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UNIVERSITY OF JAMMU
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SELF LEARNING MATERIAL FOR B.Ed. SEMESTER - II

PAPER: Teaching of English
Course No. : 204

Unit : I – IV
Lesson No. : 1-15

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TEACHING OF ENGLISH

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TEACHING OF ENGLISH

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Bachelor of Education (B.Ed) through Open and Distance Learning (ODL)

Semester –II

(For the examination to held in the year 2025,2026 & 2027)

Methodology of teaching language-I

Course no. 204

Credits 4

Maximum Marks Internal : 30

Duration of Exam : 3hrs

Objectives

To enable the pupil teachers to:

- Know and understand the history & importance of Language as a second Language
- know and Understand the aspects of Language & the theoretical Knowledge of the different structures of the Language
- develop the professional competencies regarding the different aspects of Language
- Know and Understand the different skills of of teaching English in classrooms.

UNIT 1

Psychology & history of Teaching Learning of English Language :

Need & importance of Teaching of English as a language in India and in J & K; The Language Formula & NCF (2005); General and Specific Objectives of the teaching of EnglishLanguage ;Instructional Objectives in teaching English; Use and Interference of Mother Tongue in teaching English for Syntax, Pronunciation, spellings. A review of English text books prescribed in the Indian schools to strengthen the skills of reading speaking and writing among students(ReflectiveJournal).

UNIT II

Aspects of Language :Introduction to the different structures of the English Language ;

Phonological Structure –Mechanism of speech, Received Pronuciation(ProblemsAndProspects) phonemes –Vowels &Consonants,Diphthongs, stress ,Intonation , Rhythm, meaning & Practice. Identification of the different local Phonemes in the Dogri and Hindi to interfere in the language of English (Reflective Journal)

Morphological Structures –Meaning Importance types- free and Bound Affixs , Prefixes and suffixes , Derivational suffixes Verbforms(Modals) , Adjectives and Adverbs (Development ,structuringand practical use)

Syntactic Structures –Meaning &Importance;BasicStructures , Patterns Phrases and Clauses ; Types of sentences –Statements (affirmative& Negative) Interrogative (Yes -No &Whetype)Imperative , Exclamatory , optative Sentences (Development, Structuring and use)

**Bachelor of Education (B.Ed) through Open and Distance Learning (ODL)
Semester –II**

(For the examination to held in the year 2025,2026 & 2027)

Methodology of teaching language-I

Course no. 204

Credits 4

Maximum Marks Internal : 30

Duration of Exam : 3hrs

Title: Teaching of English

Total Marks : 100

Maximum Marks External : 70

The subject Verb Object arrangement (development ,use in the compositions and Prose) Differentiation in the single & compound & Complex structures of Sentence (Development&use)

UNIT III

Devising The Lesson Plans & approaches

Behavioral Objectives: writing behavioral objectives for teaching English, Development of the Skill Objectives, Difference in the skill objectives and the Instructional objectives. Constructivism & teaching of Language, Concept scaffolding Instruction

Curriculum: Meaning, importance and principles of preparing good curriculum for English as a second language,

Textbook: meaning and importance of text-book for teaching English. Qualities of a good textbook in the subject of English. Lesson planning: Meaning and importance of lesson plans at macro level, meaning and purpose of unit and yearly plans steps for the preparation of lesson plans for teaching English using Herbartian and RCEM approaches (simulated Plans).

UNIT IV

Development of Language skills: Listening: components –barrier in listening, activities to develop listening comprehension

Speaking –components-objectives-barriers to speaking –need for correct pronunciation – activities to develop correct speech habits

Reading skills-objectives of teaching reading Mechanics of reading Methods of teaching reading

Types of reading, reading aloud& silently, intensive &extensive reading. Types of reading comprehension –activities to develop testing reading comprehension Writing –its components, objectives of teaching written expression

Hand writing –characteristics of good hand writing –Mechanics, causes for poor handwriting–ways of improving handwriting

**Bachelor of Education (B.Ed) through Open and Distance Learning (ODL)
Semester –II**

(For the examination to held in the year 2025,2026 & 2027)

Methodology of teaching language-I

Course no. 204

Credits 4

Maximum Marks Internal : 30

Duration of Exam : 3hrs

Title: Teaching of English

Total Marks : 100

Maximum Marks External : 70

Sessional work

Listening to the English News on different Indian Television Channels –Practice & improvement in the speaking-Clarity, structuring and Coherence (practical for Communicative skills in language) Visit to the Radio Stations(AIR, FMs use of Technology in the transmission of language and the Local Television centres(Take One, JK Channel).

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 14 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external). 30 Marks are for the In-House activities

Books recommended

- *Bandari C. S., A Hand-book for Teachers of English, Orient Longmans*
- *French, F. G., Teaching of English Abroad- Parta1,2 and 3, Delhi ; Oxford University Press*
- *George, H. V., 101 Substantial Tables for Students of English-Students book and Teacher's Guide, Bombay; Oxford University Press*
- *Gokak, V. K., English in India, Bombay; Asia Publishing House*
- *Bansal, R.K.and Harrison J.B.(1983): SpokenEnglishforIndia, OrientLongman, NewDelhi.*
- *Bansal, R.K. (1990)Introduction to English Teaching Vol. II Phonetics and Spoken English, English CIEFL, OUP, Hyderabad.*
- *Bhatia, K.K. (1988)New Techniques of Teaching English as Foreign Language, NBS Educational Publishers, Chandigarh.*
- *Kohli, A.L. (2003Teaching of English, Dhanpat Rai and Sons, Jallandhar.*
- *Singh, M.K. (1998)Teaching of English, International Publishing House, Meerut*

**NEED AND IMPORTANCE OF TEACHING OF ENGLISH LANGUAGE
IN INDIA AND IN J&K**

STRUCTURE

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Need and Importance of Teaching of English Language in India
- 1.4 Need and Importance of Teaching of English Language in J&K
- 1.5 National Curriculum Framework 2005: An Introduction
- 1.6 National Curriculum Framework – 2005 with Special Reference to Language Education (The Three Language Formula)
- 1.7 Let Us Sum Up
- 1.8 Lesson End Exercise
- 1.9 Suggested Further Readings
- 1.10 Answers to Check Your Progress

1.1 INTRODUCTION

A language is important because of the people who speak it, are important politically, economically, commercially, socially and culturally. It is because of that very reasons the need and importance of English language is immense. In the last 500 years, English language, which was formerly the language of 5-6 million people, living within the confines of British Isles has expanded to become the everyday speech of more than 400 million. This expansion lifted the status of English as the mother tongue of most of inhabitants of the United States and most important second language of around 50 million in Southern Asia and a number of new nations in Africa. Since many countries adopted English as their main language, it leads to the inclusion of new vocabulary. The openness of English to new vocabulary resulted in the adoption of new words not only from every major European Language but also from the more exotic languages of remote lands to which it is being carried.

English enjoys the position of a global language because of its use in business, science, sports and almost everywhere in the world, whether it is spoken as a native language or not. Its status as a world language has been developing from several centuries and in the process many exotic varieties, widely different from the native language of London has originated in the present modern English.

1.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe the need and importance of teaching of English language in India,
- describe the need and importance of teaching of English language in J&K,
- discuss the introduction of National Curriculum Framework 2005, and
- explain the National Curriculum Framework 2005 with special reference to Language Education.

1.3 NEED AND IMPORTANCE OF TEACHING OF ENGLISH LANGUAGE IN INDIA

Role of English in India:

English plays an important role in the life of the country. It still continues to influence the life and profession of majority of educated Indians. Under the changed circumstances, importance of English in India is not from any other point of view but considering the facts that of all the languages in the world today English is described to be regarded as a world language. It is the first language of the United Kingdom, the United States of America, Canada and Australia. In addition, it is spoken and read by many, millions of Europeans, Africans, Chinese, Indians, Japanese, South Americans as a second language. It is the common means of communication between the people of different nations.

“Because of rapid spread of industrial development, science and technology, international trade and commerce and the close independence of nations, English has become a world language.”

F.G French

The importance of English is being discussed under four heads:-

- English as an International Language.
- English as a link language.
- English as our major window on the world.
- English as a library language.

English as an International Language:

It has been already pointed out that English is one of the major languages of the world. In the words of F.G. French, “No language ancient or modern can be compared with English in number of geographical distribution of the homes, factories and offices in which the language is spoken or read.”

These days every country depends upon another for social, economical and cultural matters. It is here that English comes to our rescue. It is a language which keeps us in continuous contact with the latest thoughts in every field of eye culture. No longer it is the language of Great Britain only it is the language required by the world for greater understanding. It is the most important international language for the following reasons:-

Language par excellence: English is an international language par excellence because about one half of the mankind has chosen to communicate in English with those who do not speak their own language. More than 200 million people use it as their mother tongue and it is also spoken and read by many millions in Europe, Africa and Asia. More than 20 million boys and girls begin to learn English every year.

Source of better understanding: English is an unending source of better understanding among the different nations of the world. It is one of the six official languages of the UNO along with French, Chinese, Russian, Spanish and Arabic. It continues to help in the integration of ideas on all aspects of human life i.e. political, social, education, economic and cultural. It is the sole linking strings for one of the most widespread families of races, namely the commonwealth of nations.

Records everything of importance and interests: The international status of English is classified on the ground that it is one of the few languages of the world which records everything of importance and interests that takes place in any field of human activity in any part of the world. The English press puts across to the world all inventions of science and technology a growing literature in all the branches of knowledge. If we look at the media we find that over 50% of the world’s scientific and technical periodicals and more than 60% of the world’s Radio Stations use English as a medium of communication. It covers all aspects of life relating to humanities, sciences, arts, philosophies and religion. It is for this reason that English is becoming more and more developed in developing countries.

Language of International Trade and Industry: The international trade and industry is flourishing due to the far reaching effect of English Language. The whole of commercial

correspondence among different countries of the world is carried out in this language. This naturally helps in creating new trade relations between one country and the other.

International exchange of teachers and students: English language has proved a great incentive behind the international exchange of teachers students in different countries of the world. It is through this language that students and teachers have improved their academic status by doing research work in different branches of knowledge at leading western universities.

Language of Cultural Give and Take: Much of the cultural give and take among different nations of the world takes place due to English Language. “English is infact the most important repository of world culture.” According to Mahatma Gandhi, “English is a language of international commerce, it is a language of diplomacy and it contains very a rich treasure, it gives us an introduction to Western thought and culture.”

English as a Link Language: In our country we have different states with different regional languages. People living in those states use their own language for conversation and discussion. In the words of Pt. Nehru, the languagelink is a great link and English serves as one in our country because of the following reasons:-

Inter State Communication: English has come to stay as link language in the national life of the country. Although the states have declared the use of the official language of the state for administrative work, the use of English still continues at certain levels of state missionary social set up in country. It is the common social and cultural link with various states of India. It is the only language for interstate relationship and communication. It is the language in which the state communicates with the centre. It is the prime mover of interstate mechanism in India.

Social communication: English plays a predominant role for communication among different social groups in the country, in a way English is a unifying force, unifying link and unifying factor.

Link with the outside world: Apart from being a binding force within the country, English is our link with outside world. This is the only language through which we can voice our opinion is the affairs of the world. For e.g. bodies like SAARC, UNO, Common Wealth, etc.

Link in Trade, Industry and Commerce: English plays an important role in the industrial

and commercial life of the country. All correspondence is carried out mainly in English. National and international trade, development of industry and working in commercial establishments takes place in English. The maintenance of accounts, issuing of instructions, correspondence with others are mainly carried out through English medium.

Cultural Importance: English helps in bringing together people of diverse cultures closer to each other. It helps us in intercultural understanding of the country. It is through the medium of English that we are able to keep the different cultural groups of India united. In fact, English has helped us in building new cultural traditions. It has also resulted in the process of modernization of Indian society.

English is our Major Window on the World: Pt. Nehru rightly said, “English is our major window on the modern world.” English is being learnt and used all over the world through the realization that it has certain inherent advantages:

Gives access to the total world: The University Education Commission in its report of 1949 observed, “English is a language which is rich in literature ... if under sentiments urge we give up English we would cut ourselves out from the living stream of ever growing knowledge... our standards of scholarships would deteriorate and our participation in the world movement of thought would become negligible.”

From above it is clear that English keeps us in touch with the ever growing explosion of knowledge and revolutionary changes in the field of agriculture, medicine, industry, transport, telecommunication and technology. It is essential for us to be in touch with the outside world this is possible only with an adequate knowledge of English.

English is the only means of preventing Isolation: According to French, “Anyone who can read English can keep in touch with the whole of the world without leaving his own house.” In fact English is the only window through which we can see the day to day progress being made by experts in all fields.

English is a Library Language: Whatever the future of English be in India it is certain that like other countries English will maintain, its immense usefulness as a library language.

Literary point of view: The works of important authors like Shakespeare, Dickens, Mulkh Raj Anand, Sarojini Naidu, Tagore, etc. are found to be in English Language.

From Educational Point of View: English has played a predominant role before Independence. Even now advance studies, medicine, engineering, technology are not

possible without English. Good books of all these subjects are available in English only. If we decide to leave English language together we would cut ourselves from the living stream of ever growing knowledge.

For maintaining the Standard of education and getting Higher education: The scholars need to consult libraries, good reference books are found in English especially in science subject. English is the key to the store house of knowledge. It is a library language and plays a vital role in higher education. We shall have to retain English as a library language, if we want to keep ahead with the latest knowledge in various fields such as science, law medicines, space, technology, etc.

Even if we want to learn English only for reading we should learn through speech. Because without mastering a language orally, the access of reading is reduced only to translation and such a reader will fail to grasp the thought and spirit of foreign language. It is desirable to put emphasis on all the four skills (i.e. listening, speaking, reading and writing) while learning.

In today's world, English continues to be the medium of instruction in colleges & universities. It is an official language of the administration and has been granted the status of an Associate language by an act of the parliament since 1965. It is international language, link language, library language and it plays an important role in social life and serves as the common language of Indians. It is the most developed language of the world and is also the language of trade and industry.

1.4 NEED AND IMPORTANCE OF TEACHING OF ENGLISH LANGUAGE IN J&K

Jammu & Kashmir consists of three divisions namely Jammu, Kashmir valley and Ladakh. There are 22 DIET's, 199 BRC, 1600 CRC and 8424 primary schools. The classes at primary stage are from I-V. The official language of the state is Urdu. The other widely spoken languages in the state are Kashmiri, Dogri, Pahari and Ladakhi. The medium of instruction in primary schools is English.

English, the Associate Official language of Indian Union and of the State of Jammu and Kashmir, has acquired almost the primary importance in the public and commercial life of the country. Since the state of Jammu and Kashmir became a part of India in 1947, the educational system in the state adopted essentially the same pattern as that in the country as a whole. The reform of education system will, therefore, have to be attempted on the broad principle as applicable to the country as a whole.

Immediately after India achieved its independence in 1947, the country faced a major problem, viz, whether English should be retained as a subject in schools and colleges, and whether it should continue as the medium of instruction. This controversy, however, did not affect the state of Jammu and Kashmir since Urdu had been retained as official language of the State right from 1947. Several commissions were set up from time to time to bring reforms in the educational system of the state. The first commission of its kind was education reorganization committee of 1950, also known as Kazemi Committee. This committee was appointed under the chairmanship of A. Kazemi, the then Director of Education, to meet the needs and aspiration of “New Kashmir”. The committee made various important recommendations. The most important recommendations was regarding the languages to be used as medium of instruction at various stages of education, some of which are:

- Mother-tongue should be the medium of instruction at the primary stage.
- Regional language should be the medium of instruction at the secondary stage.
- English should be the medium of instruction at the university stage with the federal language as one of the compulsory subjects.

The National Policy of Education (1968) recommended the 10+2+3 pattern of education for the whole of the country. In order to implement the recommendation of this policy, the Government of Jammu and Kashmir organized a state level conference in 1976 under the chairmanship of Chief Minister Sheikh Mohammed Abdullah.

In respect of languages the conference recommended the adoption of the three language formula at different levels of education. The conference recommended the teaching of Hindi and Urdu at the primary and secondary level. English was to be taught at the secondary level though as a separate subject. In 1978, the Government of J&K appointed Kashmir University Committee under the chairmanship of Badru-din Tayabji. Among its various

recommendations the committee also made some recommendations regarding the place of English in the educational system of the State of J&K. the committee suggested that “A course in General English be introduced for all undergraduate students to enable them to use English as a library language and inter-alia facilitate for closer contacts with other university students.”

At present English is taught as a compulsory subject at the undergraduate level for three years and for each year different textbooks are prescribed by the Board of Studies for undergraduate courses, University of Kashmir. The textbooks are supposed to serve the purpose of background material in English language teaching learning. In addition there is a provision for teaching English literature as an optional subject for three years at the undergraduate level to those students who aspire for higher studies in the subject. The literature course is mainly literary in character and emphasizes the development of higher order skills. The compulsory as well as optional English courses at the undergraduate level comprise two papers each – Paper ‘A’ and Paper ‘B’. All the students admitted to the undergraduate courses have to study English compulsorily at all three levels regardless of the various streams they opt for. These students are a varied group of learners coming from diverse linguistic, cultural, religious and social backgrounds. The students are heterogeneous even in terms of their past educational experiences. A small percentage of students have had the privilege of studying in English medium public schools where English is the medium of instruction and is also taught as a separate compulsory subject from the nursery stage. As such these students have had twelve years of English before they join the college. A large majority of students, however, come from regional medium

Government run schools where English is taught from 6th standard and through grammar-translation method. The disparity between the students coming from the regional medium Government run schools and the privately run English medium schools is obvious at this stage.

English in India today, is a symbol of people’s aspiration for quality in education and a fuller participation in national and international affairs. It will continue to enjoy a high status so long as it remains the principal medium of education at the University stage and the language of administration at the Central Government and in many of the states. Even after the regional languages become media of higher education in the universities, a working

knowledge of English will be a valuable asset for all students and a reasonable proficiency in the language will be necessary for those who proceed to the University.

The situation is similar in Jammu and Kashmir. English is compulsory subject in the educational system of the state at all the levels, with even the major local languages like Kashmiri, Dogri and Ladakhi relegated to the background.

1.5 NATIONAL COMMISSION FRAMEWORK-2005: AN INTRODUCTION

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

NCF provides the framework for making syllabi, textbooks and teaching practices within the school education programme in India. The NCF 2005 document draws its policy basis from earlier government reports on education as learning without burden and National Policy of Education 1986-1992 and focus group discussion. After wide ranging deliberations 21 National Focus Group Position papers have been developed under the aegis of NCF-2005. The document and its offshoot textbooks have come under different forms of reviews in the press.

Its draft document came under the criticism from the Central Advisory Board of Education (CABE). The approach and recommendations of NCF-2005 are for the entire educational system. A number of its recommendations, for example, focus on rural schools. The syllabus and textbooks based on it are being used by all the CBSE schools, but NCF based material is also being used in many state schools.

NCF 2005 has been translated into 22 languages and has influenced the syllabi in 17 states. The NCERT gave a grant of Rs. 10 lakh to each state to promote NCF in the language of the state and to compare its current syllabus with the syllabus proposed, so that a plan for future reforms could be made. Several states have taken up these challenges. This exercise is being carried out with the involvement of State Councils for Educational Research and

Training (SCERT) and District Institutes of Education and Training (DIET).

A curriculum is never static, a curriculum has to be enabling document. A curriculum is a vision. Therefore, NCF-2005, having passed through various bodies including the CAGE, is an official document laying down the needs of the school system of India envisioning the Constitution of India upholding all its texts.

Curriculum debates of 1968, 1986 and 2000 provided a forum to interact with people and the documents were prepared after much interaction.

The 2005 document was drafted after an analysis of inputs and deliberation with a large number of organizations including NGOs and institutions of higher learning. The main purpose of this exercise was to reduce the curriculum load, remove the anomalies in new syllabi in the form of a thematically organized body of knowledge. The new syllabi marks a sharp departure from existing practices in ours and others. The five basic tenets of the National Curriculum Framework – 2005 are:-

- Connecting knowledge to life outside the school.
- Ensuring that learning shifts away from rote methods.
- Enriching the curriculum so that it goes beyond textbooks.
- Making examinations more flexible and integrating them with classroom life.
- Nurturing an over-riding identity formed by caring concerns within the democratic policy of the country.

1.6 NATIONAL CURRICULUM FRAMEWORK – 2005 WITH SPECIAL REFERENCE TO LANGUAGE EDUCATION (THE THREE LANGUAGE FORMULA)

Language education is one of the main areas of concern in the NCF- 2005, and also in the position paper of the National Focus Group on teaching languages. It recognizes the importance of the inbuilt linguistic potential of children, and emphasizes on the fact that languages get socio-culturally constructed and change in our day to day interactions.

According to NCF-2005, language(s) in education would ideally build on this resource and would strive to enrich it through the development of literacy (scripts would include the Braille) for the acquisition of academic knowledge. Children with language related impairments should be introduced to standard sign language.

NCF-2005 gives a fresh impetus to language education:-

- A renewed attempt should be made to implement the three language formula.
- Children's mother tongue, include tribal language be considered as the best medium of instructions.
- Proficiency in multiple languages including English should be encouraged in children.
- Reading should be emphasized throughout the primary class.

NCF-2005 considers that the three language formula is an attempt to address the challenges and opportunities of language situation in India. The primary aim of the three language formula is to promote multilingualism and national harmony.

Home Language, First Language, Regional Language: Mother Tongue: - Primary School Education must be covered through the home language. According to Article 350A, of our Constitution, It shall be the endeavor of every state and of every local authority within the state to provide adequate facilities at the primary stage of education of children belonging to linguistic minority groups. In the non-Hindi speaking states, children learn a language not spoken in their area. Sanskrit may also be studied as a modern Indian language in addition to these languages.

Care must be taken to honour and respect the child's home language/ mother tongue. At the primary stage, child's language must be accepted as they are, with no attempt to correct them. It is known that errors are a necessary part of process of learning and that children will correct themselves only when they are ready to. We have to spend time by providing children comprehensible, interesting and challenging inputs. It is thus imperative that we do every thing we can, to strengthen the sustained learning of Indian languages at school.

Second Language English:- The goals for second language curriculum are two fold attainment of a basic proficiency such as, is acquired in natural language learning and the development of languages into an instrument for abstract thought and knowledge acquisition through literacy improving linguistic skills in one language improves it in others, while

reading failure in one's language adversely affects languages need to be valorized to reduce the perceived hegemony of English.

Home Language and School/Standard Language:-

A child acquires his/her home language naturally through larger kinship groups, street and neighborhood and societal environment. Children are born with an innate language facility, and research has shown that Indian have a flair for language multilingual barriers, tsunami spoilers, spelling bees, they internalize an extremely complex system of language before they come to school. They come armed with 2/3 languages of which we do not make use, we don't exploit them.

Language provides a bank of memories and symbols inherited from fellow speakers created in their own lifetime. It is a medium through which knowledge is constructed. Language is identity. Let us first recognize this inbuilt language potential of our children as well as remember that languages get socio culturally constructed and changed our daily lives.

There is difference between dialect and language. Similarly, the language spoken at home is different from the one spoken in the school, which is usually a standard language, though there is much give and take between the two. For instance, standard Hindi has been derived from the Khari Boli. Sometimes, the converse is also true, Avadhi, Brij, Maithili, Bhojpuri were fully developed languages once, now they are dialects. Whenever the child enters the school in his/her locality, it is assumed that his/her first language, or mother tongue is the one spoken in the school, which may not always be true. Therefore the child is educated in the standard form of language. In such a situation the child is placed in a dilemma as to which language is to be used or which one is correct. At home, e.g. the student may use Brij, but in the school he/she learns standard Hindi, which is different. Other subjects taught through the medium of Hindi also use its standard form.

Multilingualism - A resource : A creative language teacher must use multilingualism as a typical feature of the Indian linguistic landscape, as a classroom strategy and a goal. This is also a way of ensuring that every child feels secure and accepted, and that no one is left

behind on account of his/her linguistic background. Language sublimates multilingualism, bilingualism where each language is assigned its own distinctive societal functions may be the wave of the future. The Constitution of India perceives multilingualism as a resource. We should talk about medium of education instead of medium of instruction. The need is to explore the role of language in education and the role of language in a child's life, since language is not content, but language gives life to content. Studies have shown that bilingual or multilingual people are capable of greater cognitive flexibility and creativity and perform better academically than monolinguals.

Polyglots may be polymaths as well. Perhaps it is the ability to switch codes that comes from knowing more than one language. Bilingualism, multilingualism confer definite cognitive advantages.

Check Your Progress-1

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of the lesson

1. English is an international language par excellence because _____ have chosen to communicate in English.
2. English is one of the _____ official languages of the UNO.
3. Because of the rapid spread of industrial development, science and technology international trade and commerce and the close interdependence of nations, English has become a world language is said by _____.

- | | |
|----|---|
| 4. | The associate official language of Indian Union and of the State of Jammu & Kashmir is _____. |
| 5. | The Government of Jammu and Kashmir appointed Kashmir University Committee in _____. |
| 6. | In Jammu and Kashmir at present English is taught as a _____ subject at the _____ level. |
| 7. | NCF stands for _____. |
| 8. | The Constitution of India perceives _____ as a resource. |

1.7 LET US SUM UP

National Curriculum Framework has played a very important role in the enrichment of language education. It has given importance to all Indian languages whether it is Hindi, Punjabi, Sanskrit, Urdu, OL-Chiki, English, i.e. mother tongue, regional language, national language, international language, one language or multi languages.

For NCF, the right to choose any language is fundamental for searching and earning the right to livelihood. More so in a globalized world, whose opportunities are to be availed of with the skills one possesses,, may be as language teacher, for instance, the culture of the English speaking may be dominant but English is no longer, a political instrument of the down trodden. Today proficiency in the language is a skill, liquid assets and financial gains for educators in India and abroad.

1.8 LESSON END EXERCISE

Explain National Curriculum Framework – 2005 with special reference to Language Education (The Three Language Formula).

1. Discuss the need and importance of Teaching of English Language in India.
2. Discuss the need and Importance of Teaching of English Language in J&K.

1.9 SUGGESTED FURTHER READINGS

1. Sharma, R.A : Teaching of English
2. Bindra, R. : Teaching of English. Radha Krishan Anand & Co. 2005
3. Gokak, V.K. : English in India. Its present and Future (Asia Publishing House, Bombay 1937)
4. National Curriculum Framework-2005 (NCERT)
5. Methodology of Teaching Language – Vinod Publications.

1.10 ANSWERS TO CHECK YOUR PROGRESS

1. One half of the mankind
2. Six
3. F.G. French
4. English
5. 1978
6. Compulsory, undergraduate
7. National Curriculum Framework
8. Multilingualism

**GENERAL AND SPECIFIC OBJECTIVES OF TEACHING ENGLISH
LANGUAGE**

STRUCTURE

- 2.1 Introduction
- 2.2 Objectives
- 2.3 General Objectives of Teaching English Language
- 2.4 Specific Objectives of Teaching English Language
- 2.5 Abilities Developed through the Four Fold Objectives
- 2.6 Instructional Objectives in Teaching English
- 2.7 Let Us Sum Up
- 2.8 Lesson End Exercise
- 2.9 Suggested Further Readings
- 2.10 Answers to Check Your Progress

2.1INTRODUCTION

During the British period, English occupied a very important position in the list of school subjects. In those days almost all subjects were taught through English medium, so there were

more chances for hearing English than our own mother tongue in the atmosphere of the school. The teachers and the parents were inspired by the one aim, the utilitarian aim of teaching English. The position today is much different, we no longer have the predominantly English atmosphere in our schools. English does not occupy that privileged position in the school curriculum as it did earlier, it is either being taught as a second language or a third language. But in the institutions of higher learning it still occupies a very important position. Against this background it is necessary that a teacher of English must be aware of the aims and objectives of teaching English to make it more effective and systematic.

Aims are of unique importance in every walk of life, they make the teaching learning process lively. The real aim of learning a foreign language is not only to pass the examination, but have mastery over the language skills. An aim refers to some general or long term goal. It implies a purposeful activity which is carried out to achieve some end or purpose. Aims are the destinations or goals we have to lead the students to.

An objective on the other hand indicates an immediate and specific goal which leads ultimately to the achievement of the aim. An objective is short term whereas an aim is long term.

2.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe general objectives of teaching English language,
- describe specific objectives of teaching English language,
- explain the abilities developed through the four fold objectives, and
- explain the instructional objectives in teaching English.

2.3 GENERAL OBJECTIVES OF TEACHING ENGLISH LANGUAGE

Skills and Aspects of English Language : In every language there are four skills that have to be mastered and learnt.

- | | |
|-------------------------|--|
| 1. Semantic | Related to understanding |
| 2. Phonetic | Deals with sound, spelling, pronunciation. |
| 3. Graphic | Related to writing. |
| 4. Phonetic cum Graphic | Related to reading. |

The Four Aspects can be rolled into Four Languages Skills

Listening Speaking Reading Writing

General Objectives: Reception and Expression

The four general objectives of teaching English language at the school stage are :

- i. To enable the pupils to understand English when spoken.
- ii. To enable them to speak English.
- iii. To enable them to read English.
- iv. To enable them to write English.

Command Over Language

Receptive process

Expressive process

Listening and understanding
understanding

To speak the ideas and thoughts Reading and
To clothe the ideas in new symbols

Passive command

Active command

Compared with the Active Command of a Language, the Passive Command

Is far simpler to acquire. Saves time and energy.

Is within the capacity of even the weakest pupils.

Allows for a greater range of vocabulary and language forms. Has a higher 'surrender' value
i.e. its practice value at any stage.

2.4 SPECIFIC OBJECTIVES OF TEACHING ENGLISH LANGUAGE

Listening and Understanding

To achieve this aim, the teacher must provide maximum opportunities to his pupils to listen to the spoken forms of English language. For this purpose, he may use different audio-aids such as tape-recorder, linguaphone, radio, etc. The aim should be that children learn to respond to English sounds produced in quick succession. Practice in listening is the first and foremost principle in language learning. So due stress must be laid on it while teaching English.

Skill in Listening :

To be able :

1. To listen to the first utterances.
2. To listen attentively and purposefully.

3. To listen with understanding.
4. To listen for creating impressions.
5. To listen for imitation.
6. To listen for corresponding reactions.

Speaking

Listening is naturally followed by speaking. Once the child has started understanding the language symbols he should be given opportunities to use those verbal symbols in speech. Speaking ability of the student depends considerably upon his listening ability. The learners who gets a lot of listening practices becomes good in the spoken aspect of the language. The teachers can achieve this aim in a number of ways :

- i) The child should be given as many opportunities as possible to listen and to speak English.
- ii) The teacher should become a good model of speech for the student. A good model will produce a good speaker, and bad model a bad speaker.
- iii) In order to be a good model the teacher should himself learn and practise English sounds

Skill in Speaking :

To be able :

1. To accentuate correctly.
2. To pronounce correctly.
3. To have proper intonation.

4. To make an effective choice of appropriate words, phrases, sentences.
5. To convey feelings through facial expression & other gestures corresponding to the topic of the speech.
6. To have a natural link of oral expression.
7. To maintain a depth of expression.
8. To maintain adequate fluency, speed and continuity.

Reading and Understanding

Besides responding to spoken symbols, the learners must also learn to respond to written symbols. Reading is also a good means of receiving language. Reception through reading for acquiring knowledge should come much later than loud reading for expression has been acquired. Loud reading is an important mode of Expression. While teaching loud-reading the teacher should see to it that :

- i The pupils pronounce words correctly. ii The pupils lay proper stress on words. iii The pupils bring in proper intonation. iv The pupils read at reasonable speed.
- v They do not commit reading faults of hands and eye movements.
- vi Pupils should be helped in understanding new words and sentence patterns. vii The pupils should increase their recognition vocabulary.

Skill in Reading

To be able :

1. To accentuate correctly.
2. To pronounce correctly.

3. To have proper intonation.
4. To have adequate speed, fluency and continuity.
5. To acquire an ability for eye span.
6. To acquire an ability for reading for a purpose.
7. To acquire an ability to read silently & independent with understanding.

Writing

The expression of ideas and facts in a foreign language is an important aim. Anything that the learner 'has in mind' should be first clothed in new symbols before it is 'expressed'. This involves two-fold process :

- i to think the ideas or thoughts
- ii. to clothe them in new symbols

While teaching English for practical purposes pupils must be given the ability to write simple and correct English. This, ability calls for handwriting, spelling, structures, words of active use, punctuation etc. In order to achieve this aim, the teacher should begin teaching the pupil to make the shapes of English letters. The teacher should teach them the other aspects of writing through chained-composition and then free composition. The use of visual aids will prove valuable in achieving this aim.

Skill in Writing :

To be able

- To translate sounds into symbols quickly & correctly.

- To acquire an adequate speed.
- To acquire legibility.
- To acquire uniformity in speed as well as in shaping letters and lines.
- To add neatness and beauty to the letters and writing.
- To acquire a habit of systematic arrangement of letters, words & paragraphs with proper spacing.
- To arrange the paragraphs according to ideas.

2.5 ABILITIES DEVELOPED THROUGH THE FOUR FOLD OBJECTIVES

Objective I. Ability to understand spoken English

- a. Ability to understand English sounds without error.
- b. Ability to draw meaning from what is heard.
- c. Ability to respond in action as reaction to hearing.

Objective II. Ability to speak English language

- a. Ability to pronounce with right intonation and stress.
- b. Ability to respond in speech as reaction to hearing.
- c. Ability to speak at a normal speed.

Objective III. Ability to write English language

- a. Ability to form letters.
- b. Ability to spell words
- c. Ability to select right words.
- d. Ability to construct sentences, and
- e. To write a passage or a page in correct and clear language.

Objective IV. Ability to read English language

- a. Ability to read simple prose, poetry, story, articles with comprehension.
- b. Ability to read simple sentences with understanding.
- c. Ability to read aloud without losing the chain of thought.

Abilities to be Developed

1. Comprehension
2. Expression
3. Appreciation
4. Application

Comprehension

- a. To give heading or central idea.
- b. To associate ideas for comparison purposes.
- c. To be able to find out relationship among different ideas.
- d. To be able to find out meaning of words and sentences.
- e. To be able to pick up relevant comparison.
- f. To be able to summarise.
- g. To be able to appreciate the significance of the use of figures of speech.
- h. To be able to know the feeling or motives which inspired the poet or author.
- i. To be able to identify with the idea or feelings of the author.
- j. To be able to interpret the ideas in relations to the context.

Expression

To be able:

- a. To imitate the speech habits of teacher or parents.
- b. To reproduce the sound.
- c. To have semi-independent expression.

- e. To use correct words (spoken and written)
- f. To use correct structure (spoken and written)
- g. To answer questions.
- h. To pronounce correctly.
- i. To explain the idea.
- j. To use the language effectively (right word at right place)

Appreciation

(including interest and attitude)

- a. To recite and read effectively with rhythm.
- b. To recite and read with emotional touch.
- c. To appreciate the significance of the figures of speech.
- d. To discover and appreciate the content or ideas.

Application

To be able to :

- a. understand spoken English

- b. speak fluently so as to communicate with ease in English
- c. to read and understand with the help of a dictionary, a straight forward piece of full English on a non-specialised subject.
- d. to write simple letters or express opinion on a simple topic in correct English.
- e. to translate into mother tongue a piece written in foreign language.
- f. to translate simple, carefully chosen material from the mother tongue into the foreign language.

2.6 INSTRUCTIONAL OBJECTIVES IN TEACHING ENGLISH

The Need for Instructional Objective

Robert Mager defines Instructional Objective as an intent communicated by the statement which describes a wanted change in the learner. It aims at the change to be instilled in the repertoire of the learner after completion of the learning experience. It tends to give a description of the type of behavior which the learners should be able to demonstrate after completing the learning experience.

The instructional objectives help the teachers and administrators to determine the level of objectives student will be able to achieve in terms of the three taxonomic classification i.e, Cognitive, Affective and Psychomotor. Instructional objectives may help in identifying students who lack the prerequisite to master the prescribed objectives successfully and since instructional objectives include a performance standard, it represents a minimal level of performance to be sought by all, or most students. Performance standards also help teachers to determine the adequacy of their instructional program and therefore these are directly or indirectly related to accountability.

Educational objectives are important at the level of curricular designing. The administrator responsible for designing and coordinating curricula in conjunction with the instructional staff relies on instructional objectives to ensure that content and subject matter are

covered adequately and that there are minimal overlaps between courses, especially within related areas. The use of instructional objectives also promote consistency and a thread of continuity among related courses. Continuity is especially important in a series of courses where there is an introductory section followed by an intermediate or advanced section.

In supervision, the instructional objectives help the administrator in determining whether the goals of the course are being pursued adequately by the teacher. These also give the supervisor an insight into the philosophy of the teacher. The supervisor can also know about the goals of the course.

Instructional Objectives in Teaching English

For the guidance of English teacher, a list of instructional objectives with the expected specific behavioural development is outlined by NCERT.

First Objective: the student acquire knowledge of –

- Element of language
- Forms of writing
- Textual content

Specification: The students recognize, recall, compare, discriminate, identify and substitute in respect of (a), (b) and (c) (Grammar, noun, verb, adjectives, sentence pattern, vocabulary, spelling, punctuation, précis and letter writing.

Second Objective: The students understand simple English when spoken. (Sound of words, differentiate the sounds, contrast of English and mother tongue, meaning, purpose of sound, stress, intonation or idiom)

Third Objective: The students speak simple and correct English. (Produce the sound correctly, proper stress and intonation. Use proper vocabulary and structures, speak English with reasonable speed, use appropriate pauses. Put ideas in a proper sequence.

Fourth Objective: The students read simple English with comprehension.

- The students locate key words and phrases in the passage.
- Key sentence in a passage.
- Give suitable title.
- Draw inferences and interpret ideas.
- Establish ideas, relationship.
- Locate sequence of events, ideas and facts.

Fifth Objective: The students write simple and correct English.

- The students write legibly and distinctly.
- Use correct structures.
- Use appropriate words, phrases and idioms.
- Use a variety of sentence pattern.
- Spell the words correctly.
- Punctuate.
- Present ideas coherently and logically.
- Report ideas with proper introduction and with repetition.

Sixth Objective: The students appreciate simple poems,

- Read poem with proper pronunciation, rhythm and intonation.
- Grasp the theme of the poem.
- Make images in the mind with the picture word.
- Memorize poems.

Seventh Objective: The students translate from mother tongue into English and vice versa.

(Vocabulary, substitute the words, add words to make ideas clear, omit unnecessary words, split large structures into short and simple one, join sentences to improve expression, maintain the spirit of the passage.)

Eighth Objective: The students develop interest in English.

- Read additional books.
- Read newspapers.
- Listen radio broadcast in English.
- Join reading clubs.
- Read magazines.
- Contribute to magazines.
- Participates in debates and dramas.

- Recite poems.

All these objectives are based on the report of All India Workshop held in Mysore 1965. English teachers can modify the class activity as per their requirements and objectives.

Check Your Progress-1

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of the lesson

1. For the guidance of English teacher, a list of instructional objectives with the expected specific behavioural development is outlined by
2. “Instructional Objective is an intent communicated by the statement which describes a wanted change in the learner.” is given by
3. The help the teachers and administrators to determine the level of objectives student will be able to achieve.
4. In order to be a good model the teacher should himselfandEnglish sounds
5. Compared with the active command of a language, the passive command is far..... to acquire.
6. Listening is naturally followed by
7. An objective is..... term whereas an aim isterm goal.

2.7 LET US SUM UP

In the present day the school curriculum in India, the senior stage is the final stage in school and hence a certain degree of completeness is required in giving meaning to sound and written symbols and understanding spoken English. A more important aim of teaching foreign language is the development of imaginative “insight” into the way of life of the people who speak it. This widens the pupils experience and contributes to his general education. There is also one higher aim of developing a sense of social tolerance and responsibility as citizens of the world.

The objectives of English may be written by using the above mentioned procedure. In doing so, the previous knowledge of the learners, the objectives of teaching the language should be determined first. Then the objectives can be written in behavioural terms. Evaluation should also be done to ascertain whether the objectives have actually been realized or not.

2.8 LESSON END EXERCISE

1. Write general objectives of teaching English in detail.
2. ‘Instructional objectives and learning outcomes move hand in hand’. Elucidate, giving examples.

2.9 SUGGESTED FURTHER READINGS

- | | |
|--|-------------------|
| • Teaching of English | P.W. Gupta |
| • Approaches /Methods in English language. | Sandeep Choudhary |
| • Teaching of English | V.K. Nanda |
| • Teaching of English | Dr. R. Bindra |
| • Teaching of English | Abha Rani Bisht |

- Teaching of English K.K.Bhatia
- Teaching of English Kanika Bose
- Report of the Commonwealth Conference on the teaching of English as a second language held at , 1961 Journal

2.10 ANSWERS TO CHECK YOUR PROGRESS

1. NCERT
2. Robert Mager
3. Instructional Objectives
4. learn, practice
5. simpler
6. speaking
7. short, long

USE AND INTERFERENCE OF MOTHER TONGUE IN TEACHING ENGLISH

STRUCTURE

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Use of Mother -Tongue in Teaching of English
- 3.4 Interference of Mother -Tongue in teaching of English for Syntax, Pronunciation, Spellings.
- 3.5 When to use the Mother-Tongue
- 3.6 Let Us Sum Up
- 3.7 Lesson End Exercise
- 3.8 Suggested Further Readings
- 3.9 Answers to Check Your Progress

3.1 INTRODUCTION

The place of mother- tongue in teaching of English is a controversial issue. The protagonists of the direct method are opposed to its use while those of the translation method advocate it vehemently. As the things stand today, mother tongue is frequently used in the teaching of English and translation

occupies an important place in the programme of studies of English in the secondary school. A good number of marks are allotted to translation and re- translation. Even at the post-graduate level, there are a few questions on translation in the M.A. examinations of languages like Hindi, Punjabi, Urdu and English in several universities. Translation has importance of its own but the excessive use of mother-tongue in the teaching of English right from the early stages is definitely an impediment in the attainment of proper standards in English at the school stages.

3.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe the use of mother -tongue in teaching of English,
- explain how mother -tongue interferes with the study of English, and
- discuss about when to use the Mother- tongue

3.3 USE OF MOTHER - TONGUE IN TEACHING OF ENGLISH

The use of mother-tongue cannot be forbidden and it can be useful in many ways. We cannot deny the fact that the Indian students think first in the mother-tongue and then express themselves in English. If the use of mother- tongue is made carefully it can be useful in the teaching of English in many ways.

- **Formation of Habits of Clear Thinking:** The students already possess the habits of clear thinking in the mother-tongue. Some habits can be cultivated in English. In case of teaching of languages,

there is much in common in all. For example, in activities like making of speeches, declamations, presentations at suitable places and debates etc. can first be organized in the mother-tongue over which the students have sufficient command. Then similar activities can be organized in English. Thus, there will be a sort of transfer of training in case of students and there standards in English will naturally improve.

