

1.1. OBJECTIVES OF THE LESSON

English, in India, is mainly taught as a second language. Hence, the aim of this unit is to familiarise the students with the importance of learning English as a second language. Also, this unit focuses on establishing English as a world, official, link and library language. Psychology and linguistics play a major role in language acquisition. As this is so, this unit enables the learners to realise the contribution of Psychology and Linguistics in language learning and exposes the interference of Mother Tongue in learning English as a second language.

1.2. ROLE OF ENGLISH IN THE PRESENT-DAY INDIA

Language is an essential element in the culture of any society. We live in a community and our living in a community is made meaningful mainly by the language. In the words of **Leonard Bloomfield**,

“Community is formed by the activity of language, and speech utterances give us the most direct insight into its working”.

Language is a tool to understand and appreciate the culture of a human society and we must learn its language to understand it clearly. When English people started ruling India, it is not clear whether they tried to realize the importance of Indian languages as media to learn and appreciate the Indian culture but they were very categorical that Indians learn their language for other purpose. They had to spend a lot of money on clerical work as they had to recruit clerks from Britain. So, Lord Macaulay thought to teach English to Indian people mainly to produce cheap clerks. This is a kind of outsourcing that English people applied even more than three hundred years ago. Now, English has become a part and parcel of people of India. It has become an indispensable language. India is a developing country. No progressive country can ill afford to lose the utility of this world language.

English played a very major role in our fight for freedom. As India is a land of many languages, the unification of freedom fighters for national cause, seemed to be remote. But again English only played the role of unifying the freedom fighters from Kashmir to Kanyakumari. When we weigh the benefit between what English got from India and what India got from

- The skills in our mother tongue is developed by contribution from English

So, learning English as a second language can bring a great amount of benefit socially and personally. It paves way to enjoy different opportunities that can contribute individually and to the country. While learning English opens up opportunities for work and travel and it also ensures the personal finding of oneself. Learning the other cultures help us understand and appreciate our own culture. By all means, the rationale for learning English as a second language is to understand social, cultural, economic and environmental well-being of our country better.

1.4. POSITIONS OF ENGLISH IN THE SCHOOL CURRICULUM

The objectives of teaching English has two main aspects, namely, language aspects like words, sentences, pronunciation, spelling and grammar and the other aspect being literature aspect which include words, sentences, expressing ideas, feelings and experiences. In India, English is taught as a second language. There is a slight difference between English as a foreign language and English as a second language. A foreign language is learnt, mainly to know the culture and the living style of people of another nation, whereas, a second language is learnt, mainly to use the target language in the society. That way, English has to be taught in India, as a second language. To put it simply, the teachers of English should prepare their students to use English globally. It means, they have to provide a proper platform for their students to use English language in any day- to- day situation.

English has become inevitable in the school curriculum. It enjoys all positions like I language, II language and III language. English is the medium of instruction in all the English medium schools. Thus, English is the first language in these schools. In other schools English is taught as a second language. In non-Hindi north Indian states like Gujarat, Maharashtra, West Bengal, Odiya, their regional language is the first language, Hindi is the second language and English is the third language. As English enjoys all the three positions in the academic field, there will not be anybody who completes his studies in India not acquainted with English.

According to **Prof. Gatenby** there are two general aims: (1) learning the language, (2) doing something with the language when it is learnt which means understanding the language

cannot appreciate the distinctive qualities of the poetical style of a foreign language unless he has a thorough grounding in the everyday language.

Other main objective of teaching English is to make the learners to have to **ability to translate** from mother tongue to English, vice versa as a special skill. Translation would come in handy in classroom situations, such as, in giving the meaning of words which have exact translation equivalent in both the languages. **Appreciating the poem** is another objective. Poetry will develop a favourable attitude towards the language. Besides, reading aloud and memorizing of such poetry will improve pupils' pronunciation and enable them to recall an idiomatic phrase or a sentence when needed.

1.6. TEACHING THE COMMUNICATION SKILLS

There have been many methods and approaches to teach English as a second language. Grammar Translation Method, Direct Method and Situational Approach could not sufficiently promote learning English as a second language. Then there was a shift in approach to teaching of English which emphasized developing communication skills in English. It was the criticism that was leveled against structural linguistic theory by American linguist Noam Chomsky that paved way to focus in language teaching on communicative proficiency rather than on mere mastery of structure. The very purpose of language learning is to communicate. Teaching communication skills attempts to communicate are encouraged from the very beginning. Linguistic system in the target language is learned best through the process of struggling to communicate. But, by all means, communicative competence is the desired goal. The very aim of teachers in developing communication skills in students is to help them in any way to work that motivates them to work with the languages. Fluency and acceptable language is the main goal and accuracy is judged contextually. Students are expected to communicate with their peer group in English. And, for this, it is mandatory to acquire proficiency in use of all language skills viz. Listening, Speaking, Reading and Writing.

