone, so Prerna rings up her neighbour to inform about it.

- Prerna** : Is this 5865191?
- Mrs. Sharma** : Yes.
- Prerna** : I'm sorry to bother you. Could you call your neighbour Dipti on the line please? I'm her friend Prerna.
- Mrs. Sharma** : But, they have gone out for the engagement of her cousin.
- Prerna** : Do you have any idea when will they be back?
- Mrs. Sharma** : Yes, by 10-30 at night.
- Prerna** : O.k could you do me a favour?
- Mrs. Sharma** : Yes.
- Prerna** : Aunt, please inform her that tomorrow she has to appear for the final exam of Science practical at 9.30 am.
- Mrs. Sharma** : I will give this message to her.
- Prerna** : Thanks a lot. I'm really sorry to bother you, but this is very urgent.
- Mrs. Sharma** : Oh, it's all right.
- Message** :

Dipti,

Your friend Prerna called up to inform that tomorrow you have to appear for the final exam of Science practical at 9.30. Sharma aunty.

The learners can be asked to condense information in short messages or they can be asked to write the message in detail in the form of a letter or a dialogue. *Another extension of dialogue is that they can be used to teach 'Reported Speech' as well. First few sentences are done for you. Write the rest of the sentences*

Prerna rang up Dipti's neighbour and enquired whether that was 5865191.

Mrs. Sharma replied in affirmation.

Prerna apologised for bothering her and requested her to call Dipti on the line.

Mrs. Sharma told her that they had gone out to attend her cousin's engagement.

Perna asked her whether she had any idea when they would be back.

TEACHING PROCESS:

Function: *description and instruction.* Language use: simple present tense, imperative structures and negative too. Extension use: *Process can be used to teach coherence, active and passive voice and reported speech.* Pair or group work activity.

Let us make tomato soup

- Take six medium sized ripe tomatoes.
- Wash them.
- Blanch them.
- Remove the skin.
- Grind the pulp in the mixer.
- Strain it in a vessel.
- Put the vessel on the burner to boil.
- Add salt /sugar and spice according to your taste.
- Season it with a pinch of asafoetida [optional] and cumin seeds.
- Pour it in the soup bowls.
- Drink it hot and enjoy.

The learners can be asked to describe the process of making tea/ coffee or nimbu sharbet. They can even be asked to describe the process of making kite/paper lantern etc.

To teach coherence the sequencing of the process can be jumbled up. They can be asked to rearrange the order in a proper way.

For example we can write it in this way:

- Strain it in a vessel.
- Pour it in the soup bowls.
- Take six medium sized tomatoes.
- Drink it hot and enjoy.

The learners at the higher level can be taught present passive voice with it. For example:

- Six medium sized ripe tomatoes are taken.
- They are washed.
- They are blanched.

It can also be written in present perfect tense. For example:

- Six medium sized ripe tomatoes have been taken.
- They have been washed.
- They have been blanched.

Use of modals should/ must/can etc. can be taught with it.

For example:

- Six medium sized tomatoes should be taken.
- They should be washed.
- They should be blanched.

We can ask the learners to imagine that they have completed the procedure and now they have to report about it. They have to use simple past:

- Took six medium sized tomatoes.
- Washed them.
- Blanched them.

Now, they can use past passive for it:

- Six medium sized tomatoes were taken.
- They were washed.
- They were blanched.

They can use past perfect passive:

- Six medium sized tomatoes had been taken.
- They had been washed.
- They had been blanched.

Another interesting activity to teach past passive is to ask the learners to go back to their childhood and remember what present did they get on their birthdays [from fifth to eighth].

When I was five I was given a new dress on my birthday [by my father].

When I was six I was given a tricycle on my birthday.

When I was seven I was given a wrist-watch on my birthday.

When I was eight I was given a camera.

The learners can add to the list. *Use of negative can also be taught here.* For example:

When I was five I was not given a new dress, but a box of chocolates.

The learners can be asked to write these sentences in active voice.

When I was five I got a new dress for my birthday.

Or

My father gave me a new dress on my fifth birthday.

The process can be written in the form of a dialogue between a mother and her daughter. *With this dialogue the learners can be taught 'reported speech'.* For example:

Mother: Payal, come here. Let's make tomato soup.

Payal: Yes mummy, I always wanted to learn it.

Mother: Take six medium sized ripe tomatoes. Wash them and blanch them.

Payal: Yes, I have blanched them. What should I do now?

Mother: Remove the skin and grind the pulp in the mixer. Strain it in a vessel and put the vessel on the burner to boil the pulp. Add spices, salt and sugar according to your taste.

Payal: Wow! It smells so good. Should I strain it now in the bowls?

Mother: Yes, now enjoy it.

Let us change the dialogue in 'reported speech'. You have to use different reporting verbs and have to change the respective tense into past. You know that present is changed into past and past is changed into past perfect. You know that 'now' becomes 'then' and 'here' becomes 'there'.

Mother suggested Payal that they should make tomato soup.

Payal agreed happily as she had always wanted to learn that.

Mother suggested her to take six medium sized ripe tomatoes. She asked her to wash and blanch them.

Payal told her mother that she had blanched them. She further inquired her mother as to what should she do then.

Mother advised her to peel the skin and grind the pulp in the mixer. She asked her to strain that in a vessel and boil the pulp. She further suggested that she should add spice, salt and sugar according to her taste.

Payal exclaimed happily that that smelled good.

Mother agreed with her and asked her to enjoy that.

INSTRUCTIONS: Tell us about dos and don'ts in a particular situation. Imperatives are used. They should be very clear without any ambiguity and should be up to the point. *Negatives are also taught through instructions.*

Here are some misleading instructions for using school library. Write them correctly using 'don't'.

- Read loudly.
- Bang the door of the library every time you enter it.
- Sit with your feet up.
- Sleep comfortably here.
- Eat your lunch here.
- Disturb others.
- Tear the pages of the book.

The first one is done for you.

- Don't read loudly.

You can also write misleading instructions for using the lift in your building and the correct them by using 'don't'.

With instructions using 'don't' we can also teach cause and effect relationship. Here are some instructions for visiting a jungle safari using 'don't'. In the first instruction, the reason for not doing so is also given. *Try to give the reasons for the rest of the instructions using 'will', 'may' or 'might'.*

- Don't carry plastic bags, soft drink cans and bottles. [This will pollute the environment].
- Don't carry tape recorders or transistors. [This may disturb the animals].
- Don't throw biscuits or snacks in the forest.
- Don't provoke animals.
- Don't burst crackers.
- Don't come out of the van.
- Don't set fire in the forest.
- Don't shout or whistle in the jungle.
- Don't harm flora and fauna in the jungle.

Similarly, the learners can write instructions — 'dos' and 'don'ts' for visiting any place for picnic, trekking etc. or travelling in a bus or train.

We can also teach 'if conditional' with the help of instructions. This is useful for teaching cause and effect relationship. For example:

- If you carry plastic bags, soft drink cans and bottles, you will pollute the environment in the forest.
- If you burst crackers, you may frighten animals.
- If you provoke animals, they might attack you.
- If you set fire in the forest, you will destroy it.

Which of the following statements apply to you. Add 5 more sentences in your list. Take one sentence and write a paragraph on it.

- I am a very serious student.
- I am rather a bookworm.
- I am more of a sportsman.
- I study on a daily basis.
- I study only during the exam times.
- I do my homework regularly.
- I never do my homework.
- I attend classes regularly.
- I prefer to sit in the canteen.
- I make my own notes.
- I prefer bazaar notes.
- I am a very disciplined student.
- College life is for enjoyment and not for studies.
- I participate in extra curricular activities.
- I think sports are such a waste of time.

PUT ARTICLES, CAPITAL LETTERS AND PUNCTUATION MARKS IN THE GIVEN STORY.

rich merchant and poor scholar were crossing river in boat they got into conversation can you read and write scholar asked merchant no replied merchant it is as if you have wasted half of your life said scholar have you learnt to make money said merchant to scholar no said scholar to merchant then you have wasted three fourth of your life said merchant boatman was listening to argument now a storm arose and boat began to sink have you learnt how to swim asked boatman no said both merchant and scholar o god then your lives have been wasted replied boatman as boat sank in river.