- **Comparison and Contrast with the Mother-Tongue:** There is no harm in teaching various aspects of English language by comparison and contrast with the mother-tongue. Even in case of English sounds a contrast between various sounds can be of great help. The students may not be able to utter the sound 'O' as they are accustomed to pronounce it in Hindi. But the teacher can explain the subtle differences between the two sounds and can train the vocal organs of the students accordingly. In case of teaching of grammar, a comparison and contrast with the rules in the mother-tongue can be of great help. In this way, the students are able to master that aspect of the study of a language in both cases.
- **Proper use of Translation:** The use of translation cannot be dispensed with in the teaching of English. There are a number of the words in a foreign language that cannot be explained in simple language. In such situations, translation in mother-tongue can be of great help. While explaining the texts, maximum use of simple English should be made but where the students are not able to follow, there is no harm in explaining things in the mother-tongue. Even if we explain things in simple English, students ultimately associate the meaning of those words with their counterparts in the mother-tongue. It is, therefore, suggested that where necessary use of mother-tongue should be made.
- **Use of Idioms and Phrases:** The idioms and phrases in any language cannot be similar and translation of the one into the other cannot give their real meaning. In such cases, the equivalent idioms and phrases in the mother-tongue should be practised. It will enhance the power of expression of the students, in both the mother-tongue and English.
- **Teaching of Vocabulary:** In the teaching of vocabulary, content words can be safely translated into mother-tongue while the structural words may be learnt through actual use. Necessary practice of translation and other exercises can prove to be useful in learning English properly. It may, however be added that the excessive use of mother tongue as is being done in Indian schools at the present moment is not at all desirable and there is

need of re-orientation in the methods of teaching English all over the country. Mother-tongue should occupy a due place in the teaching of English. It should not interfere with the teaching of English and should rather be used in such a way that it facilitates the teaching of pupils.

- By using mother-tongue the teacher is at once able to test the comprehension of the students. Sometimes the students are not able to follow the teacher. In that case its use works wonders.
- Explanation in the mother-tongue saves time. It is clear and full. Contextualized oral presentation is tedious and time consuming. Time saved can be used for the practicing of new items.
- In mother-tongue, the students write different type of compositions. Those very ideas and contents can be used for writing essays and stories in English.
- It can be successfully used for giving instructions to beginners, explaining meaning of words, teaching grammar, making contrast in phonology between English and mother-tongue.
- By using mother-tongue the teacher can teach difficult items of English through comparison and contrast. It facilitates the teaching work because through comparison the things are better learnt and retained in the mind for longer time.
- While teaching a poem of English, it is very useful if the teacher is able to compare the English poem with some poem of mother-tongue.
- It is the matter of sheer necessity to use the mother-tongue as it provides a means to convey the exact meanings. Consider adjectives such as beautiful, charming and honest. It is often seen that while explaining meanings through contextualized oral presentation the meanings do not become fully clear to the pupils, many of whom get the wrong meanings.
- When mother-tongue is used as an aid, it does not hinder the process of learning English. As an aid it accelerates the process. It is in the hands of teacher how well he/she makes use of mother-tongue. In this case the students will be required to speak in English. Mother-tongue will be simply helping the pupils here and there in solving the difficulties. Professor Gokak says, “We cannot keep the mother-tongue out of the reach of the child even if we try and keep it out of the classroom. It is there, waiting for him and waiting

within him, at home, in the market and on the playground. If it can be used rightly for the teaching English, so much the better”.

3.4 INTERFERENCE OF MOTHER - TONGUE IN TEACHING OF ENGLISH FOR SYNTAX, PRONUNCIATION, SPELLINGS

Mother-tongue interferes with the study of English in many ways because of its different nature. The following points of difference are particularly noteworthy.

- Differences of Speech Sound: The sounds of Indian languages are considerably different from those of English. For example, in English we have as many as 20 vowel sounds while in Hindi there are only ten. It becomes difficult for the students to acquire the new speech sounds particularly when they think and speak in the mother-tongue. The peculiarities of English pronunciation are not followed by them. The students always pronounce English sounds like as in ‘think’ with the Hindi and as in ‘this’ with the Hindi. Thus, mother-tongue interferes with the English speech, use of mother-tongue is not desirable, it leads to poor pronunciation and formation of wrong speech habits.
- Differences of Syntax: The syntax of English is considerably different from that of Hindi or any other Indian language. In English the verb comes after the subject and before the object. In Hindi, subject is followed by the object and the verb comes in the end. The gender of the subject affects the verb in Hindi while it does not affect the verb in English. We cannot translate the English sentences exactly into Hindi if we were to make a word to word translation. Let us consider the following examples:
He died of Cholera.

He did not carry out my orders. The mother brings up the child.

In these sentences, a word to word translation will not convey the desired meaning. If one were to depend upon the translation method, English would not be learnt correctly.

- Differences of Spellings: Unlike Hindi, English is not a phonetic language.

The spellings as given in the books are poor guide to the pronunciation of English. For example, 'k' is not pronounced in words like know, knife, knowledge and 'b' remains silent in doubt, debt, etc. if we were to follow the principles of pronunciation of the mother-tongue here, we won't be able to reproduce such words properly.

Thus, we find that the use of mother-tongue interferes with the teaching of English in many ways. It is, however possible to learn English along with the knowledge of mother-tongue and it can be useful in its own way at many places. This must be admitted that an excessive use of mother-tongue is not desirable in the teaching of English. Instead of getting an adequate knowledge of English, the students make a habit of looking for the mother-tongue equivalents of the words and they do not learn English structure. At the time of teaching of English speech and sounds, structures of sentences and writing, etc., mother-tongue should not be used. It can lead to poor achievement and formation of wrong habit. Maximum oral work should be done in English and adequate opportunities should be provided in mastering word-patterns in English without the use of mother-tongue.

3.5 WHEN TO USE THE MOTHER - TONGUE

Lets understand the fact that the use of mother-tongue does not mean resorting to the translation method. The mother-tongue is to be used by the teacher alone and at the presentation stage only. Further, unlike the translation method whole sentences have not to be translated into the mother-tongue. Mother-tongue may be used in the following situations:

- To give instructions to beginners: The teacher will have to use the mother-tongue to instruct the beginners in English. At the later stage the teacher will switch over to English.
- To explain meanings of words and phrases: Mother-tongue will have to be used to tell meaning of those words which cannot be easily or conveniently explained through verbal contextualization.
- To test comprehension: A quick method to test pupils understanding of words etc.
- To teach grammar: If the pupil knows the grammar of his mother-tongue, it will be easier

for him to learn the grammatical rules of English by comparison and contrast.

- To give instructions for exercise: Instructions for exercise in first one or two years of teaching English should be given in the mother-tongue of the pupils.
- To clear the contrast in the phonology: Mother-tongue may be used to make clear the contrast in phonology between mother-tongue and English
e.g. make clear the differences between sounds in English and Hindi.

Check Your Progress-1

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of the lesson

1. In English the verb comesthe subject andthe object
2. If one were to depend upon the....., English would not be learnt correctly.
3. Unlike Hindi, English is not alanguage
4. At the time of teaching of Englishand....., structures of sentences and writing, etc.,should not be used.
5. The mother-tongue is to be used by the teacher alone and at theonly.
6. If the pupil knows the grammar of his mother-tongue, it will be easier for him to learn theof English byand.....
7. The use of mother-tongue in English classroom is not aand the teacher using the mother-tongue should not have a kind of
8. Instructions for exercise in first one or two years of teaching English should be given in theof the pupils.

3.6 LET US SUM UP

From the foregoing discussion it is clear that the use of mother-tongue in English classroom is not a taboo and the teacher using the mother-tongue should not have a kind of guilt complex. In the teaching of English, the complete exclusion of mother-tongue is neither practical nor desirable. Therefore, the use of mother-tongue is quite inevitable.

Thus we should not allow ourselves to be bound by any hard and fast rules on the matter. W.H. Ryburn, believes that “the mother-tongue, can be of the greatest assistance, directly or indirectly.” When we find that the judicious use of the mother- tongue is going to help our pupils then we must get rid of the idea that the mother- tongue is the taboo in the English room and let us be prepared to use any means that will make the task of acquiring a second language in a more pleasant and easy way.

3.7 LESSON END EXERCISE

1. In what ways does use of mother tongue interferes with the teaching of English ?
2. Discuss the importance of mother tongue.

3.8 SUGGESTED FURTHER READINGS

- | | |
|--|-----------------------|
| 1. The English Teacher Hand Book. | T.C. Baruah |
| 2. Teaching of English | Dr. R. Bindra |
| 3. Teaching of English | S.C. Chadha |
| 4. Teaching of English | PW Gupta, Anil Gandhi |
| 5. Approaches /Methods in English language | Sandeep Chaudhary |

3.9 ANSWERS TO CHECK YOUR PROGRESS

1. after, before
2. translation method
3. phonetic
4. speech, sounds, mother-tongue
5. presentation stage
6. grammatical rules, comparison, contrast
7. taboo, guilt complex
8. mother-tongue

A REVIEW OF ENGLISH TEXT BOOKS

STRUCTURE

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Strengthening the Skills of Reading
- 4.4 Characteristics of an Effective Oral Skills Lesson
- 4.5 Strengthening the Skills of Writing
- 4.6 Criteria for the Review of English Text Books Prescribed in the Indian Schools to Strengthen the Skills of Reading, Speaking and Writing among Students (Reflective Journal)
- 4.7 Let Us Sum Up
- 4.8 Lesson End Exercise
- 4.9 Suggested Further Readings
- 4.10 Answers to Check Your Progress

4.1 INTRODUCTION

Reading is one of the fundamental skills in language learning. It is a receptive skill. It is a means of fixing firmly the language items which have already been learnt by the child as a part of listening and speaking. In teaching children to read, we have three main objectives to

view. First, we wish to give them full control over the words and patterns which they first come across during the process of speaking. Secondly, we wish to put them in possession of the power of gaining pleasure and profit from the printed page. Thirdly, we aim at giving our pupils a technique both accurate enough to turn the cold print into correct sound and to render its logical content, expressive enough to make audible the beauty of words and their emotional significance. In a good English scheme, these aims must be kept in mind.

Language is primarily observed as speech. Speech is the fundamental aspect of language learning. Speech follows listening and precedes reading. In learning the mother tongue a child tries to speak what he listens, he has ample practice in listening and speaking that subsequently helps him to read. He unintentionally learns many sounds and structures. It is difficult to proceed the skill of learning reading without mastering a language orally. It is an active skill. We learn and teach a language with the main purpose of being able to communicate with other speakers of that language. Speech makes direct interaction with others possible. In our spoken communication we use transactional language or interactional language.

Writing comes last in order of perfecting the language skills. It is the culmination of language learning. Writing skill reinforces oral and reading work. Writing helps the organization of thoughts, without writing it is very difficult to keep in mind the various aspects of a subject. Writing has been closely associated with thinking. Language learner should be progressively, and in small steps taught the art of communicating in written form. Learners should be encouraged to express their ideas, experiences, thoughts and feelings through writing. Teaching of writing involves a number of complicated linguistic operations to form correct sentences, it is also therefore essential that various aspects of language should be imbibed in the learners simultaneously.

4.2 OBJECTIVES

After going through this lesson, you shall be able to:

- explain the ways of strengthening skills of reading,
- explain the characteristics of an effective oral skills lesson,

- explain the ways of strengthening skills of writing, and
- review english text books prescribed in the Indian schools to strengthen the skills of reading, speaking and writing among students.

4.3 STRENGTHENING THE SKILLS OF READING

Reading is a complex skill to master under the supervision of the teacher. Knowledge of various factors, which influence reading, is very useful for teaching reading effectively in the classroom. At the early stage, it is important to develop the child's reading ability to enable him:

- to pronounce words correctly.
- to recognize words and understand their meanings in phrases, sentences and paragraphs.
- to acquire the habit of rhythmic and uniform eye-sweeps across the printed page which means proper eye-jumps, right pauses, no backward movements etc.
- to read rapidly and fluently and get at the thought with accuracy and normal speed.
- above all, to develop the habit of reading with a purpose.

At the early stages, therefore, the reading material is used as an opportunity to teach pronunciation and to practice new structures. The reading lessons may as well be used to help children acquire the habit of rapid, rhythmic and uniform eye-sweeps while at the same time unlocking the meaning in the reading text. Reading is not just limited to the four walls of the classroom and there are numerous situations where one has to use this skill.

- At the early stage of language teaching, teachers are generally and rightly so concerned with developing reading skills as a mechanical activity. But as soon as they know that their students have these basic skills, they should move on as quickly as possible to develop in students the cognitive skills associated with different types of reading activities.
- Knowledge of various factors, which influence reading, is very useful for teaching reading effectively in the classroom.
- First of all the students should possess language ability. That means they should have

considerable knowledge of active and passive words. They should be in a position to use sentence patterns and structures. Without the possession of minimum language ability, one cannot read properly.

- The students should learn to read the letters in a sequence and avoid as many regressions as possible. If a student is reading word-by-word and taking too many pauses, it needs to be corrected and training should be given to use the correct eye-span.
- Environmental factors effect reading a lot. The conditions at home, the encouragement of parents, teachers and peer group all effect reading. Language is a formation of a set of habits and habits are formed well at home and school.
- The selection of reading material has to be done according to the standard and mental age of the students. The texts that are not interesting and above the age of the students, naturally intimidate them and create fear in their minds.

4.4 CHARACTERISTICS OF AN EFFECTIVE ORAL SKILLS LESSON

Language should be taught according to the needs of the learner. To make the students speak intelligibly is an important function. In the context of present day developments, research and importance of communicative language teaching, task- centered teaching has gained much importance. For developing fluency of speech, the students can be given tasks to perform verbal interaction. Good tasks even provide reading practice to the students and give scope for immediate feedback.

In the context of importance of developing oral skills, organizing an effective oral skills lesson becomes very interesting and necessary. The features of a good oral skills lesson are as follows:

- The task selected for the purpose of the lesson should be explanatory, directive, simple and interesting.
- It should be planned according to the mental age and standard of the students.
- Tasks cannot be prepared easily. To prepare worksheets and tasks, the teacher may take the help of various study skills. The task should be prepared without any complexity in typing, duplicating and recording.

- Good preparation on the part of the teacher and carefully prepared task will result in imparting appropriate speaking skills.
- Speaking is a skill of expression and cognitive in nature. The task given in the oral skill classes should motivate the students intellectually and result in a tangible output.
- The tasks given in the classroom should help the learner to do some creative works after the practice.
- The task ascertained and given to the students should provide optimum language practice to the learners.
- The task chosen for the language practice should be interactive and open-ended. The brainstorming session facilitates the students involved in imaginative and intellectual activities to be more productive and interactive.
- The task chosen should be interesting and involving. At the same time, interest should be created in the students by constant encouragement and motivation.
- To organize the oral skill class properly, the teacher should divide the class into manageable groups. At times, these groups may be permanent too so that students need not frequently get to mingle with new members.
- The teacher should present the oral lesson properly so that the process and ending of the oral lesson is perfect.
- Another main activity, which remains at the end, is to gather the feedback from the learners and see whether they have appreciated and admired the language learning. This assessment will help in further improving the planning of the oral task.

4.5 STRENGTHENING THE SKILLS OF WRITING

Bell says “Writing is a difficult art, it requires complete control of the muscles of the hand and this control a small child does not naturally possess.”

So there is a need to teach writing. It involves the following aspects :

1. Teaching to develop the skill of controlling the small muscles of the fingers and wrist while

writing.

2. Teaching coordination of hand and eye.
3. Getting students to do various exercises in written work.

Writing is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. It is a productive skill which involves manipulating, structuring and communicating. Teaching writing skill is considered a difficult task by many teachers as it involves use of grammar and mechanics. It is essential for a teacher to teach writing with utmost care and patience. Writing aims at clear and efficient communication. To achieve this, one requires mastery in the sub-skills of writing. These sub-skills include the following:

- Mechanics- Handwriting, spelling, punctuation.
- Word choice- Vocabulary, idiom, tone.
- Organization- Paragraphs, topic and support cohesion and unity.
- Syntax- Sentence structure, sentence boundaries, stylistic choices.
- Grammar- Rules for verb agreement, articles, pronouns, etc.
- Content- Relevance, clarity, originality, logic, etc.
- The writing process- Getting ideas, getting started, writing drafts, revising.
- Purpose- The reason for writing, justification.

Development of the skill of writing should therefore, proceed progressively through all the above stages ultimately leading to the art of self-expression.

Thus we can say that a person who can express himself in written form can

- Manipulate the script of a language.
- Express information explicitly.
- Express information implicitly through inferences and figurative language.
- Express the communicative value of sentences and utterances.

4.6 CRITERIA FOR THE REVIEW OF ENGLISH TEXT BOOKS PRESCRIBED IN THE INDIAN SCHOOLS TO STRENGTHEN THE SKILLS OF READING, SPEAKING AND WRITING AMONG STUDENTS (REFLECTIVE JOURNAL)

Important Points to be reviewed by the students from the English Text Book of Classes 6th to 9th —

1) For Reading Skill

- Subject matter should be according to the mental / age level of the students.
- Subject matter should be systematically organized.
- Starting chapters should be easy and simple and chapters given at the end should be of complex type.
- There should be variety of chapters (essays, poems , stories, biographies etc)
- Chapters given in the book should be inter related.
- Vocabulary should be properly selected and graded.
- New words and structures should be repeated.

- There should be index of words and structures at the end of the lesson.
- At the end of the text book, there should be glossary of difficult words and structures.
- The style of writing should be based on the principle of simple to complex.
- The subject matter should be appealing to the students.
- There should be no misprint. Pupil will never get a chance to know the correct spelling, letter of misspelt words.

2) For Writing Skill

- Vocabulary tests should be given for testing students knowledge of vocabulary.
- Structure tests should be given for testing students knowledge of structures, sentence patterns, word order etc.
- Comprehension Questions should be given at the end of each chapter to test the understanding level of students.
- There should be both practice and test exercises.
- Hints should be given at the beginning of the exercises.
- Like lessons, exercises should also be graded. First exercises will be for testing words and structures, then they would aim at testing comprehension and interpretation.
- Exercises enhancing writing skill and creativity of the students should also be given like compositions, paragraph writing, summaries, central idea, letter writing etc.
- Exercises related to language items should be used in the text book.

3) For Speaking Skill

- Simple and easy words to pronounce should be used at lower stage.
- Words and structures should be introduced later which are generally used in speaking and writing.
- Activities to develop speaking skills should be given in the textbook like topics for group discussion, dialogue delivery, role plays, topics for presentation, poem recitation, paragraph reading etc.
- Exercises of picture description (students have to explain the scene/ picture in their own words)
- Exercises for pronunciation drill for the new and difficult words should be given.

Check Your Progress-1

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of the lesson

1. Speech followsand precedes.....
2. Language is a formation of a.....
3. Words and structures should be introduced later which are generally used inand.....
4. “Writing is a difficult art, it requires complete control of the muscles of the hand and this control a small child does not naturally possess.” said by
5. Speaking is a skill ofandin nature.
6. The task ascertained and given to the students should provideto the learners.

- | | |
|----|---|
| 7. | Vocabulary should be properlyand |
| 8. | The selection of reading material has to be done according to theof the students. |
| 9. | The ultimate aim of teaching any language is to make a personwell. |

4.7 LET US SUM UP

Thus we can conclude that Speech is the fundamental mode of communication in the human society. All creatures emit audible, decipherable sounds but human speech is more clear and complex. Speaking is a very important part of language learning. In first language learning, speaking comes naturally by imitation. In second language learning, the LSRW skills are taught one by one. The principles of languages learning emphasize that reading and writing should be preceded by listening and speaking drills. Aural-oral skills correct the pronunciation and use of vocabulary by the students in the context. The ultimate aim of teaching any language is to make a person speak and write well.

4.8 LESSON END EXERCISE

1. Write in brief the sub-skills of writing.
2. What is Reading? How reading can be strengthened ? Explain.

4.9 SUGGESTED FURTHER

- | | |
|-----------------------------------|-----------------------|
| 1. The English Teacher Hand Book. | T.C. Baruah |
| 2. Teaching of English | Dr. R. Bindra |
| 3. Teaching of English | S.C. Chadha |
| 4. Teaching of English | PW Gupta, Anil Gandhi |

5. Approaches /Methods in English language Sandeep Chaudhary, IP Sharma

6. Teaching of English

Dr. K.K. Sawhney

7. Teaching of English

Dr. K.K. Sharma

4.10 ANSWERS TO CHECK YOUR PROGRESS

1. Listening, reading
2. set of habits
3. speaking, writing
4. Bell
5. Expression, cognitive
6. optimum language practice
7. selected, graded
8. standard and mental age
9. speak and write

INTRODUCTION TO THE DIFFERENT STRUCTURES OF ENGLISH LANGUAGE

STRUCTURE

5.1 Introduction

5.2 Objectives

5.3 Introduction to the different Structures of English Language

5.4 Mechanism of Speech

5.5 Received Pronunciation(Problems and Prospects)

5.6 Phonemes- Vowels and Consonants, Diphthongs

5.7 Stress, Intonation, Rhythm Meaning and Practice.

5.8 Identification of different local Phonemes in the Dogri and Hindi to interfere in the language of English (Reflective Journal)

5.9 Let Us Sum Up

5.10 Lesson End Exercise

5.11 Suggested Further Readings

5.12 Answers to Check Your Progress

5.1 INTRODUCTION

Students, we are now at the second unit of teaching of English. In the preceeding four lessons covered under Unit, you were acquainted with the need and importance of teaching of English as an language of India and in J&K as well. We discussed the language formula and NCF 2005. General and specific objectives of the teaching of English language were explained to you. You were also explained about the use and interference of Mother Tongue in teaching English for Pronunciation and spellings. Criteria to review the English Text Books in the Indian schools to strengthen the skills of Reading, Speaking and Writing among students was also discussed. In this lesson, you shall be introduced to different structures of English Language.

5.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe the Mechanism of Speech,
- describe Received Pronunciation(Problems and Prospects),
- explain Phonemes- Vowels and Consonants, Diphthongs, and
- explain Stress, Intonation, Rhythm. Meaning and Practice.
- Identify different Phonemes in Dogri and Hindi to interfere in the Language of English

5.3 INTRODUCTION TO THE DIFFERENT STRUCTURES OF ENGLISH LANGUAGE

Language is a system of phonetic, grammar and vocabulary which in themselves are systems. These systems are:

Phonology: stands for the sounds peculiar to a language because sounds stand for words, words stand for things, objects, ideas and processes.

Morphology: is the formation of the words and the various changes in the form of a word.

Semantics : is the meaning of a word.

Syntax: is construction, or arrangement of word into different meaning.

Certainly, there is a relationship between the English sound system and the English spelling system. However, the relationship between sound and spelling is neither straight forward nor obvious. This is obvious that the sounds of English are not the same as the letters of English.

The patterning found in the sound system of English is a reflection of the physiology of the vocal tract. The patterns of the English sound system make sense in terms of how sounds are made (and particularly for vowels, how sounds are perceived).

The basic principle involved is modification of the air flow. When making a sound, air moves through the vocal cords in larynx, through the throat, and out through the mouth or nose. As it moves, the air flow is modified through vibrating the vocal cords, by opening (or not opening) the velum to let part of the flow go out through the nose, and by constricting the air flow partially or completely in the mouth.

Once the English sound system is understood, it becomes easier to make sense out of the spelling system of English.

5.4 MECHANISM OF SPEECH

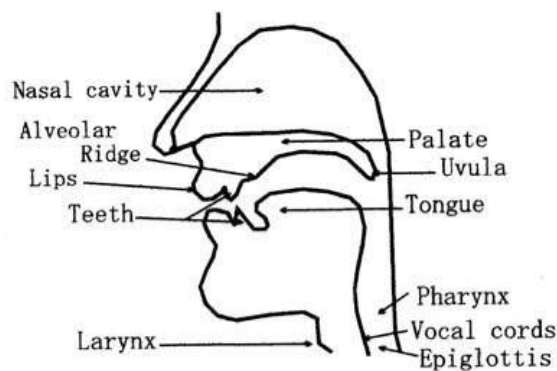
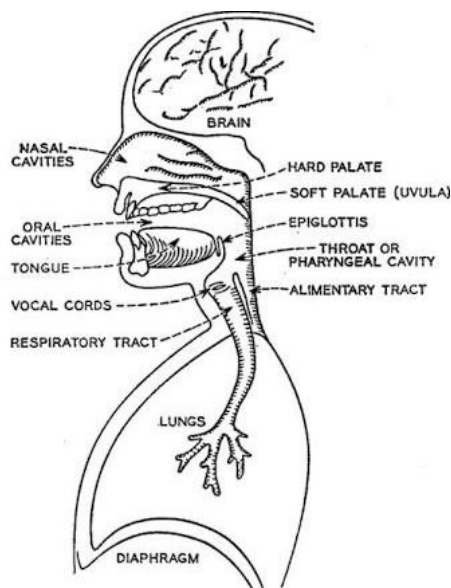
Speech production is the process by which thoughts are translated into speech. This includes the selection of words, the organization of relevant grammatical forms, and then the articulation of the resulting sounds by the motor system using the vocal apparatus. Speech production can be spontaneous such as when a person creates the words of a conversation, reactive such as when they name a picture or read aloud a written word, or imitative, such as in speech repetition. Speech production is not the same as language production since language

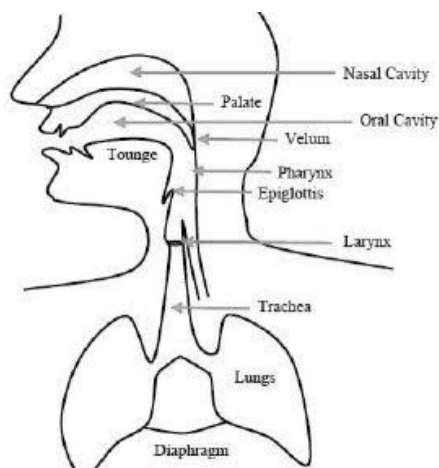
can also be produced manually by signs.

Normally speech is created with pulmonary pressure provided by the lungs that generates sound by phonation through the glottis in the larynx that then is modified by the vocal tract into different vowels and consonants. However speechproduction can occur without the use of the lungs and glottis in a laryngeal speech by using the upper parts of the vocal tract. An example of such a laryngeal speech is 'Donald Duck talk'.

In most cases when we speak, a stream of air, while passing through the narrow spaces in the human throat and mouth, makes a sound in the same way as a strong wind blowing through a house will produce a rushing or howling voice. Now the noise of wind is not the same; the wind sounds different when blowing through narrow crack and when blowing through a wider opening. In the same way, by modifying the shape of the passage through which the air passes when we speak, we can make a number of different sounds, in fact, a surprising number. We can produce a new and distinct sound merely by varying the passage slightly at one particular point, for instance at the teeth or at the lips, and there are a number of such points at which the course of the air stream may be varied.

Functions of Organs of Speech





This is how the vocal organs take part in modifying the air coming out of the lungs. One or more organs come into play.

The Vocal Cords: The vocal cords are situated across the top of the windpipe. They can be drawn across to meet over the top of the wind pipe, like curtains across a window. When they are drawn across and air passes through them, they vibrate and produce a sound. When the cords are stretched open, air passes freely between them and no sound is produced. We have a voiced sound when the vocal cords are vibrating as the case of the consonants l, d, b, z etc. The sound is voiceless when the cords do not vibrate as in case of f, t, p etc.

The Soft Palate: The breath coming out of the lungs may pass out through the mouth or through the nose by way of the nasal cavity. This breath stream is modified by the Soft Palate, a curtain like hanging down from the roof of the mouth into the cavity behind the back of the tongue. The soft palate can come into two positions and can allow the air either to pass through the mouth or through the nose or both ways. When the soft palate moves downward, the air stream passes through the nasal cavity and we have a nasal sound as the 'ng' in song (phonetic symbol 'h').

The Tongue: This is one of the most important movable parts of vocal speech system. The breath stream is modified in a number of ways as the tongue moves in its different positions. By giving the tongue different shapes, by bunching it up or flapping it out and by raising or lowering different parts of it, we can modify the space through which the air has to pass, and thereby produce many different sounds.

The Lips: The lips are considered to be important organs of speech and assume a

number of shapes to modify the air stream. The several shapes range from flat to oval, to round.

The Hard -Palate: In front of the soft palate is the hard- palate. The hard-palate in combination with the front of the tongue can obstruct the air and produce such sound as ‘y in yes’.

The Teeth Ridge: On the hard- palate just behind the teeth, one can feel a prominent ridge. This covers the root of the teeth and hence is called the teeth ridge or the alveolar ridge. In combination with the tip or the blade of the tongue, the teeth can modify the air. This gives such sounds as ‘T’ in tin , ‘d’ in did , ‘l’ in lip , ‘r’ in rat, ‘s’ in sit, ‘z’ in zoo etc.

The Teeth: The teeth are greatly helpful in producing a number of sounds. Especially the upper teeth help to form a number of sounds in combination either with the lower lip or the tip of the tongue. The sounds of ‘f and y’ are produced, when the air passes through the narrow opening between the lip and the teeth and similarly upper teeth and tip of the tongue help to make ‘q’ sound.

Lungs: They act as bellows and produce the breath stream.

Windpipe: Air is drawn in and forced out through the tube known as windpipe.

Larynx: It is to modify the air stream. The front producing part of larynx is called Adam’s Apple.

Nasal Cavity: When the soft palate is down, the air passage to the nose is open. So the air enters the cavity for going out of the nose. That portion of nose is called nasal cavity. The sounds /m/, /n/ are produced through the nose that is why they are called nasal sounds.

A large number of other sounds can be produced by minor adjustments of different organs of speech. Knowledge of different organs of speech help the learners of language in the correct production of various sounds.

5.5 RECEIVED PRONUNCIATION (PROBLEMS AND PROSPECTS)

Received Pronunciation is a once prestigious variety of British English spoken without an identifiable regional accent. Commonly abbreviated as RP. Also known as British received pronunciation, BBC English, The Queen’s English and posh accent.”Received Pronunciation is only around 200 years old,” says linguist David Crystal. “it emerged towards the end of the

18th century as an upper-class accent, and soon became the voice of the public schools, the civil service and the British empire”.

English has a number of dialect accents. In the different parts of the English speaking world, in England, Scotland, Australia and so on, variations are noticeable, and even with in such a relatively small area as England, there are many local accents. The existence of dialects raises a problem for the students wishing to learn English. What form of spoken English should be imitated, because he obviously cannot imitate them all. These types of English is known as Received Pronunciation or as phoneticians call it, ‘RP’.

Received Pronunciation is a type of English most often heard in the educated people in the southern England. It is used by the majority of Londoners who have had a university education, it is commonly heard in Oxford and Cambridge. Moreover, ‘RP’ is the pronunciation used by the announcers employed by the British Broadcasting Corporation. For a proper understanding of ‘RP’ , a knowledge of English phonetics is again of much importance. In fact, the international phonetic symbols in English are in accordance with the ‘RP’, and one can improve one’s pronunciation with the help of an adequate knowledge of phonetics.

Standard English Pronunciation:

From the educational point of view, a single type of pronunciation should be prescribed for the whole country. The most accepted form of pronunciation in the most countries where English is used is the pronunciation of B.B.C. London. Daniel John has also accepted it as standard English pronunciation. He has based his dictionary on pronunciation called ‘English Pronouncing Dictionary’ on this pattern of pronunciation. This stage of pronunciation is prevalent in Southern England.

In India our model should be good speakers of English. Indian leaders who had made very good speeches in English, such as Jawahar Lal Nehru, Sarojini

Naidu, Dr. Radhakrishnan and O.K. Gokhale. The records of their speeches are still available. They should be made model of English pronunciation. No doubt, there are some variations in English pronunciation from country to country and from place to place but still there are some standard norms of English pronunciation . All the students should know what is

standard English pronunciation. But the fact is that our students have very poor English pronunciation. We should know , what are the causes of this poor standard ?

The Causes for Poor English Pronunciation (Problems) :

There are several causes for poor English pronunciation of Indian Students. They are given below:

Lack of Good Models : Very few teachers of English in our country have good pronunciation. Our students mostly copy the pronunciation of their teachers. So they learn wrong pronunciation.

Regional Influences over English : English spoken in different parts of India, often acquires the regional flavor. Thus it sounds more like Punjabi, Bengali, Gujraati or Tamil than English. The native sounds spoil English pronunciation just as people in South pronounce, 'Every as yevery' and English word 'same is pronounced as shame' and 'showing is pronounced as sowing'.

Lack of Proper Time and Attention : One of the main causes for poor pronunciation of Indian students is that pronunciation lessons do not receive as much time and attention as other aspects of English language.

Nature of English Sounds : English pronunciation differs from sounds of Indian languages. But our students do not notice this difference. They produce Indian sounds while speaking English. For instance, the sound of English word V is quite different from the sound of W. The V sound as in 'Vase', 'Vine', 'Visit' is produced by biting the lower lip , while W sound as in 'Window', 'Wisdom', 'Water' is produced by rounding the lips. But most of Indian languages have the same sound for 'v', and 'w'. So our students generally do not pronounce the words of these two sounds correctly.

And hence they miss some of them while pronouncing them. Thus 'birthday' is pronounced as 'buday', 'government' is pronounced as 'govment', Moreover, Indian students do not differentiate between vowel sounds. For instance, the vowel sounds in 'bad' and 'bed', 'sad' and 'said'. 'van' and 'vein' are quite different. But our students do not mark this difference.

Falling Intonation of English : English has a distinct intonation. For instance, all statements are spoken with a falling intonation, while all questions have a rising

intonation. But most Indian languages do not have this distinction. So our students use an even tone for all types of sentences.

How to Improve English Pronunciation of Students:

The following general considerations may be kept in mind while teaching English pronunciation.

Pupils should start learning English at the age of 10 to 12 when their speech organs are quite flexible. This makes imitation of new sounds easier.

Abundant opportunities for oral work should be provided to the students. They should be asked to read correctly and certain words may be mastered through individual or class drill.

Teachers must improve their pronunciation. They must work hard to learn new speech sounds and to use them properly. Then alone they can guide their students properly.

Regional influences on pronunciation should be carefully avoided. Sounds of mother-tongue should not be confused with those of English. A clear understanding of peculiarities of English sounds is necessary for both the teachers and the students of English.

Students must be encouraged to speak English and participate in different programmes of the schools such as paper-reading contests, declamations and debates.

5.6 PHONEMES- VOWELS AND CONSONANTS, DIPHTHONGS:

Phonology is the scientific study of the sound pattern and phonemes, of a language. Phoneme is a distinct sound unit of a language. English has as we all know 26 letters in the alphabet but these 26 letters give 44 sounds. The phonemes are divided into the following order.

Vowels (20)

Consonants (24)

The five vowels have 20 sounds
(Monophthongs) (12)

21 consonants = 24 sounds Pure Vowels
Impure Vowels (Diphthongs) (8)

Vowels : In the words of P. Christopher, “Vowels may be defined as voiced sounds in the production of which there is no obstruction, partial or complete, of the air passage”. The sound is, however, altered to make different vowels by a variation in the position of the tongue or a variation in the state of the lips.

Vowel Sounds: There are 20 vowel sounds in English. Of these 12 are pure vowels. When vowels are produced there is a free passage of air stream. To describe a vowel we must know the position of the tongue and the lips. These two organs can mould and change the shape of the vocal tract. It is the shape of the vocal tract that gives the distinctive quality of the sound of any vowel.

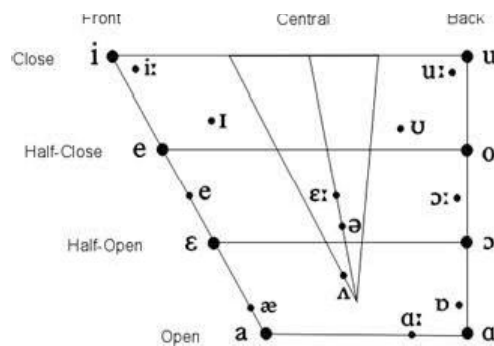
When we speak, the hump in the tongue moves up and down as well as forward and backward in the mouth. Vowels are also described in relation to the highest point of the arch formed by the tongue. On the horizontal axis we have three points namely front, central and back. The horizontal axis tells us how far front or back, the highest point is; front is beneath the hard palate; back is beneath the soft palate and central is beneath where the hard and soft palate meet. The four points on the vertical axis are close, half close, half open and open. This axis shows how high the hump is. If it is high then it is close and if it is low, it is open.

The position of the lips also helps us to describe a vowel sound. The two positions of the lips are rounded and unrounded.

The vowels in English can be classified as Front vowels, Back vowels and Central vowels.

1	i:	2	ɪ	3	e	4	æ
5	ɑ:	6	ɒ	7	ɔ:	8	ʊ
9	u:	10	ʌ	11	ɜ:	12	ə

Monophthongs



Diphthongs

The 12 vowels given above are pure vowels and they are also called monophthongs. There are 8 diphthongs in received pronunciation.

Monophthong: A monophthong is a pure vowel sound, one whose articulation at both beginning and end is relatively fixed, and which does not glide, up or down towards a new position of articulation. The monophthongs can be contrasted with diphthongs, where the vowel quality changes within the same syllable, and hiatus, where two vowels are next to each other in different syllables.

Diphthong: The word 'Diphthong' has been derived from Greek and means "double sound". So, diphthong is a combination of two pure vowel sounds. It begins as one vowel sound and ends as another. That is why it is represented phonetically by sequence of two letters, the first showing the starting point, and the second indicating the direction of movements, (ei) in day, (ai) in high, (au) in house etc.

A diphthong, therefore, behaves like a pure vowel in that it belongs to one syllable only. It differs from a pure vowel in that its quality gradually changes from that of one vowel towards that of another.

Classification of Diphthongs: There are at least eight diphthongs in English and we may divide them into groups. The diphthongs may be classified into two main categories:

Closing: The movement of the tongue is upward towards the close position. Closing diphthongs may be further divided.

Narrow: [ei] as in gay, pay, day.

[ou] as in go, no, low.

In this case the movement from one vowel sound to the other is comparatively less.

Wide: [ai] as in high, my, try.

[au] as in now, how, house. [ei] as in joy, toy, boy.

In this case the movement from one vowel sound to the other is greater than that in previous case.

Centering: The movement of the tongue is inwards the centre of the mouth.

Consonants: Consonants may be classified into following groups: According to organs which articulate them;

According to the manner in which the organs articulate them; According to the state of vocal cords.

According to organs which articulate them:

Labial: or lip sounds, which may be sub-divided as: Bilabial, namely sounds articulated by the two lips, example: p, m.

Labial- dental, namely sounds articulated by the lower lip against the upper teeth, example: f, v.

Dental: sounds articulated by the tip of the tongue against the upper teeth.

Alveolar: sounds articulated by the tip or blade of the tongue and the teeth ridge.

According to the manner in which the organs articulate them: Under this classification we distinguish five main classes:

Plosives: formed by completely closing the air passage and suddenly removing the obstacle, allowing the air to escape making an explosive sound.

Affricates: resembling a plosive but with separation of the articulating organs performed less quickly during the process of separation.

Fricative: formed by a narrowing of the air passage at some point so that the air while escaping makes a kind of hissing or buzzing sound, example: seize.

Nasals: formed by completely closing the mouth at some point, the soft palate remaining lowered so that the air is free to pass through nose.

Lateral: formed by an obstacle in the middle of the mouth, the air being free to escape at one or both sides, example: l.

5.7 STRESS, INTONATION, RHYTHM MEANING AND PRACTICE Stress:

Stress implies the degree of breath force with which a sound is uttered. Air stream comes from the lungs and is modified by the vocal organs. It may be ejected more strongly. 'Stress' means emphasis. We lay emphasis on some letters, words, phrases and idioms. "We stress the words that appear important to us". In an English utterance which consists of more than one syllable, some of these syllables are spoken with a greater degree of force than the others. To the listener the stressed syllables are often louder than the unstressed syllables. 'John' says that it is the degree of force with which a speaker pronounces a word or a syllable. Stress is, thus, an important aspect of English speech and must be understood properly.

The stress is mainly of two kinds:

A. Word Stress: Word stress means stress on a syllable or syllables of a word. Sometimes a word consists of one or two syllables and sometimes even more.

One or two syllable words: The stress pattern is very simple in most English words of two syllables. One syllable carries strong stress and other weak stress. Examples:
Stress on first syllable: Doctor', Damage', Lavish, Useful. Stress on second syllable: Ex'tent, Mis'take, A'gain, Re'ply. Stress on both the syllables : Six'teen, Pre'pared, Nine'teen

Three or more syllable words: Words with three or more syllables present an extra degree of stress intermediate between strong and weak stress.

The secondary stress is marked by a low vertical stroke at the beginning of the syllable. In very long words, we may get two secondary stress. For example- Words with one primary and one secondary stress are, Exam'ination, Prep'osition, Advan'tageous.

Words with more than one secondary stresses are, Indi'viduality.

A large number of words in English have two different stress patterns according as they are verbs or nouns (or adjectives). In case of nouns the stress is on the first syllable but in case of verbs, the stress is on the second. Example:

Nouns – ‘Permit, ‘Practice, ‘Increase. Verbs – Per’mit, Prac’tice, In’crease.

Stress in Compound Words: Practically compound words with a present participle as the first element carry single stress as in, ‘dining-room, ‘walking-stick, ‘drinking-water.

B. Sentence Stress: Sentence stress means stress on a particular word or words in a sentence. There are no set rules to determine which word is to be stressed. In normal speech, all nouns, main verbs, adjectives, adverbs, interrogatives, pronouns are generally stressed while the other words- prepositions, articles, conjunctions, helping verbs are not stressed. So they have weak forms.

For example:

(a) ‘where is my ‘new book?

(b) The ‘girl on the stage.

(c) ‘This is the ‘new’ table I ‘bought’ yesterday.

Intonation:

“The rise and fall of the pitch of the voice when we speak is called intonation.” Intonation means, ‘Modulation of voice’. In ordinary speech, when the pitch of voice rises, we have rising intonation, when it falls, we have falling intonation; when it remain on one note for an appreciable time, we have level intonation. This variation happens in tightening or slackening of our vocal cords and the sounds that are produced. A.W Frisky says, “Much of the meaning of spoken language is conveyed by the tune to which it is said.” Full care of stress and intonation helps the learner attain correct pronunciation.

There are mainly two types of intonation tunes (1) Falling intonation tune (2) Rising intonation tune, but in normal speech we sometimes use the third kind the ‘Rising falling’

intonation tune also.

- (1) Falling intonation: In this type of intonation, we start speaking with a loud pitch of voice and then the voice goes down. This type of intonation is definite and conclusive one. It tells us that the statement has been made, the explanation given, the command issued and the matter is finished with.
- (2) Rising intonation: In this type of tune, we start speaking with a low pitch of voice and then the voice goes up. The pitch of voice rises on the most important syllable. It is like the lifting of the hand.
- (3) The Rising-falling tune: This tune is a mixture of both the rising and the falling tunes. There is first a rise and then a fall of the voice.

The words which are most important in the normal context are strongly stressed like nouns, adjectives, participles, verbs and articles. Auxiliary verbs, prepositions and conjunctions are weakly stressed. Intonation is slightly different from stress. It gives special meaning to the words spoken when our speech is emotionally charged.