1.6.1. Teaching Listening.

Listening is the very basic and important skill of all language skills. We say, LSRW skills when we refer language skills. The order in the LSRW is not randomly fixed, but scientifically proved. Any language that is learnt in this order, that language is learnt properly.

We are good in our mother tongue, because we start learning our mother tongue the scientific order of learning. In the case of learning English as a second language most of our even degree holders miserably fail, because our approach to learning English is not the one that is tried and tested, that is LSRW. In lower classes our teachers introduce English straightaway from writing. Thus, following reverse method of learning a language. So, it is necessary for the learners to start learning English primarily through listening. Teachers of English should formulate activities that can develop the learners' listening skills.

Three main kinds of listening materials that can be used for teaching listening

- authentic listening materials
- recorded listening materials
- live-listening materials

Authentic Materials for Listening Class

Authentic listening materials are recorded live. The language that is used, not rehearsed. It is not aimed at any specified level of the learners. So, it is difficult for the beginners. Examples for authentic listening materials are, cricket commentary, announcement at the railway station, etc.

Recorded Listening Materials

Unlike Authentic Listening Materials, Recorded Listening Materials have been prepared with specific aim and for specific set of learners. These listening materials are supported by worksheets. The students have to solve the worksheets on listening script. For example, in CBSE - course A Interactive in English is supported by two audio cassettes. These types of cassettes or CDs are called Recorded Listening Materials.

Live Listening Materials

Here, the teacher himself may be speaking the piece. As the teacher himself asking the piece, he can approach to the listening activity with keeping the level of the students in his mind. So, the students may not have any difficulty over the content and the style of the speaker. The teacher has to possess pronouncing skills with right kind of voice modulation and proper intonation. If he is not blessed with good pronunciation and other pre-requisites, it is better for him and his students, not to take up Live Listening Material on his own. It would be an improper

Step VIII: Loud Reading by the pupils. Some teachers follow this loud reading after his model reading. It is a wrong method, because, pupils should not be allowed to read aloud anything which they do not understand.

Skimming

Reading over the surface of a piece of writing or glancing rapidly through a text to find out its general content, central ideas or gist is called skimming. Skimming is a reading skill that helps on deciding whether the book would be useful for the purpose of his study.

In skimming, you allow your eyes to travel vertically or in zigzag manner to pick up some important points. The reader has conscious efforts while skimming through leaving quite meticulously the unwanted ones and concentrating on the main ideas in the text. Skimming is like a bird flying and still catching its prey, the reader fly over the passage and still catches the main ideas. Skimming depends on speed and comprehension. If you compromise speed for comprehension and comprehension for speed, then what you read cannot be called skimming.

Scanning

Scanning means reading through the passage in order to search for a specific item or piece of information. This skill therefore also involves the ability to reject or pass over irrelevant information. Scanning also requires a conscious speed. While you skim through a material you try to get the general idea of the material, but you scan a material to get specific information. When you scan you are conscious of avoiding all the other words however important they are, and your main purpose is to locate the specific information you require. Searching for a word in a dictionary, finding a phone number from a telephone directory, searching for the confirmation from the chart of authorized travellers in a train are some of the examples.

SQ3R Technique

Teaching of English aims at making the learner to be an independent reader. An efficient reader should be able to read and comprehend the content that he reads. To become an efficient reader he has to possess some study techniques. Reading enables the reader to know what information the author' wants to pass on to him. A skilled reader is not a passive recipient of what the writer wants to say. But he will comprehend more than what the writer intended to convey to the readers. For example, take Robert Frost, an American poet. His poems don't have

any difficult word in them. We get a treasure of meaning from his poems. One cannot assure whether Robert Frost himself thought these many ideas while writing the poem. The more you read the poem, the more interest you have on it. Only a skilled reader can enjoy this privilege.

A complete reading involves reading, understanding, reacting and integrating. When the reader fails to react what he reads then the reading will be meaningless and incomplete. So, the teacher has to prepare his students as active readers. Only by applying better study techniques we can encash the benefits from reading. Such a study technique is SQ3R technique. Franchies P. Robinson has developed this technique. It is an excellent example of a systematic approach to reading.

What does SQ3R stand for?

S - Survey

Q- Question

3R- Read, Recite and Review

Survey: Survey means, the rapid glancing over the book that the reader intends to read, for assessing the book. It is like the trial run of the rails before the original train is run. Surveying as a technique is applied in reading also. The reader turns the pages randomly, verifies whether the subheadings are in line with his expectations, sees whether the text is supported by proper illustrations, and other aspects that would encourage the reader to take up reading. This enables the reader to have a prior understanding of the text before starting up reading. This is an extension and authentic work of pre-reading.

Question: The next step is questioning. Questions are asked on the headings and subheadings in order to reaffirm the need for reading the text. The more questions that are asked on the headings and subheadings the better insight that the reader gets on the text. Questions should be made on the basis of the need of the reader. This stage is also before taking up reading.