WRITING DIALOGUES

Here is a picture of two friends Gaurav and Saurabh. They were classmates in the school. After schooling they went separate ways. Gaurav went to America with his father. Saurabh completed his education in Pune. Suddenly, both of them met outside a departmental store after 15 years. Can you think of what would have happened during these years? You have to think of the changes in them, their present position and plans. Write a dialogue. First few sentences are written here. You are supposed to add more.



Gaurav: Excuse me, if I am not mistaken, are you Saurabh Pandya from Bhopal?

Saurabh: Yes, but how do you know me? I am afraid I don't recognise You.

Gaurav: Oh, come on I am Gaurav Sharma, your friend at Modern School, Bhopal. Have I changed so much that you are not able to recognise me?

Saurabh: [now, add more sentences.]

WRITING PARAGRAPHS

Paragraph is the basic unit of writing skills.

Points to remember:

- Paragraph should deal with a single theme.
- It should unfold gradually and logically.

- The ideas should be interconnected.
- The writer must have a sense of the reader.
- He should have a clear sense of direction with precision in expression.

The learners should be given interesting topics to write paragraphs and not the hackneyed ones. The topic should be interesting, challenging and easily identifiable by them. For example, we can ask our students to write on:

Were you a quiet or a talkative child?

Have you changed very much in the last few years?

Have your parents affected your major decisions in life?

The learners should be asked to give their daily routine. The teacher can give them some guideline such as:

When I..... . I usually..... .First of all IThen I After that I

This helps them to organise their writing. This is very good exercise to teach 'simple present tense.' They should be asked to write the daily routine of their mother. This helps them to understand the concord distinction the subject and verb agreement. They learn to say '*I get up at 6 o'clock, while my mother gets up at 5 o'clock*'.

We should expose the learners to descriptive, narrative and expository styles.

We should begin with descriptive paragraph. It has very little action. It helps in painting a word picture. We can ask them to describe a person, place or a thing.

The teacher should give the learners a list of the adjectives for describing people.

DIFFERENT TYPES OF PARAGRAPHS

Descriptive style: The perfect round dot of red sindoor, placed in the center of the forehead is the most common adornment in India. It is worn by both the married and the unmarried Hindu girls and women. Colourful bindies in different shapes, shades and sizes are available to adorn their forehead. The red sindoor put in the parting of the hair is symbolic of their married status. In most parts of India, an important custom of the marriage ceremony consists of the rubbing of generous amount of sindoor on the bride's hair parting by her husband.

Narrative style: Everything seemed to stop: mist, river, sun, falling leaves and the little boy too. In the next instant, he pulled at the flowers, sat up and saw the bear, dark and huge, rising out of the bushes before him. He uttered nothing, not even a gasp. We were trapped in a shallow channel between the shore and a sandbar. There was nowhere to flee, nor any way to give ground graciously. We sat still and waited. The bear waited, too, a solitary mosquito hovering over his head. I glanced behind to check our position in the river, and when I looked back, the bear had vanished without a trace, no twigs snapping, no outcry from the birds. It was quiet and tranquil again.

Expository style: A planet is a body that orbits the sun or any other star. The nine planets in our solar system divide into two groups. Mercury, Venus, Earth and Mars from the dense and rocky inner planets. Jupiter, Saturn and Pluto belong to the gaseous or icy outer ones. The sun's huge gravitational pull holds the solar system together, forcing the planets to circle the sun. The orbit of the four inner planets lies close to the sun. Mercury, the nearest planet to the sun is 100 times closer than Pluto.

DESCRIPTION: Our purpose should be to paint a word picture. For this, one has to be a keen observer. *We should involve our senses of sight, hearing, touch, smell and taste for description.* This is very important because we don't rely only on visual stimulus. Other senses too play a significant role to enlighten the description. The learners need to sharpen their senses to receive impressions from outside and convey these impressions in their writing. This makes the description authentic, concrete, interesting and original. Description is good when we compare it with something appropriate such as – it is hot as a furnace, it is bright as sun, it is soft as silk. We can also compare people like — she runs like a deer, she is cool like a cucumber etc.

While describing a thing we should begin with the size, shape and colour. We should go in detail for the prominent features first and then cover the less prominent ones. For example, *the description of an orange* —

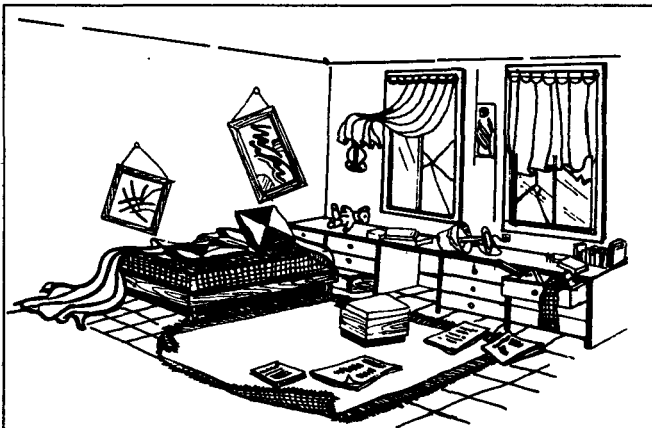
An orange is like a ball. There is hollow at the top. Its flashy splash of orange colour makes it a delightful sight. It smells tangy. It has rough sandy skin. It feels cold against skin. It is sweet and sour in taste.

Similarly, the teacher can exploit the objects available in the classroom for description. They can be asked to describe the table, chair, fan, blackboard etc.

USE OF PICTURES: [*description of place with the help of passive voice.*]

Rama has gone to Madras to attend a training programme. She invited her friend Swati to stay at her place in her absence. Meanwhile, Rama's mother visited her daughter's house. The poor state of the house disturbed her and she reported Rama about it on telephone.

- The curtains were not hung properly.
- The pictures were not straightened.
- The teddy bear was not put in its place.
- The clothes were not picked up and kept in place.
- The cushions were not put properly.
- Drawers were not closed.
- The lamp was not put in the right position.
- The papers were scattered on the carpet.
- The stool had fallen on the carpet.
- Books were not arranged properly.
- The carpet was turned up from the corners.



After listening about it Rama gets angry and calls her friend Swati from Madras and instructs her as to what should be done to bring it back to its original condition. She makes use of modals must/ought/should etc. First two sentences are done for you. Write other sentences.

- The curtains should be hung properly.
- The pictures must be straightened up.

The same picture can be used to teach 'preposition' and 'wh' question framing.

Where is the lamp? It is on the table.

DESCRIPTION OF PEOPLE:

Special features [physical]

- Face:** round/oval/long/square.
Height: short/tall/medium.
Health: slim/well-built/fat/plump.
Colour: fair/dark/wheatish.
Hair: curly/straight/long/short/bald.
Eyes: black/brown/blue/green.
Nose: long/short/flat/parrot like.
Eyebrows: thin/arch shaped/thick/bushy.
Lips: thin/thick.
Age: young/child/ teenager/middle-aged/ old.
 In his/her early/late teens/twenties/thirties/
 forties etc.
Looks: beautiful/ugly/attractive/presentable/repulsive.

Personality traits:

- Quiet/talkative/soft spoken/rude.
 Adventurous/home loving.
 Shy/out going/submissive/argumentative.
 Ambitious/easy going/lazy/hard working.
 Friendly/reserve.
 Kind/cruel/indifferent/caring and loving.
 Cheerful/depressed/moody/boring/interesting.
 Intelligent/dull/mature/immature/diligent/confident/diffident.
 Modern/old fashioned/orthodox/progressive.
 Practical/dreamy.

Dress:

Colour of the dress.

Style: saree/salwar kurta/jeans/skirt.

Peculiarities: handicapped — physical [deaf, dumb, blind, lame], mental.

Use the prompts given below to build up a description of a girl. Use simple present tense.

My neighbour's name /Aastha/she/tall/slim/Bengali/ in her early twenties.

Big brown eyes/long black hair/ friendly/sweet natured.

Usually wears saree today dressed in jeans/shirt.

Although a serious student/ jovial/good sense of humour/very imaginative/ writes poems. She likes sports/music/acts in plays.

I hope/we/ not lose touch/each other/when course finish.

Task: 1. Describe some one from the class.

