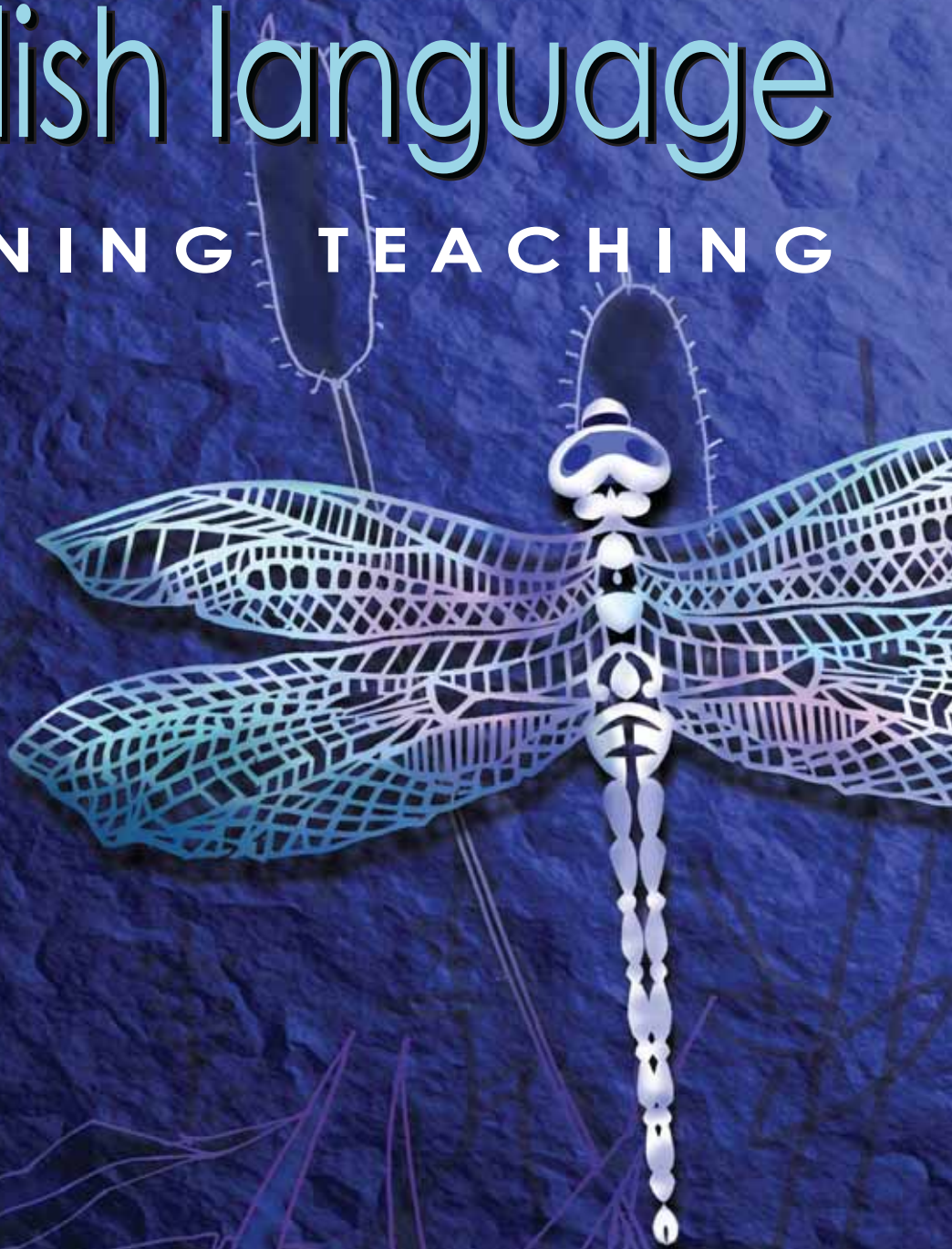


English language

LEARNING TEACHING



English Language

Learning Teaching



Government of West Bengal
School Education Department
State Council of Educational Research & Training

© SCERT, School Education Department, Government of West Bengal

First Edition : December, 2018

Reprint : January, 2023

This book is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of the Director, State Council of Educational Research & Training West Bengal.