Read: They would have understood something of the text from the survey he conducted on the book and the questioning that he made on the headings and subheadings. The next stage is while-reading stage. While going through the text he will now understand the main points and

first. When the students learn to write all the alphabet in English, then, two letter words or three letter words can be given to them to practise.

c) Cursive Script:

While teaching Cursive Script the teacher has to keep in his mind types of joiners, namely, bottom joiners, do not joiners and top joiners. The priority of teaching Cursive Script should be bottom joiners, do not joiners and top joiners.

Bottom Joiners

a c d e h i k l m n u

eg. Hide, men

Do not joiners

b g j p q r s x y

eg. Box, razor

Top Joiners

f o v w

eg. fox, wolf

COMPOSITION

Guided Composition:

In Guided or Controlled Composition, students are provided with the required vocabulary and structures with the thoughts and ideas to be expressed. At this level, students seek the help of teachers. Teacher, with specific aims at his mind controls this type of exercise. Teacher relies on this composition till he is satisfied with the performance of his students. Students take much time to choose to think on the matter, ideas and apt vocabulary for the appropriate place. If this inhibition period is over, then the students have confidence on them to attempt to any composition work. The teacher should go to the class fully prepared to elicit answer from the students. The teacher should prefer to write the spelling on tile blackboard of difficult words. The oral preparation will facilitate the written work, so the teacher should very meticulously plan their oral activity which will help in Written composition.

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psycholinguist stated: "What from our perspective, is particularly interesting is (a) that in this first mapping out of psycholinguistics, second language learning and bilingualism were treated as interrelated psychological phenomena, and (b) that they were not treated separately but placed squarely into the theoretical framework of a psychology of language".

Apart from these theories of language learning, there are other theories which contributed to language learning. They are i) Behaviourist Theory of language learning, which establishes that the language is learnt through habit formation, ii) Cognitivist Theory of language learning, says that the language is learnt mainly through mental capacity. It says that if the child has strong mental ability alone will be able to acquire the language, we cannot totally agree with both the theories.

Argument against the Behaviourist Theory: A child is in an environment which facilitates the language learning, if it doesn't have proper mental ability, then, getting a habit formation itself will be questionable. So, language acquisition may not be full.

Argument against the Cognitivist Theory: A child has a strong mental ability but left in an isolated place where there is no chance for habit formation, will the child be able to acquire the language?

Ans: No.

So, for better acquisition of language, one should satisfy both Behaviourist Theory and also Cognitivist Theory.

Contribution of Linguistics in Language Learning

A great development has taken place in the study of language. And it is classified into two:

- 1) to determine some basic assumptions like, a) language is speech, b) language is system, c) language has variety, (d) language has changes
- 2) to refine methods of collecting and classifying facts.

This has contributed a lot to the teachers. Linguistics grew as a body of knowledge and understanding concerning the nature and functioning of human knowledge, The first period of linguistics was obviously devoted to the exploration of genetic relationship between languages. This gave rise to historical and comparative linguistics. The second period began with the findings of phonological explorations. This period brought in scientific analysis of speech sounds

both in respect to the vibrations and in respect to the muscular movements and articulation, the greatest contribution of ordered and classified information about English, both past and present.

The findings of the linguistics research are:

- 1) Languages keep on changing
- 2) These changes happen consciously. Mainly caused by linguistic change
- 3) The 'sound change' has paved the way for treatment of etymology. '
- 4) Dialect differences and their promotion to become standard language are felt from linguistic history and linguistic geography.
- 5) Native speakers' language is considered to be the correct language.
- 6) No two languages share the exact meaning of a particular word.
- 7) Study of phonetics gave rise to the discovery of mechanics of sound production
- 8) Differences are found between the native speakers using the language and the aliens use it.
- 9) A foreign language learner needs a different outfit.

English has become a world language mainly because the research carried out to find out the relation between learning a mother tongue and a foreign language. Till 19th century researches were focused on the learning theories of a single language. Later, with the psycholinguistics establishing the contribution of linguistics in language learning, especially second language learning, almost all languages that have contact with one another have become rich. Among the languages with bilingualism every language contributed something to the other language. So linguistics has contributed a might in language development.

Check your progress

1. What are the factors that are influencing Language Learning?

2. Mention any two important findings of linguistics research.

of teaching. In all the Lesson Plan our teachers write the Specific Instructional Objectives are to develop LSRW skills. But, it is not followed up in the testing pattern. 'Necessity is the mother of invention'. We can develop language skills in English in the learners or teaching English as a skill subject but we can be successful in these attempts only when the teachers' attempts in the classrooms are supported by the good set of question papers that demand skills in English to get promoted to the next level.

2.6. LEARNING THE MOTHER TONGUE AND LEARNING A SECOND LANGUAGE

The learner of English as a second language has some special problems. In Indian context leaning English as a second language is an artificial process. It is the same in the case of mother tongue which is learned quite naturally. The social situation prompts the children to learn the mother tongue. He has strong urge to use his mother tongue. He is continually surrounded by mother tongue and he doesn't have any interference in learning the language. He is benefited from the large number of teachers. Everybody he meets is a teacher of his mother tongue. There is no gap of opportunities to forget the language use. Learning English as a second language has different setup.