2. Describe Amitabh Bachchan or Neena Gupta.

We should ask them to write about a missing person whose ad they have to give in a newspaper. For example:

MISSING:

Name: Shantanu.

Age: 12 years. Height: 4 feet.

Complexion: dark.

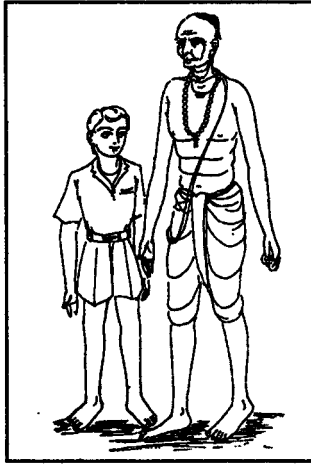
Built: thin, broad shoulders.

A short boy with curly hair, long nose, broad forehead, full mouth, wears glasses, is missing since 12-10-2000. Speaks Marathi, Gujarati and Hindi. Last seen wearing green shirt and blue jeans and white sports shoes.

If anyone has any information regarding him please contact Missing Persons Bureau or contact on 5463267.

USE OF PICTURES FOR DESCRIBING PEOPLE

For the elementary level we should ask the learners to describe the people [physical features only] in the picture. For the higher level we can ask them to think of a situation and write a dialogue based on the picture. They can even write a story on it. *Here is a picture of an old man and the child. Describe them.*



Here is the description of the child. Now, you should describe the old man.

Shashwat is a young child of 12 years. He is of average height. He is a sweet looking boy with a round face. His complexion is wheatish. His eyes are black. His hair is short and combed neatly. He is a healthy boy. He is dressed up in shorts and shirt. He is bare footed. He seems to be friendly, loving and caring towards the old people.

They can even play a game where one student has someone on his mind and the rest of the students ask questions about that person. This will help them to learn yes and no question framing.

Is it a man or a woman?

It is a woman.

Is she in politics?

No.

Is she in show business?

Yes.

Is she an actress?

Yes.

Is she tall and fair?

Yes.

Has she got coloured eyes?

Yes.

Is she a good dancer?

Yes.

Is she a talented actress?

Yes.

Is she Karishma Kapoor?

No. she is an internationally renowned person.

Is she Aishwarya Rai?

Yes.

These are the pictures of four people in different moods. Describe them and try to explain the reason behind their mood in a paragraph. You can write a story on the situation they are in.



WE CAN ASK THEM TO DESCRIBE A PLACE USING SENSORY PERCEPTION. FOR EXAMPLE:

AN EVENING AT JUHU BEACH

I always look forward to an evening at Juhu Beach. The splash of the vibrant colours is enchantingly beautiful. The expanse of the steely grey sea, the yellow sand, the changing colours of the sky from orange to crimson and the golden sun simply raises my spirit.

It is evening and the beach is crowded and noisy. The children are shrieking, shouting, laughing and running around. The screeching sound of the merry-go-round catches my attention. The tingling of the bells tied around the neck of horses is musical. But, the blaring music from the stalls is disturbing the peace.

I walk ahead. The wafting smell of hot batatawada increases my appetite. The smoky smell of bhutta is very tempting. I gobble hot spicy wada with the slurp of tangy coke. It's heavenly.

Contented, I walk towards the sea. The soothing murmur of the waves is a welcome change. It is very quiet at this end. The cold breeze caress my body. The waves lap at my feet. The cold water tingles my feet. The sun is about to set. I cherish this magical and glorious moment. I breathe deeply. Another day is gone.

USE OF PICTURES FOR DESCRIPTION OF PLACE

Here is a picture of a vegetable market. Describe the scene from the point of view of the woman standing in the crowd. Use sensory perception [touch, sight, sound, taste and smell] to make it authentic.



HERE ARE TWO PICTURES ONE IS OF CITY AND THE OTHER IS OF A VILLAGE. DESCRIBE THEM BY BRINGING OUT THE CONTRAST BETWEEN THE TWO:



Shashwat lives in Mumbai. During his summer vacation he went to Barnagar — a small village in MP to visit his grand parents. He noticed the contrast between the city and the village life. He was delighted to be in the company of nature: the river, clean air, bright stars at night, simple and friendly people. He wrote a letter to his friend Siddharth about this experience by bringing out the contrast. *We bring out contrast by using the linkers of contrast such as – although, however, but, eventhough, though, inspite of, whatever, whereas, moreover, while, nevertheless etc.*

Insert the suitable linkers in the blanks.

Dear Siddharth,

Hope you are fine. This summer vacation, I went to visit my grand parents at Barnagar, a small village in MP. What an experience it was! The village life is so very different from the city life. I thought I must share my experience with you. The sky was so clear that the stars literally twinkle at night. in the city the stars are almost invisible due to the pollution. The village is full of lush green fields swaying in the cool breeze. in the city it is concrete jungle and no greenery. The chirping of birds, the gushing stream and the flowing river has amazed me. in the city, the deafening noise pollution gives you headache. I was wonder struck by the natural beauty of the place and the simplicity of the people. They are such selfless people. in the city, people are so self centered. The slow lazy movement of bullock-cart act as a lullaby. in the city the life is so fast. The life is so tranquil and peaceful in village, given a choice, I would live in a city. difficult the life may be in a city, it has its own advantages. I liked the peaceful atmosphere there, I missed the mad rush of the city. There are many opportunities for growth in the city. everything is available at a price. the cut throat competition, there is a place for everyone here. life in a city has its own problems, I would prefer to live here.

The learners can be given pictures of different things, places and people to teach them degrees and adjectives.

DESCRIBING A BOOK, A PLAY OR A FILM:

The activity should begin with discussion. It can be a pair or group work task. Ask your friend about a play/book /film s/he has enjoyed recently.

Why did you choose it?

What type of book/play and film is this? [suspense, tragedy, comedy, family saga etc.]

Where and when the story is set?

What is the plot?

Who are the main characters? What happens to them?

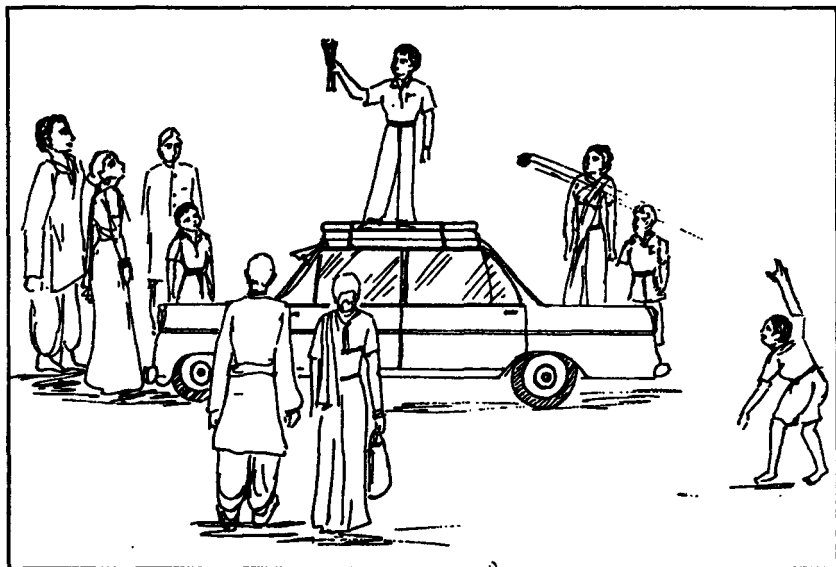
What is your opinion about it?

Give strong and the weak points of it. [direction, acting, music, story.]

Would you recommend it to others?

After discussion write a description of it. You can use the plan given above and add few more points on your own.

THE LEARNERS SHOULD BE ASKED TO WRITE ABOUT AN EVENT IN A NARRATIVE STYLE. HE CAN USE A FIRST PERSON OR A THIRD PERSON ACCOUNT. HERE IS A PICTURE, NARRATE THE INCIDENT FROM THE VIEW POINT OF A VIEWER:



They can write about an incident, which has frightened them, the most. They can write about a memorable picnic/ marriage or some party. They can also write about an accident that they have witnessed.