Edited By :

Nilanjan Bala

State Council of Educational Research & Training, West Bengal

&

Kushan Bhattacharyya

Dzongsar College, Mandi, Himachal Pradesh

Coordinator : Dr. K. A. Sadat & Nilanjan Bala

ISBN : 978-81-937413-0-6

Cover page : Tamal Mahanta

Printed at

West Bengal Text book Corporation Ltd.

(Government of West Bengal Enterprise)

Kolkata- 700 056

Preface

The constant need of collaboration in the 21st century requires communication skill in English. This requirement is the stepping stone for quality English teaching in the developing nations like India. Our youth today is desirous of improvement of their command of English. This has generated a wide and enormous demand for learning teaching materials and resources for English. This book has a paradigm shift in the treatment of English as a method subject for Teacher Education in West Bengal. At the end of each subunits and chapters there are **“Check your Progress”** and **“Unit End Exercises”** sections which will provide opportunities to reach the objectives of the Chapter mentioned at the beginning. The material has been developed with the perspective that student-teachers along with the teacher-educators will create and cocreate knowledge and understanding and will be able to apply them in appropriate setting. We have also incorporated **“Activity Ground”** section to enable the student-teachers to become practitioners of generative pedagogy. In this book, **“Daily Report Format”** and **“Course Evaluation Format”** have been incorporated to record feedback during teaching and learning both by the student-teachers and teacher educators. The advanced users of this book may use the resources mentioned in the **“Reference and Suggestive Reading”** section for further reading and a **“Glossary of basic ELT Terms”** has been incorporated to widen their understanding and application.

This book is the result of the collaborative research study of SCERT and DIETs of West Bengal. This directorate of SCERT-DIETs had taken up the project **“Development of Teaching Clarity”** for the new D.El.Ed curriculum as mandated in the subsections (iii), (iv), (viii) and (x) of the Government Order No. **712-Edn (CS)/ 8T-17/79 dated 21.05.1980**.

The Project was initiated on 10.08.2015 at DIET, Dakshin Dinajpur and continued till 14.08.2015. The project revisited the Practicum papers and its transactional methodology. The foundation papers were taken up in DIET, North 24 Parganas from 24.08.2015 to 28.08.2015 for review. The DIET, Howrah took up the pedagogical papers and the workshop was held from 31.08.2015 to 04.09.2015. In all these workshops, the teacher educators voiced their concern for appropriate teaching-learning material for D.El.Ed. Accordingly, “Instructional Material Design (development of teaching clarity for D.El.Ed) for teacher preparation” initiated at DIET, Bardhaman from 02.01.2016 to 09.01.2016. The outputs of the workshop were taken under review in DIET, Hooghly from 11.02.2016 to 18.02.2016 and subsequently revisited and modified by DIET, Purulia from 10.03.2016 to 12.03.2016 and South 24 Parganas from 21.04.2016 to 27.04.2016.

With a view to effective implementation of the developed content, a workshop was arranged at DIET, Howrah with Programme Coordinators of 7 districts (**Dakshin Dinajpur, North 24 Parganas, Howrah, Bardhaman, Hooghly, Purulia** and **South 24 Pargans**) from 02.05.2016 to 04.05.2016 under the chairmanship of the Director, SCERT who is also the Project Director. The workshop finalized the tools and procedures of the pilot testing. Accordingly, the piloting was monitored and supervised by the “State Monitoring Team” at DIET, Howrah from 05.05.2016 to 06.05.2016, at DIET, South 24 Parganas from 07.05.2016 to 08.05.2016, at DIET, Purulia from 09.05.2016 to 10.05.2016 and at Coochbehar from 15.05.2016 to 20.05.2016.

The pilot tested materials were then placed before a set of experts and they were asked to finally review, and edit the material. The first phase of editing was taken up by DIET, Hooghly from 06.12.2016 to 10.12.2016.