Mother tongue is learnt quite automatically, whereas, a second language is learnt consciously. Learning a second language is a painful process and it requires a lot of practice. Constant and sustained practice alone can help the learner of second language to some extent. The teacher has to feel the importance of situation to learn English as a second language and accordingly design the activities that can develop language skills in English in his students.

2.6.1. Interference and Transfer from the Mother Tongue on Learning a Second Language

Learning a foreign language as a second language is a fascinating one. When we learn a foreign language, definitely, the hindrance from the mother tongue is imminent. Many studies have been carried out to find out the factors that promote or interfere in learning a foreign language. When there is a similarity in the knowledge and structure between the mother tongue and the target language, then the mother tongue facilitates the learning of the target language. Apart from this, learning of mother-tongue takes place in a very natural way. Learners need not show tiring efforts to learn their mother-tongue. They are provided with acquisition-rich

3.1. METHODS, APPROACHES AND TECHNIQUES OF ENGLISH LANGUAGE

TEACHING (ELT)

3.1.1. Methods:

The methods of teaching determined by the aims for which it is taught. More care is needed when selecting method of teaching a foreign language like English as a second language. If the aim of learning English is to know the information, then Grammar Translation Method is more appropriate. And, if the aim of learning English is for communication purposes, then Direct Method will be more useful. English is learnt for many purposes. If the aim of learning English to acquire knowledge from reading, then Dr. West's New Method will help.

The Indian educationists are in the strong belief that the very aim of teaching in English in India is to prepare the students to acquire practical command over English. We need to employ different methods and approaches to achieve this aim. And to this effect, **Bertrand Russell** emphasized the importance of the connection between aims of teaching and methods of teaching by saying, "The question, 'what should be taught' and 'how should be taught' are intimately connected with each other; because if better methods of teaching are devised, it is possible to learn more from them".

3.1.1.a. Grammar Translation Method

Grammar Translation Method is the oldest method where teacher translate every word, phrase and sentence of English into mother tongue for the easy comprehension by the students. When English was introduced in 18th century, as Indians were not in know about of English, English could be not given to them directly. It had to be taught through their vernacular language. It was easy for both teachers and students as the teacher's translating every word, phrase and sentence from English into their mother tongue, the students were able to assimilate English phraseology through the medium of the mother tongue. The Grammar Translation Method emphasizes the learning of grammar, which is taught deductively, that is, by presentation and study of grammar rules. The structures of the foreign language are compared and contrasted with those of the mother tongue.

4. **Supports in written work.** Fluency in speech help in written work. Only thing that the students have to concentrate is to mind on their spelling.
5. **Promotes the study of literature.** The students are able to further proceed to enjoy literature with the knowledge their gained in oral and written aspects of the target language.
6. **Accommodates audio-visual aids.** Unlike the Grammar Translation Method, Direct Method makes of audio-visual aids, and thus, making the learning interesting and proper.

Disadvantages

1. **It is not a complete method.** The Direct Method gives much importance to speech. It almost neglects reading and writing. It fails to give a balanced language development in the students. So, it is an incomplete method.
2. **It requires competent teachers.** Teachers should be very competent in using English to the level of the students. If they lack in communication skill in English and stumble, then, they will resort to other way of satisfying students which are quite detrimental to both students and the system.
3. **It demands linguistically qualitative students.** As the discussion and teaching are all there in English, it demands highly linguistically interested qualitative students. Otherwise, the efforts of the teachers will b futile.
4. **Non-availability of proper aids.** We don't have enough facilities that can support our teaching in making a direct bond between the objects and the ideas that they stand for.
5. **Over-crowded classes.** Individual attention at every stage of teaching is required in this method. Small classes are advisable to this method. Unfortunately, all the Indian classes are over-crowded.
6. **Difficult verbal explanation.** In most of the cases, teachers are forced to rely on verbal explanation. Apart from it being difficult, it leads to boredom as verbal is a perennial villain in the classroom.

4.9.5. Item Analysis.

4.9.5.a. Item Difficulty.

4.9.5.b. Discriminative Index.

4.10. LET US SUM UP

4.11. KEY WORDS

4.12. ANSWERS TO CHECK YOUR PROGRESS

4.1. TEACHING THE FOUR SKILLS OF COMMUNICATION

Refer 1.5, 1.5.1, 1.5.2, 1.5.3, 1.5.4.