GIVING DIRECTIONS: In real life, there are many situations where we have to give directions when people ask us about the exact location of a place. This can be a listening task where the learners should be given a map where they should mark the route explained by the speaker. This is also an interpretative task where the learners look at the map and try to reach their destination. They can write a paragraph giving direction to the reader. As a speaking task, the learners can give instructions/directions to their friends on telephone or in a face to face conversation. This is a good pair work exercise. The learner can be given situations such as an arrangement of a party at their house for the celebration of a birthday/ engagement/ marriage anniversary/ promotion or getting first class in exams etc. S/he has to invite a friend who does not know the exact location of the house and s/he should give the direction to reach there.

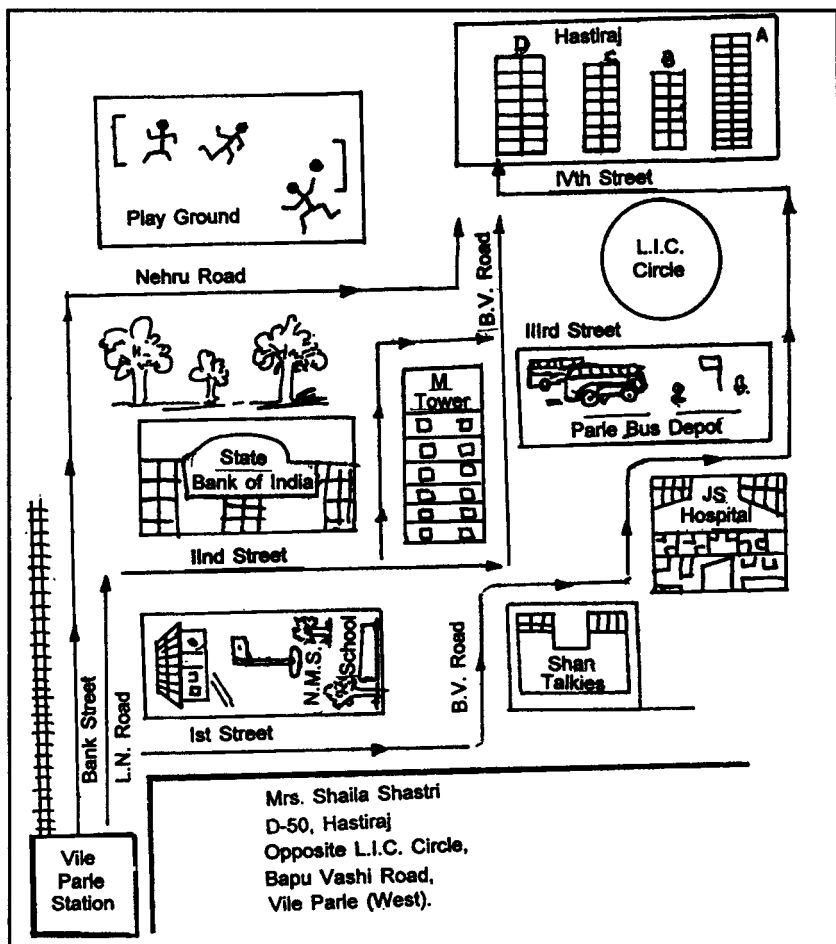
HERE IS A PICTURE OF THE MAP TO REACH Ms. SHAILA SHASTRI'S HOME. SHE INSTRUCTS HER FRIEND PREETI TO REACH THERE. THERE ARE FOUR WAYS TO REACH HER HOME. THE FIRST ONE IS DONE FOR YOU. YOU SHOULD THINK OF OTHER WAYS.

For example:

Shaila Shastri has bought a flat in Hastiraj Complex at Vile Parle West, Mumbai. She is giving 'house warming' party for the same. She invites her friend Preeti to her new house. Preeti stays at Malad and she has not seen the place, Shaila gives her the direction for that.

Get down at Vile Parle station. Come to the west-side. There are four ways to reach Hastiraj. When you come out of the station you will see two roads — L.N. Road and Bank Street running parallel to each other. If you take L.N. Road, you'll come to the 1st Street. Take right turn to come to B.V. Road. Walk straight till you reach 1V Street and there is Hastiraj.

The second way to reach it is —



HERE IS ANOTHER INTERESTING ACTIVITY. THIS CAN BE GROUP OR PAIR WORK TASK. THE LEARNERS HAVE TO SOLVE THE PROBLEM AND JUSTIFY THEIR SOLUTION.

Five people are waiting desperately for a taxi. It is very late at night. It is 2 am. There is no other conveyance available till the next morning. The last taxi halts. But, it is full. Only one person can be accommodated. Different people have different reasons for going. The reasons are given below. You have to decide who should go in that taxi. Give reasons for your selection.

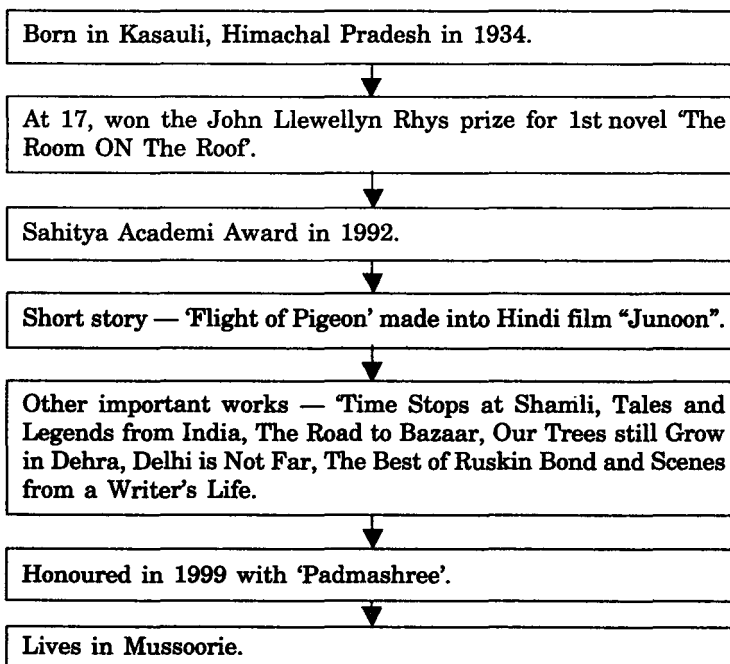
- Ananya is a doctor. He has to attend a patient, who is seriously injured.

- Mrs. Panchal, whose daughter has delivered a baby and is alone at home.
- Abhishek has to attend an interview early in the morning. He needs the job very desperately because of the severe financial problems at home.
- Mr. Joshi has to conduct the board examination in the village early in the morning.
- Arunabh is a player. He has to participate in the final selection match to be a part of the national team. This is his last chance.

TRANSFER OF THE INFORMATION: This is an important study skill. Here, the learners are expected to interpret the information given in 'flow chart', 'bar chart, pie chart, graph, tree diagram etc. They can discuss it with their friends and write a paragraph based on it or they should transfer the written information in the above mentioned charts and diagrams. We will begin with Flow Chart.

Here is some information about the writer Ruskin Bond in flow chart. Transfer the information in a paragraph.

FLOW CHART OF THE LIFE SKETCH OF RUSKIN BOND



Ruskin Bond, the famous Indo-Anglican writer was born in 1934 in Kasauli, Himachal Pradesh. His first novel 'The Room on the Roof' won him The John Llewellyn Rhys Prize at the age of 17. He was presented 'The Sahitya Academi Award' in 1992. His short story — 'Flight of the Pigeons' was made into a Hindi film — 'Junoon' by the renowned director Shyam Benegal. It was a widely acclaimed film. Some of the other works of Bond are — 'Time Stops at Shamli, Tales and Legends from India, The Road to Bazaar, Our Trees still Grow in Dehra, Delhi is not far'. Besides them he has also written The Best of Ruskin Bond and Scenes from a Writer's Life. He was honoured with Padmashree in 1999. He lives in Mussoorie.

Here, is a life sketch of the Hindi film musician Kalyanji of the duo Kalyanji Anandji fame. *The information given in the flow chart is not sequenced properly.* Write a paragraph based on the chart in proper order.

1952, started career as a musician for the film Nagin under the baton of Hemanta Kumar.

In 1993, formed — Little Wonders to encourage child artists.