Rhythm: A rhythm is a regular series of sounds or movements. It is a regular pattern of changes, the arrangement of words into a more or less regular sequence of stressed and unstressed or long and short syllables. The word rhythm is derived from ‘rhythmos’ (Greek) which means ‘measured motion’. Through stressed and unstressed syllables, particularly in verse form. When you write words in a sentence, you will notice patterns forming. All spoken words have a rhythm formed by stressed and unstressed syllables. It is a literary device that demonstrates the long and short patterns. Rhythm is most commonly found in poetry, though it is also present in some works of drama and prose. The rhythm of a poem can be analyzed through the number of lines in a verse, the number of syllables in the line, and the arrangement of syllables based on whether they are long or short, accented or unaccented.

5.8 IDENTIFICATION OF DIFFERENT LOCAL PHONEMES IN THE DOGRI AND HINDI TO INTERFERE IN THE LANGUAGE OF ENGLISH (REFLECTIVE JOURNAL)

The sounds of Indian language are considerably different from those of English. It becomes difficult for the students to acquire the new speech sounds. The peculiarities of

English pronunciation are not followed by them. The students always pronounce English sounds like as they think with mother tongue. Thus mother tongue interferes with the English speech which leads to poor pronunciation and formation of wrong speech habits.

Some examples showing how Dogri and Hindi to interfere in the Language of English.

S.No	English Sound	Hindi Sound	Dogri Sound
1.	University	University	Juniversity
2.	Heart Heart	hert	
3.	Zero Zero	Jero	
4.	Vow! Vow!	Bow	
5	Shampoo	Shampoo	Shamp
6	Silk	Silk	Silak
7	Chowk	Chowk	Chonk
8	YouTube	YouTube	JuTube

Check Your Progress-1

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of the lesson

1. There are vowel sounds in English. Of these are pure vowels.
2. Phonology stands for the sounds peculiar to a language because
3. The word 'Diphthong' has been derived from Greek and means
4. The rise and fall of the pitch of the voice when we speak is called.....
5.means stress on a syllable or syllable of a word
6. Received Pronunciation is a type of English most often heard in the
7. Speech production is the process by which thoughts are translated into

5.9 LET US SUM UP

Very few people understand the peculiarities of English speech sounds and they are never trained for them. If we have to learn a language, we must understand it while it is spoken, we must be able to speak it correctly, we should be able to read it and finally we should also be able to write it. Unfortunately, the speaking aspect of learning English has not been given proper attention. We must, therefore realize the manifold importance of acquiring a knowledge of English phonetics so as to learn English properly. Proper practice of sounds of English is also necessary for creating proper speech habits in the students. For this purpose, the teachers must give drill to the students for vowel sounds and consonant sounds. Then they can be introduced to speech. Sufficient practice should be given for this purpose. The tendencies affecting their pronunciation should always be kept in mind. Even in an elementary course in phonetics, it is useful to know how the organs of speech function. All human beings

have the same organs of speech. So theoretically speaking, every human being can produce any of the sounds of human speech. However, as we grow older, we find it more difficult to produce the sounds that occur in other languages but not in our own. A lot of conscious and systematic effort will therefore be needed to acquire a good pronunciation in a foreign language.

5.10 LESSON END EXERCISE

1. Explain the difference between word stress and sentence stress.
2. Classify and Describe Consonants.
3. What is intonation? Explain the different types of intonation by giving examples.
4. What are the causes for poor English pronunciation?
5. Write a note on Phonology.
6. What is the Mechanism of speech? How are speech sounds produced?

5.11 SUGGESTED FURTHER READINGS

- | | |
|--|-----------------------|
| • The English Teacher Hand Book. | T.C. Baruah |
| • Teaching of English | Dr. R. Bindra |
| • Approaches /Methods in English language. | PW Gupta, Anil Gandhi |
| • Teaching of English | V.K. Nanda |
| • Teaching of English | NP Pahuja |
| • Teaching of English | S.C. Chadha |

- Teaching of English

I.P. Sharma

- Teaching and learning English as a foreign language

Charles C. Fries

5.12 ANSWERS TO CHECK YOUR PROGRESS

1. 20, 12
2. sounds stand for words, words stand for things, objects, ideas and processes
3. “double sound”.
4. intonation
5. Word stress
6. educated people in the southern England
7. speech

MORPHOLOGICAL STRUCTURES OF ENGLISH LANGUAGE

STRUCTURE

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Morphological Structures
- 6.4 The Morpheme, The Word, The Allomorph
- 6.5 Free and Bound Morphemes
- 6.6 Affixes, Prefixes and Suffixes
- 6.7 Verb Forms (Modals)
- 6.8 Adjectives and Adverbs (Development, Structuring and Practical Use)
- 6.9 Let Us Sum Up
- 6.10 Lesson End Exercise
- 6.11 Suggested Further Readings
- 6.12 Answers to Check Your Progress

6.1 INTRODUCTION

In lesson No. 65, we discussed about different structures of the English language. You were introduced to the Mechanism of speech, Phonemes - Vowels and Consonants, Stress, Intonation, and Rhythm. Different local Phonemes in the Dogri and Hindi which can interfere in the language of English were also identified. In this lesson, we shall discuss about morphological structures.

6.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe the morphological structures of English Language,
- describe the Morpheme, the Word, the Allomorph,
- explain Free and Bound Morphemes, Affixes, Prefixes and Suffixes, and
- explain Verb forms (Modals), Adjectives and Adverbs

6.3 MORPHOLOGICAL STRUCTURES: MEANING AND IMPORTANCE

Morphology:

The second main division of the grammar of a language, deals with the structure of words. It is the study of words- words that exhibit arrangements of morphemes. The study of the word formation or the structure of words in a language is called morphology of that language.

According to Prof. S.L. Stryker, “Morphology is the study of minimum meaningful elements of sound and the patterns by which they are combined to make words.” Phoneme is the smallest unit of speech on the sound side and morpheme is the basic unit of speech on the meaning side. Thus, Morphology is the study of morphemes. It deals with the changes in the forms of words.

6.4 THE MORPHEME, THE WORD, THE ALLOMORPH Morpheme

The Morpheme is the second basic unit in the expression system of a language, a morpheme maybe defined as the smallest meaningful unit in the structure of a language. A morpheme cannot be sub- divided without destroying or changing its meaning. For example- ‘man’ is a morpheme We cannot sub- divide it into /m/+ / æ/+ /n/.

In English morphemes may constitute words. For example : boy, girl, fish, cow, find or

they may combine to form words, e.g. boyish, girlish, fishy, etc. The first group of words cannot be broken into any smaller meaningful units, but the second group of words can be divided into such parts as boy-ish, girl-ish, fish-y. Each of these elements is a minimal unit and hence a morpheme. Mr. Gleason defines morpheme as “It is a unit on the expression side of a language which enters into relationship with the content side. A morpheme is typically composed of one or several phonemes. The morpheme differs fundamentally from the phoneme, which has no such relationship with content. That is phonemes have no meaning; morphemes have meaning”.

Allomorph

The allomorph may be defined as the ‘variant’ of a morpheme which occurs in a certain definable environment. Since morpheme is an occurrence of minimal meaningful sound combination, all the words in the following list are morphs: cat, book, month, mat, boy

Then all the possible occurrences of a morpheme that carry the same meaning and are formed by the same sounds can be grouped into a category called an allomorph. Every morpheme comprises of one to several allomorphs. Here are some examples of allomorphs: in verbs

(i) The plural morpheme-s is pronounced in three different common ways, in cats it is /-s/; in boys it is /-z/; and in roses it is /-iz/.

(ii) The past tense morpheme -ed in verbs is pronounced in three different common ways.

In ruled it is /-d/ ; in stopped it is /-t/; and in wanted it is /-id/. This /-s/, /-z/ and /-iz/ above are three allomorphs of a single morpheme or the members of the same plural morphemes. Similarly, /-d/, /-t/ and /-id/ are three allomorphs of a single past-tense morpheme.

Words: English words can be divided into three kinds.

1. Simple Words: Simple words are composed of single morphemes in each case and have their own independent meaning. For example, man, ship, steam, cow, boy, gentle are simple words.
2. Compound Words: When a word is made of two or more than two simple words and conveys a meaning, it is known as a compound word. For example, gentleman, steamship etc are Compound words.

3. Complex Words: A word formed of a free morpheme and two or more bound morphemes is known as a complex word. For example, 'friendly' 'unfriendly' etc. are complex words.

6.5 FREE AND BOUND MORPHEME

Morphemes are of two kinds: Free morpheme and Bound morpheme.

- (i) Free morphemes: Free morpheme is a part of the word that has an independent meaning of its own. For example- 'friend' is a free morpheme. In the examples quoted above boy, child, man, girl are free morphemes.
- (ii) Bound morphemes: Bound morpheme is such part of a word that has no independent meaning but it adds meaning to the word as a prefix or suffix. In the above example, '-s, -ish, -ly' are bound morphemes.

6.6 AFFIXES, PREFIXES AND SUFFIXES Affixes :

The bound morphemes which combine with free morpheme to give us complex words are called affixes. Affixes are subsidiary to roots, while roots are centre of such construction as words. Roots are frequently longer than affixes and generally much more numerous in the vocabulary.

Affixes are of two kinds: Prefixes and Suffixes.

- 1. Prefixes: Affixes which are added in the beginning of a base (free morpheme) are prefixes. For example, un- in the word unkind, de- in the word demerit, re- in the word resign.
- 2. Suffixes: Affixes which are added after the base (free morpheme) are called suffixes. For example, /-ly/ in the word manly; /-s/ in the word boys, /-hood/ in the word boyhood, /-er/ in the word player.

Suffixes are of two kinds: the Derivational suffix and the Inflectional suffix.

- (i) The Derivational Suffix: The derivational suffix changes the part of speech of the word to which it is added. For example, -ly is a derivative: ional suffix. When added to the base man (noun). We get manly which is an adjective. Some more

examples of derivational suffixes are-

Suffix- 'én' fright (n) - frighten (v) , strength (n) – strengthen (v) Suffix- 'fy'
beauty (n) – beautify (v)

Suffix- 'ment' encourage (v) – encouragement (n)

(ii) The Inflectional Suffix : The inflectional suffix merely modifies the word to which it is added, without changing its part of speech. No other suffix can ordinarily be added to it. A number of inflectional suffixes commonly used in English may be mentioned here. These are:

1. The Plural: –s in boys, girls, cats, dishes etc. the sound of which may vary as / s / z / iz /.
2. The possessives: in Jack's, Mohan's, Alice's the sound of which may vary as / s / z / iz /.
3. The Verb: person and number- suffix include the three forms of 'be', 'am', 'is', 'are', -s in sleeps, plays, rises, the sound varies as / z /.
4. The verb past tense suffix: 'ed' in stopped, rubbed and wanted, the sound of which varies as / t / d / id /.
5. The verb continuous: forming suffix 'ing' in sleeping, going.
6. The verb in past tense: particular suffix 'ed' or 'on' with its perfect and passive functions.
7. The suffixes that occur with the comparative and superlative adjectives –er and –est as in the word fine- finer- finest .
8. The suffixes in the pronoun system of English. For example: Subject: I. you, he, she, it, we, they
Object: me, you, him, her, it, us, them Possessive I: your, his, her, its, our, their Possessive II: mine, your, his, hers, its, our, theirs

6.7 VERB FORMS (MODALS)

Inflection is a very prominent feature in morphology. It means a change or modification

in the form of a word that indicates a change in its meaning. Inflectional suffixes are limited in number. Generally they are the last type of suffixes added to a word.

Verbs :

- (i) Markers for the third person singular of the present indefinite tense: / s / z / iz /, eats, goes.
- (ii) Markers for the continuous tense - / ing / in singing, playing. ‘He is sleeping’ here –ing, is an inflectional suffix. It does not change the parts of speech but ‘Let sleeping dogs lie’ in this example, -ing is a derivational suffix because it changes the part of speech.
- (iii) Markers for the past tense: / ed / t / d / id /, in baked, attacked, received, judged. The / id / allomorph occurs only after the sound /id/ and /d/, e.g. wanted, granted.

Verb forms (Modals)

The special verbs can, could, may, might, will, would, should, must, ought, dare and need are called modal Auxiliary verbs. Modal auxiliary verbs have three main characteristics :

- 1.) They are never used alone. They always stand with the principal verb. i.e. He will come.
- 2.) They do not change their form, whatever be the number and person of the subject, i.e. He can write, I can write, You can write
- 3.) They do not have infinitive or participle forms. We cannot say, to must, to shall, to can. In the same way we cannot add –ing to any of these auxiliaries.

When we say willing, needing, daring, the verbs will, need and dare are used as principal verbs and not participle forms.

6.8 ADJECTIVES AND ADVERBS (DEVELOPMENT, STRUCTURING AND PRACTICAL USE)

Suffixes that occur with adjectives in comparative and superlative degree are: -er, -est etc. For example: tall - taller – tallest, bright – brighter – brightest

According to Prof. Shirley L. Stryker, “Derivational suffixes on the other hand, mark a change of the word class of the word- from noun to verb, from verb to noun, noun to adjective, adjective to verb.” These suffixes are unlimited in number. Most of the suffixes in English fall under this category. Here are a few examples.

Noun	Suffixes	Verb
Fright	-en	Frighten
Strength	-en	Strengthen
Sympathy	-ze, -ize	Sympathiz
Memory	-ze, -ize	Memorize
Verb	Noun	
Agree	-ment	Agreement
Pay	-ment	Payment

In short there are many more derivational suffixes in English. There can be a change in the word class of the word due to the change in stress pattern. For instance, ‘conduct (N) conduct (V) ’subject (N) sub’ject (V)

Construction formed with the addition of a derivational suffix is known as derived. For example, friendly, manly.

An adjective modifies a noun with qualities such as size, shape, color, worth, age, origin, and so on. By adding the suffix –ly, the word form may be changed to an Adverb (with a few exceptions that differ in form and meaning). The most productive suffix for adverbs is –ly, for example:

- 1) For most words, add –ly to the end of an adjective form to create an adverb form: late – lately, right – rightly, hopeful- hopefully, complete- completely, real-really, definite- definitely.
- 2). For words with more than one syllabus ending in ‘y’, replace the –y with – ily: angry- angrily, busy-busily, easy-easily, happy-happily, lucky-luckily, ready-readily.
- 3). For words with more than one syllable ending in –le, replace the –le with – ly: able-ably, capable-capably, idle-idly, possible-possibly, probable-probably, noble- nobly.
- 4). For words ending in –ic, replace –ic with –ically: academic-academically, acoustic-acoustically, artistic-artistically, classic-classically, magic-magically, politic-politically.

Check Your Progress-1

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of the lesson

1. A morpheme may be defined asmeaningful unit in the structure of a language.
2.may be defined as the 'variant' of a morpheme which occurs in a certain definable environment.
3. A word formed of a free morpheme and two or more bound morphemes is known as a.....

4. Suffixes are of two kinds: theand the
5. Thechanges the part of speech of the word to which it is added.
6. The special verbs can, could, may, might, will, would, should, must, ought, dare and need are called.....

6.9 LET US SUM UP

Aknowledge of Morphology is must for every student. It will help him enlarge his vocabulary with the use of prefixes and suffixes. It will also facilitate his understanding of meaning of words. A knowledge of immediate constituents will help him to understand the structure of a word. If one has to do justice with the teaching of words, he must understand their formation, structure and productivity. It is here that Morphology helps us to a great extent for mastery over the language. For a teacher of English it is very essential to understand the structure of foreign words carefully, only then can he help his students properly. The Morphology of English is different from the morphology of Indian languages. The teacher must understand the formation of words in English and prepare suitable exercises for the practice by the students. Formation of words must be taught in an informal manner otherwise the students will not be able to learn the dry rules of morphology.

6.10 LESSON END EXERCISE

1. Write a note on features of English morphology.
2. Explain different types of Morphemes.
3. How many kinds of word are there? Describe.
4. Explain the two kinds of Affixes.

6.11 SUGGESTED FURTHER READINGS

- | | | |
|---|------------------|--------|
| • The English Teacher Hand Book. | T.C. Baruah | |
| • Teaching of English | Dr. R. Bindra | |
| • Approaches /Methods in English language. | PW Gupta, Anil | Gandhi |
| • Teaching of English | V.K. Nanda | |
| • Teaching of English | NP Pahuja | |
| • Teaching of English | S.C. Chadha | |
| • Teaching of English | I.P. Sharma | |
| • Teaching and learning English as a foreign language | Charles C. Fries | |

6.12 ANSWERS TO CHECK YOUR PROGRESS

1. the smallest
2. The allomorph
3. complex word
4. Derivational suffix, Inflectional suffix
5. derivational suffix
6. modal auxiliary verbs

SYNTACTIC STRUCTURES OF ENGLISH LANGUAGE

STRUCTURE

- 7.1 Introduction
- 7.2 Objectives
- 7.3 Syntactic Structures: Meaning and Importance
- 7.4 Basic Structures, Patterns, Phrases and Clauses
- 7.5 Types of Sentences-Statements (Affirmative and Negative)
Interrogative (Yes-No & Who type) Imperative, Exclamatory, Optative Sentences
(Development, Structure and Use)
- 7.6 Let Us Sum Up
- 7.7 Lesson End Exercise
- 7.8 Suggested Further Readings
- 7.9 Answers to Check Your Progress

7.1 INTRODUCTION

English language has different structures - Phonological, Morphological, and Syntactic. In Lesson No. 5 & 6 we discussed the Phonological Structure of English Language. You came to know the difference between word stress and sentence stress. We also discussed Mechanism of speech, vowels, and Consonants etc. You were also introduced to the Morphological structures in English language and their types. In this lesson, we shall discuss about syntactic structures of the English Language.

7.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe Syntactic Structures: Meaning and Importance,
- describe basic structures, patterns, phrases and clauses,
- explain types of sentences-statements(affirmative and negative), and

- explain Interrogative (Yes-No & Who type) Imperative, Exclamatory, Optative Sentences (Development, Structure and Use).

7.3 SYNTACTIC STRUCTURES : MEANING AND IMPORTANCE

The aim of a teacher of English is to train his pupils in the four language skills, namely, understanding English when spoken, speaking, reading and writing. He is considerably helped by grammar which is a study of language by specialists, made in order to establish the rules and the principles which underlie correct speech and writing. Morphology and syntax are two very important aspects of grammar. Let us consider English syntax and try to determine the importance of its knowledge for the teachers of English. A good teacher of English must understand the different kinds of sentences and teach his students suitable structures properly

Syntax is concerned with the structure or formation of sentences. Syntax refers to the ways in which we use specific words to create logical, meaningful sentences. While the parts of speech are all the different types of words that we can use, syntax is the set of rules, patterns. Or processes by which we can put them together.

7.4 BASIC STRUCTURES, PATTERNS, PHRASES AND CLAUSES

What is a Sentence ?

A sentence is basically a group of words which are tied together and convey an idea, event or description. The words in an English Sentence have a certain order and rules regarding ways to either expand or shorten it. The boundaries of a sentence are easily recognized, as it begins with a capital letter and ends with a terminal punctuation mark (period, question mark or exclamation point). It is important for English writers to know the language of sentence grammar terms in order to be able to analyze and develop their writing. The four main sections regarding English sentence structure are:

1. Basic clause structure
2. Phrase

3. Clause types
4. The four sentence types
1. Basic clause structure:

A basic sentence, is composed of at least one independent clause. A clause is composed of a minimum of a subject and a predicate. Without one of these elements, the clause is ungrammatical. A sentence is a collection of words that is grammatically complete by itself and usually expresses a complete idea. It typically contains both a subject and a predicate.

A subject, of a clause is an entity such as a person, a place, an object, or an abstract concept, which acts, is described or is acted upon. The subject usually answers the question Who/ What is the sentence about?

Predicate, A predicate must contain a finite verb that relates to, or 'agree with' the subject.

Finite verb, A finite verb is a verb that belongs to a subject and shows tense. i.e. 'I did my homework.'

An Infinitive verb, (infinitive) is made up of the marker 'to' and the main part of the verb. i.e.

'I love to read.'

2. Phrase:

A phrase is a group of two or more words that does not have the subject and verb combination and does not form a predicate. It can contain a noun or a verb, but does not have a subject or predicate. Essentially, a phrase provides some sort of additional information or provides more context to the sentences. A phrase can never stand alone as a sentence, however, a phrase can nestle itself inside clauses that are either complete sentences on their own or ones that are dependent on the rest of the sentence. When a phrase is within a clause, it functions as a part of speech. For example: 'The dance was held at the reception hall'. ("at the reception hall" is a prepositional phrase. It does not have a subject and predicate, and it cannot stand alone as a sentence.)

Thus, phrases are parts of sentences. They are group of words which perform various function within clauses, which in turn form sentences.

- Sentences are made up of clauses,
- Clauses are made up of phrase,
- Phrases are made up of words.

3. Clause types:

A clause is a subject/ verb combination. A clause is a group of words that can act as a sentence, but is not necessarily a complete sentence on its own. All clauses contain both a subject and a predicate, which always contains a verb. A predicate tells something about what the subject is doing. Some clauses can stand alone as a complete sentence, others cannot. Clauses can be dependent or independent.

There are two types of clauses: Independent and Dependent.

An independent clause or main clause is a subject/verb combination that makes a complete sentence.

A dependent clause cannot stand alone, and must be attached to an independent clause. For example: In the following sentences, the group of words in italics are clauses.

People who pay their debts are trusted. We cannot start while it is raining.

I think that you have made a mistake.

4. The four sentence types : The four sentence structure are-

1. Simple
2. Compound
3. Complex
4. Compound-Complex

1. **Simple Sentences:** A simple sentence contains only one independent clause. It contains a subject and a verb and it expresses a complete thought. For example: I kicked a ball. In this sentence (I) is subject and (kicked) is verb.
2. **Compound Sentences:** A Compound sentence contains at least two independent clauses. These clauses are joined by a coordinating conjunction or a semicolon. A

coordinating conjunction is a word that glues words, phrases or clauses together. For example: 'I kicked the ball and it hit John' is a compound sentence, here 'and' is a coordinating conjunction adding the two independent clauses.

3. **Complex Sentences:** A complex sentence contains a subordinate clause and an independent clause. A subordinate clause is a group of words that has a subject and a verb but does not express a complete thought. For example: 'John cried because the ball hit him'. Here 'because the ball hit him' is a dependent adverb clause modifying the verb 'cried'. 'John cried' is an independent clause. 'John cried because the ball hit him' is a complex sentence.
4. **Compound-Complex Sentences:** These are sort of like a mash-up of compound sentences and complex sentences. They contain at least two independent clauses and at least one subordinate clause. For example: 'John cried and I apologized immediately because the ball hit him' is a compound-complex sentence. 'John cried and I apologized immediately' are both independent clauses. They are being joined by the conjunction 'and'. 'because the ball hit him' is a dependent adverb clause modifying the verb 'cried'.

Basic Sentence patterns:

Basic sentence patterns are –

1. **Subject + Verb.** The simplest of sentence patterns is composed of a subject and verb without a direct object or subject complement. It uses an intransitive verb, that is, a verb requiring no direct object.
2. **Subject+ linking verb + subject complement.** Another simple pattern uses the linking verb, any form of the to be verb without an action verb.
3. **Subject + verb + direct object.** Another common sentence pattern uses the direct object.
4. **Subject + verb + indirect object + direct object.** The sentence pattern with the indirect object and direct object is similar to the preceding pattern.
5. **Subject + verb + direct object + object complement.** The sentence pattern using the direct object and object complement is not common but worth knowing.
6. **Passive voice pattern.** The passive voice is not ordinarily considered a pattern but it is an important and often controversial construction. It reverses the subject and object and, in some cases, deletes the subject.

Besides these patterns, the patterns of the four basic sentences, Simple, Compound, Complex and Compound-Complex are also important to know.

7.5 TYPES OF SENTENCES-STATEMENTS (AFFIRMATIVE AND NEGATIVE) INTERROGATIVE (YES-NO & WHO TYPE) IMPERATIVE, EXCLAMATORY, OPTATIVE SENTENCES (DEVELOPMENT, STRUCTURE AND USE)

Sentences can be defined according to their purpose. There are five types of sentences:

1. Declarative Sentences / Statements (Affirmative and Negative):

A declarative sentence makes a statement. These sentences are used to state information. They are the most commonly used sentence type. Most academic writing employs simple or declarative sentences. Declarative sentences end with a period. For example:

(I) I go to school daily. (Affirmative)

(II) I do not go to school daily. (Negative)

Essentially an affirmative (positive) form is used to express the validity or truth of a basic assertion, while a negative form expresses its falsity.

2. Interrogative Sentences:

An interrogative sentence asks a direct question and is punctuated at the end with a question mark. These sentences allow you to gather information and clear up confusion as well as engage in interesting conversations with others. An interrogative sentence must contain a subject and a verb. However, here the word order is usually changed to put the verb before the subject. For example: When is the deadline? What is the time by your watch? In these sentences, verb is placed before the subject in a direct question.

Open-ended questions usually begin with a “question word” in English. - Who, Whom, Whose, What, When, Where, Why, Which, How. We start open-ended interrogative sentence with a question word, then continue the sentence with the verb and the subject. For example:

- What is the right way to iron a shirt?

- When are the best days to go to the mall?
 - Where is your new cat?
3. Imperative Sentences: An imperative sentence is a type of sentence that gives instructions, suggestions or advice, expresses a command, order, a direction, or a request. It is also known as a Jussive or a Directive sentence. Depending upon its delivery, an imperative sentence may end with a period. For example:
- Give me a glass of water.
 - Shut the door.
 - You should obey your teachers.
4. Exclamatory Sentences: An exclamatory sentence is a type of main clause that expresses strong feelings by making an exclamation, also called an exclamative or an exclamative clause. An exclamatory sentence usually ends with an exclamation point(!). With appropriate intonation, other sentence types (especially declarative sentences) can be used to form exclamatives. Exclamatory sentences are not common in academic writing. We can only use them to convey strong emotion, which does not happen often in academic writing as it tends to be objective and formal. Words like - Hurray, Hurrah, Wow, Oh, Bravo, Alas, Ah, Hush, Yippee etc are used in these sentences to express strong emotions or feelings. For example:
- Hurrah! We won the match.
 - Alas! We lost.
 - Wow! What a beautiful sight.
5. Optative Sentences: The sentence which expresses a prayer, keen wish, curse etc is called an optative sentence. This kind of sentence generally starts with ‘may’ and ‘wish’.

- May God give you long life.
- Wish you good luck.
- Go to hell.

Check Your Progress-1

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of the lesson

1. are two very important aspects of grammar.
2. There are two types of clauses:and
3. A simple sentence contains onlyclause.
4. Acontains a subordinate clause and an independent clause.
5. sentences are used to state information.
6. An interrogative sentence asks aand is punctuated at the end with a
7. The sentence which expresses a prayer, keen wish, curse etc is called

7.6 LET US SUM UP

A knowledge of English syntax is quite important for the teachers of English. The teachers must attain a good command over English syntax. And it is possible only through a careful study of English grammar. It is true that one learns English grammar naturally with continuous study of English language and literature. But we must not forget that English is a foreign language and students are bound to make mistakes in its word formation and sentence structure. They might not be able to understand the complicated books on English morphology and syntax. The able teachers can come to help them master word-pattern in English.

To conclude, it may be added that a knowledge of English morphology and syntax is a means to an end and not an end in itself. The teachers of English must not become slaves to any such rules. They should carefully determine, what kind of grammar is to be taught and how it should be taught.

7.7 LESSON END EXERCISE

1. Discuss the basic structures, patterns and clauses.
2. Discuss the types of sentences.
3. Explain the syntactic structures and their importance.

7.8 SUGGESTED FURTHER READINGS

- | | |
|--|-------------------|
| • Teaching of English | P.W. Gupta |
| • Approaches /Methods in English language. | Sandeep Choudhary |
| • Teaching of English | V. K. Nanda |
| • Teaching of English | Dr. R Bindra |
| • Teaching of English | Abha Rani Bisht |
| • Teaching of English | K.K.Bhatia |
| • Teaching of English | Kanika Bose |
| • Report of the Commonwealth Conference on the teaching of English as a second language held at , 1961 | Journal |
| • English Grammar & Composition | John E. Warriner |

7.9 ANSWERS TO CHECK YOUR PROGRESS

1. Morphology and syntax
2. Independent, Dependent
3. One independent
4. Complex sentence
5. Déclarative
6. direct question, question mark
7. an optative sentence

**THE SUBJECT VERB OBJECT AGREEMENT (DEVELOPMENT, USE IN THE
COMPOSITIONS AND PROSE)**

STRUCTURE

- 8.1 Introduction
- 8.2 Objectives
- 8.3 The Subject Verb Object Agreement (Development, Use in the Compositions and Prose)
- 8.4 Differentiation in the Simple & Compound & Complex Structures of Sentence (Development and Use)
- 8.5 Let Us Sum Up
- 8.6 Lesson End Exercise
- 8.7 Suggested Further Readings
- 8.8 Answers to Check Your Progress

8.1 INTRODUCTION

In this lesson, we will now look more closely at the ways in which words and phrases are grouped together and ordered within clauses and sentences to convey a particular meaning.

The main elements of sentences are Subject, Verb and Object: The two most vital parts of the clause structure are subject and verb. Let's take some examples-

- He sneezed
- He slept
- Speed kills
- Snakes crawl

- Dogs bark

These clauses are all simple sentences consisting of only two words each. The first element in each sentence is called the subject, while the second is the verb. The subject and the verb are the minimum requirements for constructing a basic English clause (with the exception of directives like sit! and go!) and appear in that order in the vast majority of positive and negative statements. Although single words have been used to fill the subject and the verb ‘slots’ in the examples above, much more complicated phrases can, of course, be made. For example:

- The tall, dark stranger was singing.
- The retail prices index has been rising.
- The poor grasshopper couldn’t sleep
- Shouting and screaming in arguments doesn’t help.

The Subject:

The subject of a positive or negative statement is usually the first element of a clause or sentence. The most commonly used types of subject are noun, pronoun and the phrase, while the verb- the most correctly the verb infinitive with to-(To walk is healthy) is seldom used in modern English. A subordinate clause as subject is quite common both in speech and writing and usually begins with- Whatever....., The fact that..... or That....., i.e.

- The fact that he likes skiing doesn’t interest me at all.
- That Jane failed her exam is a great disappointment.
- Whatever I hear about him surprises me.

Although the subject may consist of several words, long phrase or even a subordinate clause, there can only be one grammatical subject per clause.

The Verb:

The verb has a pivotal role in sentence structure. As with the Subject, the Verb can, and often does, consist of more than one word, but is treated as a single unit expressing not only the basic meaning of the main word (run, decide, intimate, etc) but also, among other things, the time that the action took place, whether the action is finished or not and the certainty of the action. In the examples below, the verb is in bold:

The cat sleeps all day. The dog barks all night. He is talking rubbish.

We will be seeing each other next week. The wallet might have been lost at the party.

So, although there may be up to four, possibly even five words in the verb phrase of a clause, they are usually analyzed as one verb as an element of the clause. Some verbs need only a subject to make a complete clause (He yawned, The cat is sleeping, etc), while others appear to need some more elements- he hit....., they like....., cars cost..... etc.

Other elements in the clause:

Apart from the two main clause elements, Subject and Verb there are three others which may or may not appear in the clause. These are the Object, the Complement and the Adverbial.

The Object:

As with the subject the object can be anything from a single word to a phrase. The Object element in all the cases directly follows the verb. This is by far the most common position for the object element in English, although, again, there are exceptions. English is therefore, usually referred to as an SVO type language, meaning that the expected and most natural order of clause elements is Subject+ Verb+ Object. Here are some examples of both people and things as Objects.

- He loves football.
- The dog bits the postman.
- The police has arrested three people.

- The company sacked one hundred of its employees.
- Roomy opened the door to the dining room.

8.2 OBJECTIVES

After going through this lesson, you shall be able to:

- explain the basic elements of sentence,
- explain the Subject Verb Object Agreement, and
- explain the difference in the Simple, and Compound & Complex Structures of Sentence.

8.3 THE SUBJECT VERB OBJECT AGREEMENT (DEVELOPMENT, USE IN THE COMPOSITIONS AND PROSE)

Subjects and Verbs must agree with one another in number (singular or plural). Thus, if a subject is singular, its verb must also be singular, if a subject is plural, its verb must also be plural.

e.g. The dog chases the cat. The dogs chase the cat.

In present tenses, nouns and verbs form plural in opposite ways:

Nouns ADD an s to the singular form; Verbs REMOVE an s from the singular form.

Here are nine subject verb agreement rules:

1. A Phrase or clause between subject and verb does not change the number of the subject.
E.g.
“A can of lima beans sits on the shelf”. (can-subject, of lima beans- prepositional phrase, sits- verb)
2. Indefinite pronouns as subjects:
 - Singular indefinite pronoun subjects take singular verbs.

E.g. Each does a good deal of work around the office. (Each does)-singular

Singular-Each, either, neither, one, no one, nobody, nothing, anyone, anybody, anything, someone, somebody, something, everyone, everybody, everything.

- Plural indefinite pronoun subjects take plural verbs.

E.g. Both do a good deal of work around office. (Both do)- plural Plural- several, few, both, many.

- Some indefinite [pronouns may be either singular or plural: with uncountable, use singular: with countable, use plural.

Either Singular or Plural: some, any, none, all, most.

3. Compound Subjects: joined by and are always plural.

E.g.- A pencil and an eraser make writing easier. (pencil, eraser- plural, make-plural)

4. With Compound Subjects joined by or / nor, the verb agrees with the subject nearer to it.

E.g. - Neither the director nor the actors are following the lines closely. (director-singular, actors are – plural)

5. Inverted Subjects must agree with the verb. E.g.

- Waiter, there is a fly in my soup. (is, fly- singular)
- There are four flies in my soup. (are, flies- plural)
- How are the relatives taking the bad news? (are, relatives- plural)

6. Collective Nouns: (group, jury, crowd, team etc) may be singular or plural, depending on meaning.

E.g. The jury has awarded custody to the grandmother. (jury, has- singular)The jury

members have been arguing for five days. (jury, have- plural)

7. Titles of single entities (books, organizations, country, etc) are always singular
E.g. The Grapes of wrath takes a long time to read. (Grapes, takes- singular)

8. Plural Forms Subject:

- Plural form subjects with a singular meaning take a singular verb. (e.g. news, measles, mumps, physics, etc.)

E.g. Mumps is a contagious disease. (Mumps, is – singular)

- Plural form subjects with singular or plural meaning take a singular or plural verb, depending on meaning . (e.g. politics, economics, etc.)
E.g. Politics is an interesting subject. (Politics, is – singular)

The politics of the situation were complicated. (politics, were – plural)

- Plural form subjects with a plural meaning take a plural verb. (e.g. scissors, trousers, etc)

E.g. The scissors are on the table. (scissors, are- plural) The pair of scissors is on the table. (pair, is – singular)

9. With subject and subjective complement of different number, the verb always agrees with the subject. E.g. My favorite topic is poems by Longfellow. (topic, is- singular)
Poems by Longfellow are my favorite topic. (poems, are – plural)

10. The Only time when the object of the preposition factors into the decision of plural or singular verb forms is when noun and pronoun

subjects like “some, half, none, more or all” are followed by a prepositional phrase. In these sentences, the object of the preposition determines the form of the verb.

E.g. All the chicken is gone. All of the chickens are gone

8.4 DIFFERENTIATION IN THE SIMPLE & COMPOUND & COMPLEX STRUCTURES OF SENTENCE (DEVELOPMENT AND USE)

Some grammarians have defined a sentence as an independent linguistic form. Sentences have been divided into three kinds:

- Simple sentences: A simple sentence is a sentence with a single finite verb. The following sentences are the examples of simple sentences.

I went to your house. I knocked at the door. You were not there.

Simple sentences are independent of themselves.

- Compound sentences: A compound sentence is a sentence with two or more simple sentences connected with conjunctions like ‘and’, ‘as well as’, ‘either or’, ‘but’ etc. Every clause expresses a single meaning if detached from the complete sentence.

Let us consider the example given below:

I went to your house and knocked at the door but you were not there.

- Complex sentences: A complex sentence is a sentence with two or more sentences called the clauses within it but one of them carries greater importance than the others. This is more important in the sentence, gives meaning to the whole sentence and is known as the Principal clause. All other sentences are known as Subordinate clauses.

Let us consider the following examples: When it rains, I shall not go out.

Here ‘when it rains’ will be rather meaningless if ‘I shall not go out’ i.e. the Principle clause is not there. Consider another example:

When I saw him, I recognized him because he was an old friend of mine.

Here ‘I recognized him’ is the Principle clause. All other sentences are Subordinate clause and are not independent in themselves.

Check Your Progress-1

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of the lesson

1. The two most vital parts of the clause structure are.....
2. The subject and the verb are the minimum requirements for constructing a
3. The other elements in the sentence are the..... theand the.....
4. A simple sentence is a sentence with a single.....

- 5 between subject and verb does not change the number of the subject.
6. Plural form subjects with a plural meaning take \
7. A compound sentence is a sentence with two or more simple sentences connected with.....

8.5 LET US SUM UP

A good teacher of English must understand these kind of sentences and teach his students suitable structures properly. The teacher must understand them properly and the students at advanced level can be introduced to English syntax so that they may learn complicated word-pattern easily. At the early stages, the students should not be over-loaded with such exercises. They should be taught easy structures of sentences that are commonly used by them and then the difficult structures should be taught after proper selection and careful gradation.

When discussing the subject- verb agreement, it is helpful to remember that a singular subject takes a singular verb, and a plural subject takes a plural verb. In other words, the subject of a sentence is the noun to which the verb in the sentence refers, and so the two must always agree in number. To make the formal agreement to happen, the verb form must be selected so that it has the same person as the subject.

8.6 LESSON END EXERCISE

1. Explain the elements of sentence.
2. Describe subject, verb, object agreement in sentence structure.
3. Differentiate the Simple & Compound & Complex Structures of Sentence.

8.7 SUGGESTED FURTHER READINGS

- | | |
|--|------------------------------|
| 1. The English Teacher Hand Book. | T.C. Baruah |
| 2. Teaching of English | Dr. R. Bindra |
| 3. Teaching of English | S.C. Chadha |
| 4. Teaching of English | PW Gupta, Anil Gandhi |
| 5. Approaches /Methods in English language | Sandeep Chaudhary, IP Sharma |
| 6. Teaching of English | Dr. K.K. Sawhney |
| 7. Teaching of English | Dr. K.K. Sharma |
| 8. Mastering Grammar | Cordova Learning Series |

8.8 ANSWERS TO CHECK YOUR PROGRESS

1. subject and verb
2. basic English clause
3. Object, Complement, Adverbial.
4. finite verb
5. A Phrase or clause
6. a plural verb
7. conjunctions

BEHAVIOURAL OBJECTIVES FOR TEACHING ENGLISH

STRUCTURE

- 9.1 Introduction
- 9.2 Objectives
- 9.3 Behavioral Objectives
 - 9.3.1 Meaning
 - 9.3.2 Important Points for Writing Behavioral Objectives
 - 9.3.3 Purpose and Functions of Behavioral Objectives
 - 9.3.4 Behavioral Objectives for Teaching English
 - 9.3.5 Instructional Objectives
 - 9.3.6 Skill Objectives
 - 9.3.7 An Outline of General Objectives
- 9.4 Constructivism
 - 9.4.1 Meaning
 - 9.4.2 Constructivism in Teaching Learning Process
 - 9.4.3 Principles of Constructivist Approach to Language Teaching
 - 9.4.4 Constructivist Approach in Teaching Of English
 - 9.4.5 Characteristics of a Constructivist Teacher
 - 9.4.6 Constructive Approach
 - 9.4.7 Merits of Constructive Approach

9.5 Scaffolding

9.5.1 Meaning

9.5.2 Essential Features

9.5.3 Challenges and Benefits

9.6 Let Us Sum Up

9.7 Lesson End Exercise

9.8 Suggested Further Readings

9.9 Answers to Check Your Progress

9.1 INTRODUCTION

This lesson deals with the concept of behavioral objectives in teaching of English. For most teachers, learning objectives are central to all lesson plans. Objectives that are used in education, whether they are called learning objectives, behavioral objectives, instructional objectives, or performance objectives are terms that refer to descriptions of observable student behavior or performance that are used to make judgments about learning -the ultimate aim of all teaching. At some point, almost every teacher, especially new teachers and teacher education students, must learn to write these types of objectives.

9.2 OBJECTIVES

After studying the lesson, you shall be able to:

- explain behavioral objectives,
- frame behavioral objectives,
- discuss constructivist approach in teaching of English,
- design lesson plans using constructivist approach, and
- apply the concept of scaffolding in teaching of English.
-

9.3.1 Meaning

The term objectives is popularly used in all sphere of life before organizing any activity of process we have to have a clear idea about where it will lead us. Teaching is a purposeful and meaningful process. A teacher must have a delimited set of objectives. Before teaching, he must determine, his teaching objectives thus only he will success as a teacher.

Before discussing behavioral objective it is also important to discuss difference between aims and objectives.

Educational aim - the meaning of the word aim is the broad goals which our educational systems embraces and which we are expected to attain.

Objectives - objectives are the milestones to reach or to attain the aims. Objectives are specific, direct and practical in nature, and be achieved easily.

NCERT “ an objective is a point or end view of something towards which action is directed, as planned change brought through any activity what we set out to do”.

“Intended change brought about in a learner.” (Popham, et. al. 1969)

“A statement of what students ought to be able to do as a consequence of instruction.” (Goodlad, in Popham et al., 1969)

“Explicit formulations of ways in which students are expected to be changed by the educative process.” (Bloom, 1956)

“What the students should be able to do at the end of a learning period that they could not do beforehand.” (Mager, 1962)

“An objective is a description of a performance you want learners to be able to exhibit before you consider them competent. An objective describes an intended result of instruction, rather than the process of instruction itself.” (Mager,1975)

“Properly constructed education objectives represent relatively specific statements about what students should be able to do following instruction.” (Gallagher & Smith, 1989)

A behavioral objective is a learning outcome stated in measurable terms, which gives direction to the learner’s experience and becomes the basis for student evaluation. They may be general or specific concrete or abstract cognitive, affective and psychomotor.

Cognitive objectives emphasize intellectual outcome, such as knowledge, understanding and thinking skills.

Affective objective emphasize feeling and emotions such as interests, values, attitudes, appreciations and methods of adjustment psychomotor objective emphasize motor skills, such as physical assessment skills.

The three domains

A useful way of looking at the learning objectives is to consider the three categories developed by Prof. B.S. Bloom.

These are:

1. Cognitive
2. Affective
3. Psychomotor

Corresponding learning objectives in these domain, we have behavior changes which can be stated in terms of behavior outcomes. Bloom and his association at the University of Chicago produce the most useful classification or taxonomy of objectives in the three domains.

Each domain carries six categories of objectives as shown below:

Cognitive Domain		Affective Domain		Psychomotor	
WHAT		DOING WHAT		DOING HOW?	
6.	Evaluation	5, 6.	Organization and	6.	Habit Formation
4,5	Analysis and Synthesis	4.	Conceptualization	4, 5.	Coordination control
Cognitive Domain		Affective Domain		Psychomotor	
3.	Application	3.	Valuing	3.	Manipulation
2.	Comprehension	2.	Responding	2.	Imitation
1.	Knowledge	1.	Receiving	1.	Impulsion

9.3.2 Important points for writing behavioral objectives

Behavioral objectives that are useful in the classroom must meet certain criteria. The four essential elements of a well-written behavioral objective are outlined below. When writing a

behavioral objective, evaluate it using these criteria.