4.2. LINGUISTIC COMPETENCE AND COMMUNICATIVE COMPETENCE

Everybody knows the inter-relationship of language and communication. But, how far, we are successful in describing the term correctly. The aspects of linguistic description like phonology, lexis and syntax are just part of elements that constitute for communication. Language is used in context and understood in context. We should be able to distinguish between lexical meaning of the utterance and contextual meaning of the utterance. Say, for example, if a teacher fully perturbed by the behavior of a student tells, 'I will kill you'. In this context, the student can take lexical meaning of the utterance of the teacher and takes the matter to the police as 'attempt to murder' rather it should be contextually understood that the teacher is highly disturbed by the student and he may be intended to punish him as legally and academically permitted. So, the users of the language need to be aware of the limitations between the linguistic competence and communicative competence. So, it is learnt that grammatical knowledge alone cannot help in participating effectively in communication. Apart from conscious about the form of the language, the users are expected to follow certain things in mind to make their communication effective. They are,

01. The level of the participants should be kept in mind as an approach.
02. The attitude, values prejudices and preferences of the users of the language.
03. The relationship between the communicators.

Usage No. 4: It is used with the question-tag when expecting confirmation

e.g. Tomorrow is ↘ wednesday, ↘ isn't it?

THE PRONUNCIATION

Pronunciation means the way of producing the sounds of a language. The users of the language do not pronounce the words in any language the same way. Researches reveal that the pronunciation of the same word gets changed within the radius of 30 kilometres. It is right in all senses. We have Coimbatore Tamil, Tirunelveli Tamil, Thanjai Tamil, Madurai Tamil and in top of all we have Chennai Chenthamizh. A person from Thanjavur may not easily understand the Tamil spoken by a person from other part of Tamil Nadu. Leave alone the hardship that the people of other part of Tamil Nadu will encounter on trying to understand Chennai Tamil.

If that is the case with the language that is spoken in 300 kilometre circumference, what would be the case with English that is being spoken all around the world? It will be definitely difficult to understand English in different dialects. So we need a common pronouncing pattern to make the encoding and decoding of the English pronunciation go together. And for this purpose Daniel Jones has brought out a pronouncing dictionary with **Received Pronunciation**.

Received Pronunciation means the pronunciation that is acceptable to all.

There are 44 sounds in English. They are classified as:

- 1) Pure Vowels - 12
- 2) Diphthongs - 08
- 3) Consonants - 22
- 4) Semi-vowels - 02

CONSONANTS

Consonants are best described in terms of their articulation. The following questions should be asked to describe the consonants.

- 1) Does the air come out from the lungs or from some other organs?
- 2) Is the air pushed out or drawn inwards'?
- 3) Do the vocal cords vibrate or not?
- 4) Is the soft palate raised or lowered?

- 5) Where does the articulation take place?
 6) What is the manner of articulation?

Place of Articulation

Articulation means jointing. Place of Articulation means, where the active articulators and passive articulators meet to produce sounds. Active articulators are the speech organs which can move from their place of rest towards passive articulators in order to produce sounds.

Phonetic Transcription

There are 12 pure vowels and 08 diphthongs. Diphthongs are all along vowels. They are also called gliding vowels.

English Pure Vowels

Sl.No.	Symbol	Key Words	Phonetic Transcription
01	/i/	ink, think, rusty	/ɪnk/, /rʌsti/
02	/i:/	eat, beat., sea	/i:t/, /bi:t/, /si:/
03	/e/	echo, better	/ekə/, /betə/, -----
04	/æ/	at, cat, -----	/ækt/, /kæt/, -----
05	/ɑ:/	arc, part, hard	/ɑ:k/, /pɑ:t/, /hɑ:p/
06	/ʌ/	upper, cup, suffer	/ʌpə/, /kʌp/, -----
07	/ɔ/	dog, fog, chop	/dɔg/, /fɔg, /tʃɔp/
08	/ɔ:/	cork, dawn, talk	/kɔ:k/, /dɔ:n/, /tɔ:k/
09	/u/	wood, cook, put	/wud/, /kuk/, /put/
10	/u:/	moon, stool, tooth	/mu:n/, /stu:l/, /tu:θ/
11	/ɜ:/	curl, pearl, her	/kɜ:l/, /pɜ:l/, /hɜ:/
12	/ə/	balloon, banana, abacus	/bəlu:n/, /bəna:nə/, /æbəkəs/

Classification of English Vowels

(i) According to the part of tongue raised

- /i: i e æ/ ----- are front vowels
- /ʌ ə: ə/ ----- are central vowels
- /ɑ: ɔ ɔ: u u: / ----- are back vowels

articulatory organs (both the lips) part rapidly with explosion

e.g. /p/ - /pit/, /spit/, /skip/

/b/ - /bit/, /bet/, /rib/

Note: There is no doubling of consonants in transcription. We cannot transcribe 'rabbit' as /ræbɪt/ though there are two bs in the words rabbit.