In 1956, brother Anandji joins him on the films — 'Madari' and 'Satta Bazaar.'

In 1954, gave music for the film 'Samrat Chandragupta' as Kalyanji Veerji Shah.

In 1974, got Filmfare and Sur Singer Sansad award for the Music of 'Kora Kagaz.'

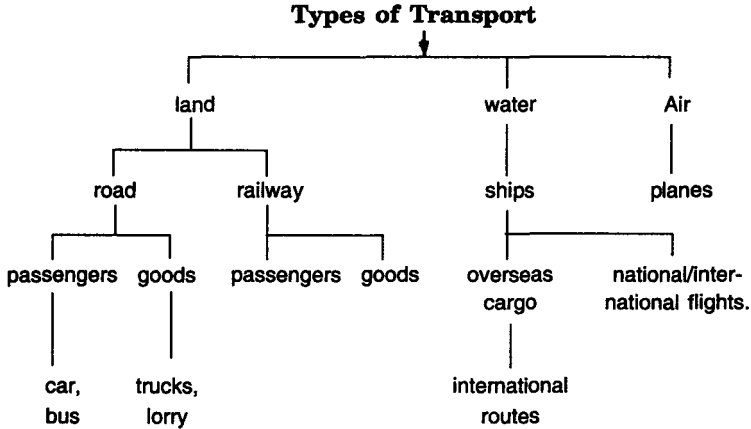
Died on 24th August, 2000 at the age of 72 years.

Introduced talented singers like Alka Yagnik, Sadhna Sargam, Manhar and Kumar Sanu.

Gave music for more than 250 films.

Born 30th June 1928 in Kundradi, Kutch.

TREE DIAGRAM is also used for the transfer of the information. The written information is presented in the form of a tree with its branches. The information given in the tree diagram can be interpreted and written in detail. For example:



Interpreting the information given in the tree diagram:

TRANSPORT: Throughout history people have always desired to move as quickly and as freely as possible. Human beings have invented countless means of transport ranging from the invention of a wheel to an airplane.

Basically, there are three types of transport. They are land, water and air. Under land, there are road and railway. Both carry passengers and goods. Passengers travel by car, buses and trains, whereas goods are carried by truck, lorry and goods train.

As technology increased, the ability to travel became more widespread. Water transport developed in the form of ships and oversea cargo. They travel on international routes.

Air-lines offer faster services to passengers. They cover worldwide destination and carry millions of people every day on national and international flights.

HERE IS THE INFORMATION ABOUT THE MAIN TYPES OF MUSICAL INSTRUMENTS IN INDIA. TRANSFER THE INFORMATION IN THE TREE DIAGRAM:

In India the musical instruments can be divided into three categories. they are:

1. The string instruments such as — sarangi and sitar.
2. The wind instruments such as flute and shehnai.
3. The percussion instruments such as tabla and pakhawaj.

We have many varieties of string instruments. They are available in different sizes and shapes. Some of them are played with bows. Violin and sarangi are played with bows. Some string instruments are played with plectrum. For example, sitar is played with a wire plectrum called 'mizrab', whereas sarod is played with a wood plectrum.

The wind instruments need the player to blow the air through his mouth in the instrument and produce notes. Some of the popular wind instruments are flute and shehnai.

The percussion instruments are available in different sizes and shapes. Tabla is the most popular variety of these instruments. Tabla is played to accompany other musicians and is played solo as well. Dhol is often used in dancing usually in folk dances. There are other small percussion instruments made of metal, wood or porcelain. These include different kinds of bells, little cymbals and the jaltarang. All these instruments are essential part of India's rich cultural tradition. They are described in our scriptures and are also represented in sculpture and paintings.

This information can be taken to teach 'note making' an important study skill.

Types of musical instruments in India:

1. *string*:
 - (a) sarangi, (b) sitar.
2. *wind*:
 - (a) flute, (b) shehnai.
3. *percussion*:
 - (a) tabla, (b) pakhawaj.

Manner of playing the instruments:

1. *string*:
 - 1.1 *played with bows*:
 - 1.1.1 violin. 1.1.2 sarangi
 - 1.2 *played with plectrum*:
 - 1.2.1 sitar, 1.2.2 sarod.
2. *wind*:
 - 2.1 *played with blowing air through mouth*:
 - 2.1.1 flute, 2.1.2. shehnai.

3. *percussion:*3.1 *played with hands for accompaniment:*3.1.1 *tabla,* 3.1.2 *pakhawaj.*

INTERPRETING GRAPHICS AND DIAGRAMS is an important study skill. The learners have to use it while writing essays, assignments and research papers for academic writing. Graphic representation of the facts gives weightage and authenticity to their writing.

TABULAR DATA: Here is a tabular information of a survey conducted in the year 1980 on 50 girl students of class X of CNMS school, Vile Parle, Mumbai, regarding their choice of profession after doing SSC. The same survey was conducted in the year 2000 on the 50 girl students of the same school.

Table 1
Data of the survey conducted in 1980

<i>Professions</i>	<i>Police</i>	<i>Doctor</i>	<i>Teacher</i>	<i>Engineer</i>	<i>MBA</i>	<i>Total</i>
	2	15	10	15	8	50

Table 2
Data of the survey conducted in 2000

<i>Professions</i>	<i>Police</i>	<i>Doctor</i>	<i>Teacher</i>	<i>Engineer</i>	<i>MBA</i>	<i>Total</i>
	3	15	2	10	20	50

When we look at two or more tables we try to study different points of view or analyse the statistical data. We can express our observations by comparing them. These comparisons reflect similarities and differences between them. When we compare we make use of percentage to mention the difference. This is also expressed with the help of linkers such as: however, moreover, nevertheless, etc.

When we compare the two tables we realise the change in attitudes towards the choice of professions. In 1980, 4% of the students wanted to join police force whereas in 2000, there was a slight increase of 6%. However, the choice of medical profession is the same 30% for both the years: 1980 and 2000. This suggests that the importance of doctors cannot be denied. If we look at the preference for teaching, earlier 20 % of the students wanted to take it up as a profession while in the year 2000 this has declined to 4%. Perhaps teaching is not a very lucrative profession for the young generation. In 1980, 30% students opted for engineering as

a profession, whereas in 2000, there is decline in the choice of engineering as a profession. Only 20 % wish to go for it. There is a meteoric rise in the choice of management as a profession. Earlier, only 16% of the students were interested in it. But there is a steep rise in the percentage of the student for the choice of management, which has increased to 40%. The students are more focussed on management than in any other profession.

The students can be asked to conduct survey on their hobbies, change in their eating habits, choice of cold drinks, choice of games etc. They can put the information in the tabular form and interpret it. Similarly, a detailed survey report can be tabulated.

PROPORTION to express proportion certain words are useful. They are — all, almost, majority, most, many, about half, some, few, a small minority, about a quarter, much less than etc. are used. The following pie chart shows the result of the survey conducted on the 50 students of class X about their hobbies or leisure time activities.

Fill in the blanks: Use the words given below in the bracket

As we can see from the following pie chart, we realise that indulge in watching TV as their hobby. Just of them opted for pop music as their hobby. mentioned sports as their hobby. Only opted for reading as their hobby. We can that majority of our students are to TV. It has definitely their other activities. Sports, which is very for their has taken a backseat. The students are more inclined towards recreation in the form of listening to pop music. This attitude may make them lazy. Unfortunately, reading does not find an important place in their hobby list as only 10% percent have this over other popular hobbies.

[a little over a quarter, a large majority of the learners, a small minority, much less than a quarter, essential, preferred, addicted, indoor, affected, conclude, growth.]