First and foremost, the project would like to express its indebtedness to **Shri Milan Kumar Saha, Principal, DIET, Dakshin Dinajpur, Dr.Swapna Ghosh, Principal, DIET, North 24 Parganas, Shri Tapan Kumar Mallick, Principal, DIET, Bardhaman Dr. Sandhya Das Basu, Principal, DIET, South 24 Parganas & Shri Paritosh Pramanik, Officer-in-charge, DIET, Purulia.**

Special mention must be made to **Dr.K.A.Sadat, Principal, DIET, Hooghly** who took the arduous task of development of materials and coordinated all the activities needed for publishing authentic material on teacher preparation for the State of West Bengal.

Dr.B.R.Manna, Principal, DIET, Howrah also needs mention because he steered this project at one of its crucial phases -pilot testing of the materials and a detail report has been made by him by analysing the data received from the districts. Acknowledgements are also due to Shri Nilanjan Bala, Research Fellow, Grade-II at SCERT for theorising and conceptualising of the project from the initiation and in all the phases of the project.

The material has been developed by the contribution of **Smt. Sutapa Chakravarty** , Headmistress, Chinsurah Deshbandhu Memorial Girls High School, **Shri Monish Panda**, Teacher-in-Charge, Chandernagore Banga Bidyalaya, **Smt. Kuheli Mukherjee**, Assistant Mistress, Sakhwat Memorial Govt. Girls High School, **Shri Ajit Saha**, Officer-in-Charge, DIET, Alipurduar, **Smt. Nandita Dutta**, Sr. Lecturer, DIET, South 24 Parganas & **Prof. Kushan Bhattacharyya**, Asstt. Professor & Ph. D Scholar, Department of English, Dzongsar College, Mandi, Himachal Pradesh.

Last but not the least, the material development would have been incomplete without generous input and guidance of **Dr. Sanghita Sen**, (Former) Director, Institute of English, Kolkata, Govt. of West Bengal & Associate Fellow, Higher Education Council, United Kingdom & Researcher & Tutor, Deptt. of Film Studies, University of St. Andrews, United Kingdom.

Dr. Chanda Ray
Director
SCERT, West Bengal

Table of Contents

Preface

Unit - 1	Issues of Teaching English in the Elementary Level in India	1
Unit - 2	Content - Proficiency	17
Unit - 3	Approaches, Methods and Techniques of Teaching English in the Elementary Level	28
Unit - 4	English as a Skill Subject	52
Unit - 5	Teaching Learning Material for Teaching English	62
Unit - 6	Functional Grammar and Vocabulary	83
Unit - 7	Interaction in a Language Classroom	128
Unit - 8	Proficiency in Framing Instructions	144
Unit - 9	Proficiency in Communication	157
Unit - 10	Planning and Evaluation	170
Activity Ground		181
Glossary		220
References		241

UNIT

1

ISSUES OF TEACHING ENGLISH IN THE ELEMENTARY LEVEL IN INDIA

1.1 Introduction

Human beings can communicate with each other. We are able to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations, feelings -only our imagination sets limits. We can laugh to express amusement, happiness, or disrespect, we can smile to express amusement, pleasure, approval, or bitter feelings, we can shriek to express anger, excitement, or fear, we can clench our fists to express determination, anger or a threat, we can raise our eyebrows to express surprise or disapproval, and so on, but our system of communication before anything else is language. We can say that it is a system of communication based upon words and the combination of words into sentences. Communication by means of language may be referred to as linguistic communication, the other ways mentioned above - laughing, smiling, shrieking, and so on - are types of non-linguistic communication.