- i. Good behavioral objectives are student-oriented. A behavioral objective, which is student-oriented, places the emphasis upon what the student is expected to do, not upon what the teacher will do.
- ii. Good behavioral objectives describe learning outcomes. The important thing to keep in mind here is that we are interested in what the students will learn to do. In other words, it is the learning outcome that is important, not the learning activities that should lead to that outcome.
- iii. Behavioral objectives are clear and understandable. It should contain a clearly stated verb that describe a definite action or behavior and in most cases, should refer to an object of that action.
- iv. Behavioral objectives are observable. The evaluation of learning outcomes higher on the ability to observe those outcomes. The key to observable objectives is an observable verb. The verb must describe an observable product.

9.3.3 Purpose and Function of Behavioral Objectives

- Guide for the teacher relative to the design of instruction
- Guide for the teacher for evaluation/test design (e.g. written tests, OSCEs, etc.)
- Guide for the learner relative to learning focus
- Guide for the learner relative to self-assessment
- Statements of objectives tell others what we value.
- Causes careful thinking about what is to be accomplished through instruction.
- Helps relationship between teacher and learner because with explicit objectives the instructor is viewed less in an adversarial role because students are not forced to guess what is to be learned.
- Enhances possibility to create focused independent learning materials.
- Makes teaching more directed and organized.
- Communicates to colleagues what you are teaching thus enhancing collaboration and teamwork with colleagues.
- Helps facilitate those situations in which we want students to demonstrate competency (The objectives can be specified in such a way as to specify competency.)
- Aids in program evaluation

- Forces teacher to think carefully about what is important
- Helps avoid unnecessary repetitions in teaching
- Helps bridge the gap between vague, but relevant, and important, institutional goals and actual instruction
- Provides visibility and accountability of decisions made by teachers and learners.
- Provides models for the creation of objectives by students
- Helps students make decisions regarding prioritizing.
- Provides feedback to learners as objectives are accomplished.

9.3.4 Behavioral objectives for teaching of English

The four-fold objectives of language teaching can be drawn from aspects of language.

The four aspects of language are:

1. Semantic-related to understanding,
2. Phonetic-deals with sound, spelling, pronunciation
3. Graphic-related to writing, and
4. Phonetic-cum-graphic-dealing with reading. Thus we find the four objectives of

teaching English are: To teach pupils

1. To hear and understand spoken English
2. To understand what they read in English
3. To speak in English
4. To write in English

Abilities to be developed by four-fold objectives The following four skills are developed:

- i. Listening
 - ii. Reading
 - iii. Speaking
 - iv. Writing
- 1) Abilities to understand English It includes the following:
 - (a) Ability to draw meaning from what is heard.
 - (b) Ability to respond in action as a reaction to hearing
 - 2) Ability to read English

- (a) Ability to read simple prose, poetry, story, articles with comprehension.
- (b) Ability to read a simple sentence with understanding.
- (c) Ability to read aloud without losing the sequence of thoughts.
- 3) Ability to speak English
 - (a) Ability to pronounce with intonation and stress.
 - (b) Ability to respond to speech as a reaction to hearing.
- 4) Ability to write English
 - (a) Ability to spell words correctly.
 - (b) Ability to use appropriate vocabulary in the right place.
 - (c) Ability to build sentences without grammatical error and
 - (d) Ability to write down passages clearly in an exact language with pertaining to the topic.

Writing behavioral objectives

There are various methods of writing objectives in behavioral terms. These interpretation are contained in the writings of Drucker (1954) , B.S. Bloom (1956), Robert Mager (1962). Robert Miller (1962) and NCERT-RCEM (1972).

- (1) Drucker's emphasis is on management and he has given emphasis on behavioral aspects of the objectives.
- (2) Bloom shifts the emphasis from content to the objectives in evaluation. Each question is supposed to evaluate one specific objective. Thus, he has made an effort to write these objectives in behavioral terms.
- (3) Robert Mager puts emphasis on cognitive and affective objectives.
- (4) Robert Miller proposes to write psychomotor objectives in behavioral terms.
- (5) NCERT-RECM's approach is applicable to cognitive, affective and psychomotor objectives of teaching and training. The main emphasis is on mental abilities.

(A) Robert Mager's Approach:

According to Robert Mager, behavioral objectives should be written in the following manner:

- (1) Identifying the terminal behavior: At the first instance, the terminal behavior should be identified by name. The kind of behavior which will be accepted as an evidence that the learner has achieved the objective should be specified.

- (2) Defining the desired behavior: it is good to define the desired behavior. This may be done by describing the important conditions under which the behavior will be expected to occur.
- (3) Specified the criteria of acceptable performance: The criteria of acceptable performance should be specified. This may be done by describing how well must the learner perform to be considered acceptable.

(B) Robert Miller's Approach:

Robert Miller tackles the problem from the point of view of skill analysis. He suggests the following method of writing a clear objective:

- (1) An indicator on which the activity, relevant-indication appears:
- (2) The indication which calls for a response;
- (3) The control objective to be activated;
- (4) the activation or manipulation to be made ;
- (5) The indication of response should be adequate or feedback.

Here is a select list of associated action verbs for different objectives in the cognitive domain:

	Objectives	Associated Action Verbs		
1	Knowledge	Define State list	Writes Recall Recognize etc.	Underline Select Reproduce
2	Comprehension	Identify Select	Illustrate Name etc	Explain Classify
3	Application	Predict Explain	Choose Show etc.	Construct Perform
4	Analysis	Analyze	Select Compare	Justify Criticize
5	Synthesis	Combine	Discuss	Select Conclude
6	Evaluation	Judge	Support	Identify Choose

(C) NCERT Approach:

NCERT (1972) developed an approach for writing objectives in behavioral terms, at the Regional College of Education, Mysore (RECM). This approach is applicable for cognitive, affective and psychomotor objectives of teaching. It lays main emphasis on mental abilities.

The education and content-cum-method experts have formulated the hierarchical structure of expected behavior outcomes.

The RECM approach has used Benjamin Bloom's Taxonomy. But with a difference. The approach has converted Bloom's six categories into four, as is shown below :

Bloom's Taxonomy of Objectives	RCEM Taxonomy of Objectives	Abilities
1. Knowledge	1. Knowledge	1.1 Recall
		1.2 Recognize
2. Comprehension	2. Understanding	2.1 Seeing Relationship
		2.2 Cite examples
		2.3 Discriminate
		2.4 Classify
		2.5 Interpret
		2.6 Verify
		2.7 Generalize
3. Application	3. Application	3.1 Reason out
		3.2 Formulate hypothesis
		3.3 Establish hypothesis
		3.4 Infer
		3.5 Predict
4. Analysis	4. Creativity	4.1 Analyze
		4.2 Synthesize
		4.3 Evaluate
5. Synthesis		
6. Evaluation		

The above table shows that these seventeen mental processes or abilities are involved.

1. Knowledge Objectives:

1. The learner is able to recognize.
2. The learner is able to recall
2. Understanding Objectives:
 1. The learner is able to see relationship between—— and ——
 2. The learner is able to cite example of ——
 3. The learner is able to discriminate between —— and ——
 4. The learner is able to interpret ——
 5. The learner is able to classify ——
 6. The learner is able to verify ——
 7. The learner is able to generalize ——
3. Application Objectives:
 1. The learner is able to reason out ——
 2. The learner is able to formulate hypothesis for ——
 3. The learner is able to establish hypothesis for ——
 4. The learner is able to infer about ——
 5. The learner is able to predict about ——
4. Creativity Objectives:
 1. The learner is able to analyses ——
 2. The learner is able to synthesis ——
 3. The learner is able to evaluate ——

The objectives of all school subjects including English can be written with the help of the above seventeen statements. After identifying the objectives, the elements of the content may be placed in the blanks in each statement to obtain the behavioral form of the objectives.

Check Your Progress-1

Note: (a) Write your answers in the space given below.

(b) Compare your answers with those given at the end of the lesson.

1. The three categories developed by Prof. B.S. Bloom of learning objectives are _____
2. Good behavioral objectives are _____oriented
3. NCERT (1972) developed an approach for writing objectives in behavioral terms, at the Regional College of Education, _____
4. The RECM approach has used _____Taxonomy.

9.3.5 Instructional objectives

Instructional objectives (also known as behavioral objectives or learning objectives) are basically statements which clearly describe an anticipated learning outcome. When objectives were first coming into their own in education they almost always began with the phrase “upon completion of this lesson, the student should be able to _____” This phrase focused on the outcome of learning rather than on the learning process. In fact, one of the criteria for well written objectives is that it describes the outcome of learning, that is, what the learners can do after learning has occurred that they might not have been able to do before the teaching and learning process began.

An instructional objective is a statement that will describe what the learner will be able to do after completing the instruction. (Kibler, Kegla, Barker, Miles, 1974).

According to Dick and Carey (1990), a performance objective is a detailed description of what students will be able to do when they complete a unit of instruction. It is also referred to as a behavioral objective or an instructional objective.

Robert Mager (1984), in his book *Preparing Instructional Objectives*, describes an objective as “a collection of words and/or pictures and diagrams intended to let others know what you intend for your students to achieve” . An objective does not describe what the instructor will be doing, but instead the skills, knowledge, and attitudes that the instructor will be attempting to produce in learners.

- Instructional objectives are specific, measurable, short-term, observable student behaviors. They indicate the desirable knowledge, skills, or attitudes to be gained.
- An instructional objective is the focal point of a lesson plan. Objectives are the foundation upon which you can build lessons and assessments and instruction that you can prove to meet your overall course or lesson goals.
- Think of objectives as tools you use to make sure you reach your goals. They are the arrows you shoot towards your target (goal).
- Begin with an understanding of the particular content to which the objectives will relate.
- The purpose of objectives is not to restrict spontaneity or constrain the vision of education in the discipline; but to ensure that learning is focused clearly enough that both students and teacher know what is going on, and so learning can be objectively measured. Different archers have different styles, so do different teachers. Thus, you can shoot your arrows (objectives) many ways. The important thing is that they reach your target (goals) and score that bulls eye.

9.3.6 Skill Objectives

Skills refers to the wide range of cognitive(mental), physical and emotional skills including science processes, critical thinking, problem solving, decision making, communication, research, mathematical, psychomotor and interpersonal relation.

The English Teaching has Skill objectives which includes :

- To develop the skill of listening.
- To develop the skill of speaking.
- To develop the skill of reading.
- To develop the skill of writing.

The study of every language has four important aspects, namely, Listening, Speaking, Reading and Writing.

None of these aspects of language can work in isolation. They must function in coordination with one another.

In this context, the above aspects can be rolled into the following general aims :

1. Reception

2. Expression

A language is first received and then expressed. In language learning, four language skills are involved. These skills are listening and understanding, reading and understanding, speaking and writing. The difference among these skills brings to light differences between responding to language (reception) and using language (expression). In the first case, the learner gives meanings to language symbols, spoken or written. In the second case (using or expression), the learner has to produce both meaning and symbols.

1. Reception

Reception involves

- (a) Listening and understanding;
- (b) Reading and understanding

All language learning begins with the ear. So the teacher must aim at making his learners respond to the target language when it is spoken. Of course, ear-training begins in the mother-tongue class. But in learning English as a second or foreign language, the learner is to respond to a new set of symbols in speech. To achieve this aim, the teacher must provide maximum opportunities to his pupil to listen to the spoken forms of English language. For this purpose, he may use certain audio aids as tape-recorder, linguaphone, radio etc. The aim should be that children learn to respond to English sounds produced in quick succession. In fact, everything in language learning is based on good listening.

Besides responding to spoken symbols, the learners must also learn to respond to written symbols. Reading is also a good means of receiving language. Reception through reading for acquiring knowledge should come much later than reading for expression has been acquired.

2. Expression

The expression of ideas and facts in foreign language is an important aim. Anything that the learner 'has in mind' should be first clothed in new symbols before it is 'expressed'

This involves two fold processes:

1. to think of ideas or thoughts, and
2. to clothe them in new symbols.

Much ground for these two processes is prepared when the teacher aims at making the child respond to language symbols.

To achieve the aim of expression, the learner must start 'using' the target language (English) in (a) speaking (b) reading (c) writing.

- (a) Speaking: Listening is naturally followed by speaking. Once the child has started understanding language symbols, he should be given opportunities to use those verbal symbols in speech.

This means:

1. the child should be able to make the sounds of English-single sounds as well as sounds in combination;
2. he should know the use of proper stress and intonation;
3. he should be able to express himself through short, simple sentences;
4. he should be able to converse in English, answer simple questions and ask simple questions;
5. he should be able to talk about events, places, things and persons in simple English.

The teacher can achieve this aim in number of ways.

1. The child should be given as many opportunities as possible to listen and speak English.
2. The teacher should become a good model of speech for the child. A good model will produce a good speaker; and bad model, a bad speaker.
3. In order to be a good model, the teacher should himself learn and practice English Sounds.
4. The teacher should make use of aids such as linguaphone, gramophone tape-recorder, radio, etc. during the teaching hours.
- (b) Reading: Reading is an important mode of expression. The idea is that young pupils should have had a sound training in reading mother-tongue, before they start reading the foreign language. Reading as a mode of expression in learning English means responding to verbal symbols after they have been given written shapes.

Pupils should be able to read well and read with comprehension. Early expression in

reading must be in the form of loud reading. This will prepare ground for silent reading in higher classes and in adult life. Reading will help the pupils to get pleasure out of the language. There are a number of problems in learning foreign language. The teacher should know these problems of the pupils and help them in every way to read well.

While teaching loud reading, the teacher should see to it that;

1. the pupils pronounce words correctly;
2. the pupils lay proper stress on words;
3. the pupils bring in proper intonation;
4. the pupils read at reasonable speed;
5. they do not commit reading faults of hand and eye movements.

The teacher should help the pupils in understanding new words and sentence patterns.

The pupils should increase their recognition vocabulary.

- (c) Writing: While teaching English for practical purposes, pupils must be given the ability to write simple and correct English. This is the most difficult task. The aim here is to enable the pupils to write on simple topics of day to day life such as letters to friends and relations, applications and simple notes or invitations. This ability calls for handwriting, spelling, structures, words of active use, punctuation, etc. In order to achieve this aim, the teacher should begin teaching the pupils how to make the shapes of English letters. Afterwards, he should teach them the other aspects of writing through guided composition and then free composition. The use of visual-aids will prove valuable in achieving this aim.

The above then are the important general aims of teaching English to Indian children.

An Indian child will be said to have gained the working and practical mastery over English if he has learnt the four basic skills:

1. Understanding spoken English
2. Speaking correct English
3. Reading English and
4. Writing simple and correct English for daily use.

The teacher of English should see to it that all abilities should be regarded as paramount, and equal importance should be given to each. Certain ability should not be developed at the cost of any other ability.

9.3.6 An Outline of General Objectives applied to the teaching of English as A Second Language.

The following is an outline of the general objectives of teaching English as a second or a foreign language in India.

(a) Early Stage (first 3 Years):

1. Ability to Listen and Understand: The ability to understand very simple English spoken at normal speed within the vocabulary and structures laid down in the syllabus.
2. Ability to speak with Intelligible Pronunciation: The ability to speak very simple English with an internationally comprehensible pronunciation and intonation, as far as the environment permits, within the vocabulary and structures laid down in the syllabus.
3. (a) Ability to Read aloud: The ability to read aloud fluently within the vocabulary and structural range of the syllabus.
(a) Ability to Read Silently: The ability to read similar material silently with reasonable speed and to show evidence of comprehension by answering questions either in the foreign language or in the mother-tongue.
4. Ability to Write: The ability to build sentences and paragraphs within the range of the syllabus on simple topics of day to day situations.

(b) Late Stage (including high School)

5. The ability to speak fluently so as to communicate with ease in English.
6. The ability to read and understand, with the help of a dictionary, a straightforward piece of full English on a non-specialized subject.

To above aim, the following may be added:

7. The ability to write simple letters or express opinion on a simple topic in correct English.
8. (a) The ability to translate into the mother-tongue a piece written in the foreign language.
(b) The ability to translate simple, carefully chosen material from the mother-tongue into the foreign language.

Check Your Progress- 2

Note: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the lesson.

- 1) To achieve the aim of expression, the learner must start 'using' the target language (English) in _____
- 2) The four basic skills of English language are _____

- 3) Two basic aims of language are _____
_____ \ _____

9.4 CONSTRUCTIVISM

Constructivism has emerged in recent years as a dominant paradigm in education and has had a major intellectual impact on the development of pedagogy, rooted in the cognitive developmental of Piaget and in the socio- cultural theory of Vygotsky, constructivist notions have had an impact on the development and application of technologically enhanced micro worlds and on linguistic investigation into literacy and narrative development. Constructivist learning has developed as a substantial approach to teaching.

9.4.1 Meaning

Constructivism is an innovative strategy in which students construct their knowledge themselves through interaction with each-other on the basis of previous experiences. It is student-centered rather than teacher-centered in which teacher acts as a facilitator. Constructivism considered that knowledge is not a thing that can be simply given by the teacher at the front of the room to students in their desks. Rather knowledge is constructed by learners through an active, mental process of development; learners are the builders and creators of meaning and knowledge (Sharma, 2014). It is based on interests, general and specific abilities, attitudes, achievement, aspirations and motivations of students. This strategy offers flexibility, motivation, adaptation, creativity and versatility for the teacher

and the students. It encourages students to learn through personal experiences along with others help and suitable learning material (Grabe&Grabe, 1998). Because of these salient features of constructivism, if this strategy is put to use in English teaching and learning, learning on the part of the students will be more enjoyable.

9.4.2 Constructivism in Teaching Learning Process

There are some principles of constructivism that must be paid attention in applying this theory in teaching learning process (Simon, 1990):

1. Knowledge is actively constructed by the individual.

It means that knowledge is seen or viewed as learning in how the learners construct the meaning of something that can make sense to them. In other words, it creates the learners as active creators.

2. Learning is both an individual and a social process.

We find the meaning of learning through the interaction with others in natural contexts.

3. Learning is a self-regulated process

Individual's learning is determined by the inborn characteristics and external factors that influence them.

4. Learning is an organizational process that enables people to make sense of their world.

Learning is viewed as a process to relate the prior knowledge and new one by assimilating and accommodating.

5. Cognition serves the organization of the experiential world, not the ontological reality. Truth as viability, not validity.

In doing the term “learning” an individual has different ways, perspectives, life and the purpose of it. So, he or she has different result in interpreting the term “learning” that it is based on his or her experience.

6. Reality represents an interpretation.

To construct our understanding of the meaning of certain thing, we can't separate with the term interpretation.

7. Learning is a socially situated activity that is enhanced in meaningful contexts. The term "learning" happens in social environments in interaction with others in meaningful context.
8. Language plays an essential role in learning. Thinking takes place in communication.

Language is seen as the tool to connect with what has been learning with component of language such as words, sentence etc. then combine it in order to create the effective communication.

9. Motivation is a key component in learning.

Motivation has significant role in learning if the learner has high motivation in learning, he will have the better result than the learner doesn't.

9.4.3 Principles of Constructivist Approach to Language Teaching

- One of the most important principles in constructivist approach to language teaching is action orienters. Co-operative learning (such as pair work, group work or any other social forms of learning), creative and active participation in classroom activities, learning by preparing various projects as well as learning by teaching (when the student is asked to take over teacher's role) have been treated as the major tasks referring to the action oriented method.
- The second principle in constructive language teaching is individualization of learning which is centered on the learner. It is the learner who is allowed to decide about the fragments and sections of the materials provided by the teacher during the lesson. This possibility to make choices fosters learner's autonomy, thus it takes into account their preferable style and type of learning.
- Another principle of constructive approach refers to holistic language experience which

refers to content-oriented language teaching and usually takes place in bilingual classes. Constructive approach to language teaching is based on the foundation that knowledge is constructed not received. It is based on thinking and analyzing not memorizing. It also lays emphasis on understanding and applying and not repeating.

- Instruction must be concerned with the experiences and contexts that make the student willing and able to learn (readiness).
- Instruction must be structured so that it can be easily grasped by the student (spiral organization).
- Instruction should be designed to facilitate extrapolation and or fill in the gaps (going beyond the information given) by stimulating cognitive skills required for application.
 - More concentration on the Learner-centeredness which means more individualisation of learning, and autonomy of learner
 - Process-related awareness is essential in the constructivist classroom and learning awareness, language awareness, intercultural awareness

9.4.4 Constructivist Approach in Teaching of English

a) Engage

In the very first phase of 5E Model of Constructivism i.e. Engage, an attempt is made to activate prior knowledge of students by engaging them in a problem which have connection with their previous knowledge. In this phase, students are engaged by asking a question, defining a problem and showing a surprising event. Here, the role of the teacher is that of a facilitator where he/she will create interest, generate curiosity, raise questions and encourage the students for response. He also sets the rules and procedures for the activity. The students try to solve their problem by listening, reading books, searching other source of knowledge such as internet, interacting with each other and writing. In this way, involving themselves in these activities, they will develop their all basic communication skills which are required to communicate in the English language. For example: Write names of each article which you are seeing in your classroom. Expected Response: Blackboard, Bench, Table, Computer, Book etc.

b) Explore

In the second phase of 5E Model of Constructivism i.e. Explore, an opportunity is given to the students to extend the knowledge of the first phase. Students are provided enough time to think freely, generate their own ideas, plan, investigate and organize collected information and record observation and ideas. They work together in teams. Here, the role of the teacher is that of a facilitator where he/she will observe, listen to students as they interact, encourage to work together and ask probing questions to redirect the students investigation when necessary. As they work together in teams, students will build a base of common experience which assists them in the process of sharing and communicating in English. Example: Can you give synonyms of any five articles which are available in your classroom. Expected response: Book – Handbook, Table – Bench, Blackboard – Chalkboard, Notebook – Copy.

c) Explain

In the third phase of 5E Model of Constructivism i.e. Explain, students are encouraged to explain their observation and findings in their own words in the learning cycle. Teacher will also ask for justification and clarification from students. In this phase, communication will occur between peers, the facilitator, or within the learner himself. This phase is also student-centered because students are given opportunity to discuss, listen critically the explanations given by the teacher and their peers, raise questions about what they hear and add their own explanations so as to engage in active learning. Example: Explain the uses of any two articles in your own words?

Expected Response: Blackboard - A blackboard is defined as a flat surface feature, it can be a board made of wood, fiber or sometime made plastered on the wall of the class. It as teaching aids is very important tools used by a teacher to facilitate learning and improve reading and others skills. It is used to reinforce skills or facts and relieve anxiety, fears or boredom because teaching aid is like a game. It is also used for highlighting the main heading of the passage.

Computer – It as an aid to the instructional process and the latest arrival in the field of education. It makes teaching-learning process enjoyable

by including audio-visual skills. All types of relevant knowledge and information regarding the teaching and learning of the topics of school subject can be easily available through the service of computer technology. As a perfect tutor, it can very well maintain a perfect interaction with the individual students. In its tutorial capacity, it provides instructions, asks and answers questions, assigns and checks the homework.

d) Elaborate

In the fourth phase of 5E Model of Constructivism i.e. Elaborate, an opportunity is given to the students to use their previous learned information as a vehicle to enhance a deeper and broader understanding and investigate new ideas. They can practice learned skills, refine them and change their behavior. Teacher encourages the learners to apply and extend their understanding into new contexts. In this phase, students will extend their knowledge by reading, writing and interaction with each-other. Thus, they will develop all basic skills of communication which are required in English through these activities. Example:

1. Students understand the term “Articles”.
2. Students can discriminate between blackboard and computer.

e) Evaluate

The final phase of the 5E model of constructivism is Evaluate. This phase allow the teacher to determine if the learner has attained understanding of concepts. Evaluation can occur at all points along the continuum of the instructional process. The teacher may evaluate the learners achievement by asking open-ended questions, observation structured by checklists and students interview. Students may evaluate their progress by interaction to each-other in this phase. Concrete evidence of the learning is most valuable in communication between students, teachers,

parents and administrator. Example: 1. Write names and synonyms of each article which are available in your classroom? 2. What is the difference between blackboard and computer? 3. What is portfolio? Define uses of it? 4. What are similarities between overhead projector and computer? 5. Define any five articles with their uses?

9.4.5 Characteristics of a Constructivist Teacher:

- (1) Teacher serves as one of many resources for students, not necessarily the primary source of information.
- (2) The teacher engages students in experiences that challenge previous conceptions of their existing knowledge.
- (3) The teacher uses student responses in the planning of next lessons and seeks elaboration of students' initial responses.
- (4) The teacher encourages questions and discussion among students by asking open-ended questions.
- (5) The teacher assists students to understand their own cognitive processes (metacognition) by using cognitive terminology such as classify, analyze, create, organize, hierarchy, etc. when framing tasks.
- (6) The teacher encourages and accepts student autonomy and initiative by being willing to let go of classroom control.
- (7) The teacher makes available raw data and primary resources, along with manipulative and interactive physical materials.
- (8) The teacher does not separate knowing from the process of finding out nouns and verbs.
- (9) The teacher facilitates clear communication from students in writing and verbal responses, from the point of view that communication comes from one's deep structural understanding of the concepts being communicated. When they can communicate clearly and meaningfully, they have truly integrated the new learning.

9.4.6 Merits of Constructive Approach:

This method of teaching is effective for students who learn better in a hands-on environment and helps students to better relate the information learned in the classroom to

their lives. Children learn more, and enjoy learning more when they are actively involved, rather than passive listeners. Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand. Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings. Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas.

9.4.7 Demerits of Constructive Approach

There are also some demerits to constructive teaching. The training necessary, for constructive teaching is extensive and often requires costly long- term professional development. With an average number of students in one classroom, teachers are unable to customize the curriculum to each student, as their prior knowledge will vary. The constructivism curriculum also eliminates standardized testing and grades. It requires more time and energy.

Check Your Progress- 3

Note: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the lesson.

- 1) Constructivism as a theory of learning emerged from the work cognitive psychologist such as _____, _____ and _____.
- 2) 5E model of constructivist approach includes Engage, _____, Explain, Elaborate and _____
- 3) The final phase of the 5E model of constructivism is _____
- 4) Constructivism is an innovative strategy in which student's _____ themselves through interaction with each-other on the basis of previous experiences.

9.5 SCAFFOLDING

In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.

Scaffolding is widely considered to be an essential element of effective teaching, and all teachers—to a greater or lesser extent—almost certainly use various forms of instructional scaffolding in their teaching. In addition, scaffolding is often used to bridge learning gaps—i.e., the difference between what students have learned and what they are expected to know and be able to do at a certain point in their education. For example, if students are not at the reading level required to understand a text being taught in a course, the teacher might use instructional scaffolding to incrementally improve their reading ability until they can read the

required text independently and without assistance. One of the main goals of scaffolding is to reduce the negative emotions and self-perceptions that students may experience when they get frustrated, intimidated, or discouraged when attempting a difficult task without the assistance, direction, or understanding they need to complete it.

9.5.1 Meaning

Educational (or Instructional) Scaffolding is a teaching method that enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance. It was first coined by researchers David Wood (Nottingham), Jerome S. Bruner (Oxford), and Gail Ross (Harvard) in their 1976 report, “The Role of Tutoring in Problem Solving.”

According to its original definition, scaffolding enlists the instructor as an “activator” whose role is to facilitate the student’s incremental mastery of a concept. “Fading” is the process of gradually removing the scaffolding that was put into place for the student until he internalizes the information and becomes a self-regulated, independent learner.

Two years after their initial report, in 1978, the researchers revisited the work of famed psychologist Lev Vygotsky and found reason to revise their definition. Vygotsky writes in “Mind and Society” (Harvard University Press) that there are two levels of learning that need to be recognized as distinct: 1) the actual developmental level, “that is, the level of development of a child’s mental functions that has been established as a result of certain already completed developmental cycles”; and 2) the potential development level “as determined through problem solving under adult guidance or in collaboration with more capable peers.” The difference between these two levels is called the student’s “proximal zone of development.”

9.5.2 Essential Features

There are three essential features of scaffolding that facilitate learning.

- The first feature has to do with the interaction between the learner and the expert. This interaction should be collaborative for it to be effective.
- The second, learning should take place in the learner’s zone of proximal development.

To do that the expert needs to be aware of the learner's current level of knowledge and then work to a certain extent beyond that level.

- The third feature of scaffolding is that the scaffold, the support and guidance provided by the expert, is gradually removed as the learner becomes more proficient. The support and guidance provided to learners facilitate internalization of the knowledge needed to complete the task. This support is weaned gradually until the learner is independent.

For scaffolding to be effective, teachers need to pay attention to the following:

- The selection of the learning task: The task should ensure that learners use the developing skills that need to be mastered. The task should also be engaging and interesting to keep learners involved.
- The anticipation of errors: After choosing the task, the teacher needs to anticipate errors the learners are likely to commit when working on the task. Anticipation of errors enables the scaffolder to properly guide the learners away from ineffective directions.
- The application of scaffolds during the learning task: Scaffolds could be organized in “simple skill acquisition or they may be dynamic and generative”. The consideration of emotive or affective factors: Scaffolding is not limited to a cognitive skill but it also relates to emotive and affect factors. During the task the scaffolder (expert) might need to manage and control for frustration and loss of interest that could be experienced by the learner. Encouragement is also an important scaffolding strategy.

9.5.3 Challenges and Benefits

As with any other learning theory or strategy, there are challenges and benefits to educational scaffolding. Understanding and comparing both will assist the educational professional or trainer in their assessment of the usefulness of the strategies and techniques as well as allow for comprehensive planning before implementation. The challenges are real but can be overcome with careful planning and preparation.

Challenges:

- Very time consuming.

- Lack of sufficient personnel.
- Potential for misjudging the zone of proximal development; success hinges on identifying the area that is just beyond but not too far beyond students' abilities.
- Inadequately modeling the desired behaviors, strategies or activities because the teacher has not fully considered the individual student's needs, predilections, interests, and abilities (such as not showing a student how to "double click" on an icon when using a computer).
- Full benefits not seen unless the instructors are properly trained.
- Requires the teacher to give up control as fading occurs.
- Lack of specific examples and tips in teacher's edition of textbooks.

Benefits:

- Possible early identifier of giftedness.
- Provides individualized instruction.
- Greater assurance of the learner acquiring the desired skill, knowledge or ability.
- Provides differentiated instruction.
- Delivers efficiency – Since the work is structured, focused, and glitches have been reduced or eliminated prior to initiation, time on task is increased and efficiency in completing the activity is increased.
- Creates momentum – Through the structure provided by scaffolding, students spend less time searching and more time on learning and discovering resulting in quicker learning.
- Engages the learner.
- Motivates the learner to learn.
- Minimizes the level of frustration for the learner..

Check Your Progress- 4

Note: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the lesson.

- 1) Scaffolding is often used to bridge learning _____.
- 2) The support and guidance provided by the expert in scaffolding method, is _____ as the learner becomes more proficient.
- 3) Enlist any three challenges of scaffolding method. _____
- 4) Write any four benefits of scaffolding method. _____

9.6 LET US SUM UP

In this lesson we have discussed about behavioral objectives in teaching of English. A behavioral objective is a learning outcome stated in measurable terms, which gives direction to the learner's experience and becomes the basis for student evaluation. While framing objectives, all the four skills namely, listening, speaking, reading and writing should be taken care of. Constructivist strategy in teaching of English has also been discussed. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Scaffolding can be of great help in the classroom of teaching of English as it helps to move students progressively towards stronger understanding and ultimately greater independence in the learning process.

9.7 LESSON END EXERCISE

1. Discuss the principles of constructive approach to language teaching.
2. What is the difference between educational aim and objectives?
3. Define behavioral objective.
4. List any four behavioral objectives for teaching of English.
5. Explain the various instructional objectives in the context of English.
6. What should be the aims of teaching English in Indian Schools today?
7. What are the four skills in language teaching and learning? How can a teacher of English succeed in achieving those skills?

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9.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress- 1.

1. Cognitive , Affective and Psychomotor
2. Student
3. Mysore
4. Benjamin Bloom's

Check Your Progress- 2

1. Speaking, reading and writing.
2. Reading, writing, speaking and listening.

3. Reception and expression. Check Your Progress- 3

1. Piaget and Vygotsky
2. Explore and evaluate
3. Evaluate
4. Construct their knowledge

Check Your Progress- 4

1. Gaps
2. Gradually removed
3. (a) Very time consuming
(b) Lack of sufficient personnel
(c) Potential for misjudging the zone of proximal development; success hinges on identifying
- 4 (a) Possible early identifier of giftedness
(b) Provides individualized instruction
(c) Greater assurance of the learner acquiring the desired skill, knowledge or ability
(d) Provides differentiated instruction

CURRICULUM FOR ENGLISH LANGUAGE

Structure

10.1 Introduction

10.2 Objectives

10.3 Curriculum

10.3.1 Meaning of Curriculum

10.3.2 Importance of English in Curriculum

10.3.3 Principles of Designing Curriculum

10.3.4 Curriculum Design in the Classroom

10.3.5 Principles for Preparing English Curriculum

10.3.6 Principles of Language Learning in the Curriculum.

10.4 Let Us Sum Up

10.5 Lesson End Exercise

10.6 Suggested Further Readings

10.1 INTRODUCTION

A well-designed curriculum directly impacts how a teacher teaches and a student learns. It is said that if you want to know about a country then know about the content or curriculum of education of that country. Such is the importance of curriculum. In fact, curriculum is synonymous with education. Curriculum is a very rich area of research. If a country indeed wants to progress, then its educational content has to be constantly updated and revised.

10.2 OBJECTIVES

After going through this lesson, you shall be able to:

- discuss the meaning of curriculum,
- explain the importance of English curriculum,
- describe the principles of designing curriculum, and
- describe principles for preparing English curriculum.

10.3.1 Meaning

In education, a curriculum is broadly defined as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educators or schools' instructional goals. Curriculum may incorporate the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.

Dictionary meaning of the word curriculum stands for 'chariot for racing'.

It is derived from the Latin word 'currere'.

According to Secondary Education Commission (1952-53), "Curriculum does not mean only the academic subjects traditionally taught in the school, but it includes the totality of the experiences that learner receives through the manifold activities that go in the school, in the classroom, library, laboratory, workshop, playground and in the numerous informal contacts between the teacher and the learners."

Kerr defines curriculum as, "All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside of school."

Braslavsky states that curriculum is an agreement among communities, educational professionals, and the state on what learners should take on during specific periods of their lives. Furthermore, the curriculum defines "why, what, when, where, how, and with whom to learn."

According to Good "A general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification for entrance into a professional or a vocational field".

According to Cunnigham, "Curriculum is the tool in the hands of the artist (the teacher) to mould his material (the students) according to his ideals (aims and objectives) in his studio (the school)".

10.3.2 Importance of English in Curriculum

In India, English is not less important language for Indian speakers. In terms of numbers of English speakers, the Indian subcontinent ranks third in the world, after the USA and UK. An estimated 4% of the Indian population uses English; although the number might seem small, out of the total population that is about 35 million people.

English is used in both public and personal domains and its functions “extend far beyond those normally associated with an outside language, including the instrumental, the regulative, the interpersonal and the innovative, self- expressive function” (Kachru).

English is not classified as one of the 15 national languages of India. Although Hindi is the Official Language of the Union, provision was made in the Constitution that English would be used in official work until 1965, after which Hindi would replace it. Because of the opposition of the Dravidian South against Hindi, the Indian Government decided to further extend the role of English as an additional language with Hindi to be used for purposes of the Union and in Parliament (The Official Language Act 1967). English is now recognized as an associate official language, with Hindi, the official language.

The English as a Second Language (ESL) curriculum should be aligned to prepare English language learners (ELLs) to meet the English language proficiency standards. In order to accomplish this, the ESL curriculum should incorporate the development of language and literacy skills for use across all subject areas. Rigor and relevance should be introduced in the form of discourse, technological applications, and socio-cultural contexts for language use involving interaction between the student and the language environment.

The primary goal of English as a Second Language (ESL) instruction is to provide support for those students who have limited or no exposure to the English language. ESL curriculum should be designed to provide student the foundation needed to access the content area curriculum while they work towards mastering the English language. The functional character of English should be emphasized through efforts to relate it to the needs of daily life. Everybody speaks, reads, and writes in response to social needs; hence the tendency is to guide students in school through those experiences analogous to the experiences they will have out of school. Experiences in reading and interpreting ordinary printed matter as well as artistic literature are essential for all students. Likewise, the ability to express ideas in situations

similar to those that must be in the common relationships of life must be cultivated, through school activities. These activities should result in the development of skills and in improved ability in handling the tools of learning. Skill in comprehending and interpreting the printed page in collecting, organizing, and communicating facts and ideas is essential, not only to education progress, but also to intelligent citizenship. The achievement of such skill, however, should be accompanied by enlarging knowledge and by deepening intellectual, aesthetic, and social interest, abilities, and tastes.

Language is looked upon as means of expressing ideas and emotions rather than as an art form, except for the few who are especially gifted. In the field of reading and literature, intensive reading is supplemented by extensive reading in all fields of human thought and endeavour. Any programme of extensive reading, which disregards the boundaries of subject matter fields is conducive to more intimate association between departments and more effective integration of educational experiences. While it is not yet certain that English may be effectively articulated with other studies in a formal programme, it is certain that English contributes to and is influenced by all educational experience in the English speaking world. It is also clear that the English curriculum must be kept in close contact with the changing world of ideas, with what is here and now as well as to what was yesterday and the day before. The English language is a living and changing language and English literature is a vital force in and part of a changing world.

Perhaps a realization of these facts and an application of them to the English curriculum may lead to a satisfactory solution of the problem of integration. Finally, there is a fortunate and growing tendency to make provision of individual differences - differences in communities, teachers, procedures, and pupils. Everything is not equally good for everybody on every occasion. Not only do new occasions bring new duties, but new situations bring new procedures and new students bring new problems. Each is an individual with a special heritage, particular aptitudes, and peculiar tastes. The English menu must, therefore, contain a sufficient variety of activities, materials, and procedures to satisfy, without cloying, all appetites. By these means students are continually taught to develop the ability to control their own conduct, to assume responsibility for their intelligence to their own problems, and to seek independent and satisfactory experiences. These are the tendencies emerging from the conception of the English

curriculum as a progressive series of experiences: to develop the skills and abilities essential to the conduct of life in the modern social order, to master the element of English as they function in life situation, to enrich experience through extensive reading, to articulate English with other subjects and with the world of ideas, and to provide for individual differences. Through these tendencies, among others, the English curriculum contributes to the art of effective living.

10.3.3 Principles of Designing Curriculum

1. Challenge and enjoyment

Learners should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At every stage, Learners should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children and young people to sustain their efforts.

2. Breadth

Learners should have the opportunities for a broad range of experiences. Their learning should be planned and organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

3. Progression

Learners should experience continuous progression in their learning. Each stage should build upon earlier knowledge and achievements. Learners should be able to progress at a rate which meets their individual needs.

4. Depth

There should be opportunities for Learners to develop their full capacity for different

types of thinking and learning, exploring and achieving more advanced levels of understanding and aptitudes.

5. Coherence

Learning activities should combine to form a coherent experience. There should be clear links between different aspects of learning. Such links should be discussed with Learners in order to bring different strands of learning together

6. Relevance

Learners should understand the purpose of their learning and related activities. They should see the value of what they are learning and its relevance to their lives, present and future.

7. Personalisation and choice

The learning planned should respond to the individual needs and support particular aptitudes and talents. It should provide opportunities for exercising responsible personal choice. Once Learners have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible.

8. Balanced Personality

A good curriculum is one that helps in the harmonious development of personality. The different aspects of personality i. e. physical, social, moral, cultural, emotional economics etc. are equally emphasized. Theoretical papers are important but they should not dominate too much. Practical papers and theoretical ones should be woven into so as to bring out a healthy useful personality of the child. The curriculum provides more and more opportunities of social interaction to the learners. The result is that the students come out fully trained with a well-balanced personality.

9. Child centeredness

Curriculum should be based on the interest, needs and requirements of the learner. Only then learners involvement in full will be there in the teaching- learning process. The whole teaching-learning program has to be woven around the personality of the child.

10. Flexibility

A really good curriculum is of flexible type. There is enough variety and elasticity in the curriculum to allow for individual differences and adaptation to needs and interests of individual.

11. Activity centeredness

A good curriculum is both practical and theoretical. It is not just a combination of a few subjects making the individual literate. Rather it aims at full growth and development of the personality of an individual. There is provision of a large number of activities which have their impact on the personality of the individual. The curriculum provides the study of various subjects but over and above that a large number of activities such as games

–indoor as well as outdoor, hobbies, excursion, picnic, trips, visits etc. are there.

12. Diversification

Diversification is the most important feature of modern curriculum. In this age, we have persons with varied interests, different liking / disliking, varying attitudes and aptitudes. The curriculum has to cater to the needs and requirements of one and all as far as possible. That way, the traditional curriculum benefitted a section of the society or a group of learners as it was undiversified.

10.3.4. Curriculum Design in the Class Room

1. Teachers create the conditions necessary for curriculum to be enacted effectively in a variety of different learning environments.
2. Teachers attend to the social aspects of learning while creating environments

- that encourage students to take risks and express different perspectives.
3. Teachers make professional judgements about curriculum design in order to be responsive to student's needs, interests, background, curiosities and passions.
 4. Teachers ensure that learning experiences are meaningful and relevant.
 5. Teachers understand the progression of learning in order to make effective decisions, bridge transitions, scaffold and support each student towards success.
 6. Teachers craft learning intentions in cooperating student's voice, choice and flexibility.
 7. Teachers allow students to access curriculum through independent, small group, large group, and flexible groupings.
 8. Teachers use curriculum planning to structure appropriate levels of challenge and multiple entry points which allow all students to develop their skills, understanding and knowledge.
 9. Teachers co – construct curriculum with students and colleagues, working collaboratively to maximize expertise.

Check Your Progress-1

Note: (a) Write your answers in the space given below.

(b) Compare your answers with those given at the end of the lesson.

- 1) In terms of numbers of English speakers, the Indian subcontinent ranks _____ in the world.
- 2) Who said “Curriculum is the tool in the hands of the artist (the teacher) to mould his material (the students) according to his ideals (aims and objectives) in his studio (the school)”.
- 3) Enlist any two principles of designing curriculum.

- 4) Teachers create the conditions necessary for curriculum to be enacted effectively in a variety of different_____.

10.3.5 Principles for Preparing English Curriculum

The making of a curriculum is the art of translating goals into effective procedures. Procedures derive their authority and validity from the goals which they are designed to achieve. It is obvious, therefore that the first task in considering the curriculum in English is to determine the goals of English instruction.

A peculiar gravity is attached to the determination of goals in English. Unlike the teachers of most of the other areas of instruction, the teachers of English are not only setting up goals for teaching English but also laying the foundation for a large part of the child’s education. Nearly all learning rests upon oral or written communication.

According to NCF (2005), the goals for a second-language are twofold: attainment of a basic proficiency, such as is acquired in natural language learning, and the development of language into an instrument through literacy. This argues for an across-the-curriculum approach that breaks down the barriers between English and other subjects, and English and other Indian languages.