HOBBIES OF THE LEARNERS

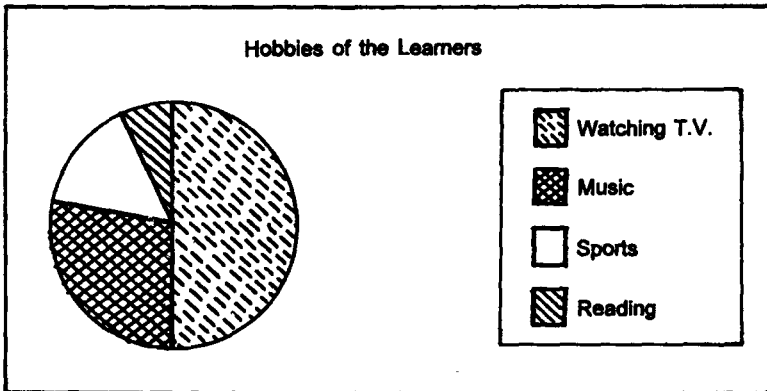
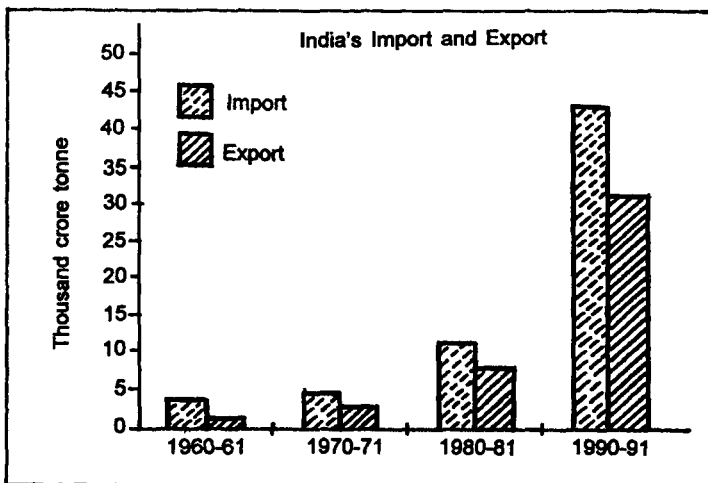


DIAGRAM INTERPRETATION:

You have to give a short speech on the export import situation in India. You have to make use of the information given in the following bar chart. *Fill in the blanks with the appropriate words given at the end of the paragraph. Use the correct form of the verbs.*

The quantum of import and export by value [the figures on the left refer to thousand crore tones] in the post-independence India between 1960-61 and 1990-91 is shown with a chart. It is from the chart that there has been a tremendous in both the import and export during the last 30 years.

DIAGRAM OF INDIA'S IMPORT EXPORT SITUATION



Similarly, the noticeable point is that the is always more than the Perhaps the reason for this is that India is a developing country hence she to many capital goods for development. After independence many new developmental projects and implemented. We did not have the required machinery hence we had to it. Besides, we have to to the needs of the ever-growing population. We can various types of machinery, chemicals and chemical products, textiles, handicrafts etc. We need foreign exchange to our economic programmes. We should all very hard. To keep the economy of the country it is very necessary that there should not be any difference between total value of balance of trade and the import and export of the country.

[import, introduce, rise, efficient, obvious, export, boost, work, need, industrial, cater]

LETTER WRITING: There are different types of letters — personal, official /business, social etc. In personal letters, there is no need to follow the norms of letter writing but, in official correspondence one has to be careful as it acts as a document. There are different types of official letters. We will begin with a letter of application for job.

Points to remember: Be careful with the layout — proper margin and spacing is very important. The letter should either be typed or handwritten. It should be correct in all respects of spelling, grammar, punctuation, language style: formal/informal. An official letter should always be precise but not incomplete. Everything should be clear and not vague or ambiguous. One should be truthful about the given information. Coherence should be maintained. The information should be properly sequenced.

A covering letter should be written, where the applicant should highlight his/her qualifications, experience required for the job. S/ he should mention his/her skills to enhance his/her contribution to the job.

Bio-data should be enclosed with the application letter along with the desired testimonials such as the copies of marksheets, certificates etc.

Example of an *Application letter* in response to the following advertisement:

Wanted teachers for Science / Maths and English to teach class X. Required qualification: MA / MSc with B.Ed. Apply with complete

Bio-data to the Principal, CNMS School, Andheri (west) before 15 February 2001'.

Ms. Geeti Sinha,
D.50 Hanuman Road,
Vile Parle [E.], Mumbai
6 January, 2001

The Principal,
CNMS School,
Andheri [W.], Mumbai.

Subject: Application for the post of teacher in English

Dear Sir,

With reference to the advertisement published in the column of 'The Times of India' dated 2nd January, 2001, regarding the vacancy for the English teacher in your school, I hereby wish to apply for the post. I have done MA in English securing 62% marks from the SNDT University, Mumbai. I have also done B.Ed. from PVDT College of Education, SNDT University. I scored 70% in B.Ed.

I have worked in St. Xavier's High School in Vile Parle from 1999 to 2000.

I am enclosing herewith my Bio-data and the testimonials.

Given a chance, I promise to be a very sincere and hard working teacher.

Kindly do the needful

Yours faithfully,
G. Sinha.

Enclosures:

Certificate of SSC.

Marksheet of XII,

-do- BA,

-do- B.Ed.,

-do- MA.

Experience certificate.

BIO-DATA

Name: Ms. GEETI SINHA
Father's name: Shri ASHOK SINHA
Address: D. 50, Nidhi Apartments, S.V. Road,
 Vile Parle [west], Mumbai-400056
Telephone number: 6715650
Date of birth: 6-1-1976
Marital status: Unmarried
Languages known: English, Hindi, Marathi, Gujarati.

Educational qualifications:

Year	Degree	Name of the Institution Board / University	Subjects	Division	%
1991	SSC	Bombay Board, Maharashtra	Marathi, Hindi, English, all compulsory	1st	70%
1993	HSC	-do-	Arts	1st	61%
1996	BA	Arts and Commerce College, SNDT University	English [major], Hindi, FC, History	1st	60%
1998	MA	SNDT University	English Literature	1st	62%
1999	B.Ed.	PVDT College of Education, SNDT University, Mumbai	Special methods: History, English.	1st	70%

Extra-curricular activities:

Sports: Presented school in the National Kho-Kho game.

Working experience:

Name of the institution	Nature of the work	Time period
St. Xavier's convent. Vile Parle [west]. Mumbai.	Teaching English	1999-2000

References

1. Dr. A. Vyas,
Principal,
St. Xavier's School,
Vile Parle [west],
Mumbai.
2. Shri Madhav Awasthi,
Journalist, Hanuman Road,
Andheri [east],
Mumbai.

PERSONAL LETTER:

Function: Advice. **Language:** Use of modals.

Radhika got admission in MBBS. She wrote a letter to her grandmother, who was delighted to get this news. As she got admission in Bhopal Medical College, she has to stay in the college hostel. Her grandmother promptly wrote back a letter to her advising her about what should she do during her stay in the hostel. You have to select the correct modal given in the bracket.

Mumbai, 20/11/2000

Dearest Radhika,

I am really delighted to know that you got admission in MBBS. Congratulations. You always wanted to be a doctor and this is the first step towards your dream. But, you did not get admission in Jabalpur Medical College. Anyway, you [ought/should/have] to stay in the college hostel. Never mind, it could be an enriching experience provided you follow certain norms. You [must/should] be careful while making friends there. You [must/ought/should] follow the rules of the hostel. You [need not/ should not/must not] disobey your hostel warden. You [must/ should/ought to] make the maximum use of this opportunity and study hard. Don't get into bad company. There are many attractions, but you [shouldn't/mustn't/needn't] fall prey to them. Remember it is your life you [have to be/should be] responsible towards yourself.

Heaps of love to you and congratulations once again for your success.

Yours,

Ever-loving dadi.

LETTER OF COMPLAINT: There are many instances when we need to write a letter of complaint to draw the attention of the concerned authority to the existing problem. For example, the poor water/electric supply in your area, or the nuisance of hawkers in your society, or misbehaviour by an employee in an office, or you are given a defective piece by the shopkeeper etc. In such situations you have to write a complaint letter to get some action done to rectify the mistake. If it is a social problem then this type of letter can be addressed to the editor of a newspaper. If it is about misbehaviour of an employee, it should be sent to the officer in charge to take disciplinary action.

Abhishek Shastri
A-4, Rajnigandha Society,
Vile Parle [W], Mumbai.
12 January, 2001.

The Editor,
The Times of India,
Mumbai.

Dear sir,

This is to draw your attention to the problem of garbage in our area. Piles of garbage are mounting up. It is impossible to live with the stink. The air is completely polluted. It is creating a serious health hazard for the residents. We cannot send our children down to play in the ground as it is littered. We have complained to the authorities in the municipal corporation. But no action has been taken so far. Through your paper, I would like to draw the attention of the concerned authority to take some action and make the area livable for human beings.