1.2 Objectives

- To Learn the root of English Language Teaching (ELT) in India.
- To learn about the different phases of teaching - learning English language in India since pre-independence era.
- To construct knowledge regarding development of English language teaching in India.
- To develop conceptual clarity about first, second and foreign language. To know about the differences between first language (L_1) and second language (L_2). To be aware of the differences between second language and foreign language .
- To bring out the conceptual clarity about acquisition of Second language (L_2) and learning Second language and to create an acquisition rich environment appropriate for elementary learners.
- To know about the appropriate age for learning second language.
- To develop knowledge regarding the objectives of teaching English in India in different phases.
- To learn about Kothari Commission's observations regarding the status, position and efficacies of English as second language in India.
- To construct knowledge as well as understanding of different recommendations of Kothari Commission , NCF-2005 and the present approach of teaching — learning English language as second language at the elementary level.
- To construct knowledge about the rationale behind Kothari Commission's coinage of the term 'Library Language'.

- To construct knowledge about the necessities of English language in India as ‘Link Language’, the rationale behind sustaining English as Second language in India and why is English instead of Hindi proclaimed as the second language.
- To learn about the present constitutional status of second language in India i.e Associate official language.

1.3 Concept of First, Second and Foreign language - a historical view of English as a second language (ESL) in India

New Issues of Teaching English in the Elementary Level in India :

- Concept of first (L_1), second (L_2) and foreign language.
- A historical view of English as a second language (ESL) in India.
- Importance of English in the multilingual context in India - English as a link language- for national and international link, English as a library language.
- Language acquisition and Language Learning — concept, difference between acquisition and learning stages of acquisition, factors influencing language acquisition, importance of an acquisition-rich environment, perspectives on appropriate age for learning second language.
- A historical overview of development of English language Teaching in India.
- Aims and objectives of teaching English - Objectives of teaching English as per the Kothari Commission and NCF-2005, Objectives of teaching English as second language in the elementary level in West Bengal.

What is First Language ?

A first language (also native language, mother tongue, or LI) is the language(s) a person has learned from birth or within the critical period, or that a person speaks the best and so is often the basis for sociolinguistic identity . In some countries, the terms native language or mother tongue refer to the language of one’s ethnic group rather than one’s first language. Children brought up speaking more than one language, can have more than one native language, and be bilingual.

The first language of a child is part of his/her personal, social and cultural identity. Another impact of the first language is that it brings about the reflection and learning of successful social patterns of acting and speaking. It is basically responsible for differentiating the linguistic competence of acting. While some argue that there is no such thing as “native speaker” or a “mother tongue”, it is important to understand these key terms as well as understand what it means to be a “non-native” speaker and the implications that can have on one’s life.

What is Second Language?

Second language means a language other than the mother tongue that a person or community uses for public communication, especially in trade, education and administration.

Distinguish between a Foreign Language & a Second Language

- The linguists distinguish between ‘foreign’ and ‘second’ language use, recognising major differences in the learning aims, teaching methods and achievement levels involved.
- FL is non-native language taught in a school that has no status as a routine medium of communication in that country. A Second Language is a non-native language that is widely used for purpose of communication, usually as a medium of education, Government or business transaction.
- English for example, has a foreign language status in Japan but second language status in India.

A Historic View of English as Second Language (ESL) in India

- First initiative of ELT (English Language Teaching) in India was taken by the Missionaries.
- With the advent of the British, the English language came to India. The British established the East India Company and hence their priority was focused on trade.
- According to Kachru (1982), there have been three phases in the introduction of English in India. The first one, the missionary phase, was initiated around 1614 A.D by the Christian missionaries to spread religion among Indians. The second phase was a local demand as some scholars were of the opinion that the spread of English was the result of the demand and willingness of the local people to learn the English language.
- Kachru mentions two prominent spokesmen for English, Raja Rammohan Roy and Rajnath Hari Navalkar. They were persuading the officials of the East India Company to give instruction in English rather than in Arabic.
- They thought that English would open the way for people to find out about the scientific developments of the West. A letter of Raja Rammohan Roy addressed to Lord Amherst in the year of 1823 is often presented as an evidence of local demand for English. Roy embraced English learning and in his opinion, English provided Indians with “key to all knowledge - all the really useful knowledge which the world contains”. In the letter, Roy writes that the available funds should be used for employing British gentlemen of talent and education to instruct the natives of India in mathematics, natural western philosophy, chemistry, anatomy and other useful sciences, which the natives of Europe have carried to a degree of perfection that has raised them above the inhabitants of other parts of the world. Roy’s letter has been claimed to be responsible for the beginning of English in India.
- The third phase, the Government Policy, began in 1765 when the East India Company’s authority was stabilized. English was established firmly as the medium of instruction and administration. The English language became popular because it opened paths to employment and influence.