According to a position paper on teaching of English (NCERT,) a national curriculum can aim for a cohesive curricular policy based on guiding principles for language teaching

and acquisition, which allows for a variety of implementations suitable to local needs and resources, and which provides illustrative models for use. Input-rich communicational environments are a prerequisite for language learning.

1. Building familiarity with the language: A pre-literacy curriculum

Regardless of the particular class in which English is introduced (Class I–III or Class IV, or Class V–VI), the aim at the initial levels (the first, or first two years of English) is to:

- Build familiarity with the language (through primarily spoken or spoken-and-written input) in meaningful situations, so that the child builds up a working knowledge of the language.
- The reference to “adequate data” suggests that a single textbook presented over a year is inadequate. The emphasis should shift from mastery learning of this limited input to regular exposure to a variety of meaningful language inputs.

2. Complementing and supplementing teacher inputs

A limiting factor for providing sustained classroom discourse for comprehensible input is the teacher’s own limited language proficiency (Krishnan & Pandit, 2003) for a dismal picture of the preparedness of teachers of English at Class I). However, here are ways to complement as well as to develop teacher competencies or inputs.

- (i) Projects such as Interactive Radio Instruction (CLR, Pune) suggest that local radio can deliver simple spoken language in comprehensible and interesting contexts that leads both to language acquisition by the child and to improvement in teacher proficiency, beginning as late as Class V in rural “English as foreign language” contexts. Regular and sustained exposure needs to be ensured, along with continuous feedback about comprehensibility.
- (ii) Story reading (as opposed to teaching stories as texts) can be developed into a classroom methodology within a Whole Language perspective (Jangid, 2005).

Reading stories out aloud, Repeated reading, Choral reading, Story Retelling, and Rewriting activities can draw on and build on the existing language proficiency and skills of teachers. Regular story reading triggers the acquisition process in children, and will encourage reading in both the teacher as well as the pupil.

Important methods to explore are :

- a) Shared reading of Big Books: large-sized high-interest books with text and illustrations, used for group reading (cf. the books from Spark India and The Promise Foundation, Bangalore). As the teacher reads, pupils become familiar first with the story in spoken (read-out) language and the illustrations; an acquaintance gradually develops with the print code. (This replicates in disadvantaged situations the reading out of stories to children in middle and upper class families, a “pre-literacy” activity shown to promote the development of literacy.)
- b) The use of Reading Cards (for example, the English 400 and English 100 cards developed by CIEFL) and the provision of class libraries. The short graded passages of the Reading Cards (beginning with four-sentence stories) allow individual learners to choose their level of difficulty, and progress at their own pace in silent reading (hallmarks of those who develop “the reading habit”), after some initiation by the teacher.
- c) “Talking Books” (cassette plus book) model speech as well as reading for both the teacher and the learner. (CIEFL has some experience in this regard.) This is an area where the nascent market discourages quality private or capitalist initiatives; hence, state support is necessary. Prabhu (1987) describes a “task-based” methodology that leads to the “negotiation of meaning” and “meaning-focused activity” in the classroom. The “text” for language learning here is teacher-talk; the teacher speaks in the classroom “in more or less the same way as an adult (speaks) to a child”. While this requires basic linguistic competence in the teacher, note that it does not require specialist knowledge of

grammar or literature.

Such approaches and methods need not be exclusive but may be mutually supportive within a broad cognitive philosophy (incorporating Vygotskian, Chomskyan, and Piagetian principles). For example, language growth might be seen to require comprehensible output as well as comprehensible input; learners' grammar construction, claimed to be fundamentally implicit, may draw on an explicit route where appropriate or necessary; and reading instruction might include a phonic or a modified phonic approach along with a whole-word approach (as we suggest below). The concept of a child's readiness for particular activities for example, reading must guide classroom implementation of syllabus objectives. The classroom, unlike the laboratory, needs to be an inclusive space, sensitive to individual learning styles.

3. Using existing cognitive and linguistic resources

Learners in Class I or Class IV may be "babies" in the new language, but cognitively they are children, not toddlers. Failing to use their (and their teachers') existing cognitive and linguistic abilities deprives us of a resource, and alienates the learner, who fails to make a connection between the new language and her mental world.

English at later levels: Higher-order skills

· Vocabulary, reading and literature

Lexical knowledge is now acknowledged to be central to communicative competence and the acquisition and development of a second language. The foundation for vocabulary development and writing at later levels is through reading extensively with comprehension and interest.

4. Language and Critical Thinking: Reference Skills, Grammar, and Rhetoric

Pupils' introduction to writing at later stages could be through such authentic tasks as letter writing for people in their locality who need a scribe, and letter writing to other children (we may think of inter-school programmes to promote this activity), or to others in society who volunteer

to correspond with the child. Emphasis must be laid on study skills: note- making, note-taking, and reference skills; and spoken and written communication skills: public speaking, interviewing, and debating, rather than on writing essays on well-worn topics. Exposure may be attempted to well-known speeches, and the structure of arguments (whether logical or emotional) may be analysed.

Grammar can be introduced after basic linguistic competence is acquired, as a means of reflecting on academic language and an intellectually interesting activity in its own right. Some grammar is in any case necessary for the ability to meaningfully make use of dictionary entries, as learner- dictionaries now incorporate a fair amount of “grammar” and usage as notes and in their coding. Grammar is not a route for developing primary or usable knowledge of language, but it can serve as a tool for increasing the language repertoire and for understanding the construction of text “rhetoric” and argumentation.

10.3.6 Principles of Language Learning in the Curriculum

The principles that inform the English curriculum are as follows:

1. The integration of oral language, reading and writing in a coherent language process.
2. The complementary outcomes of language learning and learning through language.
3. The central place given to oral language throughout the curriculum.
4. The development of reading skills through language experience and a range of word identification strategies and the use of a wide range of reading material to satisfy children’s reading needs.
5. A concentration in the writing process on helping the children to become independent writers.

Check Your Progress- 2

Note: (a) Write your answers in the space given below.

(b) Compare your answers with those given at the end of the lesson.

1. The reference to “adequate data” suggests that a single textbook presented over a year is _____
2. Input-rich communicational _____ are a prerequisite for language learning.
3. Write any two principles of language learning in the curriculum.

.....
.....
.....

10.4 LET US SUM UP

In this 21st century when learning English has become a primary need of every individual, schools need to develop an effective curriculum to fulfil the needs in real sense. So keeping in mind the importance of English language, schools must design and prepare the curriculum very intelligently and with a broad vision. The teachers must accept the challenge and move towards progression. The role of teacher in the classroom and outside classroom cannot be taken very easy. Now the reading and writing is not enough, teacher has to take care of other skills also. The teachers must be aware about the suggestions of NCF (2005) to develop curriculum. Special efforts must be done for those who learn English as second language, but it should not spoil the real spirit of the language.

10.5 LESSON END EXERCISE

1. Define Curriculum.
2. Write the importance of curriculum in English Language.
3. Discuss the principles of language learning in the curriculum.
4. What is the purpose of curriculum?

10.6 SUGGESTED FURTHER READING

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[http:// surveylearningbydesign.ca/curriculum](http://surveylearningbydesign.ca/curriculum).[http:// www.englishteachersite.com](http://www.englishteachersite.com)

10.7 ANSWERS TO CHECK YOUR PROGRESS Check Your Progress-1

1. Third
2. Cunnigham
3. Challenge and enjoyment, progression
4. Learning environments

Check Your Progress-2

1. Inadequate
2. Environment
3. (a) The integration of oral language, reading and writing in a coherent language process.
(b) The complementary outcomes of language learning and learning through language.

TEXTBOOK, MEANING AND IMPORTANCE

Structure

11.1 Introduction

11.2 Objectives

11.3 Text-Book

11.3.1 Meaning

11.3.2 Importance of English Textbook

11.3.3 Advantages

11.3.4 Limitations

11.4 Qualities of a Good Textbook of English

11.5 Criteria for Textbook Evaluation

11.6 Let Us Sum Up

11.7 Lesson End Exercise

11.8 Suggested Further Readings

11.9 Answers to Check Your Progress

11.1 INTRODUCTION

The textbook plays an important role in teaching and learning. It represents a useful resource for both teachers as a course designers and learners as persons who are acquiring the English language. They serve as the basis for much of the language input learner receives and the languages practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in.

11.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe the meaning of textbook,
- discuss the importance of English textbook,
- assess advantages and limitations of using textbooks,
- describe qualities of a good textbook of English,
- explain the criteria for textbook evaluation,

11.3.1 Meaning

“Textbooks are one of the most important educational inputs: texts reflect basic ideas about a national culture, and ... are often a flashpoint of cultural struggle and controversy” (UNESCO).

“In addition to transmitting knowledge, textbooks also seek to anchor the political and social norms of a society. Textbooks convey a global understanding of history and of the rules of society as well as norms of living with other people”.

“Text books are not only means of curriculum but also help in realizing the objective of education” (Machaiber).

“Textbooks are the most important components for preparing effective instructional procedure and evaluating the change of behaviour” (Bloom).

“Textbooks play the significant role for improving and modifying content of teaching method” (Horn). “Textbooks have the significant place in the teaching activities” (Crow & Crow). The textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning (Graves, 2000).

Cortazzi and Jin (1999) refer to a textbook as a teacher, a map, a resource, a trainer and an authority. As a teacher, a textbook gives students relevant information about grammar and vocabulary, as well as English speaking countries and their cultures. As a map, it shows an outline of linguistic and cultural elements as a structured programme and it guides students and teachers to follow the steps taken in previous lessons. A textbook is viewed as a resource as it contains a set of materials and activities available to the teacher from which one can choose. It can also be a trainer for novice teachers who need valuable instructions, support and guidance. As an authority, a textbook is seen as valid, reliable, and written by experts and authorized by important publishers or ministries of education.

According to Oxford Advanced Learner’s Dictionary, a textbook is defined as “a book

that teaches a particular subject and that is used especially in schools and colleges” (OALD, 2000, p. 1238). In accordance with the given definition, EFL textbooks aim at providing learners with necessary knowledge, language skills and information about English speaking countries and preparing them for interaction with people from foreign countries and of different cultural backgrounds. Textbooks usually combine contemporary and traditional approaches to language teaching. They incorporate concepts such as ‘learner development’, a ‘task-based methodology’, and ‘cross-curricular themes’ while providing a grammar framework and a thorough practice of vocabulary, grammatical structures and functions (Hutchinson & Gault, 2009, p. 4). They have been primary teaching instruments for most students since the 19th century. Hutchinson and Torres (1994, p. 315) state that “the textbook is an almost universal element of (English language) teaching.

In Cunnings worth’s view (1995) the role of textbooks is identified as:

- An effective resource for self-directed learning and self-study;
- A valuable resource for presentation material (written and spoken);
- A source of ideas and activities for learner practice and communicative interaction;
- A reference source for students;
- A syllabus;
- A support for less experienced teachers to gain confidence and demonstrate new methodologies.

11.3.2 Importance of English Textbook

“Textbooks provide expertise, are timesavers, and provide security for both teachers and students in outlining content, scope and sequence.”

Textbook is one of the many sources teachers can draw upon in creating an effective lesson and may offer a framework of guidance and orientation. The textbook may serve primarily to supplement the teacher’s instruction. For learners, the textbook may provide the major

source of contact they have with the language apart from input provided by the teacher. If a textbook is well planned and well- written, it can always prove to be a very useful tool for the teacher and the taught. These books should not consist of just stories and poems but should reflect a whole range of genre and themes, including tasks that would involve careful observation and analysis, and finally an aesthetic synthesis in oral and written articulation. Most textbooks aim at explicit learning of language and practice. Most textbooks follow an approach that adds communicative activities to a base form-focused instruction. It is believed that learners can gain confidence and a sense of progress by focusing on a systematic series of discrete features of the language. The text books in English should aim at facilitating informal acquisition of communicative competence through communicative activities such as discussions, projects, games, simulations, and drama.

Textbooks should provide space not only for different themes but also for different varieties of language; . . . materials jointly produced by teachers and learners become learning materials for them and for junior classes. In fact, local dictionaries, wall magazines, folk tales and songs, ethnographic narratives, documentaries, etc. are increasingly becoming effective sites of classroom transactions.

The course books should focus on situations where in our daily lives we would be performing tasks that involve a natural integration of language skills. As ‘integrated skill materials are more likely to involve the learner in authentic and realistic tasks, their motivation level will increase as they perceive a clear rationale behind what they are being asked to do’ (McDonough & Shaw, 1993).

Textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in.

A textbook helps the teachers and the students in the following manner:

- It makes the teaching of English systematic.
- It checks the teachers from going astray.

- It helps the students in self –study and supervised study.
- The examples given in the textbook help the pupils for assimilating the content.
- It is a mean of presenting selected and graded vocabulary.
- It gives knowledge of linguistic principles and experiences which pupils otherwise cannot have.
- It also serves as an index for academic achievement.
- It is useful in selecting and presenting content in a sequence.
- Preparing reading content material.
- Organizing practice lesson.
- It helps in the supplementing of the language experience of the students.
- It presents examples of the matter to be learnt.

11.3.3 Advantages of Using Textbooks

The following list contains the most frequently stated advantages of using textbooks (Graves 2000; Basturkmen2010):

- It provides a syllabus for the course because the authors of the syllabus have made decisions about what will be learned and in what order.
- It provides security for the students because they have a kind of a road map of the course: they know what to expect and they know what is expected from them.
- It provides a set of visuals, activities, readings etc., and so saves the teacher time in finding or developing such materials.

- It provides teachers with a basis for assessing students' learning. Some textbooks include tests or evaluation tools.
- It may include supporting materials (teacher's guide, cod, worksheets, and video.)
- It provides consistency within a program across given level, if all teachers use the same textbook. If textbooks follow a sequence, as within a series, it provides consistency between levels.

11.3.4 Limitations of Using Textbooks

Textbooks also have limitations, which can lead to teachers' and learners' dissatisfaction with the course. The following list contains the most frequently stated disadvantages of using only ready-made textbooks (Graves 2000; Basturkmen 2010):

- The content or examples may not be relevant or appropriate to the group and they may not reflect the students' needs since textbooks are often written for global markets and often do not reflect the interests and needs of students.
- They may contain inauthentic language, since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.
- The content may not be at the right level. There may not be the right mix of activities (too much of X, too little of Y), there may be too much focus on one or more aspects of language and not enough focus on others, or it may not include everything teachers want to include.
- The sequence of units is not in accordance with the real work-related needs.
- The activities, readings, visuals, etc. may be boring.
- The timetable for completing the textbook or parts of it may be unrealistic.
- The textbook doesn't take the students' background knowledge into account.

Graves (2000) suggests that, in order to minimize difficulties when selecting textbooks, teachers should use the textbook as a resource for students, but not the only resource; use a textbook as a guide, be free to modify, evaluate, develop, change,

eliminate, or add to the material in the textbook, supplement the textbook with lots of outside readings.

Check Your Progress- 1

Note: (a) Write your answers in the space given below.

(b) Compare your answers with those given at the end of the lesson

- 1 Who said, "Textbooks are the most important components for preparing effective instructional procedure and evaluating the change of behaviour"?

.....

- 2 Text books are not only means of curriculum but also help in realizing the objective of education, the statement is given by:

a) Bloom b) Crow and Crow c) Horn d) Machaiber

3. Write any five advantages of using text books.

.....

.....

4. Write any five disadvantages of using text books.

.....

.....

11.4 QUALITIES OF A GOOD TEXTBOOK OF ENGLISH

- a) Learning outcomes: The English text book should clearly state the target to be achieved by the end of the year and from lesson to lesson in terms of phonetics, grammatical and content items.
- b) Reading material: The reading material should be interesting and be presented in the context of students' surrounding and social life .The reading material should also be according to the mental age and general educational needs of the young learners.

- c) Pictures and illustrations: A good English textbook should contain illustration. The pictures and illustrations should be relevant and correct to the nature of the topic of the lesson .The illustrations and pictures should be attractive and clear.
- d) Opportunity for Oral work: A good English textbook should provide sufficient opportunity of oral work. The lessons should be based on the possibility of introductory oral work. The students can easily be motivated to take interest in learning English through oral work.
- e) Adequate subject matter:
 - The subject matter should be based on the psychological needs and interest of students.
 - It should be related to the pupils' environment.
 - The subject matter must have a link with the Indian culture and tradition.
- f) Suitable vocabulary and structure:
 - The vocabulary should be controlled. According to the All Indian Council for Secondary Education, it should contain 2,500 words and 250 structures for 6 year course of English.
 - The vocabulary should be properly selected and graded.
- g) A good English text book should be neatly and artistically printed. The type should be sufficiently bold. There should be appropriate spacing between words,
- h) A good English text book should be supplemented by teacher's hand book, student's work books, flash cards, wall charts, and gramophone records of every lesson, tapes and supplementary reader.

Characteristics of good textbooks, according to NCERT (1970) are as follows:

- A textbook should be suited to the syllabus, the objectives, the teacher and learner using it at a particular level
- The entire language course should be presented in a series of textbooks sequentially integrated from the beginning class to the end.

- The materials should be presented in such a way that they provide systematic practice in Listening, Speaking, Reading and Writing.
- Presentation of situations and language should be meaningfully interwoven.
- The length and complexity of the lessons should vary progressively from lesson to lesson.
- Presentation in the subsequent textbooks should stress silent reading for comprehension and simple composition with listening and speech.
- The materials presented should be well proportioned, and well balanced.
- Presentation of topics should centre on children's interests, needs and environment.
- The materials presented should maintain continuity, sequence and integration
- From book to book.
- Some of the materials presented should have the potential for dramatization.
- Stories, dialogues, descriptions, narrations, letters, etc. should be judiciously distributed over the entire book.
- Greater variety of sentence forms should be provided.
- Some simple rhymes and poems may also be given for light relief and interest.
- The presentation must facilitate the gripping and sustaining the interest of the learner.
- Some undated selections from standard literature may be made in the higher classes.
- The vocabulary and structure should be controlled from lesson to lesson and adequate provision should be made for repetition, which is indispensable for reinforcement. The number of new words should be spread over the entire book.
- The technical presentation of the textbook should conform to educational, hygienic and aesthetic considerations. The paper, lettering and print should be chosen with a view to rendering the reading of the text easy, and avoiding visual fatigue.

According to NCERT (1963), the following are the basic principles for the preparation of textbooks:

(a) Selection

The process of selection should be basically systematic and interdependent. The selection is based on the following considerations:

1. The purpose, level and duration of the course.
2. The choice of linguistic items covering:
 - Phonological selection.
 - Grammatical selection.
 - Vocabulary selection.
 - Semantic selection.

The selection of linguistic items is determined by:

- The frequency of occurrence.
 - The range and usefulness.
 - The coverage in terms of inclusion, extension, combination and definition.
 - The learn ability, covering such factors as clarity, brevity, regularity and learning load.
3. Situation and type of content: Appropriate situations should be used to cover the vocabulary and structures selected,
 - (a) The selection should cover school, home games, village, town, country, cultural heritage, moral and cultural values, science and technology, national integration and international understanding.

- (b) Proper grading and ordering of the linguistic items into the most practical teaching learning process is of great significance. Frequency, usability, teacher's ability and class room needs should be taken into account while grading.
- (c) Presentation should be considered in terms of the textbook, the teacher's handbook and workbooks which are allied to the teaching learning process. Much depends on good craftsmanship and artistry in choice and presentation of materials.
- (d) Repetition and contextualization will help towards learner's unconscious assimilation of language. Hence the textbook writer has to exercise a great deal of ingenuity to provide natural repetition in a natural situation.

11.5 CRITERIA FOR TEXTBOOK EVALUATION

Evaluation of textbooks before they are prescribed for use is necessary to raise standards in English. It is essential to see that a textbook performs its functions effectively. Quality control in a textbook development programme will have to be backed by a well-planned scheme of evaluation. A continuous evaluation of textbooks on the basis of well-defined procedures and criteria is quite necessary. The problem should be whether the textbook is effective in terms of student learning.

There is a need for evolving systematic procedures and designing effective instruments for evaluation of textbooks in terms of the following aspects:

1.
 - (a) Objectives of teaching English as a second
 - (b) Class room teaching aims and purposes
2. Selection of content :
 - a) Linguistic

- b) Thematic: It is based on various factors like purpose, grade, maturation level of the age group for which it is intended, needs, interests, environment, etc.
- 3. Selection and gradation as a step towards effective assimilation of language elements unfamiliar to learners.
- 4. Presentation: Textbook-wise and lesson-wise which has a personal appeal and value to learner, with illustrations and exercises and a proper control over repetition of language items for reinforcement.

Cunningsworth (1995) proposes four criteria for evaluating textbooks, particularly course books:

- 1. They should correspond to learner's needs. They should match the aims and objectives of the language-learning program.
- 2. They should reflect the uses (present or future) which learners will make of the language.
- 3. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.
- 4. They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method.
- 5. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

Check Your Progress- 2

Note: (a) Write your answers in the space given below.

(b) Compare your answers with those given at the end of the lesson

1 Who said, “Textbooks have the significant place in the teaching activities”?

(a) Graves (b) Crow and Crow (c) Bloom (d) Horn

2 An English textbook helps the teachers in:

- (a) Making the teaching of English systematic.
- (b) Checking the teacher from going astray.
- (c) Selecting and presenting content in a sequence.
- (d) All of the above

LET US SUM UP

We have discussed in this lesson meaning of the text book given by different authors. People use a textbook to learn about a certain subject. Textbooks sometimes have questions to test the knowledge and understanding of the learner. The importance of English text book has been discussed with the view that how a textbook can help the teachers and the students. The advantages and limitations of using text books are also enlisted. The criteria for evaluating textbooks have also been discussed.

11.6 LESSON END EXERCISE

1. How can we evaluate a good text book?
2. What are the qualities of a good English text book?

3. How do the textbooks help the teachers and the students?
4. Bring out the importance of English text book.
5. What are the essential requirements of a text book of English?

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11.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress- 1

- 1 Bloom
2. Machaiber
3. It provides a syllabus for the course because the authors of the syllabus have made decisions about what will be learned and in what order.
 - It provides security for the students because they have a kind of a road map of

the course: they know what to expect and they know what is expected from them.

- It provides a set of visuals, activities, readings, etc., and so saves the teacher time finding or developing such materials.
 - It provides teachers with a basis for assessing students' learning. Some textbooks include tests or evaluation tools.
 - It may include supporting materials (teacher's guide, cd, worksheets, and video.)
4. The content or examples may not be relevant or appropriate to the group and they may not reflect the students' needs since textbooks are often written for global markets and often do not reflect the interests and needs of students.
- They may contain inauthentic language, since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.
 - The content may not be at the right level. There may not be the right mix of activities (too much of X, too little of Y), there may be too much focus on one or more aspects of language and not enough focus on others, or it may not include everything teachers want to include.
 - The sequence of units is not in accordance with the real work-related needs.
 - The activities, readings, visuals, etc. may be boring.

Check Your Progress-2

1. Crow & Crow
2. All of the above

LESSON PLANNING - HERBARTIAN AND RCEM APPROACH

STRUCTURE

12.1 Introduction

12.2 Objectives

12.3 Lesson Planning

12.3.1 Meaning

12.3.2 Lesson Planning in Teaching Learning Process

12.3.3 Need and Importance of Lesson Plan

12.3.4 Principles of Lesson Planning

12.3.5 Pre-requisites for Effective Lesson Planning

12.3.6 Evaluation of a Good Lesson Plan

12.4 Meaning and Purpose of Unit and Yearly Plans

12.4.1 Yearly Planning in English

12.4.2 Unit Planning

12.4.3 Types of Units

12.5 Herbartian Approach of Teaching

12.5.1 Advantages of Herbartian Approach

12.5.2 Disadvantages of Herbartian Approach

12.6 RCEM Approach of Lesson Planning

12.6.1 Advantages

12.6.2 Disadvantages

12.7 Let Us Sum Up

12.8 Lesson End Exercise

12.9 Suggested Further Readings

12.10 Answers to Check Your Progress

12.1 INTRODUCTION

Planning is deciding in advance what to do and how to do. It is one of the basic managerial functions. Before doing something, the manager must formulate an idea of how to work on a particular task. Thus, planning is closely connected with creativity and innovation. Planning seeks to bridge the gap between where we are and where we want to go. It requires taking decisions since it involves making a choice from available alternative courses of

action. Planning, thus, involves setting objectives and developing appropriate courses of action to achieve these objectives. Objectives provide direction for all decisions and actions. Planning provides a rational approach for achieving predetermined objectives. Planning means setting objectives and targets and formulating an action plan to achieve these. It is concerned with both ends and means i.e., what is to be done and how it is to be done. The plan that is developed has to have a given time frame but time is a limited resource. It needs to be utilized judiciously.

If time factor is not taken into consideration, conditions in the environment may change and all plans may go waste. Planning will be a futile exercise if it is not acted upon or implemented.

12.2 OBJECTIVES

After going through this lesson, you shall be able to:

- understand the meaning and the importance of Lesson planning,
- describe the steps for preparation of lesson plans,
- discuss Herbartian and RCEM approaches of lesson planning, and
- prepare lesson plans for teaching English.

12.3.1 Meaning

Lesson plan is a written description for the process; where the materials, the method, the time and the place of education as well as methods for evaluating the students are described in detail.

In the words of Lester B. Stands, “A lesson plan is actually a plan of action. It therefore, includes the working philosophy of the teacher, his knowledge of philosophy, his information about and understanding of pupils, his comprehension of the objectives of education, his knowledge of the material to be taught and his ability to utilize effective methods.”

Binning and Binning have explained the structure and purpose of lesson plan in their definition. According to them, “Lesson planning involves defining the objectives, selecting and arranging the subject-matter and determining the method and procedure.”

Bossing has given a comprehensive definition of lesson plan in these words “Lesson plan is the title given to a statement of the achievements to be realized and the specific meaning by which these are to be attained as a result of the activities engaged during the period.”

Davies has given four steps for management of learning viz. planning, organizing, leading and controlling. So he has given the greater importance to lesson planning as the first step of teaching.

Farrell (2002) defined a lesson plan as “a unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of a teacher’s thoughts about what will be covered during a lesson” He further adds that a daily lesson plan is a written description of how students will move towards obtaining specific objectives. It describes teaching behavior that will result in the students’ learning.

Shrum and Glisan (as cited in Farrell, 2002) point out that for English language lesson, the effective objectives of a lesson plan describe what students will be able to do in terms

of observation, behavior and using the foreign language.

Spratt, Pulverness and Williams (2005) pointed out that lesson plan is a series of course plan which provides direction for a teacher of what kind of material of study to be taught and how to teach them.

Learners are expected to get bored during the teaching process and language teachers need to think of this challenge. The way to overcome this problem is in teachers' hand. Teacher's proper decision-making and planning seem to be crucial in avoiding students' reluctance during teaching materials. Lesson plan is one option for teachers to manage the class properly. Lesson plan is teacher-made depending upon the class and learners' needs, that is, according to Naimie et al. (2012), teaching styles and learning styles should be compatible. There is a saying stating that 3 well planned is half done³ .

Amininik et al. (2000) believe that Lesson plan preparation by faculty members is one of the appropriate ways for promotion of education quality; it can help the teachers in teaching as guidance.

According to Coppola et al. (2004) Lesson plan is the main foundation of educational structure and it is core of education. Houston and Beech (2002) believed that since there were students with different characteristics and a range of abilities in a class, meeting the different learning needs of students can create several problems for teachers.

As stated by Kame'enui and Simmons (1999 as cited in Houston & Beech, 2002) the best source of action to meet this challenge is to design effective lesson plans. Lesson planning is an important process in teacher trainees' gaining experience since it forces them to reflect on what to teach, how to teach and how to evaluate (Yildirim, 2003).

12.3.2 Lesson Planning in Teaching Learning Process

Teaching is a purposeful activity. It has been repeatedly emphasized that good and effective teaching stimulates the learner to think and motivates them to learn further. The teacher is to create learning situations and organize them in such a way that the child feels the inner urge to know, to think and to do. It is not as simple as it seems. But just as in all other spheres of human activity, planning and scheming it out makes even difficult task easier. Therefore, for successful and effective teaching, planning is the first and most

important step. For the effective classroom instruction, intelligent planning and creativity of a teacher are the key stones. Intelligent planning is :

- A blueprint which helps us in the efficient, economical and smooth conduct of teaching learning activity.
- It is an activity wherein the teacher makes a large number of decisions that are to be executed in the classroom before entering the class room with sound rationale and pedagogical base. Lesson plan progressively provides scope to better decision making process.

In the planning and execution of the lesson plan, a teacher has to apply the theoretical knowledge of education, teaching and instruction. He has to follow the accepted principles of education and maxims of teaching and take help of various devices, technology and teaching aids, multimedia and make the teaching-learning process interesting, successful and effective.

Every teacher who intends to teach has to prepare an outline of his topic and make a note in written form. At cognitive level, the written form of outline of the topic is known as lesson plan and the process of preparing it is called lesson planning.

Teacher should know very clearly, what to teach and how to teach. He should have a clear aim of the subject matter before him with knowledge of social and physical environment of the pupil. He should also know, how he should introduce, present the lesson and the aids to be used. He should also know how to evaluate his lesson in the light of the objectives specified. A practical outline of the topic to be taught in a period with above mentioned considerations is called the lesson plan. It is designed during student-teaching or teaching practice, more rigorously.

There are three phases of teaching, namely; pre-active, interactive and postactive. Before entering in the classroom whatever activities are planned and recorded may be put as pre-active phases of teaching. In other words, the lesson planning is the pre-active phase of teaching.

Ryburn considers that pupil teacher gains experience about his classroom work through lesson planning, so that he is able to perform his tasks successfully in his teaching. He has defined this concept precisely in these words.

“To teach we must use experience already gained as starting point of our work”.

Check Your Progress- 1

Note: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the lesson.

(1) Who said, ‘lesson plan is actually a plan of action’?

(a) Bossing (b) Stands (c) Binning & Binning (d) Farrell

(2) Which are the key stones of intelligent lesson planning?

(3) What are the four pillars for management of learning given by Davis?

(4) Which are the three phases of teaching?

(5) Lesson plan preparation by faculty members in one of the appropriate ways for promotion of education quality. True / false

(a) True (b) False

12.3.3 Need and Importance of Lesson Plan:

According to Davies, “Lessons must be prepared for here is nothing as fatal to a teacher’s progress as unpreparedness. Lesson planning plays significant role in the process of teaching. It has its own values and advantages. In teaching-learning process the need and importance of lesson plan may precisely be mentioned in the following points:

1. It provides guidelines to the teacher to proceed systematically in the classroom teaching.
2. It delimits the teacher’s field of work and thus enables him to define his aims and objectives more clearly.
3. It provides the teacher an immediate impetus to realize the aims and objectives set and to perform his activities in the direction to achieve the objectives.
4. It serves as a check on the possible wastage of time and energy of both the teachers and the children in haphazard teaching and learning. Thus, it makes teaching-learning a systematic, orderly and economical process.
5. It helps in maintaining the sequences of content presentation and prevents the teacher to deviate from the topic.
6. It helps in relating the teaching activities to the learning structures.
7. It helps in determining the suitable techniques, strategies, tactics and appropriate use of teaching aids in the presentation of the content before the actual teaching.
8. It helps to identify suitable place of reinforcing and controlling the student’s behavior during the teaching.
9. In lesson planning the classroom teaching activities are determined with the consideration of individual differences.
10. It develops confidence in the pupil-teacher to perform the classroom teaching activities satisfactorily.
11. The effectiveness of a teacher depends on a good lesson plan.

12. The lesson planning develops in the pupil teachers the power of reasoning, decision making and imagination.
13. The micro-lessons are helpful in developing specific teaching skills.

12.3.4 Principles of Lesson Planning

To make teaching successful and effective a teacher plans the lesson, prepares it and puts down his plan in the form of lesson plan. In this process of lesson planning, the following principles are to be followed:

- (i) Selection of suitable subject matter.
- (ii) Presentation of the selected material in an organized, orderly manner for effective learning.
- (iii) Learner activities and participation in the teaching-learning process.
- (iv) Attainment of objectives and its evaluation.

The lesson plan indicates the general lines which a teacher will follow and the section into which he is going to divide the work according to the time schedules at his disposal.

A lesson plan is a full version of what teacher is going to do in the particular period and mirrors what he hopes to achieve and how to proceed. It indicates the class for which lesson is meant, the previous knowledge upon which the topic of lesson is based; the content and length of the lesson, the teaching aids to be used in the lesson and other devices to be applied.

12.3.5 Pre-Requisites for Effective Lesson Planning

The effective lesson planning requires some pre-requisites. A teacher should be equipped with certain abilities to fulfill these pre-requisites. The following are important pre-requisites or elements of lesson planning :

1. The first and foremost pre-requisite is the thorough knowledge of subject- matter. Therefore, the teacher should have mastery of the content to be taught, identify learning objectives / instructional in taxonomic categories.
2. The teacher should know his pupils and their need. He should have the awareness of individual differences of pupils and should make the provision in lesson plan to adjust the individual differences of the group.
3. The selection of appropriate teaching strategies, tactics and teaching aids in view of content and objectives to be achieved is an important step.
4. The teacher should have the ability to select and make use of required procedures and support device.
5. The teacher must have the competency in relating teaching activities to learning structures by using appropriate teaching and communicating strategies.
6. The teacher should be competent in planning and organizing the teaching activities. He should also be able in reinforcing the pupils' activities and monitoring their behavior.
7. He should have the skill for the effective usage of black board for presenting the content.
8. A teacher should have good knowledge and skill of developing working and developing questions, explanations for the lesson plan.
9. The teacher should be able to construct criterion test for evaluating the learning outcomes of pupils.

12.3.6 Evaluation of a Good Lesson Plan

A good lesson plan should possess some essential qualities which may be taken as the criteria of its evaluation. The followings are main characteristics of a good plan or teaching unit.

1. Proper specification of objectives in terms of quality quantum of expectation in a specific period.
2. Selection of content and its appropriateness
3. Sequencing of learning experience in terms of learning approaches selected.

4. Appropriateness of learning experience.
5. Appropriateness of selected support devices.
6. Evaluation scheme in relation to the objectives framed.

Check Your Progress- 2

Note: (a) Write your answers in the space given below.

(b) Compare your answers with those given at the end of the lesson.

- (1) Who said, “Lessons must be prepared for here is nothing as fatal to a teacher’s progress as unpreparedness”?
- (2) The primary principle of lesson planning is _____
- (3) Selection of content and its appropriateness come under evaluation of a good lesson plan.

(a) True (b) False

12.4 MEANING AND PURPOSE OF UNIT AND YEARLY PLAN

12.4.1 Yearly Planning in English

In the yearly planning in English, the teacher of English tries to take into consideration the complete view of what has to be done in the subject (English) during the whole academic session.

A yearly plan is in fact an academic calendar or calendar of academic activities to be performed by the teacher through which she can complete the syllabus and also achieve the goals and objectives. A yearly plan then is a programme for the whole session that has to be chalked out by the teacher in his subject in the form of teaching learning activities to be carried out during the session.

The teacher has to take care of the following aspects while chalking out the yearly plan.

1. The total number of working days available for the teaching- learning process for the subject during the session.
2. The total number of periods and time available for the teaching learning process during the year/session.
3. The nature and scope of the subject in relation to the number of topics included in the syllabus, the contents covered in these topics and the type of learning experiences to be provided to the students and the objectives to be achieved during the process.
4. The means and the material available for the teaching- learning of the prescribed syllabus.

12.4.2 Unit Planning

This yearly plan (what is to be done during the whole session) is then further subdivided into monthly, weekly and daily plans for the purpose of proper implementation. There is still another way for its division and implementation which is known by the term unit planning. Let us try to get acquainted with the term unit planning.

What is Unit Planning?

In its simple meaning unit planning stands for the planning of the instructional work of the session by dividing the prescribed syllabus into some well defined and meaningful units. For more clarity let us first define the term unit. The term unit has been variously defined as under.

Carter V. Good. “Unit may be described as an organisation of various activities, experiences and types of learning around a central problem or purpose developed cooperatively by a group of pupils under teachers leadership involves, planning, and execution of plans and evaluation of results.”

According to H.C. Morrison, “A unit consists of a comprehensive series of related and meaningful activities so developed as to achieve pupil purpose, provide significant educational experiences and result in appropriate behavioural changes.

Hanna, Hageman and Potter state that “a unit can be defined as purposeful learning

experience focussed upon behaviour of the learner, which enables him to adjust to life situations more effectively.”

According to Johnson, “Unit is a segment of experience which is cut out for study: within it, method is employed. It is my understanding that every unit is a project. It is a project in the sense that one project inquiry into it. Furthermore, every unit has a topic”.

An analysis of various views bring forth the following characteristics of the unit :

The contents of a unit are always of an organised type woven around a central problem or purpose.

A unit consists of well integrated meaningful wholesome capable of providing useful learning experiences to the students for achieving the desired teaching learning objectives.

The subject matter or content of a unit represents continuity and is comprehensive in conveying a proper sense or understanding of a particular problem, theme or knowledge area related to a curricular subject.

It is a purposeful learning experience. It has significant content. It is comprehensive enough to have scope and unity.

It involves pupils in learning activities through active participation intellectually and physically.

It develops certain information, understanding, attitudes, interests and skills to enable the pupils to cope with new problems and situations more competently.

12.4.3 Types of Units

There are two general types of units-Resource units and Teaching units.

1. Resource unit: The resource unit is a teacher’s guide to planning and action. It in fact is a blue-print of suggestions and resources for developing a theme, problem or topic. A resource unit regardless of former structure include the following elements:
 - (i) Statement of objectives related to a theme.
 - (ii) Problem or topic.
 - (iii) An approach or initiation.
 - (iv) Content or subject-matter basic to the area of study.

(v) Direct and related experiences

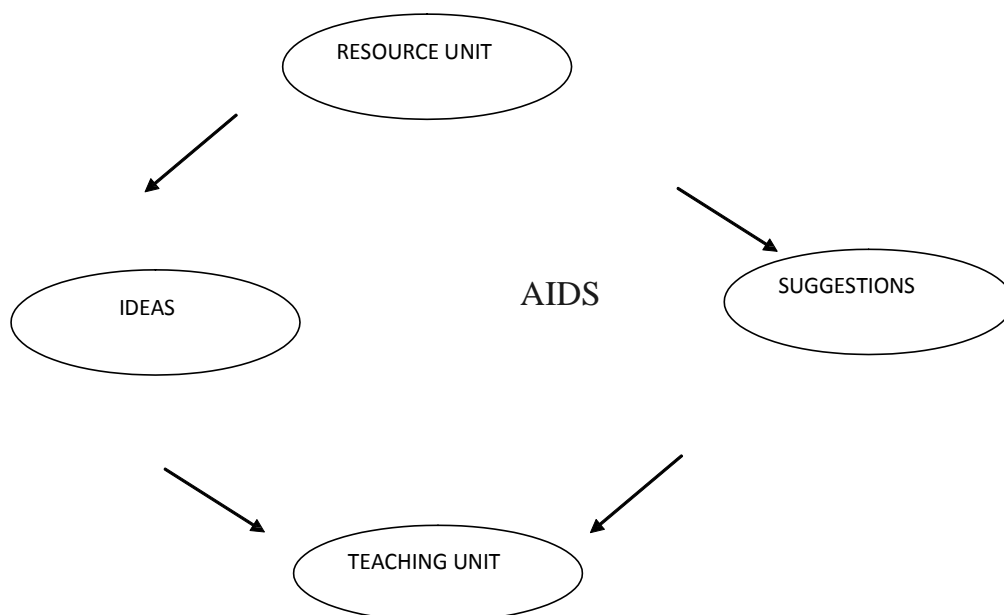
(vi) Organizing and summarizing experiences.

(vi) Evaluation of learning, and,

(vii) A collection of instructional resources.

2. Teaching unit: The term ‘teaching unit’ is used to describe the development of a unit of work in the class- room. Also referred to as the unit in action, the teaching unit focuses on implementation of the learning activities and processes that take place as the unit develops. In the teaching unit, the areas of learning and sequences in which they are presented may or may not be prescribed. Always however, the needs, the maturity levels and the background experiences of a particular group of children set the boundaries of the teaching unit and determine its direction.

Thus, a resource unit contains an organized collection of teaching ideas and suggestions built around a large role of significance and the teaching unit contains definite plans for teaching a specific group of children under a given set of circumstances as is clear from the diagram. In this way the resource unit can serve as a reserve from which the teacher may draw ideas, suggestions and aids when he plans a teaching unit.



A unit represents a wholesome and complete subdivision of the contents of a syllabus quite useful and meaningful in providing rich educational experiences.

In this way, by the term unit we may understand one of the complete and meaningful sub-division of prescribed course of a subject, centred on a single problem or purpose capable of helping in the realization of the desired teaching learning of the subject.

After grasping the meaning of the term unit now we can attempt for knowing about the nature and meaning of the term unit planning.

As pointed out already the syllabus for its proper coverage in a session is divided into some complete and meaningful sub- division known as units. In this way the term unit planning may be defined as a scheme or plan chalked out for the teaching learning of a particular unit. A unit is a meaningful and complete sub-division of the learning experiences to be given in the whole session mentioning the ways and means of imparting learning experiences relevant to that unit.

12.5 HERBARTIAN APPROACH OF TEACHING

While Herbart emphasized only four steps, i.e. clarity, association, system and method, his followers modified the four steps. Thus, the five steps are termed as Herbartian five steps of teaching.

- Preparation & Presentation

Some questions are asked from the pupils in order to test their previous knowledge so that curiosity may arouse in them for learning of new knowledge. By testing their previous experiences pupils are prepared for acquiring new knowledge.

- Statement of aim

Here, the topic becomes clear to the pupils and the teacher himself is supposed to write the topic on black-board in clear words.

- **Presentation**

The lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn themselves by stimulating their mental activity. The teacher tries to receive most of the point from the pupils by questioning so that the new knowledge may get related to the previous knowledge.

- **Comparison and Association**

In this, the facts, events and application taught are related mutually by comparison to enable the pupils to understand the taught material. The teacher establishes a relationship between two subjects and also between the facts and events of one subject and the facts and events of other subject. Then compares them so that the new knowledge may get stabilized and clarified in the minds of the pupils.

- **Generalization**

Herbart termed this step as ‘system’. After explaining the main lesson, the pupils are provided with opportunities to think. They formulate such principles and rules which may be used in various situations of the future life.

- **Application**

In Application it is observed whether the acquired knowledge may be applied to the new situations. The teacher verifies this by recapitulation or by providing opportunities to apply the acquired knowledge in the new situations. This stabilizes the new knowledge and validity of the rules may also be proved.

HERBARTIAN LESSON PLAN MODEL

Date.....Class.....Period.....

Subject..... Topic.....

1. **General Objectives**

These objectives are formulated by the teacher in his subject keeping in view the entering behaviors of the learners. For example: to develop the knowledge of grammar among the students.

2. Specific Objective

These objectives are formulated on the basis of general objectives and considering the nature of the topic and level of students. These are specified in terms of knowledge, skill or appreciation. These objectives are written in behavioral terms. For example:

(i) Students will be able to understand the definition of noun.

(ii) Students will be able to enumerate the examples of noun.

3. Introduction.

Here, the teacher employs his insight and experiences for linking new knowledge with the previous knowledge of the students. The topic is not introduced directly but it is usually emitted by the students' responses by asking introductory questions.

4. Teaching Aids

Audio-visual aids are selected according to the proposed topic.