(b) Alveolar /t/ and /d/

Tip of the tongue closed the air passage by pressing against the teeth ridge, the soft palate is raised and no air passage to the nasal cavity and the tip of the tongue is raised to release the air suddenly.

eg. /t/ - /tin/, /bet/, /bi:t/

/d/ - /din/, /splendid/, /bi:d/

(c) Velar /k/ and /g/

The back of the tongue is raised and pressed against the soft palate and the air passage is closed. The nasal passage is also closed. Then the air is allowed to rush out suddenly by lowering the tongue.

e.g. /k/ - /ki:p/, /skei/, /kɒtə/

/g/ - /gæʊld/, /ægəʊ/, /dɔ:g/

II. Fricatives

(a) Labio-Dental /f/ and /v/

Lower lip is pressed against the upper teeth causing a partial closure of air passage. The soft palate is up and the passage to nasal cavity is blocked and the air is allowed to escape through the narrow opening between the teeth and the lips.

e.g. /f/ - /fæn/, /selfi:/, /ka:f/

/v/ - /væn/, /la:və/, /li:v/

(b) Intra-Dental /θ/ and /ð/

The tip of the tongue is placed just behind the upper teeth. The Palate is up and the passage to nasal cavity is blocked. The air escapes through the narrow opening between the teeth

wastage of time. Because, much cannot be retained and recalled through this method. The purpose of learning anything can be fulfilled when we are able to recall them at the time 'of need.

How long does one take to learn all the meaning of a particular word? It is a very simple question. The answer may vary 'from one day to a few months'. But the gross reality is that it takes one's life time to master over the meaning of a single word. All the words in English are open-ended. That means a new meaning can be given to a word at any time. So, it is said that nobody will be able to learn all the meanings of even a particular word.

Check Your Progress

Note: Write your answers in the space given below.

5. What do you mean by 'stress shift'?

6. What are inflexional suffixes?

7. What are derivational suffixes?

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4.6.1. Enhancing Stock of Vocabulary.

1. Classroom Situation: Teachers of English are sometimes underprivileged as their pupils don't have acquisition-rich-environment to learn English as a second language. But they should not be disheartened with this situation. Definitely, children are very eager to speak in English. This eagerness of children should properly be exploited by the teachers to teach English. The teacher can teach vocabulary through the items available in his classroom. What are the items may be available in a classroom?

Fan, Table, Duster, Chalk, Wall, Paint, Whitewash, Switches, Wire...

Fan

- i. The fan is whirling clockwise.

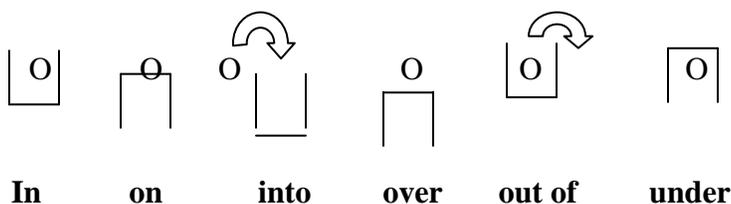
- ii. The fan is brown in color.
- iii. The fan has a long iron rod.
- iv. If the fan is not working we feel suffocated.
- v. If the fan is not whirling we perspire.
- vi. The fan has three leaves. These leaves rotate and we get air.

So, there are 15 words that can be learnt through the examples cited above. The number of sentences that can be made on 'Fan' and the number of words that can be learnt from these sentences has no bound. Likewise many sentences and many words can be learnt through the items available in a classroom. So, the teacher can very much utilize the items available in his classroom to teach many vocabulary.

2. Actual Objects: Another effective means of teaching vocabulary is through showing real objects. There are innumerable objects whose English relevant the students may not know, can be brought to the class. The preference of objects should have been familiar to the students. How many of us know the English equivalent to the items that are there in our home. Say, the names of ingredients that are used in the preparation of some dishes. So, the teacher can prefer to teach them first. Then, the other items at home can follow. Likewise the teacher can choose to bring some objects that are familiar to the students and give their English equivalent.

3. Actions and Gesticulations: The teacher can teach much vocabulary through actions and gesticulations. Even silence can communicate. Words like walk, run, sit, clean, beat, punch, drag, push, pull, stare, grimace, lift, etc. can very easily be taught through actions and gesticulations. The listed words are just samples. There are many words that can be added to this list. Even words that show feelings can very effectively be taught through actions and gesticulations.

Blackboard Sketches: Many words can very easily be taught through blackboard sketches. The teacher needn't be very accurate in his attempt to draw some sketches to teach vocabulary. Even a line or just a circle will be quite handy to the teacher. Meaning of some prepositions can be effectively taught through this method.



through intensive reading. If properly carried out, even non-native speakers of English may develop themselves better users of English than the native speakers of English in writing. Intensive reading can also be done in the absence of the teachers. So, by spending more time on intensive reading, one may get language skills in English. And, the only practicable means of learning a foreign language as a second language is through intensive reading. The intensive reading has some prerequisites like, the readers should be able to identify the words and sentences spoken orally and acquire sufficient speed in reading.

Extensive Reading

In intensive reading, the pupils pay attention to almost all aspects of language. And further the efforts of learning the language is supplemented by extensive reading. Extensive readers should be interesting stories. Magazines, newspapers and variety of story books will form the material for extensive reader. The two main themes of extensive reading are reading for pleasure and reading for information..