1.4 Check your progress :

- (i) Can you differentiate between first and Second language?
- (ii) Why English is the second language in India?
- (iii) What were the objectives of English Language Teaching in pre-independent India?

1.5 Importance of English in the Multilingual Context in India

English in India — and Who Speaks English to Whom and When?

- 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 use English as First Language; although the number might seem small, out of the total population that is about 35 million people (in 1994) (Crystal 1995:101). Although the number of speakers of English in India is somewhat limited (as compared to the total population), that small segment of the population controls domains that have professional prestige (Kachru 1986a: 8).

English is virtually the first language for many educated Indians, and for many, who speak more than one language, English is the second one. Indian speakers of English are primarily bi- or multilingual Indians who use English as a second language in contexts in which English is used among Indians as a “link” or an “official” language. Only a minimal fraction of the English-using Indian population has any interaction with native speakers of English. According to Kachru’s survey (the population of which was graduate faculty of English in the Universities and Colleges), only 65.64 percent had occasional interaction with native speakers of English; 11.79 percent had no interaction and 5.12 percent claimed to have daily interaction with native speakers of English (ibid, 110).

The Role of English in Indian Multilingual Setting

- English serves two purposes. First, it provides a linguistic tool for the administrative cohesiveness of the country, and secondly, it serves as a language of wider communication. English functions in the Indian socio-cultural context to perform roles relevant and appropriate to the social, educational and administrative network of India (Kachru 1986a: 111).
- 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 1986a: 37).

English as a National Link Language

The Constitution of India, adopted in 1950, had envisaged Hindi as the only official language of the Union of India and English was to continue for 15 years from the date of adoption of the Constitution. This was vehemently opposed by the Southern States. As a result, Parliament enacted in 1963 the Official Language Act, 1963 providing for continued use of English for an indefinite period. Prime Minister Nehru also assured the Southern States that English would continue to be the Associate Official Language until such time as the non-Hindi States agree to accept Hindi as the only official language of the country.

Besides being the Associate Official Language for inter-State communication and communication between the States and the Centre, English is the only language which is understood by the educated people all over the country. Without English both official and private communication between many parts of the country will be completely cut off.

The Indian Education Commission (1964-66) has also recommended the continuance of English in the interest of national integration and for higher academic work. It is therefore apparent that English must continue as a national link language for quite some time to come.

English as an International Link Language

English is the most widely spoken language in the world . It is the mother tongue of more than 320 million people and another 200 million use it as their second language . Until it was believed that Chinese , which was supposed to be the mother-tongue of over 700 million people, had the largest number of speakers in the world. But it has now come to light that “Chinese” consists of a number of mutually unintelligible dialects and Mandarin Chinese, the official language and the most widely spoken variety , can claim no more than about 400 million speakers.

English as a Library Language

Perhaps the most important role that English has to play in India today is as a “Library Language”. This term, used by the Indian Education Commission (1964-66) , popularly known as the Kothari Commission, seems to be an extremely happy choice.

It is agreed on all hands that the mother- tongue is the best medium of instruction up to the highest level of education . But the Commission has also said that no student should be awarded a university degree unless he has acquired some proficiency in English .

This is as it should be, for English can be rightly regarded as the key to the store-house of knowledge . Books on all branches of knowledge are available in English . Besides, more than 60 percent of the world’s technical journals , newspapers , periodicals etc. are published in English.

It might be possible to translate some of the books into the regional languages of the country , but not even the richest country with the most sophisticated translating machine can ever hope to cope with the ever growing stream of knowledge that is being spread through these publications. Therefore , to keep themselves abreast of the latest developments in the field of science and technology our students will have to acquire a reasonable amount of proficiency in English.