5. Entry Behavior

Students' previous knowledge is mentioned. For example: students are familiar with figure of speech. They know that nouns are naming words.

6. Announcement of the topic

The teacher gives his statement of teaching topic by incorporating the students' responses. For example: "Today, we will study about the noun and its kinds."

7. Presentation

The teacher will present his/her topic by inductive – deductive method. Active pupil participation and innovative technique will also be used during delivering the lesson. The teacher prepares the developing questions after introducing the topic. The question are arranged in logical sequence, i.e., from simple to complex, considering the structure of the topic.

8. Explanation

The teacher is supposed to explain the answers of the given developing question. As a whole, the content-matter is in the form of question- answers.

9. Chalk board Summary

The teacher has to prepare the Chalk-board summary of his teaching point/resources& definitions used during the lesson for explanations.

10. Review Questions

The purpose of these questions is to practice the students' learning and to evaluate their performance whether they have comprehended the teaching unit or not. These review questions are asked only after erasing the chalk -board summary. For example:

Q.1. Give some examples of nouns.....

Q.2. Identify the kind of nouns from the given list.

11. Home assignments

At the end of the lesson plan, home assignment is given to the students on the same teaching unit. The purpose of home work is to practice, to organize and to study the

topic for better understanding and retention.

12.5.1 Advantages

1. Organized Teaching
2. Each step has been organized in a logical order which provides an opportunity to the fresh teacher to become aware of future mistakes. Originality is never affected and the teaching goes on in a very organized way.
3. Acquiring thoughts as apperception.
4. Herbart believed that when the new thought related to the thoughts lying in unconscious mind of the pupils are presented, the thoughts of unconscious mind come to the conscious mind, it establishes relationship with the new thought and again go to the unconscious mind for creating new knowledge. Herbart termed this material process of acquiring thoughts as apperception.
5. Use of Inductive and Deductive Methods
6. While presenting the new knowledge, help of various examples is sought through generalization and rules are derived. It is an inductive method. In the step application, these rules are to be executed, this is a deductive method. Thus, both inductive and deductive methods are used in this five steps approach.
7. Recapitulation
8. Such question is asked while recapitulating which, on answering, result in the learning and application of the acquired knowledge in new situations.
9. Correlation Possible
10. Herbart considered entire knowledge as a single unit. The knowledge of the pupils is acquired in a single unit. This allows establishing a correlation

between previous and new knowledge and between all subjects of the curriculum.

12.5.2 Disadvantages

1. **Mechanical Method of Teaching:** The use of these steps takes away the freedom of the teacher as he cannot incorporate his independent thought in any step. This reduces his originality. Hence, Herbartian approach is a mechanical method of teaching.
2. **No Place for Individual Differences:** While using Herbartian approach, similar questions are asked to the entire class. This overlooks the problem of individual differences.
3. **Useful in Knowledge lesson only:** Herbartian approach is useful in the knowledge based lesson only, not in appreciation and skill lessons.
4. **Teacher more active:** In Herbartian approach, the teacher has to be more active. It is more desirable if the pupils remain more active than the teachers. As this teaching method is not activity-centered, pupils don't get any motivation for learning.
5. **No need of Generalization:** Generalization is not needed while teaching language, geography, history, music and arts etc. Thus, all the five steps are not needed while teaching.
6. **Uninteresting:** This approach stresses upon the teaching of all the subjects of curriculum in a similar sequence overlooking the interests, attitudes, abilities and capacities of the pupils according to their mental development. The entire teaching becomes monotonous. The pupil does not show any interest in acquiring new knowledge. Thus, Herbart's teaching method is not interesting.
7. **Difficulty of Correlation:** Considering the knowledge as a complete unit, Herbart emphasized correlation between different subjects for the unity in the mental life of the pupils, but following these five steps teachers impart the knowledge of different subjects to the pupils differently. They seek to establish a correlation between various subjects in order to bring integration in the mental life of the pupils which is essentially difficult, if not impossible.

So, in nutshell it can be concluded that Herbartian Five-Step Approach, is an impressive and psychological teaching method. It includes both inductive and deductive methods. A correlation among all the subjects of the curriculum is possible by its use. There is a provision of recapitulation in the step under application.

However, some educationists point out that this method is useful only for knowledge lessons. Generalization is not needed in every lesson. Herbart's method is mechanical. There is no place for individual differences. It does not motivate the pupils to learn by doing. The correlation between the different subjects is essentially difficult. Glower points out that in Herbartian Approach; emphasis is laid on teaching only instead of learning. This reduces the freedom of the teacher. Pupils also become passive. Neither is their character formed nor do they reach their desired goals. However, the pupil-teachers should follow this approach with necessary changes keeping in views.

Check Your Progress- 3

Note: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the lesson.

- (1) First step of Herbartian Approach of teaching is
- (2)step is used for establishing relationship between two subjects and also between the facts and events of one subject.

12.6 RCEM APPROACH TO LESSON PLANNING

The Indian educationists developed a new approach to lesson planning which is an improvement over the earlier approaches. This approach was developed in Regional College of Education Mysore. So, it is known as RCEM approach of lesson planning. It also considers the Bloom's taxonomy of educational objectives in identifying the teaching objectives with some modifications. It involves 17 mental abilities for writing the objectives in behavioral or functional form. In this approach of lesson planning, the design plan consists of three aspects:

1. Input
2. Process
3. Output

- 1) Input: This aspect is concerned with the identification of objectives, Input may also be termed as 'Expected Behavioural Outcomes' (EBOs). These objectives are broadly classified into four categories viz. Knowledge, Understanding, Application and Creativity. These objectives are written in behavioural by employing seventeen mental abilities. The procedure is determined with the help of these objectives.
- 2) Process: This aspect is concerned with the presentation of content and learning experiences. The main focus of process is to create the learning situations for providing appropriate learning experiences to the learners. Therefore, the teaching strategies and tactics are selected for achieving the specified objectives. The communication strategy and audio-visual aids are employed for the effective presentation of the content. The process also includes the technique of motivation, so that student's behaviour can be reinforced for the desirable responses. The process implies the interaction of teacher and students.
- 3) Output: This aspect of instructional procedure is concerned with the 'Real Learning Outcomes' (RLOs). In this process, learning experiences are provided for the desirable change in students behaviour. The change in behaviours is known as the 'Real Learning Outcomes' (RLOs). The various measuring devices are employed to measure the RLOs. The evaluation devices are specified for measuring the criterion behaviours. The theoretical of RCEM lesson plan has been illustrated with help of table given on importance of planning - You must have seen in films and advertisements how executives draw up plans and make powerful presentations in boardrooms. Do those plans actually work? Does it improve efficiency? After all why should we plan? These are numerous questions to which we would like to find solutions. Planning is certainly important as it tells us where to go, it provides direction and reduces the risk of uncertainty by preparing forecasts.

12.6.1 Advantages

The major benefits of planning are given below:

- (i) Planning provides directions: By stating in advance how work is to be done planning provides direction for action. Planning ensures that the goals or objectives are clearly stated so that they act as a guide for deciding what action should be taken and in which direction. If goals are well defined, employees are aware of what the organization has to do and what they must do to achieve those goals. Departments and individuals in the organization are able to work in coordination. If there was no planning, employees would be working in different directions and the organization would not be able to achieve its desired goals.
- (ii) Planning reduces the risks of uncertainty: Planning is an activity which enables a manager to look ahead and anticipate changes. By deciding in advance the tasks to be performed, planning shows the way to deal with changes and uncertain events. Changes or events cannot be eliminated but they can be anticipated and managerial responses to them can be developed.
- (iii) Planning reduces overlapping and wasteful activities: Planning serves as the basis of coordinating the activities and efforts of different divisions, departments and individuals. It helps in avoiding confusion and misunderstanding. Since planning ensures clarity in thought and action, work is carried on smoothly without interruptions. Useless and redundant activities are minimized or eliminated. It is easier to detect inefficiencies and take corrective measures to deal with them.
- (iv) Planning promotes innovative ideas: Since planning is the first function of management, new ideas can take the shape of concrete plans. It is the most challenging activity for the management as it guides all future actions leading to growth and prosperity of the business

- (v) Planning facilitates decision making: Planning helps the manager to look into the future and make a choice from amongst various alternative courses of action. The manager has to evaluate each alternative and select the most viable proposition. Planning involves setting targets and predicting future conditions, thus helping in taking rational decisions.
- (vi) Planning establishes standards for controlling: Planning involves setting of goals. The entire managerial process is concerned with accomplishing predetermined goals through planning, organizing, staffing, directing and controlling. Planning provides the goals or standards against which actual performance is measured. By comparing actual performance with some standard, managers can know whether they have actually been able to attain the goals. If there is any deviation it can be corrected. Therefore, we can say that planning is a prerequisite for controlling. If there were no goals and standards, then finding deviations which are a part of controlling would not be possible. The nature of corrective action required depends upon the extent of deviations from the standard. Therefore, planning provides the basis of control.

Planning suggested by the R. I. E Chandigarh

- 1) The entire teaching material needs to be broken into convenient blocks for each term.(The teaching material comprises of the syllabus, the textbooks, and the allied material and activities).
- 2) The blocks of teaching material for each term should then be broken into relevant topics allowing for consolidation, testing, and remedial teaching.
- 3) The weekly topics for teaching will have to be further sub divided into language items, well integrated with the modes of teaching (i.e the four skills for all the working days during the week).
- 4. “After this we shall be concerned with planning each day’s lesson. For a clear understanding, let us divide it into three parts :
 - I. Pre-teaching planning (i.e. planning needed before walking into theclass)
 - II. Planning during teaching (i.e. planning needed while lesson is in progress),
 - III. Post –teaching (i.e. planning needed after the lesson has been concluded)proceeding page.

Check Your Progress 4

Note: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the lesson.

1. The design plan of RCEM Approach of Lesson Planning consists of three aspects, which are these?
2. Some educationists think that Herbartian approach of lesson plan does not motivate the pupils to learn by
3. RCEM approach was developed in Regional College of Education
a) Ajmer b) Shillong c) Mysore d) Bhopal.
4. In which three parts planning is divided under RIE Chandigarh?
.....
5. RIE broke the entire teaching/instructional material into Blocks/Sections.

12.7 LET US SUM UP

We have discussed in this lesson what constitute the lesson planning. As not only one definition can be satisfactory to reach the result, so different definitions given by different authors have been discussed. The activities involved in lesson planning and the three phases of teaching namely; pre-active, interactive and post active are discussed. Lesson planning plays significant role in the process of teaching and it has its own values and advantages. In teaching-learning process the need and importance of lesson plan is mentioned precisely. To make one's teaching successful and effective, a teacher plans the lesson based on certain principles and it has its own pre-requisites. A good lesson plan should possess some essential qualities like quality quantum of expectation, selection of content and its appropriateness,

sequencing of learning experience and appropriateness of selected support devices etc. may be taken as the criteria of its evaluation. The modified five steps of Herbartian plan of teaching and a detailed model of lesson plan given by Herbert are presented. The design plan of RCEM approach, of lesson planning developed in Regional College of Education, Mysore and its features are given. Planning suggested by the R. I. E Chandigarh, regarding the teaching material, blocks of teaching material for each term, weekly topics for teaching are discussed.

12.8 LESSON END EXERCISE

1. Describe the need and importance of lesson planning.
2. What are the principles of lesson planning in teaching of English?
3. What are the pre-requisites for effective lesson planning?
4. What is the significance of lesson planning?
5. What are the main characteristics of a good lesson plan in teaching of English?
6. What are the major advantages of lesson planning?
7. Explain the RCEM approach to lesson planning.
8. Elaborate the advantages and disadvantages of Herbartian lesson plan.

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12.10 ANSWERS TO CHECK YOUR PROGRESS Check Your Progress- 1.

1. Stands
2. Intelligent planning and creativity of teacher.
3. Planning, organizing, leading and controlling.
4. Pre-active, interactive and post active.
5. true

Check Your Progress- 2

1. I. K. Davies
2. Selection of suitable subject matter
3. True

Check Your Progress- 3

1. Preparation& Presentation
2. Comparison and Association

Check Your Progress- 4

1. Input, Process and Output
2. Doing
3. (c)
4. Pre – teaching planning, planning during teaching and post –teaching planning
5. Blocks

STRUCTURE

13.1 Introduction

13.2 Objectives

13.3 The Difference Between “Hearing and Listening”

13.4 Definitions of Listening

13.5 Characteristics of a Good Listener

13.6 Types of Listening Skills

13.7 Components of Listening

13.8 The Active Nature of Listening Comprehension

13.8.1 Bottom-up vs. top down processing

13.8.2 Bottom up processing

13.8.3 Top-down processing

13.9 Common Barriers to Listening

13.10 Activities to Develop Listening Skills in the Classroom

13.11 Stages in the Listening Tasks

13.12 Listening Problems

13.13 Speaking

13.14 Components of Speaking

13.15 Objectives of Speaking

13.16 Types of Speaking Skill

13.17 Barriers to Speaking

13.18 Need for correct Pronunciation

13.19 Activities to Develop Correct Speech Habits

13.20 Let Us Sum Up

13.21 Lesson End Exercise

13.22 Suggested Further Readings

13.23 Answers to Check Your Progress

13.1 INTRODUCTION

Listening is the most critical communication skill. Students are involved in various listening situations 65% to 90% of the time, but most students have little or no listening instruction. Little listening instruction may be due to the lack of preparation, time or material. In addition, teachers may be uncertain whether they are good listeners themselves and may, therefore, hesitate to teach this skill “Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers”. (Rebeccal, 1993). While the other three language skills receive direct instructional attention, teachers frequently expect students to develop their listening capability by osmosis and without help. So, the listening skill should be a major area of concern to teachers and students of a second or foreign language, this is the concern of this part of chapter which tends to summarize what is essential to be known about the listening process as it relates to foreign language learning.

13.2 OBJECTIVES

After going through this lesson, you shall be able to :

- discuss the difference between hearing and listening
- explain listening
- discuss characteristics of a good listener
- discuss types of listening skills.
- describe components of listening

- explain active nature of listening comprehension.
 - discuss objectives of teaching listening and speaking.
 - discuss common barriers to listening.
 - describe activities to develop listening skills in the classroom.
 - discuss stages in the listening tasks.
 - explain listening problems.
 - explain speaking.
 - discuss components of speaking.
 - explain types of speaking skill
 - describe barriers to speaking.
-
- explain need for correct pronunciation.
 - pin-point activities to develop correct speech habits.

13.3 THE DIFFERENCE BETWEEN “HEARING AND LISTENING”

As a suitable starting point for dealing with the listening skill in foreign language teaching is to consider the following question: How is “hearing” different from “listening”? The two terms “hearing and listening” are often used interchangeably, but there is an important difference between them. According to Stephen, Lucas, listening doesn’t mean we don’t hear, and they come to explain the process of hearing to be a physiological one arguing that: “It involves the vibration of sound wave on our eardrums and the firing of electrochemical impulses from the inner ear to the central auditory system of the brain, but listening involves paying close attention to, and making sense of, what we hear.” (Stephen, Lucas, 1998, 56)

“Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention” (Rost, 2002,27). So, the listening process is guided by our intention which is psychologically an excitation of nerve pathways in the brain to organise incoming stimuli in an efficient way with a psychological terms, (Rost, 2002) quoted that: “Intention is the initiation of involvement ..., it is used for organizing what is heard and seen, to organize language in terms of topics (what the language is about) and information value (what the language signal is relevant to us?).” So listening and hearing are not synonymous. Hearing occurs when your ears pick up sound waves being transmitted by a speaker, listening involves making sense out of what is being transmitted (Hamilton, 1999) as he quoted: “Hearing is with the ears, listening is with the mind”

13.4 DEFINITIONS OF LISTENING

Listening is a vital component of the oral communication, or the interactive process in which the individual takes the roles of speaker and listener through a verbal and non verbal component. Listening is an essential part of the communication process. Students spent the majority of each school day listening and much of what students know is acquired through listening. It is a term daily used without giving it much thought. Yet, listening is a vital mental capacity. One of the principal ways through which we understand and take part in the world around us (Rost, 1994) as he quoted: “ Listening is considered to be a part of oracy, a capacity

to formulate thought verbally and to communicate with others, so it is the skill that underlines all verbal communication” . It is suggested that listening can be done in a narrow and limited way, or it can be done in a way that enriches communication (Goodith, 2001), as it was said: “Listening is not merely hearing...it means taking a vigorous human interest in what is being told to us. You can listen like blank mall or like a splendid auditorium where every sounds comes back fuller and richer” (Miller, Goodith, 2001, 48). Listening is the ability to identify and understand what the speaker is saying through understanding his accent, pronunciation, grammar, vocabulary and grasping his meaning.

13.5 CHARACTERISTICS OF A GOOD LISTENER

- (a) Openness and desire to understand.
- (b) Patience to listen others.
- (c) Motivate the speaker by taking interest with concentration.
- (d) Have empathy.
- (e) Don't interrupt in between.
- (f) Appreciate the efforts.
- (g) Eye contact with the speaker.

13.6 TYPES OF LISTENING SKILLS

Here are different types of listening, depending upon the situation and the environment, where the listening takes place :

- Whole-person Listening-Understanding the speaker, his words, thought, motive etc.
- Appreciative Listening- Listening for appreciation and pleasure.
- Attentive Listening–Attentively listening each and every word.
- Casual Listening-Listening not very attentive, listening casually without any interest.
- Evaluative Listening- Listening to evaluate or judge something.

Listening skill is a technique used for understanding, what is being said by taking into account how something is said and the nonverbal signs and body language that accompanies it. This technique requires practice as listening is very difficult. A person who controls his mind and practices attentive listening will be successful in life and his career.

13.7 COMPONENTS OF LISTENING

The sub components of listening are well explained by (Rost,1994) as he draws a particular list of components to master when dealing with this skill:

1. Discriminating between sounds.
2. Recognizing words.

3. Identifying stressed words and grouping of words.
4. Identifying functions(such as apologizing)in conversations
5. Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situation) in order to construct meaning.
6. Using background knowledge and context to predict and then to confirm meaning.
7. Recalling important words, topics and ideas.
8. Giving appropriate feed back to the speaker.
9. Reformulate what the speaker has said.

Rost (1994) insists on the fact that students must deploy all these sub skills to realize a successful process when he states: “Successful listening involves an integration of these component skills .In this sense, listening is a coordination of the component skills, not the individual skills themselves. This integration of these skills constitutes a person’s listening ability”.

13.8 THE ACTIVE NATURE OF LISTENING COMPREHENSION

Listening comprehension is a cognitive, or rather an interactive process of constructing meanings that the speaker intends, through the complete involvement of the hearer. The active contribution of the listener’s comprehension process comes not only through using his linguistic knowledge but also his non-linguistic sources, and of course the communicative value of his involvement depends on the situation and the social relationship. The listener must realize that

comprehending the message word for word is not essential, since not every clue is equally important to the message. The listener has to seek the general meaning to compensate his misunderstanding by continuing being involved in the communication .More positive listening self-concepts can be created by helping students realize that word-for-word comprehension is not necessary and that guessing and hypothesis testing are valuable.

13.8.1 Bottom-Up vs. Top Down Processing:

It is mentioned before that in the listening comprehension process; listeners need two types of knowledge. Both linguistic and non- linguistic knowledge are involved; linguistic knowledge consists of “phonology, lexis, syntax and discourse structure” and the non-linguistic knowledge covers all comprehension features such as “topic, context, general knowledge about the world and how it works” . Many

researchers into teaching listening comprehension have given insights into how learners go through this process as well as how the two types of knowledge are applied in it. As a result , a frequent distinction is made between two views;(top - down and bottom-up processing) for the reason of understanding what our students are going through as they learn to listen.

13.8.2 Bottom up processing

It is agreed that the language process has a definite order, it means from the lowest level of detail to the highest level. The same view is directly applicable in listening, precisely in the Bottom –up processing ,to assume that in this process the listener focuses and gives much importance to the smallest units of speech than the individual words and after this to phrases to combine them in order to achieve understanding and build a whole . Without a good understanding of a reasonable proportion of the details gained through some Bottom-up processing, we will be unable to get any clear general picture of what the text is about. Listeners assume that acoustic input is first decoded into phonemes, then this is used to identify individual words, then processing continues on to the next higher stage, the syntactic level followed by an analysis of semantic content to arrive at a literal understanding of the basic linguistic meaning. Finally, the listener interprets that literal meaning in terms of communicative

situation to understand what the speaker means. This process sees language comprehension to be a passage through consecutive stages; the output of one stage becomes the input of the coming next high stage.

13.8.3 Top-down processing

Many perspectives appear to indicate that the processing of different types of knowledge doesn't occur in a fixed sequence and order. They come to reject the first view saying that it is possible to understand the meaning of a word without decoding its sounds .This is due to the interference of another type of knowledge (non-linguistic one) including knowledge of the world around us and this is the concern of Top-down processing .Top down process is the opposite of Bottom-up, students start from their background knowledge. In this processing , the listener tends to get the message general view and absorb the overall picture of the listening.

This is helped if the listener has the ability to have appropriate expectations of what is going to come across.

As a conclusion, to successfully realize the process of listening, it is better to suggest a combination between the two processing “Bottom-up, top -down”, and many specialists argue that interaction in this case is almost immediate. Sometimes it is the individual details that help us to understand the whole; sometimes it is our overview that allows us to process the details.

Check Your Progress - 1

Note : a) Write your answers in the space given below.

b) Compare your answers with the one given at the end of the lesson.

1. The two characteristics of a good listener are _____ and _____.
2. Name three different types of listening skills _____, _____, _____.
3. Top-down process is the opposite of _____.
4. In listening comprehension process, linguistic knowledge consists of _____.

13.9 COMMON BARRIERS TO LISTENING

There are many things that get in the way of listening and one should be aware of these barriers, many of which are bad habits, in order to become a more effective listener.

Barriers and bad habits to effective listening can include:

- Trying to listen to more than one conversation at a time, this includes having the television or radio on while attempting to listen to somebody talk; being on the phone to one person and talking to another person in the same room and also being distracted by some dominant noise in the immediate environment.
- Finding the communicator attractive/unattractive and you pay more attention to how you feel about the communicator and their physical appearance than to what they are saying. Perhaps you simply don't like the speaker - you may mentally argue with the speaker and be fast to criticise, either verbally or in your head.
- You are not interested in the topic/issue being discussed and become bored.
- Not focusing and being easily distracted, fiddling with your hair, fingers, a pen etc. or gazing out of the window or focusing on objects other than the speaker.

- Feeling unwell or tired, hungry, thirsty or need to use the toilet.
- Identifying rather than empathising - understanding what you are hearing but not putting yourself in the shoes of the speaker. As most of us have a lot of internal self-dialogue we spend a lot of time listening to our own thoughts and feelings - it can be difficult to switch the focus from 'I' or 'me' to 'them' or 'you'. Effective listening involves opening your mind to the views of others and attempting to feel empathetic.
- Sympathising rather than empathising - sympathy is not the same as empathy, you sympathise when you feel sorry for the experiences of another, to empathise is to put yourself in the position of the other person.
- You are prejudiced or biased by race, gender, age, religion, accent, and/or past experiences.
- You have preconceived ideas or bias - effective listening includes being open-minded to the ideas and opinions of others, this does not mean you have to agree but should listen and attempt to understand.
- You make judgements, thinking, for example that a person is not very bright or is under-qualified so there is no point listening to what they have to say.
- Previous experiences – we are all influenced by previous experiences in life. We respond to people based on personal appearances, how initial introductions or welcomes were received and/or previous interpersonal encounters. If we stereotype a person we become less objective and therefore less likely to listen effectively.
- Preoccupation - when we have a lot on our minds we can fail to listen to what is being said as we're too busy concentrating on what we're thinking about. This is particularly true when we feel stressed or worried about issues.
- Having a closed mind - we all have ideals and values that we believe to be correct and it can be difficult to listen to the views of others that contradict our own opinions. The key to effective listening and interpersonal skills more generally is the ability to have a truly open mind - to understand why others think about things differently to you and use this information to gain a better understanding of the speaker.

Non-Verbal Signs of Ineffective Listening

Although with all non-verbal signals a certain amount of error has to be expected, generally signs of inattention while listening include:

- Lack of eye contact with the speaker – listeners who are engaged with the speaker tend to give eye contact. Lack of eye contact can, however, also be a sign of shyness.
- An inappropriate posture - slouched, leaning back or ‘swinging’ on a chair, leaning forward onto a desk or table and/or a constantly shifting posture. People who are paying attention tend to lean slightly towards the speaker.
- Being distracted - fidgeting, doodling, looking at a watch, yawning.
- Inappropriate expressions and lack of head nods - often when a listener is engaged with a speaker they nod their head, this is usually an almost subconscious way of encouraging the speaker and showing attention. Lack of head nods can mean the opposite – listening is not happening. The same can be true of facial expressions, attentive listeners use smiles as feedback mechanisms and to show attention.

Further Signs

Other common traits of ineffective listening include:

- Sudden Changes in Topic: When the listener is distracted they may suddenly think about something else that is not related to the topic of the speaker and attempt to change the conversation to their new topic.
- Selective Listening: This occurs when the listener thinks they have heard the main points or have got the gist of what the speaker wants to say. They filter out what they perceive as being of key importance and then stop listening or become distracted.
- Daydreaming: Daydreaming can occur when the listener hears something that sets off a chain of unrelated thoughts in their head – they become distracted by their ‘own world’ and adopt a ‘far-away’ look.

- Advising: Some people want to jump in early in a conversation and start to offer advice before they fully understand the problem or concerns of the speaker.

13.10 ACTIVITIES TO DEVELOP LISTENING SKILLS IN THE CLASSROOM

There are many activities for children to develop the listening skills. It is not only the teachers duty to improve the listening skills in the classroom. It is also the parent's duty to give some time for their children and develop their listening skills.

Some of the activities to develop the listening skills in the classroom are given below:

1. Language games that facilitate children listen and follow directions.
2. Clapping a rhythm for children to repeat.
3. Describing an image to children that they need to draw, supported by your description.
4. Playing What's That Sound?, victimization of unit objects to create a noise (e.g. shaking a pepper mill, deflating a balloon) and obtaining children to guess what it's.
5. Dual dictation-Ask students to get into pairs to write a dialogue. When student A is speaking, student B should write down what they are saying and vice versa. When they have finished the conversation, they should check what each other has written and put the two sides of the conversation together. You could then ask students to perform their dialogues again to the rest of the class, or to swap with other pairs.

This activity works best if you give students a theme or role-play, e.g. a conversation between friends about holidays; an argument between siblings; an interview with a famous person; a scene from a film.

6. Class memory quiz-Ask one student at a time to go to the front of the class. Ask the rest of the class to ask them any questions they like (as long as they are not too personal!),e.g.
 - What is your favourite colour/food/band?

- What did you have for lunch?
- Which country would you most like to visit?

Try to make a note of some of the answers. When all of the students (or half of the students, if you have a large group) have been interviewed, explain that you are going to hold a quiz about the class. Get the students into small teams and ask them to put their hands up if they know the answer to a question, e.g.

- Which student likes Oasis?
- What is Ruchika's favourite food?
- Which two students would like to be famous actors?

Award a point to the first team to answer correctly. This game can be a lot of fun, and encourages students to listen to each other.

7. Listen for lies: Divide the class into two teams A and B. Ask one student at a time to come to the front of the class and read aloud a passage which you have chosen, e.g. a story or newspaper article. Then ask them to read it aloud again, but to make some changes. Each time a lie (or change) is read out, the students must stand up. The first team to stand up gets a point. This game requires students to listen carefully and encourages them to remember important information and details.
8. Make reading an interactive activity. When reading a book to your child, stop before turning the page and say, "What do you think will happen next?" Ask her to explain her answer to see how well she's listened to what you've read so far. If she seems unsure about what happened, start again.
9. Ask your child to predict how a story will end. Read a book aloud to your child and stop just before the last page. Ask her to guess how the story will turn out, based on what she's already heard. Then finish the story and discuss the ending with your child. Was her prediction accurate, or was there a surprise ending? If the latter, were there any clues to the ending planted earlier in the story?

13.11 STAGES IN THE LISTENING TASKS

In order to help students and facilitating the improvement of their listening abilities in classroom, it is helpful to divide a listening activity into three distinct stages: the pre-listening, the while listening and the post listening.

- The pre-listening stage: It is vitally important if we want our students to get as much as possible out of listening. The choice of listening is the first thing. Teachers shouldn't inflict on their students topics they believe will be of little or no interest. In this stage called "introductory or preparatory", students are required to bring their attitudes, previous knowledge about the topic... they are going to tackle. They should be given a reason to listen, a chance to discuss and predict what they are going to hear since the teacher cannot let his student do a listening blind of information and without any point of reference, in addition to the pre-teaching of some vocabulary which may be problematic can also be a useful part of this pre-listening stage. All these activities related to this phase are well presented by Hedge (2000). "Predicting content from the little of a talk, talking about a picture which relates to the listening text, discussing the topic, answering a set of questions about the topic and agreeing or disagreeing with opinions about the topic".
- The while listening stage: This phase refers to the time of listening in classroom. Most teachers use tape recorders for their classroom listening practice. During performing the listening activities, students are denied all the physical and visual clues that make face to face communication easier, and they are left with only disembodied voice on what may be a technically poor piece of equipment, sometimes video can cover these difficulties but still in other cases, teachers when using tape recorders must be encouraged to offer visual clues to help students (flashcards, white board...). While-listening, activities guide the students to collect or catch the necessary information for an overall listening comprehension, those activities ensure the active nature of the process in the fact that grasping every word when listening is not necessary, as well as involving the students to develop good listening habits, which consists in getting the information and immediately performing something with it. Many activities are

suggested for teachers to use in this phase: -

- Comparing the listening passage with the pre-listening stage.
 - Filling in gaps while listening to a conversation where students are given the utterances of one part of the conversation and asked to complete the missing one of the other. Or filling the blanks of a passage with the appropriate missing words like in a song's lyrics.
 - Depicting the irrelevant information from a listening passage.
 - Sequencing, where students are asked to give the right order of events like in a story for example.
 - Listening for specific information or item (information search).
- The post listening stage: The feedback to a listening activity in general is important. It is good for students to realise they have been doing something useful and interesting. For that reason, post listening activities refer to all activities which can be practiced after the second phase. Those listening activities are used as a springboard onto other language skills such as reading, speaking and writing. Post listening activities are considered to be a source of motivating. Students are given the opportunity to get more information about the topic (this interest is not confined only to the original passage but it tends to include student's impressions, opinions, attitudes).

This phase of post listening may include:

- Multiple choices or true false questions to be done by students to reflect their comprehension of the passage.
- Summarizing the passage depending on student's notes which had been taken during the while listening stage.
- Check answers to any comprehension tasks in pairs or groups which are less motivating for many students who find listening difficult, or push different groups to listen to different passages might be linked together after which they exchange information to complete the whole original text or passage (a story for example).

- Using debates, discussions, role plays...as means for practicing speaking as well as writing messages and letters to practice the writing skill.

13.12 LISTENING PROBLEMS

Problems related to the listeners

- Lack of concentration and attention- The brain is incredibly efficient. As it is proved scientifically, any person talks at a rate of 120 to 150 words a minute and the brain can process about 400 to 800 words a minute. From these statistics it may seem that listening should be very easy, but it is the opposite .So, in the listening process, the learners can take in all the speaker's words and still have plenty to share .That's why the learners or listeners interrupt their listening with thinking about other things .In the classroom context many pupils have difficulties following instructions owing to apparent deficits in attention and concentration .Such pupils may not be adapting well to the numerous distractions in a typical classroom. Attention also plays an important role in the listening .A well listening performance is affected by the degree of students' attention towards the input. The learners in almost cases "switch off consciously or unconsciously" . They explain that students when experiencing listening they attempt to perceive speech word by word instead of focusing their attention on the meaning. Consequently, the two psychological factors can effect listening negatively whether on perception or on interpretation.
- Lack of prior knowledge and proficiency -The concerned knowledge in this context is the socio-cultural, factual or the contextual knowledge of the target language. These types of knowledge can present an obstacle to comprehension because this background of non linguistic clues are very essential in helping students to understand the target language and this latter which is the mean to express its culture. "Gaps in our knowledge of the L2 culture, of the associations and references available to native users, can present obstacles to comprehension" . The second kind of knowledge which it lacks presents a problem in the listening comprehension is the linguistic

knowledge. In this case listeners can clearly hear but unable to understand, this is due to their low proficiency and their bad level in grammar, syntax, phonology and the semantic features in the target language. The students having gaps in their linguistic knowledge result to abandon the listening process. They insist on the great impact the linguistic competence has on enabling students to recognize the formatives of the heard utterances and to find out morphemes, words and the meaning.

- Many other problems can be clearly noticed :
 - Lack of exposure to listening materials since students prefer to read than to listen foreign language.
 - The acuity of hearing; students with some physical problems which prevent them from participating, are unable to hear what is said. They can also be affected by environmental problems such as noise
- Problems related to the message:
 - The content: The content structure or the information organization in an oral passage plays a noticeable role in learner's understanding. So a well organized passage should be characterized by the chronological and logical order of event to aid students in their listening comprehension, and any disruption or flash back seen to make the information more difficult to be understood. The listening material may deal with almost any area of life. It might include street gossip, proverbs and situations unfamiliar to the students, also in a spontaneous conversation speakers change topics
 - The relationship between the topic and the learner; on practice it is very important, students should be familiar with topics they use in their listening comprehension practices. The good familiarity with the topic reduces the level of difficulty.
- Problems related to the speaker among the difficulties related to the speaker: We notice that our learners who are familiar to conduct their learning in slowly and deliberately spoken English find a considerable difficulty in understanding native speakers talk and conversations, and they claim always

that they are unable to comprehend this fast and spontaneous speech. The level of difficulty in comprehension is also noticeable when the process is characterized by the non-visibility of the speaker. A visible speaker with the existence of many paralinguistic features such as facial expressions, hand and body gesture can enhance positively student's comprehension. Whereas those learners may face many constraints in their comprehension when dealing with audio recordings, since the visual clues are important for the realization of the process had been removed. Generally speaking , foreign language learners prefer being participants in the process , like in the class discussion and conversations since in this case many visual clues or paralinguistic features may be taken into consideration .

- Problems related to physical setting: Difficulties related to this factor can be found in the classroom or the laboratory noises whether noises on the recording or environmental ones. This may prevent the learner to listen well. In addition to the unclear sounds resulting from poor quality equipment.

Check Your Progress - 2

Note : a) Write your answers in the space below.

b) Compare your answers with the one given at the end of the lesson.

1. Enlist any two non-verbal signs of ineffective listening _____.
2. Name any two activities to develop listening skills in the classroom _____, _____.
3. What are the different stages in the listening task ?

13.13 SPEAKING Introduction

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Speaking is a secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purpose using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. In other words they are required to show mastery of the following sub competencies/ skills:

1. Linguistic competence includes the following skills:
 - Using intelligible pronunciation.
 - Following grammatical rules accurately.
 - Using relevant, adequate and appropriate range of vocabulary.
2. Discourse competence includes the following skills:
 - Structuring discourse coherently and cohesively
 - Managing conversation and interacting effectively to keep the conversation going.
3. Pragmatic competence includes expressing a range of functions effectively and appropriately according to the context and register.
4. Fluency means speaking fluently demonstrating a reasonable rate of speech.

Speaking among the other foreign language skills (listening, reading and writing) seems intuitively the most important one. As the process of learning and applying the skills of oral English are so closely related, classroom should be a place where the use of spoken language is sensitively supported since it enables students to make connections between what they know

and what they are learning, and this is the one through which they are going to be judged while the first impressions are being formed, that's why many if not most foreign language learners are interested in learning to speak. In practice or in real classroom situation, those learners find it difficult to communicate or interact using the target language. They think that speaking a foreign language perfectly with a good pronunciation, fluency is a so complex task to fulfil. This latter is the concern of the forgoing chapter. It aims at presenting a brief description for foreign language speaking skill and its recent status. It tends to clarify the factors that affect students' speaking abilities, with specific expression of the common dilemmas teachers face when trying to address the teaching of speaking. It covers some issues or points needed to tackle when dealing with speaking, as it shows the necessary activities must be designed by the teacher in classroom in order to enable his learners to produce a meaningful English oral performance as well as to overcome their weakness and difficulties

13.14 COMPONENTS OF SPEAKING

Learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of interacting with others in different situations and relationships. Communicative competence consists of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence which reflect the use of linguistic system and the functional aspects of communication respectively.

1. Grammar -Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary and sounds of letters and syllables, pronunciation of words, intonation and stress. To understand meaning, learners need to have enough knowledge of words and sentences: that is, they must figure out how words are segmented into various sounds, and how sentences are stressed in particular ways. So, grammatical competence helps speakers to use and understand English language structures accurately and immediately, which facilitates their fluency.
2. Discourse-Learners should develop discourse competence through international relationships. The rules of cohesion and coherence should be applied in each discourse, whether formal or informal to hold the communication together in a meaningful way.

In communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse and to formulate representations of meaning from referents in both previous sentences and following sentences. Thus, effective speakers should acquire a large repertoire of structures and discourse makers to express idea; show relationships of time and indicate cause, contrast and emphasis.

3. Sociolinguistic Factors

- To know the knowledge of language is not enough for learners to speak effectively and appropriately. They should be familiar with the culture of the native speakers to enable to use target language which is socially and culturally acceptable by native users. To achieve to this goal, it is imperative to figure out the sociolinguistic side of language which enables learners distinguish appropriate comments, how to ask questions during interaction, and how to respond non verbally. Therefore, “adult second language learners must acquire stylistic adaptability in order to be able to encode and decode the discourse around them correctly

4 Strategy- Strategic competence means the ability of appropriate use of language. It can refer to “the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation and how to clear up communication breakdown as well as comprehension problems”. In addition, strategic competence, is “the way learners manipulate language in order to meet communicative goals”. Further, it can be the ability to make up for faulty knowledge of linguistic, sociolinguistic, and discourse rules.

5. Interaction Spoken language usually has two functions: interactional and transactional.

The essential goal of the former is to keep social relationships, but that of the latter is to pass information and ideas. Because, much of our daily communication are interactional; being able to interact is imperative. Thus, language instructors should facilitate learners with meaningful communicative situations about proper topics by applying learner-learner interaction as the key to teach communicative language. Classroom communication includes meaning-focused activity and learners can learn how to listen and talk to others, how to negotiate meaning in shared context both verbally and non-verbally with the help of teacher.

6. Accuracy and Fluency As far as accuracy and fluency are concerned; different scholars have given different definitions. Fluency means the capacity to use language in real time, to

emphasize meanings, possibly drawing on more lexicalized systems, and accuracy means the ability to avoid error in performance, possibly reflecting higher levels of control in the language as well as a conservative orientation, that is, avoidance of challenging structures that might provoke error. Fluency is the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication. But in general, accuracy refers to the ability to produce grammatically correct sentences while fluency refers to the quality or condition of being able to speak or write a language or perform an action smoothly, accurately and easily, which includes the ability to produce written and/or spoken language with ease, the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, the ability to communicate ideas effectively, and the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication. In other words, accuracy emphasizes precision or exactness and is often emphasized in formal instruction, language acquisition, grammar competence and grammar-translation method, while fluency describes a level of proficiency in communication and is frequently stressed in procedural skill, expression proficiency, lexical phrases, social interaction, necessary topics and discourse. Accuracy is the basis of fluency while fluency is a further improvement of a person's linguistic competence and a better revelation of his/her communicative competence. These two are so closely related that they are inseparable.

6. Pronunciation-Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From this statement it can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking. English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow. Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing and more peripherally even gesture, body language and eye contact. Based on the statement above it can be concluded that pronunciation includes many aspects that include articulation, rhythm,

intonation and phrasing, and more peripherally even gesture, body language and eye contact.

7. Vocabulary-Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key to success in communicative is the power of words. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies it will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar in every day language. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.
8. Comprehension-Comprehension is an ability to perceive and process stretches of discourse, to formulate representations in the meaning of sentences. Comprehension of a second language is more difficult to study since it is not directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the communication even when procedures are complicated and entail risks. Therefore, in speaking it can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding about the information.

13.15 OBJECTIVES OF SPEAKING

To enable the students to

- discuss and respond to content of a reading or listening passage,
- use communication strategies to participate in group and class discussions,
- select, compile, and synthesize information for an oral presentation,
- use search tools to locate appropriate sources,
- use vocabulary appropriately,
- use grammatical structures appropriately,
- deliver an effective oral presentation,
- reflect on and evaluate learning and performance, and set goals for progress in speech production in a foreign language.

13.16 TYPES OF SPEAKING SKILL

- Interactive • Partially Interactive • Non-Interactive
- Interactive

Face to face conversations and telephone calls -we are alternately listening and speaking -

chance to ask for clarification, repetition, or slower speech from our conversation partner.

- Partially interactive

Giving a speech to a live audience, where the convention is that the audience does not speak - the speaker checks comprehension from the audience's faces.

- Non-interactive

When recording a speech for a radio broadcast - performing in a play - reciting a poem speaking –singing.

13.17 BARRIERS TO SPEAKING

In teaching speaking , it is necessary to care about not going to extremes , either by being too exclusively concerned with theories and thinking about their application to teaching , nor by following a certain routines; playing the tape recorder, asking and answering but the teacher must have an overall understanding of what speaking is and what are the constraints or difficulties which may meet the learners to develop their speaking performances, and finally how to bring the gap between an analysis of speaking and the actual classroom teaching . Hence, foreign language students proclaim having obstacles in achieving a real and perfect oral performance and this is due to the following factors:

1. Lack of motivation/ interest - Speaking a foreign language can be a very uncomfortable task or experience in classroom. Yet, the majority of students find it hard to deal with it because of the non-motivational atmosphere. Unless learners of a foreign language are giving full opportunities to express themselves, to present their ideas and to communicate and integrate with the world around them (classmates/ teacher), they aren't going to improve their speaking performance. So, students' speaking skills develop best in a motivational atmosphere where dynamic interactive learning is highly valued to encourage learners to feel safe, comfortable and relaxed with little or no exposure to the target language. Motivation is very important and is the key concept for avoiding inhibition. it is closely related with

interest , so the students' failure to participate orally may stem from their lack of interest which can derive from the learners' impressions that the activities they tackle in classroom are too difficult in one hand. In the other hand, they complain about the nature and types of topics in discussion and they describe them to be boring and uninteresting as to put them in critical status. It depends heavily on the teacher to ensure motivation as well as interest in his classroom, by choosing topics and issues that attract students' intention and interest as well as carrying out activities that do not put heavy demands on the learners and give them the chance to express themselves freely.