Extensive readers facilitate passive vocabulary in the learners. And it also consolidates active vocabulary. So, the teachers should regularly give some assignment and thus forcing the students to library. Sending the students to library can be done as a means of assertive punishment also. As the students read more and more books, their power of phonic analysis improves and makes the learner to pronounce any word that he sees for the first time. Group discussion also can be done on extensive reader.

4.7.2. Study and Reference skills.

Study Skills

Study skills help learners to study anything more efficiently. To pursue higher education and to come successful in any competitive examination, one requires study skills. The persons who are not efficient in study skills are bound to *beat the bush*. In some cases they may not get the benefit proportionate to the efforts that they have put up.

4.9.4. Construction of a Good Test – Objectivity, Reliability, Validity and Administrability

A good tool of evaluation has the following characteristics:

Objectivity

Validity

Reliability

Administrability

Objectivity: A test should not give scope for the examiner to influence his own perception into awarding marks to the answer. It should be free from the subjective judgment of the examiner.

Validity: It is meant to test the objective it aims to test. For example, the objectives of teaching English are to give learning experiences to students to acquire language skills. But in most tests, the skills are not tested. Students can get, through in the examination by memorizing some passages. It is because of this, our graduates also are not able to use English, after having studied English for many years.

Reliability: A test should not give different results in different situations. If so, the test doesn't have reliability.

Administrability: Administrability is related to the conduct of the test. It should not give any scope for copying. The test should be neither too long nor too short. An average student should be able to complete it within the stipulated time. It should keep the students busy all the time.

Construction of a Scholastic Achievement Test

While constructing an achievement test, the teacher should ensure that relative weightages are given to a) objectives b) content c) types of questions and with this Blueprint should be prepared. The teacher should follow the blueprint while preparing test items for test.

(B) She asked me when he was absent.

(C) She asked me that when he was absent. (1) 1

II.a. Which of the following sentences has correct sequence of tense? Write A, B, or C for the correct use.

(A) Mohan asked me why I am late.

(B) Mohan asked me why I was late.

(C) He asked me why I am angry. (1) 1

b. Choose the right sentence having correct tense-sequence out of the following sentences. Mark A, B, or C in the bracket.

(A) Hari asked me if I am going to Lucknow.

(B) Gopal asked me if I was angry with him.

(C) She asked me if it will rain. (1) 1

c. Select which of the following sentences is correctly reported. Mark A, B, or C in the bracket for the correct speech.

(A) He asked me if I can go to Meerut the next day.

(B) She asked me if I shall attend her birth day party.

(C) Ram asked Rahim whether he would go to school on Sunday (1) 1

d. Choose the correct tense-sequence not of the following sentences and write A, B, or C for the correct one.

(A) He asked me whether I have broken his pen.

(B) Raja asked me if I had written a letter to Lakshmi

(C) Rajan asked me if I have received his message (1) 1

III.a. Which of the following has a correct form of assertive type.

(A) Dina asked me when I had received Dona's letter

(B) Sneha asked me when are you coming to Meerut, next time.

(C) Swetha asked Sam when had he broken that cup (1) 1

b. Which of the following has a correct assertive form?

(A) John asked the beggar what was he doing there.

(B) Grace asked Manju where was she going.

(C) She asked me how old I was. (1) 1

IV. Change the following into indirect speech

(a) Kalai said to Ravi, “Is it your pen”?

(b) Vijay said, “Are you attending the function”?

(c) The mother said to her child. “Did u do your homework”?

(d) The teacher said to him, “Have you visited Taj Mahal”?

(e) He said to me, “Am I disturbing you”? (5) 5

V. Change the following from direct into indirect speech

(a) Varun said to me, “When will the match start ?”

(b) Sunil said to me, “What are they are going to do?”

(c) She said to her husband, “who was in the room”?

(d) I said to her, “Why are you crying”?

(e) Raghu said “How are they going there”? (5) 5

VI. Convert the following sentences into direct speech

(a) He asked me if I was going to Lucknow

(b) He asked his wife whether she was angry with him

(c) The teacher asked the new comer what his name was.

(d) He asked me why I had come late the pervious day.

(e) She asked her husband where he was going then. (5) 5

5.1.5. Steps in Micro Teaching Cycle.

Step 1: Planning a Micro-lesson. In consultation with the supervisor a suitable content is chosen and episode for the chosen skill is prepared so as to practice for 5-7 minutes.

Step 2: Teaching Session. The selected content is practised in the presence of the supervisor and the trainees.

Step 3: Feedback. The supervisor and the co-trainees discuss strengths and weaknesses of the micro-teaching practice and concrete feedback is given.

Step 4: Replanning Session. The micro-teaching practitioner makes some changes in his episode as suggested by the supervisor and the observers.

Step 5: Reteaching Session. The teacher trainee practises the same skill may be with the other set of 5-7 students.