1.6 Check your Progress :

Mention the importance of English as a National and International link language.

1.7 What is Language Acquisition?

Language is a very important part of life. Communication between people not only enables us to understand one-another, but aids in developing relationships and allowing us to communicate our problems, suggestions and plans. I’m sure you can all agree that language is a crucial part of everyday life. But how did we learn to speak? How do we know what to say and when to say certain things?

Key terms :

- **Babbling** - The experimentation of sounds by an infant, tending to include recognisable words.
- **Inflections** - The modification of words grammatically to form different tenses or number. e.g. cat (singular) + -s (inflection) = cats (plural) e.g. walk (present tense) + -ed (inflection) = walked (past tense)
- **Stress and Intonation** - The rise and fall of voice when speaking. Enables differentiation between phrases. e.g. questions, exclamations etc, all use different intonation patterns
- **Phonemes** - Small segments of sound.

1.7.1 Language acquisition vs. language learning :

There is an important distinction made by linguists between language acquisition and language learning. Children acquire language through a subconscious process during which they are unaware of grammatical rules. This is similar to the way they acquire their first language. They get a feel for what is and what isn't correct. In order to acquire language, the learner needs a source of natural communication. The emphasis is on the text of the communication and not on the form. Young students who are in the process of acquiring English get plenty of "on the job" practice. They readily acquire the language to communicate with classmates.

Language learning, on the other hand, is not communicative. It is the result of direct instruction in the rules of language. And it certainly is not an age-appropriate activity for young learners. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly.

1.7.2 Stages of Language Acquisition

Researchers define language acquisition into two categories: first-language acquisition and second-language acquisition. First-language acquisition is a universal process regardless of home language. Babies listen to the sounds around them, begin to imitate them, and eventually start producing words.

Second-language acquisition assumes knowledge in a first language and encompasses the process an individual goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems.

The Six Stages of Second-Language Acquisition

- **Pre-production [Beginner B₁] :** This is also called "the silent period," when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual. The Level can be marked as Beginner or B₁.
- **Early production [Beginner B₂] :** The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage. Those stage can be marked as Beginners or B₂ or starter Level.
- **Speech Emergent Elementary :** Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions. This is Elementary Level.
- **Beginning Fluency/Pre-Intermediate [(Pre-Int)] :** Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases. This is marked as pre-Intermediate level.
- **Intermediate Fluency/Intermediate [Int] :** Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. This level is called Intermediate.

- **Advanced Fluency/Advanced [Adv] :** The individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language. This is marked as Advance Level.

1.7.3 The factors that influence the acquisition of a second language

Some students learn a new language more quickly and easily than others . This simple fact is known by all who have themselves learned a second language or taught those who are using their second language in school. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However there are other crucial factors influencing success that are largely beyond the control of the learner. These factors can be broadly categorized as internal and external.

- **INTERNAL FACTORS :** Internal factors are those that the individual language learner brings with him or her to the particular learning situation.
 - (i) **Age:** Second language acquisition is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.
 - (ii) **Personality:** Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.
 - (iii) **Motivation:** Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't. Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to take a place at Foreign university likely to make greater efforts and thus make greater progress.
 - (iv) **Experiences:** Learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't. The student, for example, who has already lived in 3 different countries and been exposed to various languages and cultures has a stronger base for learning a language than the student who hasn't had such experiences.
 - (v) **Cognition:** In general, it seems that students with greater cognitive abilities will make the faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others. Students who are learning a second language which is from the same language family as their first language have, in general, a much easier task than those who aren't. So, for example, a Dutch child will learn English more quickly than a Japanese child.
- **EXTERNAL FACTORS :** External factors are those that characterize the particular language learning situation.
 - (i) **Curriculum:** For ESL students in particular it is important that the totality of their educational experience is appropriate for their needs. Language learning is less likely to take place if students are fully submersed into the mainstream program without any extra assistance or, conversely, not allowed to be part of the mainstream until they have reached a certain level of language proficiency.