2. Inhibition - Unlike the other skills, speaking requires what is called' real time exposure. Foreign language learners are noticeably inhibited to talk or express their ideas in front of the others using the target language .It is too easy for a foreign language classroom to create inhibition anxiety. Inhibition from one side results from learners' feeling of ignorance in front of their teacher or instructor who they consider as the main source of input and the principle possessor of knowledge. Hence, from the other side, inhibition appears closely related with students' shyness and fear of making mistakes as well as criticism. So , because of their feeling of linguistic inferiority and their inability to develop their communicative skills, they become ashamed when attempting to talk and they are cautious about making errors in their talk ;so they prefer to reduce their speaking time and participation .In some cases this inhibition pushes learners to prefer not to speak at all and remain silent. Learners occupy a permanent position of inferiority before a critical audience with little opportunity for asserting their own individuality. They are likely to feel drawn out to communicate with those around them. On the contrary, many learners will prefer to keep a ' low profile' in the hope that they will not be called upon to participate openly.
3. Vocabulary and grammar constraints - A good knowledge of vocabulary and a correct mastery of grammar rules are very important to speak a foreign language. In our context , many students show the desire to speak and to participate but unfortunately they fail to present their messages verbally arguing that they are unable to find out suitable words to specific topics or haven't enough vocabulary in their linguistic repertoire Thus , not only vocabulary is essential in speaking, but grammar competence has also a great role to convey meaning .It is very important for learners so they will be able to combine words, sentences , phrases ... correctly to communicate . The learner must attain as

high degree a possible of linguistic repertoire.

4. Poor listening practice - It is strongly shown, the relationship between listening and speaking. Thus, poor listening practice will lead automatically to a poor speaking competence. So, students' inability to produce speech isn't only due to their lack of motivation and interest, inability to find suitable words and use grammar correctly to combine them but it derives also from their restricted experience in listening to English, as they listen only to their teacher's model of speaking and which isn't in fact the only model they encounter in their real life situation. Hence, our students should be aware about the importance of listening to native speakers' model of speech (intonation, pitch, fall, facial expression), those features which must exist for a successful listening, a good spoken production and an acceptable communication.
5. Pronunciation problems - A consideration of learner's pronunciation errors and how these can inhibit successful communication, it appears a crucial problem to consult. Learners' inability to pronounce well may affect their spoken performance and classroom participation. In the case of the English language, a mispronunciation of one sound may lead to a big misunderstanding and a change in meaning. Unfortunately, many learners have developed habitual errors which cause an unrecognizability of certain words and in many cases the result is communication problems. A learner who mispronounces a range of phonemes can be extremely difficult for a speaker from another language to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker". In addition to words mispronunciation, other learners encounter the misuse of language supra-segmental features such as (intonation, stress). The inaccurate use of suprasegmental elements such as stress or intonation can also cause problems. As it is outlined, problems caused by pronunciation errors led to problems in both reception and comprehension of the meaning and the function of an utterance. The first language or mother tongue hinders the correct pronunciation of second language in terms of accent and mood. Our students meet such kind of problems since they share the same mother tongue and they tend to use it usually, as they feel comfortable, natural and secure to speak it, and speaking a foreign language out of its context or outside the classroom seems really unnatural for them. It is too difficult for them to keep using it.

13.18 NEED FOR CORRECT PRONUNCIATION

Pronunciation is the most important and difficult problem that non-native English speakers have to face when studying English. Improper pronunciation can lead to negative impression, misunderstanding and ineffective communication. Some negative impacts of poor pronunciation are as under :

1. Negative impression

When we talk to people in the real life, our pronunciation is the first thing they notice during a conversation. In everyday communication, we usually do not have to use many complicated words, so limited vocabulary is not a big issue since we can use more simple words to express the word that we do not know. In fact, others will notice right away if our pronunciation is good or bad only the first few simple words. If we have a poor pronunciation with very strong foreign accent, listener will think that we are bad English speaker and our good vocabulary and grammar cannot help us.

2. Misunderstanding

Knowing a lot of vocabularies is meaningless if we cannot pronounce those words correctly and no one can understand the words that we are trying to use. Even worse, pronunciation mistakes can lead to some serious misunderstanding. For example, let's think of the misunderstanding about the signal "sinking" in a video clip on Youtube called "I am sinking." Many people believe that they can communicate in English because they can communicate with their teachers and other students. However, it is not true. The teachers have been listening to bad English for years so they can understand your poor pronunciation.

3. Ineffective communication

It takes a lot of efforts to understand ineffective communication and others irritates

.

In a foreign language classroom, being able to be clearly understood when speaking, and the ability to use effective oral communication skills are so important particularly that given speech remains the form of communication most often used. To deal with speaking a foreign language, it requires a degree of real time exposure; this latter can be realized through a set of classroom activities which have to be developed best in a dynamic interactive learning environment where both teacher and learners collaborate and cooperate with one another to create a safe, comfortable and relaxed atmosphere for a perfect productive talk in classroom. Through the following classroom speaking activities , the teacher tries all the time to create interaction by exchanging information and expressing ideas of course with an exclusive care about the correct grammar (accuracy) , adequate vocabulary , acceptable fluency as well as a good pronunciation to convey a meaning through speech which sounds like a native speakers' one.

1. Discussion (debate)- Discussion is considered as one among the best ways of presenting speech and it is an interesting form of oral practice in the classroom . It can provide some of enjoyable and productive speaking in language classroom. Many teachers would agree that the best discussions in class are those that arise spontaneously either because of something personal that a learner reports or because a topic or a text in the course book triggers some debate. Discussion differs from conversation in the fact that it generally has an identifiable purpose .Then, it is similar to conversation in the sense that both involve listening carefully, considering what others say and speaking. Many of students conversational abilities will transfer into a discussion situations. Discussion in foreign language classrooms generally help learners to develop their communicative abilities since it gives them practice in expressing ideas orally in an organized manner and enables them to arrive at conclusions ,

to clarify or modify ideas , resolve differences and find alternative solution because through discussion , learners can bring their personal experiences and outside world into the classroom, where they tackle different topics and subjects which concern every individual.

2. Role plays- It is among the very common classroom speaking activities. It is one way to consider when a teacher wants to vary the kinds of the spoken interaction experienced in classroom. Role plays provide the opportunity for students and revise their understanding and perspective by exploring thoughts and feelings of characters in a given situations. More precisely role play is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using the language appropriate to this new context. This special speaking activity is said to have many positive impacts on learners in classroom –
 - It gives them empathy as they examine others’ ideas, feeling and points of views.
 - It is a chance to practice their oral skills and interpretations as they use the foreign language to describe perceptions, emotions and reactions.
 - It provides them with the opportunity to practice decision making and problem-solving skills as they gain experience in an independent thinking and cooperative learning.
 - It develops both speaking and listening activities.

3. Simulation-It is another role play activity which can be used to develop oral fluency where student simulate a real life encounter as if they were doing so in the real world as themselves. In simulation, the individual participants speak and react as themselves, but the group role, situation and task they are given is an imaginary one. For a simulation to work it must be according to the following characteristics:

- “Reality of function”; where students feel their complete involvement in the situation as if it really exists and they act as a real participants.
- “A simulated environment” created by the teacher.
- “Structure” in which students must have a general view about the tasks to be performed and the activity to be done .

Furthermore , it seems somehow difficult to distinguish between the two sorts of activities (role play and simulation as a type of a role play) , but the clear difference lies in the fact that

simulation is more difficult than role play since it requires learners not to act as characters that are not their own but get more personally involved (using their own background and knowledge to the situation). In simulation students generally work with small groups to feel confident, cooperative, sharing ideas and create motivation.

4. Formation gap activities- Another type among the classroom spoken interaction activities is “where two speakers have different parts of information making up a whole, because they have different information, there is a gap between them”. In foreign language classrooms, gap activities are proved to be among the most useful in second language acquisition since it provides negotiation of meaning and the conversational adjustment which push students to more accurate output. This activity has a requirement for information exchange .It involves each learner in a pair or a group possessing information which the other learners do not have. Of course in practice, this information has to be shared through right questions. There exists many variants of information gap activities, for example ; “describe and draw” activity, in which one learner has a picture which mustn’t be shown to the other learners , what the rest of the class has to do is to draw the same picture without looking at the original one. Of course, the role of the first student is to give instructions and descriptions to act as a guide for his partners who have to ask questions. A further extension of the information gap activities is suggested in stories where for example the teacher provides his learners with an unfinished story and it depends on the rest of the class to guess and discuss the way it ends.

5. Talking circles- Talking circles provide safe environment where students are given the opportunity to share their points of view with their partners using the target language, of course without fear of criticism or judgment. This activity is useful when the discussed topic has no right or wrong answer, when students are sharing, feeling, considering moral or ethical issues as well. It is an effective strategy for reaching group consensus and for real life problem solving. In class, the students sit in a circle and each one has the opportunity to speak . During this spoken activity, both parts of interaction have some guidelines to follow:

- Only one student speaks at a time, while the others listen and remain non - judgmental.
- Address all comments to the issue or topic, not to comments made by other students (avoid both positive and negative responses to another student’s comments).

- Encourage listeners to focus on the speaker supporting him by taking an interest in what he/she says, rather than turning and thinking about what they will say when it is their turn.
 - Encourage speakers to share their comments in a way that is easiest and most comfortable for them (e.g. personal story, examples or metaphors, analytical statements).
6. Storytelling based activities -These type of activities has always been one of the main means of practicing speaking in classroom. It functions as a clear tool towards autonomy and takes many forms :
- Guess the lie: In this activity learners tell each other three short personal anecdotes, where two among them are true and the third one is untrue and it depends on the others to guess the lie and to find the untrue anecdote so they argue their guesses. They can be allowed to ask a limited number of questions after the story has been told by their colleague.
 - Questionnaires: Questionnaires are useful as a communicative tool in classroom. They serve as a way of provoking conversation and opinion exchange. Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. The questionnaire as a spoken activity is considered to encourage the natural use of some repetitive language patterns. Generally speaking , the questionnaire results can be taken as a basis for different oral tasks like : prepared talks , discussion and even written works.

13.20 LET US SUM UP

In this lesson, we have set out an overall presentation of some theoretical and practical aspects of second or foreign language listening skill and listening comprehension. Throughout the lesson, we tried to show that listening is an active process and a very important skill to master in foreign or second language classroom in order to gain valuable language input, but still it seems so difficult for students to deal with. So, we tended to tackle this topic by

giving it so much care about the various features that effect listeners' listening ability as well as their level of comprehension. We aimed to clarify that the needs, levels and interest of the students will determine the kind of listening tasks that teachers use, it should be always realistic and authentic to provide the learner with more autonomy in his listening. We favour the use of tapes through language laboratories and mentioning some techniques we use in it, since the lab based teaching is considered to be very fruitful. Listening materials preparation is vital and students should be encouraged to respond to the content of the listening, not just the language.

Different listening stages (pre- while -post listening) demand different listening tasks. The good teacher exploits all these factors to realize a successful listening and guide his learners towards a real productive phase.

All these problems are very real in our classrooms and worthy of investigation and remedial action in the classroom. All in all we came up to the following points: -

- To participate actively in class, students must be able to communicate clearly, effectively and appropriately in a variety of moods and contexts.
- Speaking is the oral articulation of ideas; it influences the development of critical thinking, problem solving abilities and general learning outcomes. It is an intellectual, social function .It shapes students perceptions of the world and represents these perceptions as knowledge and encourage learners to transform it as they shift through observations, evaluate information and compare views.
- Students become more proficient speakers as they adopt their capacities to use the language and the ideas appropriate to the situation , respond to listeners verbal and nonverbal cues , restate ideas ,questions to clarify understanding, use the language to create images and to produce emotional responses.
- For realizing the learners' active engagement in the speaking process, teachers need to determine the areas of difficulties their learners meet. So, they should structure, plan meaningful tasks and experiences within the classroom environment and present them in a more realistic and authentic manner.
- Teachers have to encourage students to use the foreign language outside the classroom and try to provide them with suitable opportunities to do so.

13.21 LESSON END EXERCISE Essay Type Questions

1. What is the skill of listening? What are the components of listening?
2. Write a detailed note on barriers of listening.
3. Enlist the activities which teacher of English should use to develop listening skills of the students.
4. What is the importance of listening in foreign or second language learning? How can a teacher of English help young learners in becoming good listeners?

Short Answer Type Questions

1. What is listening in Language Learning?
2. What are the objectives of teaching Listening?
3. Discuss briefly stages of Listening.
4. What are the characteristics of good Listener?

13.22 SUGGESTED FURTHER READINGS

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Sachdeva, M.S.(2013). Teaching of English. Patiala: Twenty First Century Publications.

Seely, J. (2013). Oxford Guide to Writing and Speaking Teaching of English.

Singh, Y.K. (2015). Teaching of English. New Delhi: APH Publication Corporation.

13.23 ANSWERS TO CHECK YOUR PROGRESS Check Your Progress - 1

1. Patience to listen others and eye contact with the speaker.
2. Casual listening, Attentive listening and Evaluative listening.
3. Bottom up process.
4. Phonology, lexis, syntax and discourse structure.

Check Your Progress - 2

1. Lack of eye contact with the speaker and inappropriate expressions.
2. Language games, class memory quiz.
3. Pre-listening stage, while listening stage and post listening stage.

STRUCTURE

14.1 Introduction

14.2 Objectives

14.3 What is Reading?

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14.9 Reading Aloud and Silently

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14.9.1.6 Advantages of Loud Reading

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14.9.2 Silent Reading

14.9.2.1 Objectives of Silent Reading

14.9.2.2 Process

14.9.2.3 Precautions

14.9.2.4 Advantages of Silent Reading

14.9.2.5 Disadvantages of Silent Reading

14.10 Intensive and Extensive Reading

14.10.1 Aims of Intensive Reading

14.10.2 Aims of Extensive Reading

14.10.3 Process of Intensive Reading

14.10.4 Advantages of Intensive Reading

14.10.5 Disadvantages of Intensive Reading

14.10.6 Procedure of Extensive Reading

14.10.7 Advantages of Extensive Reading

14.10.8 Suggestion

14.10.9 Combine the Two Approaches for most Benefits for Selection of Books

14.11 Stages of Reading

14.12 Methods of Teaching Reading

14.13 Tips for Effective Reading

14.14 Reading Comprehension

14.15 Reading- An Analysis

14.16 Types of Reading Comprehension

14.17 Activities to Improve Reading Comprehension

14.18 Testing Reading Comprehension

14.18.1 Concerns About Existing Tests

14.18.2 Suggestions

14.19 Writing

14.20 Components of Writing

14.21 Objectives of Teaching Written Expression

14.22 Let Us Sum Up

14.23 Lesson End Exercise

14.24 Suggested Further Readings

14.25 Answers to Check Your Progress

14.1 INTRODUCTION

Reading is one of the language skills and one of the gateways of getting worldly knowledge. Traditionally, reading was considered as a passive skill. Education of a child is incomplete unless he is equipped with the ability to read, to decipher, to interpret and to understand properly the content of reading material. Reading is a good source of self-education.

By reading, a person can keep himself informed of all the news and knowledge, literature and science of world. Readingskill enables readers to turn writing into meaning and achieve the goals of independence, comprehension and fluency. English language texts can be used to encourage functional literacy in English among the students. By reading newspapers, the students not only improve their reading skill but also enhance their knowledge of current issues and improve their vocabulary. Normally goodreaders are good speakers. Those people who have wide reading habit have good oral communication skills. Reading is one of the four major language skills and is classified under the receptive skill. This particular skill plays a vital role particularly in second or foreign language teaching. Reading is learned behavior. Though it is passive activity, the active involvement and enthusiasm of the reader paves the way for enriching his or her knowledge and experience. The use of reading is inevitable to all walks of life. Reading varies according to one's purposeand need, proposition and domain. Among the four language skills, reading occupies an important place in the enrichment of the language. Moreover one's reading activity also helps to enhance the quality and ability of the other skills of language.

14.2 OBJECTIVES

After going through this lesson, you shall be able to :

- explain reading and its definitions.
- describe objectives of teaching reading
- discuss importance of reading
- explain mechanics of reading

- describe types of reading
- explain reading aloud and silently
- explain intensive and extensive reading
- discuss stages of reading
- explain methods of teaching reading
- discuss tips for effective reading
- describe reading comprehension
- explain reading-an analysis
- discuss types of reading comprehension
- describe activities to improve reading comprehension
- explain testing of reading comprehension
- explain writing
- discuss components of writing
- discuss objectives of teaching written expression.

Reading is a reaction to the graphic symbols, may it be reading aloud or silent reading. Reading aloud improves expression and pronunciation of the pupil. Silent reading helps one to read faster and comprehend better. Reading is often coupled with listening skill and is described as passive or receptive skill. But reading without understanding cannot be called as reading at all. Hence, if the author is the encoder, the reader is the decoder. The reader reacts to the message according to his previous knowledge. The reader does not absorb the text as such. He is blocked by problems of unfamiliar vocabulary, ignorance of facts or intellectual interpretations. He has to tackle all these problems in understanding the text. Reading involves a whole set of complex skill as that of thinking. When a reader reads a text, he tries to find out what the author intends to communicate. It is assumed that the writer and the reader should share certain assumptions about the world and the way it works. Thus reading is not a mechanical skill. It is a complicated skill involving physical, mental and psychological factors.

The following are the skills, one has to acquire to become an efficient reader as mentioned by P. Gurrey:

1. Skill of reading aloud.
2. Skill of grasping the gist of a passage.
3. The skill of deducing information or ideas from what has been read.
4. The skill of being able to find facts and information in books and other printed matter.
5. Skill of being able to note exact information when one is reading. Acquiring reading skill will not be complete if the skill of comprehension and interpretation are not acquired.

14.4 DEFINITIONS OF READING

Reading is a complex and conscious activity. The readers background knowledge is necessary for complete understanding of a text. The field experts on reading have defined reading in different ways. Widdowson (1979) says that “reading is the process of getting linguistic information via-print ; the information conveyed by the writer through the print medium is retrieved by the reader”. Needless to say that the amount of information retrieved from the printed matter may differ from reader to reader. Here, the definition also needs some specification about the amount of information a receiver gets from the text. Written text not only provides linguistic meaning but also contextual meaning. Linguistic meaning involves represented information and this is called literal. Contextual includes the socio-cultural and intentional meaning incorporated in the text. A literal meaning of a text is accessible to the ordinary reader whereas to obtain the pragmatic meaning of the encoded matter, one must have rich exposure to the ethno linguistic aspect of the reading materials. The efficient reader can only retrieve both his literal and pragmatic meanings from a text. Reading skill involves specific abilities which enable a reader:

- to read the written form as meaningful language
- to read anything written independently with comprehension and fluency, and
- to mentally interact with the message.

14.5 OBJECTIVES OF TEACHING READING

Reading lessons should be planned in such a way that students should be able to-

1. Read fluently.

2. Skim a text for gist .
3. Scan for specific information in a text.
4. Demonstrate comprehension of passages through discussions, reading quizzes and tests.
5. Increase breadth of their receptive and expressive essential.
6. Enrich their everyday vocabulary.
7. Recognize most sound-to-letter correspondences .
8. Identify the main idea and supporting details of the material read.
9. Demonstrate knowledge of most sound-to-letter correspondences by reading aloud.
10. Read from a variety of genres; increase reading aloud skills; read independently.
11. Use resources to increase vocabulary and gain deeper understanding by “reading between the lines”.
12. Summarize stories and discuss author’s use of word choice, simile & metaphors.
13. Use organization of nonfiction lists to locate information; skim materials to answer questions; use outlines.
14. Know how to tackle a difficult text and reflect reading experiences in writing and discussion.
15. Read from a variety of voices and viewpoints.
16. Use resources to increase vocabulary and gain deeper understanding by using context clues.
17. Summarize stories and identify the main parts of a book - main idea, sub plots, etc.
18. Increase understanding and recall of what is read, including facts and importance of the main idea.

19. Supplement classroom assignments with the Accelerated Reader program to improve fluency and comprehension.
20. Apply strategies to comprehend words and ideas.
21. Evaluate traditional and contemporary literature written in a variety of genres.
22. Analyze recurring themes in literature.
23. Analyze and evaluate the great literary works from a variety of cultures to determine their contribution to the understanding of self, others, and the world.
24. Evaluate reading progress and apply goal setting strategies and monitor progress toward meeting reading goals.
25. Evaluate books and authors to share reading experiences with others.

14.6 IMPORTANCE OF READING

1. Reading helps one to keep oneself abreast of the ever increasing knowledge. Francis Bacon says “Reading maketh a full man”.
2. It is through reading one can acquire knowledge in all subjects like Arts, Science, Medicine, Engineering, Computer Science, etc.
3. It is through reading, the books we learn the thoughts, emotions, life pattern, culture and tradition of the past days and of the men and women living in different countries.
4. By reading the works of great authors, we know about different characters, the interaction between the different personalities. We understand the way of life, the problems faced by the characters and solutions suggested by the author for the problems the characters face. Thus, the knowledge acquired by reading helps us to solve the critical situations which we happen to face in life.
5. The pupils in the schools and colleges will be able to make good progress in all fields of specialities only if he acquires reading skill.

Hence we cannot underestimate the importance of reading skill. When many books are printed and published, they have to be read by the people. If the books are not read the information, the message, the ideas and the opinion of the authors will not be communicated to the future generation. Hence it is highly necessary to develop reading skill in the students, who are the future citizens of the world.

14.7 MECHANICS OF READING

14.7.1 The Reading Process

- 1) Reading is a visual process. It is the ability to see symbols clearly with the eyes.
- 2) It is a perceptual process-perception meaning that our thought process are able to take these symbols and to invest them with meaning.
- 3) It is an experimental process; because, without experience the mind will be unable to invest meaning to the symbols that we see. Reading comes about when we take meaning to the printed page, not just the act of taking meaning from the printed page
- 4) Reading is a transactive process in which readers negotiate meaning or interpretation. During reading, the meaning does not go from the page to the reader; instead it is a complex negotiation between the text and the reader that is shaped by the immediate situational context and broader socio-linguistic contexts . The immediate situational context includes the reader's knowledge about the topic, the reader's purpose for reading and other factors related to the situation. Broader socio-linguistic contexts include the language community that the reader belongs to and how closely it matches the language used in the text, the reader's culturally based expectations about reading, and the reader's expectations about reading based on his or her previous experiences. The Reading Process (Adapted from Weaver, 1988) 1.Reader; 2. Transaction; 3. Text; 4. Immediate Situational Contexts and 5. Broader Socio Linguistic Contexts.

14.7.2 Skills involved in Reading-

Reading is recognition of printed symbol. The eyes are the gateways to enter into the realm of reading; which is a golden door through which one can reach the pinnacle of knowledge and wisdom.

- 1) Eye Movement-Recognition of printed or written form depends on the movement of eyes. The eyes do not move letter by letter. The eyes jump from one meaningful group or words to another.
- 2) Eye Span-The group of words the reader recognizes at a glance is known as 'eye span'.
- 3) Fixation-After each jump he pauses for a short while and then he proceeds to next group. The pause is called 'fixation' during which he tries to understand what he has read.
- 4) Regression-If what he has read is not meaningful to him, his eyes make a regressive movement which is called 'regression'. This regression will affect the speed of reading. The larger the eye span, the greater the speed in reading.
- 5) Skill of Reading-Reading is mainly a decoding process. The encoder encodes the message and the decoder decodes it and understands it. Reading activity involves perception, recall, reasoning, evaluating, imagining, organizing, application and problem solving. The goal of all reading is the comprehension of Encoder or Writer Message by the Decoder or Reader. Effective reading includes not only a literal comprehension of an author's word, but also an interpretation of his mood, tone, feeling and attitude.

14.7.3 Factors Influencing Reading

Many factors may influence the skill of reading. Some of the conditions needed by children to make maximum progress in learning to read are physical and mental health, abilities of visual and auditory recognition, intelligence, background of experience, knowledge of the language, desire to read, purpose for reading, interest in reading, confidence and certain other environmental factors.

- 1) Physiological Factors : Various physical deficiencies cause reading disability. visual, auditory, speech impairments and neurological status are some physical deficiencies,

which cause reading disability. Correction of visual defects enables children to learn to read more easily. Visual perception is an important component of reading achievement. Both the ability to pronounce words correctly and the ability to understand what they mean is based on a child's language ability, which has been acquired through listening. Although children with severe and extreme hearing losses always have great difficulty in learning how to read, those with lesser impairments often do reasonably well if the hearing loss is identified early and appropriate medical and educational measures are taken. Faulty articulation may directly affect reading by causing confusion between the sounds the child hears which others make and the sounds the child hears he himself make, when he is asked to associate print symbols with sounds in reading. Speech defects are not associated with silent reading achievement but only with oral reading disability. It can be said that good health is conducive to good reading and poor health is associated with reading deficiency. Physical inadequacies also contribute to reading problems. Physical inadequacy makes it difficult to become enthusiastic about learning.

2) Sociological Factors : Language background depends on the extent of experience. Though the school can do much in the matter of language background and general experiences with speech and vocabulary, reading ability is a concomitant of home conditions. There is a close relation between reading and social factors. Home background can include -

- 1) economic conditions.
- 2) Opportunities for play and for social experiences.
- 3) Nature and amount of speech and language patterns of children particularly as they are influenced by the talk of the parents.
- 4) Amount of reading done in the home and the availability of books.
- 5) Quality of family life in terms of inter-parental relationships. A background full of meaning and experience provides clues to the nature of word patterns and enables pupils to make maximum use of content in word recognition. Disturbed parent-child relations, marked sibling jealousy, and unfavourable

school situations affects child's reading ability. Home tension and pressures hinder reading progress. Likewise school environment also plays a significant role in the development of the skill of reading. The school library or media centre plays an important role in the reading programme. Through them the child's interests in reading are pursued and expanded. The varied book collections in the library offer students opportunities for reference reading, research and additional reading.

A number of educational factors may lead to difficulty in the reading programme.

Some of them are -

- 1) curriculum requirements taking the teacher's time and they are unable to individualize the programme satisfactorily.
 - 2) using materials and methods that seem dull and unimportant.
 - 3) procedures which do not tie class activities to the reading programme.
 - 4) inappropriate emphasis on the basic reading skill prevent effective reading.
 - 5) over emphasis on phonic analysis causes disability. To progress satisfactorily in learning to read there should be a balance between the type of skill and abilities to be developed and the type of home and school environment available for the pupils.
- 3) The Psychological Factors : Reading is an interpretation of graphic symbols. It is the identification of the symbols and the association of appropriate meanings with them. Reading involves an interaction between the writer and the reader. The reader interprets what he reads, associates it with his past experience, and projects beyond it in terms of ideas, relations and categorization. Horn (1937), points out that the writer does not really convey ideas to the reader; he merely stimulates him to construct them out of his own experiences. The one who takes the most to the printed page gains the most. Therefore the psychological factors such as
- 1) Interest 2) Intelligence 3) Reading readiness 4) Attitude towards reading 5) Cognitive style etc. may influence the reading competence of the pupils.
- Interest in Reading-Interests are learned responses which predispose the organism to certain lines of activity and which facilitate attention. Interest is an

emotional involvement of like or dislike which is associated with attention to some object. Interest is the tendency to give selective attention to something. Lack of interest is the cause of poor reading. As a person learns to read, reading enters his mental make-up as a permanent mode of behaviour. He now uses reading as a means of enjoyment, studying and thinking. He will arrange his work and play in order to provide time for reading. He will use reading to discover new interests. If the child should read, his interest must be captured. He must learn to read, his interest must be retained and he must continue to read. Appropriate reading materials must be introduced to the pupil that must motivate the student to action. The pupil must be lured to new interests through the ladder of suitable materials.

- Intelligence- Intelligence is an important determinant of reading. Reading is a process of thinking. Intelligence is the ability to learn and to apply what is learned. Intelligence is the functional manifestation of the integrity of the central nervous system. The intelligence manifested by a person bears a relationship to the structural and functional state of his brain. Low intelligence is the cause of reading disability when appropriate educational adaptations are not made. Researches have shown individuals with high intelligence tend to comprehend better when reading rapidly than when reading slowly; those with average or low intelligence comprehend better when reading slowly, than when reading, rapidly. Students with high IQs read books that are more difficult.
- Reading readiness: Each stage of reading is a step towards readiness for further reading. Success in reading depends on the child's overall level of maturity. The child has to pass through different stages of mental maturity before he can receive reading instruction with profit. Readiness for learning results more from internal unfolding rather than from external stimulation, relevant learning experiences, practice, and integration of information.
- Attitude towards reading The child should develop a favorable attitude towards school, classmates, and reading. Positive attitudes faster progress in learning to read and negative attitudes result in reading difficulties. Personal and social

adjustment, home conditions peer relationship, teacher-pupil relations, and the instructional programme all influence attitude toward reading.

- Cognitive style Cognition and reading are related in two important ways. First, specific cognitive abilities are essential for the acquisition of reading skill. Second, reading is a powerful means for knowledge acquisition, structuring and application.
- 4) Teacher Related Factors Reading is a complex process made of many interrelated skill and abilities. Success in teaching children to read depends on the teacher. The teacher who is inept because of poor training, lack of experience or a slavish devotion to inflexible routine, is unable to adjust reading instruction to the varied needs of the students .A comprehension lesson has two interrelated areas. They are the thematic and linguistic. Thematic content of a comprehension lesson is composed of the ideas expressed in the linguistic fabric of the lesson. The linguistic area covers the lexical items and structures, which constitute the linguistic body of the lesson.

The objectives of teaching a comprehension lesson are :

- to enable the pupils to understand the ideas inherent in the linguistic fabric of the lesson (a piece of writing or passage);
- to enable them to recall, analyze and classify the ideas expressed in the passage'
- to enable them to understand contextual meanings of lexical items and structures fitted into the build-up of the passage
- to enable them to understand the usage of lexicals and structures involved.

A comprehension lesson requires a goal-oriented silent reading on the part of the students. The teachers language teaching competence influences the reading skill of pupils. Teachers themselves are not voracious readers. They seldom give illustrations from other books. In schools, teachers never encourage the students to read anything other than the text. They prepare the students only for the examination and their language teaching is syllabus and examination oriented. Moreover, most of the children fail to take reading as a leisure time activity. They read texts only to memorize

for the examination. So, there is no chance of developing the essential reading skill. Hence, contrary to the earlier conceptualization, the attainment of the skill of reading may not be to the expected level.

This reveals that the children from homes that provide a rich background of experience generally read faster and better. There is a correlation between intelligence and reading achievement. If a pupil has got a good physique, he would read efficiently. He would not become mentally fatigued. The mal-nourished child does not have energy to become an effective reader. Frequent absence from school resulting from illness necessarily retards progress in reading and may produce attitudes of aversion or indifference towards reading. For efficient reading a pupil must have a good eye sight. There should be co-ordination of the eyes to move along a line of print and to make appropriate return sweeps. Good eye sights would lead to good and efficient reading. A child who suffers from loss of hearing is often found to be a poor reader. Text Reading speed varies according to the format of the material. Good knowledge of language is necessary for efficient reading. Interest in reading, which is a motivational factor is closely related to readability. Students read that material which deal with topics of interest.

14.7.4 Components of Reading Skill

Reading in general is ability. The reader decodes meaning from the printed or written words. In the process of reading, the reader employs his reading skill. The degree of reading skill varies from person to person according to the linguistic competence and background knowledge he possesses. However, the following are some of the important components of reading skill.

1. Recognition of the graphemes.
2. Recognition of the correlation of graphemes within words.
3. Recognizing word boundaries and sentence boundary.
4. Recognizing the meaning of words and its relationship in sentence.

5. Recognizing relationship between and among sentences in a discourse.
6. Deducing meaning of unfamiliar words.
7. Inferring implicit and explicit information and ideas of text.

14.8 TYPES OF READING

Reading may be classified as oral and silent reading, informational and recreational reading, observational, assimilative, reflective and creative readings. Yoakem (1955) has classified reading according to the form, purpose and psychological process involved. On the basis of 'form', reading is categorized as silent and oral reading. The reader either reads to himself or to others. On the basis of the factor 'purpose' reading may be classified as recreatory or leisure reading and informational or educational or professional reading. Further, on the basis of psychological process, reading can be classified into four types. The first one is observational reading, where the reader makes note of what the writer intends to write but makes no special efforts to analyse it or to remember the words or ideas. The second one is assimilative reading, where the reader tries to understand fully and remember what he reads. The third one is reflective reading, where the reader reads with a critical attitude. The last one is called creative reading, where the reader tries to discover ideas so that he can use them subsequently in oral written expression.

In another way, reading is classified as skimming, scanning, extensive and intensive reading

- Skimming involves quickly running one's eye over at text to get the risk of it.
- Scanning involves quickly going through a text to find a particular piece of information.
- Extensive reading is nothing but reading longer text usually for one's own pleasure. This is a fluent activity, mainly involving global understanding.
- Intensive reading involves reading shorter texts to extracts specific information. This kind of reading is otherwise known as reading for details.

Check Your Progress - 1

Note : (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the lesson.

1. It is through reading one can acquire knowledge in all subjects like _____, _____, _____, _____, etc.
2. The group of words the reader recognises at a glance is known as _____.
3. Enlist any two components of reading skill _____, _____.
4. On the basis of psychological process, reading is classified into which four types ?
_____, _____, _____, _____.

14.9 READING ALOUD AND SILENTLY

14.9.1 Reading Aloud

While teaching loud reading, the teacher should lay emphasis on correct pronunciation. He should correct the wrong pronunciation immediately and give a drill of correct pronunciation to the whole class. There is a controversy on the point whether silent reading-should be followed by loud reading or vice versa. Marrison is of the opinion that loud reading by students should be followed by silent reading, just the opposite of what is practised generally in our schools.

Reading aloud set up children for literacy success. Reading aloud to young children is the best way to prepare children for learning to read and to keep them reading as they learn and grow. Reading aloud helps children develop the critical literacy and language skills that

they will use in school and throughout their lives. Reading aloud is often children's first entrance into discovering the

wonderful world of literacy. It creates a unique bonding experience between the reader and the listener only shared through the pages of a book. As parents, caregivers, and teachers read aloud they nurture children's love of both the written and spoken word. Reading aloud stimulates children's imagination and curiosity as they follow the twists and turns of a plot or discover new facts and ideas. It also helps children develop the important oral language skills that will help them learn to read and write on their own.

14.9.1.1 Process

The process of loud reading is executed in two steps:

1. The teacher reads a sample passage with correct pronunciation, intonation, stress, rhythm and pauses if the pupils require repetition of model reading, the teacher should do so. But they should not be accustomed to it. The aim of this sample or model reading is to train the auditory nerves of the students. In the opinion of Dr. West, "Until the pupil can read, the teacher is the sole source of the language. He is like the mother bird putting gobbets of English in the open beaks of his pupil."
2. Students should read loudly. Here, the teacher should correct the pronunciation and he should correct the students wherever necessary, but it should not be done in between but after the pupil finishes the reading. While reading plays, pupils should be assigned roles and they should read their respective roles. The standard of reading aloud can be raised with the raising of the level of the students. Poetry recitation can be done. Speed in reading along with accuracy should be emphasized at senior level whereas at junior level only accuracy is demanded.

14.9.1.2 Precautions

The following precautions should be exercised while carrying out the act of loud reading:

1. The students should be asked to maintain accuracy and not speed. Speed will come with practice, but accuracy once lost will be difficult to regain.
2. The passage for reading should be within the comprehension power of the students.
3. Reading aloud should be done on individual basis so that their individual pronunciation and other aspects of reading are checked. Group reading does no good as teacher is unable to point out errors.
4. The posture of the students should be right. The relationship between head and neck is most important for a balanced posture.

14.9.1.3 Benefits of reading aloud

1. Provide exposure to rich, authentic literature.
2. Develop children's motivation and appreciation for reading.
3. Provide authentic opportunities for parents and teachers to model what good readers do.
4. Develop children's understandings of the forms and functions of print.
5. Provide opportunities for language and vocabulary expansion.
6. Develop children's imagination, curiosity, and comprehension of text.

Ultimately, reading aloud develops children's lifelong appreciation for reading. Reading aloud is also the common thread that ties all early childhood classrooms together. There's a good reason for this. Research is especially rich on the impact and effectiveness of reading aloud and the research is abundantly clear: young children who read on a consistent basis are provided the tools for future literacy and language success. The International Reading Association and the National Association for the Education of Young Children (IRA/NAEYC)

concur and state, “The single most important activity for building these understandings and skills essential for reading success appears to be reading aloud to children” .

14.9.1.4 Skills developed through Reading Aloud

1. Oral language development
2. Vocabulary development
3. Comprehension development
4. Print awareness
5. Alphabet awareness
6. Phonological awareness

14.9.1.5 Key Targets to develop through Read Aloud

The research literature argues that read-aloud can enhance essential emergent literacy and language skills. It also suggests that early childhood educators can maximize the potential of read-alouds when they realize the gains that can be made through targeted instruction of these skills during the read- aloud experience. These include read-aloud as a rich context for fostering children’s oral language and vocabulary development, comprehension development, and print and alphabet awareness, as well as phonological awareness. In the following sections we provide a brief overview on each of these key language and literacy skills and the rationale for enhancing them in the read-aloud experience.

1. Developing Oral Language and Vocabulary

Oral language and vocabulary lay the foundation for young children’s literacy and language development. Language development is natural.

Young children are naturally hardwired to learn the language they hear in their environment, and they tend to progress through predictable stages and milestones of language development fairly consistently across all populations. However, the quantity and quality of children's language and vocabulary is not natural. A landmark research study by Hart and Risley (1995) found that children are exposed to vastly different language and vocabulary experiences and that these experiences and exposures are highly connected to socioeconomic status. In effect, children from low-income homes remain well behind their more economically advantaged peers when they enter school and as they progress through school. By grade 1 the gap between less and more economically advantaged students is approximately 1,200 words; however, by grade 3 the gap increases to approximately 2,500 words. The good news is that if teachers make concerted and conscientious efforts to bolster children's language and vocabulary, this gap can be narrowed early. A well-documented practice that holds much potential for accomplishing this goal is reading aloud. Early childhood educators who are aware of the rich and meaningful potential to build language and vocabulary during the read-aloud experience engage in a number of activities that can support vocabulary growth. These educators can be observed asking open-ended questions, repeating, expanding, and recasting children's utterances, and taking on the role of listener so that the child becomes the storyteller. They also seize the vocabulary potential within the read-alouds, conducting rich and meaningful discussions about words that they have chosen from the book so that children can add these words to their vocabulary stores.

2. Developing Print and Alphabetic Awareness

Another essential component of young children's literacy development lies in the area of print and alphabetic knowledge. In order for children

to move into literacy and reading development they must possess critical skills such as

print- and book-reading knowledge (e.g., left-to-right directionality of print), concept of word (ability to match the written word with the spoken word), and alphabetic knowledge (knowing the features and names of the letters of the alphabet). The National Early Literacy Panel (NELP) found that in addition to phonological awareness, print knowledge was one of the strongest predictors of a child's early success in reading (2007). However, growth in print awareness is highly dependent upon exposure to and engagement with various print functions and forms. The role of early childhood educators is critical for the development of this component of literacy as well. Early childhood educators can optimize the potential of read-alouds and provide these multiple exposures to written language, specifically in the area of print and alphabet awareness.

3. Developing Phonological Awareness

Reading aloud provides rich and playful opportunities for children to focus attention on the sound structure of language—phonological awareness. Phonological awareness refers to a child's ability to reflect on and manipulate the sounds in our language, including rhymes, syllables, initial sounds, onset–rimes, and, finally, individual phonemes in words. This awareness requires children to switch attention from the meanings of words to the sounds of words. As children move through these elements of phonological awareness they realize that language is made up of words, words are made up of sounds, or phonemes, and these sounds are connected to letters and letter patterns. Phonological awareness lays this critical foundation for children to learn spelling–sound correspondences. Essentially, phonological awareness helps children to learn to read and spell.

4. Developing Comprehension

Comprehension is the reason for reading. Children's reading success and achievements will be measured according to whether they can derive

meaning from print. The read-aloud experience presents the perfect place to foster children's comprehension development. It provides a time for meaningful adult–child

and peer–peer exchanges and active participation surrounding the reading event. These discussions occur before, during, and after reading the book and work toward enhancing children’s comprehension and sense of text structure. Young children may not have the capability to read complex books independently but they can certainly listen to a book with a complex plot and engage in thoughtful discussion. It’s important to keep in mind that rich adult–child and peer–peer discussion doesn’t happen by accident. Early childhood educators who optimize the potential for discussion that targets children’s comprehension model analytical thinking and ask questions that reflect children’s interest and have many potential responses, rather than just one correct answer. They carefully plan the read-aloud to include predictions, open-ended questions, questions that connect to children’s lives and experiences, questions that make connections between characters and acts of different books, and require children to reflect on what was read to construct meaning before, during, and after the reading event. In effect, they model that reading is thinking. They also require children to be actively engaged in the read-aloud so that children learn that reading is thinking. Another technique for developing children’s comprehension is through repeated readings of the same book. It’s certainly true that children love to have their favourite book read time and time again. This practice is assumed to build a sense of comfort and familiarity. This love of repetition of storybook reading—it fosters comprehension.

14.9.1.6 Advantages of loud reading

Loud reading has the following advantages:

1. Model teaching by the teacher helps the students to know the correct pronunciation and method of reading.
2. It develops the skill of speech and giving lectures.
3. It helps in eradicating the mistakes related to pronunciation of the students.

4. It trains the sensory organs—eyes, ears and mouth because in loud reading, they work in coordination.
5. It makes students learn by imitation which is a natural method of learning things by the children.

14.9.1.7 Disadvantages of loud reading

Loud reading has the following disadvantages :

1. Some scholars, including E.W. Manzel, are of the opinion that loud reading is not a source of pleasure.
 2. If a student becomes habitual to loud reading, he cannot become an extensive reader.
 3. Loud reading does not help in penetrating the meaning. A.W. Frisby says, “The danger of too much reading aloud is that it may lead to the short circulating of the meaning, whereby the written word does not convey meaning but becomes merely a symbol for the collection of sounds and is translated straight in sound.”
 4. In public places like library and reading-rooms only silent reading is allowed.
- Some scholars like P. Gurrey have not recommended loud reading. But the advantages of loud reading are more strong. So, we cannot dispense with loud reading in early stages.

14.9.2 Silent Reading

Silent reading is considered to be the best kind of reading as the mind is fully engaged in this act. The children should be initiated into reading silently as soon as they have mastered some degree of fluency of reading aloud. Morrison has said, “Loud reading by students should be followed by silent reading.” Mehta has said, “We all read faster than we speak and children must be initiated into the silent reading habit as early as possible.”

14.9.2.1 Objectives of silent reading

The objectives of silent reading are:

1. To enable the students to read silently, without making any kind of sound but not

moving even their lips, so that others are not disturbed.

2. To enable the students to teach them to read speedily, easily and fluently.
3. To enable the students to not only read but also to comprehend or understand things, ideas or meanings side by side.
4. To expand the reading vocabulary of the students.
5. One of the most important objectives of silent reading is to develop in the students the way to enjoy and recreate themselves. According to Ryburn, “The aims of silent reading are pleasure and profit; to be able to read for interest and to get information.”

14.9.2.2 Process

In the initial stages of introducing silent reading when the vocabulary of the students has not developed much, the teacher can give the summary or gist of the paragraph or text to them, so that the students are able to understand and interest is developed in them. In the words of Ryburn, “He should test what the students have gained from what they have read by questions on the subject matter. Another good way of teaching is to get pupils to give the substance of the paragraph they have read.” The length and difficulty of the given passage should be according to the level of the students. To say that reading is a silent and personal activity does not imply that it only lends to individual work. On the contrary, it is particularly interesting to encourage comparisons between several interpretations of a text which will lead to discussion and properly a need to refer back to the text to check. Here are possible steps :

- a) Silent reading followed by an activity which each student does on his own.
- b) The students now work in pairs, each one is trying to justify his answer. The group should try to agree on one answer or interpretation.
- c) The groups exchange partners and students compare their result
- d) A general discussion involving the whole class may follow.