Step 6: Refeedback: The supervisor and the observers again discusses on the level of practice and give feedback to improve his teaching skills.

5.1.6. PRACTICE OF RELEVANT SKILLS:

5.1.6.a. Skill of Reinforcement

Everybody in the classroom expects some kind of recognition for their responding behavior. There is a belief that 'child cries for recognition' and 'the man dies for recognition'. When the efforts of any individual are recognized then the efficiency in their works get enhanced. If a teacher wants his pupils to be involved in his teaching and expects to have more learning experiences, then the teacher needs to use reinforcers to encourage his pupils.

The Sub-skills of Skill of Reinforcement

1. Positive Verbal Reinforcers (very good, fine, fantastic, keep it up etc.)
2. Positive non-verbal reinforcers
3. Negative verbal reinforcers
4. Negative non-verbal reinforcers
5. Extra verbal reinforcers
6. Repeating and rephrasing pupils' responses
7. Writing pupils' responses on the blackboard.

6.1. INSTRUCTIONAL AIDS:

Instructional aids are used in the classroom to encourage learning and thereby make it easier and interesting. The materials like charts, maps, models, concrete objects, film strips, projector, radio, television etc. which help a teacher for effective teaching may be called instructional aids. Albert Duret rightly said, “It is easier to believe what you see than what you hear; but if you both see and hear, then you can understand more readily and retain more lastingly”.

Classification of Aids

Instructional aids can be classified into three main categories

1. Audio aids
2. Visual aids
3. Audio-visual aids

Teaching Aids

6.1.1. Audio- Visual Aids

Audio Aids	Visual Aids		Audio-Visual Aids
Tape recorders	Printed	Non-printed	Motion Pictures
Radio	Books	Blackboard	Television
Lingua phone	Newspapers	Pictures	
	Magazines	Charts	
		Flash cards	
		Models	
		Slides & slide projector	
		LCD projector	
		Film strips	

6.1.2. Teacher-made Aids – Flash Cards, Pictures, Charts, Models, Blackboard Sketches

Flash Cards: Flash Cards are also an inexpensive teaching aid. They can be used to teach words, pronunciation etc. We can also use them as testing device.

Pictures: School children are enthused by pictures. The interest of the children on pictures can very easily be exploited to describe a scene, a series of pictures can narrate a story. Pictures are

- As English is a non-phonetic language, learning the pronunciation of English words is very difficult. With technology, the students are exposed to very authentic and reliable speech pattern.
- Technology helps teaching and learning of speaking and reading to great extent that makes the learning to use English in a balanced way in their life situation.

6.3.2. Computer Assisted Language Learning (CALL)

There is no field in the world which doesn't use the utility of the computer. So, it will not be an exaggeration to say that computer makes teaching and learning process, quite a meaningful way. Use of computer technology in classrooms motivates both students and teachers. It increases productivity and facilitates instruction for better understanding. Integration of technology in education is practised as a supplement to human capabilities.

Computer Assisted Language Teaching (CALT) is a system of educational instruction done almost entirely by computer, CALT is a type of educational program designed to serve as a teaching tool. It has facilities for both teaching and testing. It enables the students to do the works at their own pace. The functions of this type of instruction are:

- Entry behaviour of the students is tested.
- Easily understandable language materials.
- Repetitive drills to make habit formation of the language.
- Language games inspire the students for learning.
- Terminal behaviour of the students is tested.
- Continuous programmes on language items prepare the students to use English globally.

The Tamil Nadu government is in the right perspective of establishing language laboratory in all government schools. Language Laboratory can do wonder in giving the learners the perfect language acquisition. It develops communicative skills in the students. Whatever the language that the students acquire is error free. They are exposed to the very best text to listen and to practise. So, there are many benefits we get from computer Assisted Instruction. The teacher has the facility to have more interactivity, it is quite economical (may be expensive at the time of set up) and drills are possible which is every essential for language learning.

2. i. Alphabet method

ii. Phonic or Syllabic Method.

iii. Whole word Method.

iv. Sentence Method.

v. Eclectic Method.

3. This method is easy for the beginners. But it has its own limitations in later stages, because English is not a Phonetic language.

4. i. To make the students to recite the poem with proper rhyme and rhythm

ii. To make them to grasp and appreciate the underlying idea of the poem.

iii. To communicate to the students a particular message of the poet.

Practicum

- Awareness of different phonetic scripts.
- Oral practices in sound that cause difficulty.
- Oral practice in word stress and sentence stress
- An album of Phonetic scripts, and articulation of vowels and consonants.
- Preparation of aids to make the high school pupils and higher secondary students to understand certain grammatical concepts.
- An oral test assessing the teacher trainees, knowledge and mastery of the various areas in Grammar.
- Exercise in word formation.
- Practice in the use a dictionary.
- Note making and summary writing exercises
- Reviews to be written for five books and two English exercises.
- Practice in writing different types of composition exercises.
- Preparing language learning materials through computer.