Yours sincerely,

A. Shastri.

The learners can be asked to write letters of complaint for different problems such as the 'sewage problem', 'non-functioning of street lights', 'poor conditions of roads,' 'problem of traffic jam in their area' etc. They can even write letter of complaint to the principal about the 'poor quality snacks in your school canteen' 'non-availability of books in the library', 'the problem of drinking water in the school' etc. This can be a group work activity and the learners should discuss with the group members before writing the letter.

REPORT WRITING is a very important writing skill. Reports are documents that give an account of events that have occurred. They also help us to examine a given problem in order to convey information and findings. Reports are of different types such as newspaper report, company report, project report, reports written by the students about any event in the school etc. Survey reports are the information tabulated and the reader has to interpret the data. Basically, reports are of two types.

1. It gives plain information, a mere narration of the events in a sequential order. It does not include the writer's opinions. School/college annual function reports belong to this category.
2. It gives writer's suggestions and opinions on the subject. They usually deal with some problems such as accident reports etc. In progress report also the suggestions of the writer are included.

The teacher should begin with school functions report. The learners are able to relate with this kind of activity. It can be a group work activity. They should be allowed to discuss before writing. The teacher must expose them to some good reports and highlight the good points. The learners should be told about the *important features of report such as the chronological sequencing of the events, the narrative style and the use of the past tense*. In official reports, passive voice is generally used because of the objective nature of the content.

The learners can be asked to write a report on the 'Ganpati Visarjan programme' or a 'Cleanliness drive in the school' or a report on the 'Painting exhibition in the school' etc.

REPORT ON THE ANNUAL DAY FUNCTION OF THE COLLEGE

This is a brief report of our college's annual day function celebrated on January 23, 2001. The venue of the function was Patkar Hall. The celebration was graced by Mr. Deshmukh, Deputy Minister of Education, Maharashtra. He arrived at 9 am. He was given a warm welcome by our principal Dr. Bhalwankar, and the secretary of the college union. He was given a bouquet of flowers. He was taken to the dais to light the lamp. Soon after followed the 'Saraswati Vandana' sung by the students. Our principal gave a welcome speech for our guest and highlighted the achievement of our college. Our college has been judged the Best B.Ed. College of the state for the year 2000-2001.

The programme started with 'Antakshari' a very enjoyable event. The students presented a skit on the 'Hazards of pollution'. It was highly appreciated by all. Then followed a debate on 'Should women join politics or not'. The speakers came out with intelligent and sharp comments. The debate was very thought-provoking and generated a lot of discussion too. It was followed by group dance in the form of 'garba' and 'koli dance'. The students then presented a fashion show, which was appreciated by everyone. At the end, fancy dress programme was presented. Everybody enjoyed this a lot.

The celebration came to an end with the prize distribution by the chief guest. The chief guest made a short and interesting speech. He praised the students and the staff for their efforts and advised to work harder to reach the goals in life. He congratulated the college for the award and wished to get many more. Vote of thanks was given by Dr. Waghmare. We were given snacks and tea. Thus came to an end the programme we worked very hard for a month.

The same programme can be used for giving running commentary of the event. *This can be used to teach simple present, present continuous tense and present perfect tense too.*

THE RUNNING COMMENTARY IS GIVEN THERE, BUT IT IS NOT COMPLETE. YOU CAN LOOK AT THE REPORT AND COMPLETE IT ACCORDINGLY.

Dear friends, I welcome you all on behalf of my college for the celebration of our annual day. The weather is pleasant. The air is filled with the enthusiasm of the students. All of us are waiting for the arrival of our chief guest. He is expected any moment. Oh, there is a commotion at the gate. I can see the car of our chief guest. Now, he is coming out of his car. Our principal is receiving him. The secretary of our college has garlanded him. They have all come to the stage. The chief guest seems to be pleased. I can see the students getting ready to sing the welcome song

There is another extension of the same programme. The learners should be asked to make an announcement of this programme before the selected gathering.

Here is the programme

- 9.00 Arrival of the chief guest.
- 9.05 Welcome song by the students.
- 9.10 Welcome address by the principal.
- 9.20 Saraswati Vandana by the students.
- 9.30 Antakashari.
- 10.00 Debate.
- 10.30 Garba and Koli dance.
- 11.00 Fashion Show.
- 11.30 Fancy Dress
- 12.15 Speech by the chief guest.
- 12.30 Vote of Thanks.
- 12.40 Tea and snacks.

The teacher can suggest the learners to make their announcement interesting.

They can use such phrases and sentences to make it interesting.

Welcome is followed by...

And then we bring you the best talents of the college presenting...

The debate will be presented on the burning issue to charge the audience...

Coming after this we have a colourful extravaganza...

The most awaited programme of the day...

Here is something to cheer you up...

NEWSPAPER REPORT:

Points to remember:

Use of appropriate format and style to write.

Details of the incident.

Causes of the incident: negligence etc:

Outcome

Any other relevant detail.

Times of India, dated 25th August 2000

94 DIE IN HEAVY RAINS IN AP.

IAF SWINGS INTO ACTION.

Hyderabad [PTI], Indian Air Force swings into action to evacuate people from marooned areas as torrential rain hits in AP.

Heavy rains left a trail of death and destruction claiming 94 lives.

13 districts and 300 villages badly affected, normal life disrupted.

IAF rescued 150 people perched on the rooftops. Hundreds still stranded in flood waters. Panics CM Naidu. Grim and pathetic situation.

IAF summoned to evacuate people from marooned areas in the twin city.

The above notes are provided to you by a reporter. Use the information to write in detail the report he wrote for 'The Times of India'. Do not add any new information.

The learners can also be asked to prepare headlines from a long report.

USE OF PICTURE FOR REPORT WRITING. HERE IS A PICTURE OF 'GANAPATI VISARJAN SCENE'. YOU WERE THERE TO ATTEND IT. WRITE A REPORT OF THE EVENT.



GUIDED COMPOSITION: The teacher should discuss the topic in the class. Students should discuss in the groups and come out with the main points. The sequencing of the ideas should be decided and then they should write the composition.

Child centered education:

1. Every child is unique — need for child centered education. Importance of individual attention.
2. Education an on going process — home — the first school, neighbourhood, school, society, mass media [sources of education] and their role.
3. School education: purpose not merely to impart knowledge and information. Skills to be included too. Right values cultivated.
4. Primary education completely free. Run by interested and well meaning individuals.
5. Decentralising the whole system, ensuring a more viable environment.
6. Enormous pressure on the child to assimilate large amount of information.
7. Conventional teaching methods fail to develop wholesome attitude in the child towards life. To make child an autonomous learner.

8. Priority to be given to develop child's creativity or capacity to appreciate the world around him.

STORY WRITING can be a very interesting and enjoyable task. This can be an individual, pair work or group work activity. We have to develop creativity and originality in expression in our learners. We can make use of pictures to develop a story around them.

Points to Remember:

- Clear idea of the plot in your mind.
- Rough outline of the story in your mind.
- Proper sequencing of the events.
- Use dialogues to make it natural and interesting.
- Conclusion is very important. It should be logical even if unconventional.

It can be a group work activity. The teacher can give first line to start the story and ask the learners to develop it.

The teacher can also give a picture to the learners and ask them to write a story.

FUNCTIONS OF LANGUAGE: In communicative language teaching situation, the teacher aims at developing the communicative competence of the learners. Oral communication is the need of the day. When we communicate we have a purpose behind it. This purpose serves the function of language. Every language performs these functions in different ways. In each language certain expressions are changed according to the situations. This is because of the distance in social relationships. We have to use formal or polite language to talk to the people senior in position or age. But with our friends we are very informal and do not follow politeness principle. We do not talk to our teachers the way we talk with our friends. We have to be careful about these situations. Otherwise a grammatically correct sentence can be inappropriate in a particular situation. For example, if you use the following sentence with your teacher: 'Hey, coming for the film with me?'

You can very well imagine her/his response.

Blundell [1982] suggests four important factors to decide the formality and the informality of the situation. *The setting:* whether it is a party or an official meeting.