14.9.2.3 Precautions

The following precautions should be exercised while carrying out the act of silent reading:

1. The silent reading should be started only when the children know really well about the basic structure of English sentences.
2. The children can be triggered in silent reading only after having got the ability of pronouncing words.

14.9.2.4 Advantages of silent reading

1. Silent reading is a quick way of reading through a passage. Silent reading saves time and energy.
2. The students find it an interesting way of reading.
4. Silent reading is of great value in the practical life even after the school life. It helps in higher classes as the students have to comprehend the vast resources of textbooks for comprehension and examination purposes.
5. According to Ryburn, "It enables attention and energy to be concentrated on meaning and so it saves a division of attention resulting in a greater assimilation of information."

14.9.2.5 Disadvantages of silent reading

1. Silent reading does not suit beginners.
2. It hardly introduces the students with pronunciation. Though the students pronounce in their minds, but the mistakes of the students cannot be corrected by the teacher.
3. It is difficult to find out if the students are really reading or are just looking at the text with the thoughts wandering. We need to improve our visual perception skills and ability to identify words and phrases. Eye reading makes reading fast, efficient and result oriented. Silent reading is an end in itself as it makes possible for us to read wide and intensive. Its benefits are numerous and should not be discouraged looking at its disadvantages.

Check Your Progress - 2

Note : (a) Write your answers in the space given below :

(b) Compare your answers with the one given at the end of the lesson.

1. Reading aloud stimulates children's _____ and _____.
2. Two benefits of reading aloud are _____, _____.
3. "Loud reading by students should be followed by silent reading" was said by.
a) Mehta b) Morrison c) E.W. Manzel.
4. What are the two disadvantages of silent reading ? _____,
_____.

14.10 INTENSIVE AND EXTENSIVE READING

Extensive and intensive reading refers to approaches to language learning and teaching. From their names, you can probably deduce that they both celebrate reading as an integral part of language learning. Where they differ, however, is in their approach to this activity.

Extensive reading can essentially also be referred to as reading for joy. This approach advocates reading as much material in your target language as humanly possible. This way, its advocates claim, you will be exposed to the widest range of vocabulary and grammatical structures. This makes an individual a better language learner and also helps on the way to fluency.

Intensive reading, on the other hand, focuses on closely following a shorter text, doing exercises with it, and learning it in detail. According to this approach, this helps language learners really understand the language's grammar and syntax. The proponents of this method use a range of exercises to complement the reading itself. Foreign language students can, for example, read a

short paragraph and then answer questions about the text, order sentences, or find specific words

Intensive reading is quite different from extensive reading. In intensive reading, the aim is to assimilate the language and to know the subject matter. But in extensive reading, the sole aim is to know the subject matter. No doubt, some assimilation of language is done in extensive reading also, but it is conscious as in intensive reading. It only concentrates upon the main ideas of the context.

Intensive reading is generally oral and is followed by silent reading. Extensive reading on the other hand, is mainly silent reading. As it is silent, the speed of reading in extensive reading is faster than the speed in intensive reading.

Extensive reading is also known as supplementary reading. It is a very important aspect of reading, but it is generally neglected in our schools. The students should be encouraged to do extensive reading at school, at home and in the school library. They should read books other than their text books.

To teach a lesson in extensive reading, the teacher may give a brief introduction of the lesson to be read. Then, he may write some comprehension questions on the black-board, so that the students may have some directions before them while they are making the silent reading.

Extensive reading can be continued at home by the students in the light of the comprehension questions. In the school the reading will be limited. Hence, the students should be encouraged to do extensive reading at home.

14.10.1 Aims of Intensive Reading

- (i) To increase students active vocabulary.
- (ii) To concentrate upon language.
- (iii) To enable students to speak English correctly.

- (iv) To enable them to use English language without fear and to develop in them the habit of thinking in English.
- (v) To improve and extend their knowledge and command over English.
- (vi) To foster in them a taste for study of English.

14.10.2 Aims of Extensive Reading

According to Thompson and Wyatt, there are four aims of rapid reading-

- (i) Intellectual-To train the pupils to understand the subject matter quickly.
- (ii) Library-To develop in them a taste for reading books so that they may form cultural contacts with great writers and people.
- (iii) Linguistic-To enable them to enhance their vocabulary and usage.
- (iv) Re-creational- To inaccrate in them the habit of reading for pleasure and profit.
Reading is a good means of entertainment and information.

14.10.3 Process of Intensive Reading

The process of intensive reading is very important and needs careful planning by the teacher. According to Dave Singh,” Teachers follow their own method: for after all, a teacher is the principal method. Much depends on his personality, expression, initiatives, drive, devices etc. However, still there are broad steps in a lesson which no intelligent teacher can afford to miss without detriment to his efficiency of teaching.”

The steps of teaching intensive reading are as under:

- 1) Selection of the topic is one of the most important steps in beginning to teach intensive reading.
- 2) The second step is introduction to the topic. Any of the two methods can be used – first,

to introduce the topic to the students in an interesting description so as to arouse their interest; or secondly, to test the previous knowledge of the student by asking them question on the topic or a related subject.

- 3) After this, the teacher presents the text to the student in his own manner, so that the students can have acquaintance with the passage.
- 4) Now the teacher gives a model reading. Model reading by the teacher is an essential part of intensive reading and must not be ignored. According to Morris, “ For a considerable part of a course, it is strongly advisable for the teacher to give a model reading of the fresh text, exploiting its dramatic possibilities”.
- 5) The next step is reading aloud by the students. They should be invited to read aloud one by one, preferably starting from the bright students and going down to the weak students. The teacher should correct their mistakes in pronunciation, stress, pitch etc. The purpose of this exercise is to overcome their mistakes and hesitation in reading and speaking.
- 6) The teacher should explain new words, phrases, sentence patterns, grammatical points as well as special reference of the text to the students. The teacher should explain the synonyms also, these synonyms can be in the mother tongue or English, as the teacher finds appropriate. Similarly, sentence patterns can be explained by giving parallel examples and other structure in the mother tongue and English. The words and phrases should also be analysed on the basis of parts of speech, tense, degree of adjective, use of gerund etc. Other features of sentences such as active/ passive voice, direct/ indirect narration etc. should also be explained.
- 7) Having fully explained the text and its various features, the teacher now tries to test comprehension level of the students. Intensive reading can be more interesting by encouraging the students to ask questions to their classmates on the passage read by them. This will encourage students to search out questions from the passage. For this they will be very keen to go through every line of the passage.

14.10.4 Advantages of intensive reading :

1. It improves the power of expression.

2. The students develop the skill of questioning and answering.
3. The students become interested in looking into details of the text they come across as they find newer meanings being attributed to the otherwise ordinary looking passages.

14.10.5 Disadvantages of intensive reading

1. This process is long and cumbersome.
2. It seldom imparts joy and pleasure.
3. The students are interested in this method only from the point of view of examinations.
4. This method does not teach grammar properly. According to Ballard, “During the last fifteen years of English composition both written and oral have steadily improved in schools and this improvement has taken place concomitantly with a declining attention to grammar.” Grammar as we know is the most important aspect of language, and without learning it properly a language cannot be mastered.

Today, most of the students just want to pass the examination, the students often read the summaries and mug up the details without having interacted with the original texts even once. We can say that intensive reading is an important aspect of learning a language, but it should come after the students have gone through extensive reading. Only then it can be made beneficial and joyful.

14.10.6 Procedure of Extensive Reading

According to Thompson and Wyatt, “The exact procedure to be adopted will depend upon the nature of the subject matter to be read and the skill in reading already acquired by the class.”

1. The teacher should give a brief introduction of the topic to create interest among the students.
2. The difficult words should be explained before hand.

3. Students should be asked to read the text silently with reasonable speed.
4. Comprehension questions should be asked after the students have finished silent reading. However, the question should never concern the fine details of the text. They should only test the comprehension level on a wider scale.
5. When the students have finished reading all units, the students can be asked to narrate the gist in their own words.

14.10.7 Advantages of extensive reading

1. It helps widen the vocabulary of the students.
2. It keeps the whole class active and busy.
3. It prepares the students for intensive reading so students are encouraged for library reading.
4. It inculcates the habit of self study in the students.

The advantages of extensive reading are many but unfortunately, the situation is different in Indian schools where much thought is not paid to this aspect. The lesson plans should suitably contain provisions for extensive reading.

14.10.8 Suggestions for selection of books

According to Champion, “Books prescribed for extensive reading should not contain even one unfamiliar word or phrase. There should not be language barrier between the pupil and what he reads.” We know meeting this suggestion in Indian context is difficult to attain, but attempts can be made in this direction. Following are some suggestions:

1. The text books should be simple in language and according to the level of the students.
2. The books should contain interesting texts like short stories, plays, biographies, etc.
3. The books should be suitable to the taste, culture, society, experience and interest of the pupil.

14.10.9 Combine the two approaches for more benefit

Sadly, one can often only find intensive reading taught in the foreign language classroom. This is perhaps understandable due to the time limit classes face but it is, nonetheless, a drawback. While some students might find reading more enjoyable than others, the extensive reading approach should also be an option when learning a foreign language. Learners would certainly see the best results with a combination of the extensive and intensive approaches. Even if one personally belong firmly in either of the camp who appreciates one of these learning styles, it might be beneficial to occasionally dabble in the other one, to get the full benefits of both.

14.11 STAGES OF READING

The stages are preparing to read, reading, responding, exploring the text and extending the interpretation.

Stage 1: Preparing to Read

- Spend more time activating prior knowledge and building the background.
- Use concrete experiences, audio-visual presentations and photos.
- Introduce important vocabulary related to the topic, but not necessarily the vocabulary in the text.

Stage 2: Reading

- Reading books aloud.
- Use shared reading · Have students listen to the book at the listening center.
- Use easy to read or predictable books on the same topic.

- Break the reading time into smaller chunks.
- Provide more challenging alternative texts.

Stage 3 : Responding

- have students draw responses in reading logs.
- Take time in grand conversations to clarify misconceptions.

Stage 4: Exploring the Text

- Role – play important events in the book.
- Reread the text with a buddy.
- Teach mini lessons to individual students and small group of students.

Stage 5:Extending the Interpretation

- Encourage students to create art projects.
- Encourage students to produce dramatic productions.
- Set out clear expectations about the projects students develop.
- Encourage students to pursue projects that they are interested in and that challenge them.

14.12 METHODS OF TEACHING READING

- 1) **Alphabetic Method** : It is called the 'ABC' or spelling method. The name of the letters is taught to the student in alphabetic order. In this method, the student has a clear visual image of the words and this enables him to learn correct spelling. However, this is a lengthy and difficult method. It is dull and monotonous, non psychological and it does not expand the eye-span. It neglects conceptual and perceptual learning.
- 2) **Syllabic Method** : The unit of teaching is the syllable and not the letter. Syllables are used directly and words and sentences are framed by combining syllables. This method helps the student to read syllables and vowels correctly. Though the emphasis is on memorizing the syllable structures, they are felt to be difficult to learn, since syllables do not carry meaning.
- 3) **Word Method** : The word is the unit of teaching. Whole words are presented with the help of audio-visual aids. The students learn the word in association with the pictures. This method is also called as 'Look and Say method' or 'See and Say method'
- 4) **Phrase Method** : This method is based on the assumptions that phrases are more interesting than words. Phrases convey meaning and that the human eye recognizes a group of words and not a single word each time. The teacher writes a phrase on the blackboard and asks the student to look at the phrase attentively. The teacher reads the phrase and the student repeats it several times. New phrases are compared with the phrases that are already taught.
- 5) **Sentence Method** : In this method the unit of speech and reading is the sentence. The teacher selects a sentence and teaches it by conversation. More reading facility is made by selecting words from the sentence. This method starts with sentences; break then into phrases, then breaks the phrases into words and the words into letters.
- 6) **Story Method** : The student is told a story in four or five sentences which are illustrated with pictures. The student recognizes sentences, and then words. This method creates interest in reading in the student and provides a complete unit of thought. However, it encourages guessing by the student and fails to develop a habit of

reading accurately.

- 7) **Phonic Method** : This method is based on phonology and is used in combination with the Alphabetic method. The unit of teaching is “sounds of letter”. It is assumed that since words are produced by sounds and not by letters, sounds should be taught first. After learning the sounds, they are combined to form syllables, words and sentences.

14.13 TIPS FOR EFFECTIVE READING

1. Find out what you want to know and for that you need to cut through the clutter. At the same time assess what is to be skipped from reading.
2. Question yourself whether you are reading for any specific purpose or for pleasure because at times intention is more important than action.
3. Always lay emphasis on contents and contexts but not on the style or flow or delivery of the material.
4. It is always important to stress on qualitative not quantitative reading.
5. Cultivate positive attitude towards reading. Nancy Collin aptly said, “The only way to improve reading skill is to read”.
6. Before you read, find out 2 Ws i.e. why you are reading and what you are reading.
7. Check your biological clock and read so that the degree of absorbability and assimilation of the material is higher.
8. Keep the dictionary beside when you go for reading. If the meaning of a word is not known it will help you to know instantly.
9. In every sentence there are key words to be focused. When the meaning of the key words is known then it becomes easier to understand and memorize the material.
10. If you get boredom, give a break and restart reading so that you can grasp better. Surround

yourself with various kinds of books.

11. Learn to underline the key parts/words/concepts for further references.
12. Develop the habit of paraphrasing the contents.
13. Transfer the material from text book to note book so that the best part of the material is with you. By this, you can separate chaff from the grain. And when you write then, the degree of retentivity is higher.
14. Create your own short hand stuff from the material.
15. While reading, new ideas and concepts will flash in the mind and the same may be added on the margin side of book. Failure to do will lead to missing the beautiful ideas.

Check Your Progress - 3

Note : (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the lesson.

1. What are the aims of Intensive reading ?

_____, _____, _____.

2. What according to Thompson and Wyatt are four aims of rapid reading ?

_____, _____, _____, _____.

3. The two advantages of extennive reading are _____ and _____.

4. Word method is also called as _____.

Reading means reading with comprehension. In the process of reading comprehension, the printed words are not just decoded as it is, but it is decoded by a reader using his linguistic competence, socio linguistic and existing knowledge about the topic. Reading is not only the activity of merely decoding the writer's meaning, but also it is the activity of more than that. That is, sometimes the reader goes beyond that or understands nothing from that. It is the fact that one comprehends ability can be decided by the internal and external factors. Under the internal factors, linguistic competence (what the reader knows about the language) motivation (how much the reader cares about the task at hand as his general mood about reading), schooling and accumulated reading ability, how well the reader can read are included. Under the external factors, the elements on the printed page, the qualities on the reading environment, factors related to textual characteristics like text readability and text organization are included. Further, the qualities of the reading environment include factors like teacher activity that incorporates what a teacher does before, during or after reading in order to help the students understand the information found in the text. Moreover, the way peer groups react to the reading task and the general atmosphere in which the reading task is completed are also included.

Reading with comprehension is related to numerous skill and they are inter-related. They are: 1. Word recognition. 2. Phrase meaning. 3. Retention of meaning. 4. Sentence meaning. 5. Reading the context. 6. Paragraph meaning.

7. Recognize the structural clues and comprehend structural patterns.

8. Skimming. 9. Scanning. 10. Reading for organization (Note making and Summarizing). 11. Draw conclusions, make inferences and read between the lines. 12. Critical reading. 13. Reading Charts, Maps and Graphs. 14. Reading to follow directions. 15. Reading to answer questions. The printed page and the written word would be meaningless, if the meaning is not understood by the reader. Thus reading is a complex skill which includes teaching, learning and training. Unless the learner has the aptitude for reading, he cannot acquire this reading skill.

Reading content is divided into word recognition skill and comprehension skill. Comprehension is the construction of ideas out of the reader's pre-existing concepts in interaction with the ideas of the writer represented by the writing in the text. Five major areas are included in Reading comprehension

- 1) Vocabulary Development- To understand the words used by the writer, vocabulary development is essential for the reader. Exposure to books, people and places will provide meaningful experience in learning words from context and this will aid in vocabulary development.
- 2) Literal Comprehension- Recognition and recall of explicitly stated information is literal comprehension. Skill involved in literal reading are ability to read for the central thought and main ideas, remembering significant details, sequence of event and to find answer to specific questions.
- 3) Inferential Comprehension - It requires the reader to make hypothesis based on stated information, intuition and personal experience. Grasping cause-effect relationships, anticipating the remainder of a story, and forming opinions are inferential comprehension skill.
- 4) Evaluation - It deals with judgment based on the reader's experiences, knowledge or values. Evaluation focuses on qualities of accuracy, acceptability or probability of occurrence. It includes making value judgments and analysing the intent of the author.
- 5) Appreciation-It is the reader's emotional and aesthetic sensitivity to the written selection. The reader identifies with characters and incidents. Therefore, for a valid assessment of the skill of comprehension, all these five areas should be incorporated with measuring instruments.

Reading comprehension is the ability to easily and efficiently read text for meaning. It is the last step of the reading process taught to children, after they've learned phonics, fluency, and vocabulary.

Five types/levels of reading comprehension are as under-

1. Lexical Comprehension
2. Literal Comprehension
3. Interpretive Comprehension
4. Applied Comprehension
5. Affective Comprehension

1. Lexical Comprehension-It deals with understanding the key words in the text.
2. Literal Comprehension- It involves understanding the specific information in the text (e.g., comprehending the main ideas, factual details, stated point of view).It requires answering of who,what,where and when questions.
3. Interpretive Comprehension-It involves integrating information and making inferences. At the interpretive level, readers/listeners make connections between ideas found at the literal level (e.g., to their own lives, to the outside world, etc.). They also make inferences (e.g., about the relationship between speakers, the meanings of unfamiliar words from the context, etc.). It requires answering of if ,why ,how questions.
4. Applied Comprehension- It involves using information from the text to construct knowledge (e.g., to express opinions and form new ideas based on information in text).It deals with relating story to existing knowledge and opinion.
5. Affective Comprehension-It deals with understanding the social and emotional aspects of the text.

14.17 ACTIVITIES TO IMPROVE READING COMPREHENSION

1. Look for the 5 W's (and How) when you read.

- Who – The nouns or subjects: people and things.
- What – The verbs or actions taking place.
- Where – Places that the events are taking place.
- When – Past, present, or future.
- Why – What caused the events to occur ?
- How – In what way did the events occur ?

2 Look for descriptors when you read.

These are the adjectives and adverbs. They help describe subjects and actions in what we read. They help you paint a mental image as we read. These could be colors, numbers, shapes, sizes, and directions.

3 Take notes with a graphic organizer and draw pictures as you read.

Graphic organizers can help us to better organize our notes and thoughts about what we read by putting information into an easy to follow structure. These graphic organizers can help us take notes on simple stories, paragraphs, textbooks, entire books, and more. By putting information down in a graphic structure, we can clearly

organize the information and get a better level of understanding of the material. We can also draw pictures as we take our notes. Research has shown that physically drawing can help us remember the material even more than just writing words down.

4. Visualize what you read.

Books always seem to be better than movies, don't they? The pictures that we are able to imagine in our mind as we read the author's words can be so much more vivid and vibrant. The author lets the reader be the director of the story by filling in the missing details. By imagining an actual picture of what we read as we read it, helps tie our visual memory to our comprehension skills. When we try to remember a part of the story, we can go back to the picture in our mind that we created.

5. Ask yourself questions as you read.

It is tremendously helpful to ask yourself questions as you read. This helps build and retain your comprehension by using active recall rather than just passively reading the text.

1. Did I make any predictions while I was reading?
2. Who was the main character?
3. What was the problem he/she encountered?
4. How was the problem resolved?
5. What might happen next?
6. What else would I like to know?
7. What would I like to change about the story?

8. If I changed the setting of the story, would everything stay the same, or would there be a different ending? What would the ending be?
9. What background knowledge helped me understand the selection?
10. What did you like or not like about the story?

Try to find an emotional response to what you have read. When you have an emotion tied to what you've read, you are more likely to remember it, even if you didn't like it!

14.18 TESTING READING COMPREHENSION

Reading comprehension tests can vary along many other important dimensions besides mode of administration, such as the type of text children are expected to read on the test (e.g., narrative, informational, or poetic material); time constraints and pressure for speed; whether or not children can refer back to the text in answering comprehension questions; and response format, or how children are expected to demonstrate comprehension of what they have read. Three response formats are especially common: cloze, question-answering, and retellings.

1. Cloze format tests-They present sentences or passages with blanks in them (e.g., "The fish were swimming in the ____"); the child is expected to read the text and provide an appropriate word to go in the blank (for the previous example, a word such as water, lake, or pond).
2. Question-Answering Format-In tests with a question-answering format, the child reads passages and answers questions about them; the questions may involve multiple-choice or open-ended items and may be answered orally or in writing.
3. Retelling-It requires a child to read a text and then orally tell an examiner about what was just read, usually with some sort of coding system for scoring the quality of the retelling.

14.18.1 Concerns About Existing Tests

In general, different measures of reading comprehension correlate significantly, and quite substantially, with each other. That is, students who score highly on one measure of reading comprehension also tend to score highly on other measures, whereas those who do poorly on one test tend to have difficulty on other measures as well. However, there is evidence that different tests may tap the abilities that underlie reading comprehension – such as word decoding, vocabulary, listening comprehension, and speed of reading – to different extents, such that scores sometimes can vary substantially in individual cases.

For instance, although all reading comprehension measures tap word decoding, cloze format tests may tap word decoding skills relatively more heavily than do question-answering tests, perhaps because children can rely on the gist of a passage or background knowledge in answering many typical comprehension questions.

Similarly, reading comprehension assessments that require students to write answers to open-ended questions – as do some state-mandated assessments – may be tapping components of writing as well as reading. And a test with stringent time limits clearly will tap speed of reading more than does an untimed test. Therefore, if only one measure of reading comprehension is given, as is often true, the results can potentially be misleading in certain cases.

In addition, tests of reading comprehension are broad measures that, by themselves, do not usually help teachers pinpoint difficulties in individual students. Two children might obtain the same score on a measure of reading comprehension but might arrive at that score in very different ways. If one child has a strong vocabulary and strong oral comprehension skills coupled with weak decoding, and the other decodes well but has an impoverished vocabulary, then instruction for those two youngsters will need to differ in some important respects. Assessment of key component abilities, such as those mentioned above, is essential in order to interpret reading comprehension performance and facilitate instructional planning.

Finally, current measures of reading comprehension are not geared toward distinguishing specific comprehension processes that might underlie poor comprehension in both listening and reading. Measures identifying such processes could be enormously helpful in diagnosing and

remediating comprehension problems. Developing these kinds of measures is currently an area of much interest in the scientific community.

14.18.2 Suggestions

Current reading comprehension measures certainly can be informative in many ways. Here are a few specific suggestions for educators interested in assessment of reading comprehension:

1. Look for and use tests that are technically adequate.

Technical adequacy includes reliability (i.e., accuracy and consistency of measurement) and validity (i.e., the test measures what it is intended to measure). Information about the technical adequacy of published tests can be found in the test manuals as well as in many textbooks on assessment.

2. If possible, use more than one test to assess reading comprehension performance. An average of scores across two or three tests may give a more accurate indicator of current reading comprehension performance in some cases.

Differences in performance across tests, and possible reasons for those differences, should also be considered. For instance, a youngster who performs markedly better on an untimed than a timed comprehension test may have difficulties with reading speed.

3. Assess key component skills, and use the results of those assessments to interpret reading comprehension performance and plan instruction.

Important component skills in reading include out-of-context identification of real words, decoding of pseudowords (nonsense words), oral vocabulary, listening comprehension, and speed of reading. Component writing skills (e.g., handwriting and spelling) may also be relevant if the comprehension measure requires significant amounts of writing.

4. Take everyday classroom performance into account.

Observations of everyday classroom performance may provide valuable insights into comprehension strengths and weaknesses. For example, individual students may have a strong interest in or knowledge base about a particular topic that may enable

them to read more difficult texts about that topic as compared to other types of content.

5. Consider both current and upcoming grade expectations.

The comprehension demands of texts, as well as the sheer volume of reading expected of students, escalate dramatically in the middle and upper elementary grades. Thus, a component weakness that appears to have little impact on comprehension in one grade such as mild vocabulary deficits or slow reading may have a much greater impact in subsequent grades. Early identification and remediation of these component weaknesses may prevent or ameliorate later reading comprehension problems.

Check Your Progress - 4

NOTE : (a) Write your answers in the space given below :

(b) Compare your answers with the one given at the end of the lesson.

1. Name the different types of reading comprehension.

_____, _____, _____, _____, _____.

2. What are the 5W's in reading Comprehension ?

_____, _____, _____, _____, _____.

3. In tests with a _____ the child reads passages and answers questions about them.

14.19 SKILL OF WRITING

Writing skills are an important part of communication. Good writing skills allow an individual to communicate message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

There are three components of writing skill. These components are: grammatical skill, compositional skill, and domain knowledge.

1. Grammatical skill

Grammatical skill doesn't mean the ability to remember schoolbook grammar rules. Rather, it means the ability to construct meaningful sentences. It is the ability to construct sentences, not the ability to diagram them, which is necessary for writing. We all have a basic degree of grammatical skill. We could not communicate without it. One can, of course, develop and possess a much higher level of grammatical skill than mere literacy requires. Some people can construct complex and beautiful sentences with ease. A certain elegance, fluidity, and grace in the construction of a sentence are amongst the hallmarks of a good writer in all fields.

2. Compositional skill

Compositional skill is the ability to organize words to produce an effect. Storytelling is a compositional skill. A compelling lecture or blog post displays compositional skill. Compositional skill is not an extension of grammatical skill. It is a separate skill and a must requisite for good writing skills.

3. Domain knowledge

Domain knowledge is another important component of effective writing. It gives clarity to the writer about his area and he is able to present himself properly.

It also helps a writer to know his reader. Every decent writer will acknowledge that it is important to know your reader. Technical writers often go to great lengths to collect data on their audience, to construct personas so that they have a model of who they are writing for. But there is a great shortcut to knowing your reader, and that is to know the domain in which your reader works. Personas give you a map of the reader's footsteps; knowing the domain means you have walked the path in their shoes; you know the reader not from collected data but from lived experience. And there is still another component to domain knowledge. Every domain has its communication

conventions. This is in part its language, its jargon, but it goes beyond this. Particular domains have compositional conventions that guide how communications in the field are structured.

4. Creativity

Whichever facet of writing one choose, creativity and ability to present the point will be the primary source of readership.

5. Vocabulary

Of course, good grammar is always appreciated, but vocabulary needs to focus on target audience.

14.21 OBJECTIVES OF TEACHING WRITTEN EXPRESSION

1. Gain accuracy in writing simple sentences.
2. Write a brief paragraph.
3. Demonstrate ability to use essential, everyday vocabulary.
4. Accurately spell essential, everyday vocabulary.
5. Understand and demonstrate emerging use of punctuation at the end of a sentence.
6. Understand and demonstrate emerging use of capitalization rules in writing.
7. Understand the concept of a paragraph and its basic organization.
8. Copy information correctly.
9. Edit written work, with an emphasis on accuracy in spelling, sentence structure, and punctuation

Check Your Progress - 5

NOTE : (a) Write your answers in the space given below :

(b) Compare your answers with the one given at the end of the lesson.

1. The three components of writing skill are _____, _____, _____,
2. Storytelling is a _____ skill.
3. Give two objectives of teaching written expression.
_____ and _____.

14.22 LET US SUM UP

In this lesson we have discussed in length about the reading and writing skills. We have talked about reading as a complex and conscious activity, it is a complicated skill involving physical, mental and psychological factors. The objectives of teaching reading have been elaborately discussed so that the readers can understand its importance. Francis Bacon has rightly said “Reading maketh a full man.” It is only through reading one can acquire knowledge in all the subjects. The different stages involved in reading are discussed to make the learners aware that it is a golden door through which one can reach the pinnacle of knowledge and wisdom. Various factors like physiological, sociological and psychological have been talked about as how they influence the skill of reading. Different types of readings on the basis of their forms and purpose are incorporated in this chapter so that the learners can have a clear and coherent understanding of loud, silent, intensive and extensive reading. Tips for effective reading will definitely enhance the learners to become voracious readers. Writing skill as an important part of communication forms an integral part of this chapter followed by the explanation of grammatical skill, compositional skill and domain knowledge.

14.23 LESSON END EXERCISE

Essay Type Questions

1. Discuss in detail components of reading.
2. Explain the mechanics of Reading.
3. Differentiate between loud and silent reading
4. What is intensive and extensive reading?
5. Which activities a teacher can plan to improve reading comprehension of his students?
6. How will you test reading comprehension of your students?
7. Discuss various methods of teaching reading.

Short Answer Type Questions

1. What are the objectives of teaching reading?
2. Discuss briefly different types of reading comprehension.
3. What is the Look and Say method of teaching reading?
4. What points should be kept in mind while introducing reading?

Essay Type Questions

1. Write a detailed note on Writing Skill.
2. What are the components of effective writing ?

Short Answer Type Questions

1. What should be the objectives of teaching writing?
2. What is effective writing?

14.24 SUGGESTED FURTHER READINGS

Bhatia, A. Kaur, R. (2011). Modern Teaching of English. Patiala: Twenty First Century Publications.

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Gordon, J. (2014). Teaching English in the Secondary Schools. Sage.

Gurrey, P. (1954). The teaching of written English. London: Longmans Green and Co.

N.C.E.R.T. (1970). English for Today Book I & II at Home and School

Raman, M. (2004). English Language Teaching Atlantic Publishers, New Delhi.

Regional Institute of English, Chandigarh (1972). Teaching English. Regional Institute of English, Chandigarh.

Sachdeva, M.S.(2013). Teaching of English. Patiala: Twenty First Century Publications.

Seely, J.(2013) Oxford Guide to Writing and Speaking Teaching of English.

Singh, Y. K. (2015). Teaching of English. APH Publication Corporation, New Delhi

14.25 ANSWERS TO CHECK YOUR PROGRESS Check Your Progress -1

1. Arts, Science, Medicine, Engineering.
2. Eye Span.
3. Recognition of the graphemes, Deducing meaning of unfamiliar words.
4. Observational reading, Assimilative reading, Reflective reading, Creative reading.

Check Your Progress - 2

1. Imagination and Curiosity.
2. Develop children's motivation for reading and provide opportunities for language and vocabulary expansion.
3. Morrison.
4. Silent reading does not suit beginners, It hardly introduces the students with pronunciation.

Check Your Progress - 3

1. To increase students active vocabulary, to concentrate upon language, to enable students to speak English correctly.
2. Intellectual, Library, Linguistic, Recreational.
3. Keeps the whole class active and busy, helps widen the vocabulary of the students.
4. Look and Say method.

Check Your Progress - 4

1. Lexical, Literal, Interpretive, Applied and Affective Comprehension.
2. Who, what, where, when and why.
3. Question - answering format.

Check Your Progress - 5

1. Grammatical skill, compositional skill, domain knowledge.
2. Compositional skill.
3. Edit written work, gain accuracy in writing simple sentences.

DEVELOPMENT OF LANGUAGE SKILLS - HANDWRITING

15.1 Introduction

15.2 Objectives

15.3 Characteristics of Good Handwriting

15.4 Mechanics

15.4.1 Steps

15.5 Causes of Poor Handwriting

15.6 Ways of Improving Handwriting

15.7 To Sum Up

15.8 Lesson End Exercise

15.9 Suggested Further Readings

15.10 Answers to Check Your Progress

Handwriting is an essential skill in written communication. Every individual needs the ability to write easily, legibly, and rapidly to meet the demands of school, social, or business activities. The main emphasis in the primary school will be placed upon the development of “good” writing characterized by legibility and style. At the same time, training in writing must ever aim at producing good writing with useful speed. The best means of obtaining the necessary speed with legibility and style will be found in constant vigilance on the part of pupil and teacher, and careful supervision of all written work. A good simple style is required in every writing activity; slowness and illegibility must not be accepted. Good handwriting is a mechanical skill gained by constant practice by the pupil and effective supervision by the teacher. Writing in the very early stages will be closely linked with reading which will supply children with the experiences wherein writing will have purpose for them. Consequently, the importance of using vertical script writing (print-script) during this period is stressed. They may write words and easy sentences in print-script as soon as they begin writing.

15.2 OBJECTIVES

After going through this lesson, you shall be able to :

- describe characteristics of good hand writing.
- discuss mechanics of hand writing.
- explain causes of poor hand writing.
- describe ways of improving hand writing.

15.3 CHARACTERISTICS OF GOOD HANDWRITING

The specific shape: This determines the shape of letter. The letters should be in proper shape and clearly readable.

1. Letter Spacing :It is the amount of space left between the letters, either the letters should be all connected or should be all separated.
2. The slope of the letter :The slope of a letter is the angle to which the letter tends to bend or slant. Generally, the letter is slanted to the right side on an average.
3. Size of the letter :The size of the letter should not be too big or too small to read, it should be average and clearly readable.
4. Pressure on the paper :This determines the pressure given by the writer while writing. Giving too much pressure leaves the impression of writing to 4-5 pages ahead, so the pressure given while writing should also be normal.
5. Connecting strokes :The strokes that connect a letter with another letter are known as connecting strokes, this shows whether the writer lifts the pen while going to another letter or connects the letters with each other. To develop good connecting strokes children are given pre writing practices on lines, shapes and strokes.
6. Beginning and ending strokes :This reflects whether the writer has an ending stroke or a beginning one, i.e. the writer has a flow towards the end or at the beginning.
7. Dots and cross- strokes :In some small letters like “i”, “j” dots are used and for letters like “t”, “f” cross strokes are applied. For any handwriting to be said as good these dots and cross-strokes also should be accurate.
8. Space between the words :Earlier we talked about spaces between the letters but a handwriting to be good and readable space kept between the words is very crucial. A good handwriting has a high legibility score mainly because of spacing between words.

15.4.1 Steps

1. Get a Great Grasp

Students should be advised to hold their pencil at the top near the eraser and try to write. The best way to hold a pen or pencil is to let it rest next

to the base of thumb. Hold it in place with thumb, and index and middle fingers.

2. Let the Lines Be Guide

Lined paper play the role of friend in improving handwriting. Those lines can help create letters that are the right size and proportion. Proportion means that one thing is the right size compared with the other. So lowercase “a” should be half the height of a capital “A.”

3. Be sure to fill up the lined space completely.

Those capital letters should stretch from the bottom line to the top one. Lines also can keep writing straight instead of uphill or downhill. When child doesn’t have lines, like when one is creating a poster, he can use a ruler and draw light pencil lines so his title will be the right size and look perfectly straight.

4. Slow Down

If writing is hard to read or child erases a lot, try slowing down a little. For some kids, going slower solves the problem. If child rush, it’s hard to control where to stop and start his letters, and he ends up making more mistakes.

5. Lower the Pressure

Some kids press down really hard when they write. That makes it harder to make the smooth lines needed for writing, especially cursive. Try easing up, don't grip the pencil as tightly, and let pencil mark the paper without going all the way through.

6. Play Games

Games can also improve handwriting. Lots of games require one to write or draw pictures. So a teacher can use this skill to help child gain practice in holding pencil better.

15.4.2 Posture

Children should be trained in the correct position of body, head, and hands.

The two great faults that require constant correction appear to be

1. the chest is compressed against the edge of the desk; and
2. the body and head are bent too far forward and the eyes are too close to the writing surface.

To guard against these faults the following are recommended:

1. Sit erect but not rigid with feet apart and resting flat on the floor, the part of the legs below the knees being vertical
2. hips should be well back on the seat
3. shoulders should be at level and parallel with the desk
4. chest should be placed forward but clear of the desk
5. head inclined slightly forward towards the paper but not turned sideways (the movement should be forward from the hips)

6. Eyes should not be less than a foot from the writing paper.
7. Both forearms should rest loosely and obliquely on the desk with the palm of the left hand downwards and resting on the paper. The position is essentially symmetrical and provides for arm-movement.
8. For inclined cursive writing the paper should be kept directly in front of the child

Check Your Progress - 1

Note : (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the lesson.

1. Good handwriting is a _____ skill.
2. The two characteristics of good handwriting are _____, _____.
3. Children should be trained in the correct position of _____, _____ and _____ while writing.

15.5 CAUSES OF POOR HANDWRITING

1. Poor Co-ordination

It causes difficulties in mastering the correct formation of letters. In some children, this is possibly due to the slow development of their fine motor co-ordination, or a lack of co-ordination between their eyes and hand.

2. Letter Reversals

Many children reverse letters or figures at some stage of their early schooling, the

difficulty usually disappears by the time they are seven. If it continues, and especially if the child has other learning difficulties, it is desirable to seek advice from the specialist.

3. Environment

Environment can affect children in a number of ways. Lack of opportunity to play and experiment with graphic materials will have developmental consequences. Pressure from parents and teachers to perform can cause

undue tension. Other factors include inadequate light and poor position of the lighting, the type of writing surfaces (too many things on the desk), and the position of the writer to other people (too close together).

4. Motor

Fine-motor control is an essential foundation for writing skills. Without it the accuracy necessary to guide the pencil through the required formations will be severely affected. Motor planning is required so that the child can accurately reproduce the required shapes.

5. Vision

Difficulties with vision will affect the child's hand-eye coordination which is required for aspects of spatial and motor control. Poor vision is often the cause of many learning difficulties, so adults should be sensitive to emerging patterns.

6. Perception/Spatial

Handwriting has many spatial requirements such as direction, size, shape, slope, and positioning. Spatial problems can make it very difficult for children to create a legible print. Visual discrimination is required to distinguish between similar and mirror letters. Auditory discrimination is necessary to associate verbal information with graphic forms.

7. Attitude

A poor attitude and an inability to care or take responsibility for one's own actions is arguably the main reason for children's poor handwriting. Children must be trained to take responsibility—and parents and teachers must expect it. Self-helplessness is a behavior some children develop in handwriting and in other areas if they are not encouraged to become responsible for themselves. Boys seem to be the main culprits.

8. Visual-Motor Integration

This refers to the child's ability to accurately reproduce shapes. It is the process that links what the eye sees to what the hand produces. Without adequate development in this area, the child is going to have difficulty reproducing the complexities of letter formations and their spatial requirements.

9. Attention/Memory

Without attention to a task, a child will remember little, if anything, and any attempts to learn are futile. It is known that young children respond best to new and colorful stimuli. Because of their short attention span, it is important that our attempts to teach children handwriting are interesting and sessions are shorter.

10. Emotion

Our emotional state can affect our handwriting dramatically. For example, if a child feels uptight and under pressure, it is reflected in his or her handwriting. We cannot expect children to be robots and produce the same quality of written work every day. As their emotional state fluctuates, so may their handwriting.

11. Dysgraphia

Poor handwriting (Dysgraphia) is a biologically based disorder with genetic and brain bases. More specifically, it is a working memory problem. In dysgraphia,

children with learning disabilities fail to develop normal connections among different brain regions needed for writing. Learning disabilities children with poor handwriting (dysgraphia) have difficulty in automatically remembering and mastering the sequence of motor movements required to write letters or numbers. Poor handwriting

(Dysgraphia) is also in part due to underlying problems in orthographic coding, the orthographic loop, and graphmotor output (the movements that result in writing) by one's hands, fingers and executive functions involved in letter writing. The orthographic loop is when written words are stored in the mind's eye, connected through sequential finger movement for motor output through the hand with feedback from the eye.

15.6 WAYS OF IMPROVING HANDWRITING

1. Focus initially on learning the motor pattern rather than perfect legibility or size. When children are learning to form a new letter, it is helpful to begin with large movements such as forming the letter in the air; have children use a sweeping movement with the entire arm, not just the hand. This initial practice should emphasize learning the motor pattern with correct formation of the letter rather than writing the letter on paper with perfect legibility or size.
2. Teach similarly formed letters together, and use an instructional sequence that takes into account both ease of formation and frequency in words. For instance, the manuscript letters c, a, and d all begin with the same loop and can be taught in one group; i should be taught before y because it is simpler to form and is needed more frequently to write words.
3. Separate reversible letters such as b and d. Children appear less likely to confuse visually similar letters if they have learned one letter of a confusable pair well prior to introduction of the other letter of the pair. In addition, it can be helpful to teach children

to form confusable letters differently; for example, b starts at the top whereas d starts with the loop.

4. Use written arrow cues to help children remember how to form letters. Especially when the teacher is working with large groups of youngsters, monitoring each child while he or she is writing may be difficult. Written

arrow cues for tracing dotted letters and copying letters are important so that children do not inadvertently practice incorrect letter formation repeatedly.

5. For children at beginning stages of reading and spelling, integrate handwriting instruction with instruction in letter sounds. For instance, while children are practicing writing a given letter, they can also be saying the sound the letter makes.
6. In teaching cursive, explicitly teach connections between letters as well as formation of single letters. Unlike manuscript writing, cursive writing involves making connections between letters within a word. Once children can form individual letters, explicit teaching of letter connections is important. Connections involving four letters – cursive b, o, v, and w – followed by a subsequent letter (e.g., as in the words bed, on, have, will) are often especially confusing for children, because unlike most cursive connections, these do not involve going back down to the bottom line before writing the subsequent letter.
7. Aim for speed as well as legibility. Whether children are learning manuscript or cursive, speed should not be emphasized until children can form letters legibly and from memory. With either form, however, children must eventually develop enough speed to use writing efficiently in tasks such as note-taking or test-taking.
8. It also is useful to distinguish different standards for legibility depending on the purpose for writing; for example, in taking notes, “messy” handwriting is entirely acceptable as long as children can easily read their own writing.

Check Your Progress - 2

NOTE : (a) Write your answers in the space given below :

(b) Compare your answers with the one given at the end of the lesson.

1. Handwriting has many spatial requirements such as _____, _____, _____, _____, and _____.
2. Dysgraphia is a _____ problem.
3. Two ways of improving handwriting are _____ and _____.

15.7 LET US SUM UP

Handwriting is a basic tool used in many subjects — taking notes, taking tests, and doing classroom work and homework for almost every content area as well as in language arts classes. Poor handwriting can have a pervasive effect on school performance. Moreover, when handwriting is perceived as arduous and time-consuming, motivation to write may be greatly reduced, leading to a lack of practice that may further compound difficulties with writing. Finally, handwriting in the earliest grades is linked to basic reading and spelling achievement; for example, when children learn how to form the letter m, they can also be learning its sound. Attention to the linkages among handwriting, reading, and spelling skills can help to reinforce early achievement across these areas.

15.8 LESSON END EXERCISE

Essay Type Questions

1. What are the characteristics of good handwriting?

2. What is the Mechanics of Writing?
3. What are the causes of poor handwriting?
4. Explain the ways of improving handwriting.

Short Answer Type Questions

1. Write short note on posture during writing.
2. What should be the objective of teaching handwriting?
3. What are the remedial measures for bad handwriting?

15.9 SUGGESTED FURTHER READINGS

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15.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress - 1

1. Mechanical.
2. Size of letter, space between the words.
3. Body, head and hands.

Check Your Progress - 2

1. Direction, size, shape, slope and positioning.
2. Working memory.
3. Aim for speed as well as legibility, integrate handwriting instruction with instruction in letter sounds.