The topic: Whether talking about a film, or weather or discussing the points of the meeting.

Social relationship: Whether talking to your friend or to your boss in the office.

Psychological attitude: Friendly and relaxed or serious.

There is also a situation between formal and informal. It is called semi-formal/neutral situation. For example, if you meet your boss/ principal in a party, you need not be very formal because of the setting. But you cannot be very informal because of the distance in relationship. So, you select a language style that is neither very formal nor very informal. Remember in our speech we use contractions such as I'll, I can't, I'd etc.

We will discuss some important functions of the English language. To teach these functions the best techniques are pair/group work and role-play. The teacher should prepare the chits mentioning the situations. The students should be asked to pick up one chit. They should be given some time to prepare for it and then present the situation doing role-play. Let us deal with some important functions.

GREETINGS

Formal

Good morning/afternoon
How do you do?
Good bye/ good night

Informal

hello/hi
Hey, how are you?
bye-bye, see you.

INTRODUCING SELF:

Formal:

You have taken up a new job. You introduce yourself to the office in-charge or other colleagues in the office. You may begin your conversation with any of the following expressions:

Excuse me, my name is

May I introduce myself?

Let me introduce myself.

Allow me to introduce myself.

Informal:

You have to attend a party at your friend's place .You do not know many people around. You introduce yourself to other guests.

Hello, I'm...

Hi, I'm...

Excuse me, I'm

INTRODUCING OTHERS:

Formal:

A new colleague has joined your office. You introduce him/her to others in the office.

I'd like to introduce our new colleague Mr./Ms to you.

This is our new colleague

May I introduce our new colleague

Let me introduce our new colleague

Allow me to introduce our new colleague

Informal:

Your childhood friend has come to visit you. You take him to a friend's party and introduce him to them.

Hey, look here, this is my friend

This is my friend

Meet my friend

I am delighted to introduce my best friend

In reply to introduction you can say:

Formal:

Pleased to meet you.

Congratulations, welcome to the Dept.

I'm glad to meet you.

Nice meeting you.

How do you do?

Informal:

Glad to meet you.

Hello/hi, how are you?

MAKING ENQUIRIES: There are many occasions in a real life where we have to make enquiry. For example, at railway and bus station we have to find about the train/bus arrival/departure time, fare, reservation, cancellation of the journey etc. Similarly, we have to make enquiry at school/college/hospitals and other offices for different purposes. Given below are some expressions you can begin with for the purpose of enquiry.

Formal:

- Excuse me, could you help me to know
- I'm sorry to trouble you but could you tell me
- May I bother you to tell me about
- Do you have any idea about
- Could you please give me information about

Informal:

- Have you got any idea about ?
- Have you heard about ?
- Tell me about
- Help me in finding

RESPONSE TO THE ENQUIRY, IF YOU DO NOT HAVE ANY INFORMATION:

- I'm sorry I don't know.
- I'm afraid I've no idea.
- I wish I knew.

ASKING FOR AND GIVING DIRECTIONS: While giving directions try to be clear and brief. Mention the important landmarks such as a theatre, hospital, bank, school/ college etc. to locate the place.

WHEN YOU WANT TO KNOW ABOUT THE LOCATION OF A PLACE YOU MAY BEGIN WITH:

Formal:

- Excuse me, could you please help me?
- Could you please tell me the way to the Bombay Hospital?
- How do I go there?
- How far is it?

Informal:

- Where is this Bombay Hospital?
- How do I get there?

WHILE GIVING DIRECTIONS YOU MAY USE ONE OF THE FOLLOWING EXPRESSIONS:

Formal/informal:

Turn to your left/right.

Walk straight till you come to the signal/SBI/UTI/post office.

The hospital is next to Regal theatre.

ASKING FOR PERMISSION: There are many instances when we have to seek the permission of others to do things. The learner has to seek the permission of the teacher to come in and go out of the class. If we want to use a thing belonging to others we have to take their permission. In such situations you can use one of the following expressions to get permission.

Formal:

Can I take your pen please?

Excuse me could I use your pen?

Do you mind if I ?

May I use ?

Informal:

Can I borrow your pen?

Let me use your pen?

Would you give me your pen?

Giving permission:

Yes, certainly.

I can't see any objection.

Yes, by all means.

Sure, why not.

Not giving permission:

I'm afraid it is not possible.

I'm sorry I can't let you use it.

I'm sorry that is not allowed.

OPINIONS/ADVICE/SUGGESTIONS: There are times when we are confused and do not know what to do. In such situations we talk to our seniors, friends to get their opinion or advice. Sometimes we also have to suggest and advise others to deal with their problems. When you are in such a situation you can make use of the following expressions to begin the conversation.

You want to change your job/school/college but are confused about it. You ask others for advice.

ASKING FOR ADVICE:

Formal:

- Do you think I should change my present job/school?
- What would you advise?
- I'd like your advice on it.
- Could you give me some guidance?
- Would you recommend something for me?
- I would appreciate your advice.

Informal:

- What do you think am I right?
- What do you suggest?
- How do you see my decision?
- Should I stick to the decision or not?
- Give me some advice.

GIVING ADVICE TO DO SOMETHING:

Formal:

- I would recommend your decision.
- I think you should go for it.
- I think you ought to follow your plan.
- My advice will be to do so.

Informal:

- Go ahead. That's a fantastic idea.
- You are right. Just do it.

ADVISING AGAINST IT:

Formal:

- I don't think you should go for it.
- Give yourself some time or wait for sometime.
- I wouldn't recommend that.
- If you follow my advice, don't go for it now.

Informal:

Don't do that.

No, forget about it. It doesn't sound right.

You'd better not do that.

MAKING SUGGESTIONS:

Formal:

May I suggest?

Might I make a suggestion?

I would like to suggest for

We should consider another alternative too.

Informal:

Shall we go for a film/ a cup of tea.

Let's go to the film.

How about a cup of tea?

AGREEING AND DISAGREEING: In real life there are many situations where you do not agree with the suggestions or opinions of others. This is very common during discussions: personal and official. Sometimes you are not happy with the decisions taken by your parents about your future plans such as marriage/higher study/choice of jobs etc. Sometimes you agree with them and sometimes don't agree with them. In such situations you can use the following sentences to make your point.

Formal:

ASKING OTHERS TO AGREE TO YOUR PROPOSAL:

Do you agree to this?

Do you have any objection to the plan?

I wonder if you'd agree.

What do you say about this?

Informal:

What do you think of it?

Am I right?

Is it okay with you?

AGREEING WITH THE SPEAKER:

Formal:

- I entirely agree with it.
- I have no objection to it.
- I am of the same opinion.

Informal:

- Yes, that's right.
- You can take my word for it.
- That's fine with me.

DISAGREEING WITH THE SPEAKER:

Formal:

- I disagree with you.
- I'm afraid I don't agree to it.
- As a matter of fact I don't think so.
- I agree only to a point.

Informal:

- No, I don't agree at all with you.
- It's impossible.
- It's nonsense.

OFFERING: ACCEPTING AND REFUSING: In our daily life there are so many instances where we offer help/ things/ invitation etc. to others. Sometimes these things are offered to us by others. Sometimes we accept and sometimes we do not accept them. In such a situation you can make use of the following sentences according to your situation.

OFFERING THINGS AND HELP:

Formal:

- Would you like my help?
- May I help you?
- Would you like a cup of coffee?
- Shall I carry the bag for you?
- Would you come to the party tomorrow?

Informal:

Do you need my help?
Feel free to ask my help anytime.
What would you have coffee or tea?
Take this pass for the film show.
Let me carry this.

ACCEPTING SOMETHING:

Formal:

Thank you very much. I need a cup of tea.
Yes please.
Yes, that's very kind of you.
Yes, if it is not inconvenient for you.

Informal:

Yes, by all means.
I'm looking forward to that.
Great! I'd love it.

REFUSING IT:

Formal:

No, please don't bother.
No, thank you.
Thank you for the offer, but I feel I can manage it.
Thank you but some other time.

Informal:

No, I don't need it now.
Don't worry, I'll tell you when I want it.
Don't bother I'll manage.

REFERENCE

- Blundell, Jon., Jonathan Higgins, Nigel Middlemiss. 1982. *Functions in English*, Oxford University Press.