- (ii) **Instruction:** Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress. The same applies to mainstream teachers in second language situations. The science teacher, for example, who is aware that he/she too is responsible for the students' English language development, and makes certain accommodations, will contribute to their linguistic development.
- (iii) **Culture and status:** There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.
- (iv) **Motivation:** Students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who aren't. For example, students from families that place little importance on language learning are likely to progress less quickly.

1.7.4 **Suggested Ways to Create a Rich English Language Environment for Students:**

- A rich English language learning environment can be created through making full use of the time and resources both inside and outside the school. Schools may consider the following two key success factors contributing to the creation of a rich English language environment for students:
- Raising students' motivation and interest in English learning:
- Widening students' learning space (physical and cognitive) through effective learning and teaching strategies, flexible curriculum planning and timetabling (to make allowance for life-wide learning and co-curricular activities), and effective deployment of resources.

1. **Raising students' motivation and interest**

All students should be helped to become aware that better English would allow them to communicate with a wider range of people. Their enhanced interest in learning English does not only open up opportunities for work and study, but more importantly, it provides them with greater opportunities for pleasure and enjoyment in their personal life.

2. **Widening students' learning space - providing additional opportunities for language learning**

Language proficiency is best raised through active and frequent use. It is important to provide students with maximum English exposure as well as meaningful and purposeful activities through which they can learn and apply the language.

1.7.5 **Perspectives on Appropriate Age for Learning Second Language**

(A) **Age and Language Learning**

- What exactly is the relationship between age and language learning? There are numerous myths and misconceptions about the relative abilities or inabilities of language learners of different ages. Do children learn language faster? Is it impossible for adults to achieve fluency? In a word - no. These and other common beliefs are simply not true. Children do not necessarily learn faster than adults and, in fact, adults may learn more efficiently. Furthermore, there is no loss of language ability or language learning ability over time. Age is not a detriment to language learning, and by all accounts, learning a second (or third etc) language actually keeps the older language learners mind active. People of all ages can benefit from learning languages.

(B) What is the best age to start a second language?

- In fact, studies have shown that adolescents and adults are in many ways better at learning a new language than children, except in the area of pronunciation. This is probably because they are already literate in their first language and can use some of their experience about language learning when learning the second language. However, this doesn't answer the important question: What's the best age to learn a new language? This question, like most about language learning, cannot be answered so simply. It depends on the situation.

(C) Two Different Situations

- For example, a child who is born to an American father and German mother living in the USA can start to learn both German and English from the moment he is born. This is probably the most favourable situation for anyone who wishes to speak two languages fluently as an adult. A child of school age who emigrates to the USA has no choice, and must start to learn the new language, English, as soon as she arrives. Depending on the age of the child, it can take up several years for her to reach the level of a native English speaker. It is important in this time that she continues her first language development. And it is equally important that she, her parents and her teachers do not have unrealistic expectations about how easy learning will be and how quickly it will happen.

The two situations described above contrast with situations where there is more choice over whether and when the second language is introduced. Either the choice is made by the education authorities in the area where the child lives, or parents can decide on an individual basis whether to enroll their child in a foreign language learning programme.

1.8 Check Your Progress :

1. Notice the difference between learning and acquisition.
2. Mention the factors and different stages of second language acquisition.

1.9 A Historical Overview of Development of English Language Teaching in India

The English language came to India in the 17th century with the East India Company. It was formed to conduct trade with India and other countries in the east, initially the Britishers tried to learn Indian languages to communicate with Indians. Missionaries took the initiative to teach English language. Their objective was to educate Indians with Christian religion. They started special colleges for this purpose. They also took the help of the translators. But when their political power increased they created the British Indian provinces like Bengal, Madras and Bombay.

The East India Company took the responsibility of the education of the Indians. The Indians were also realizing the importance of the English language.

Meanwhile some movements were started by Raja Ram Mohan Roy to introduce western scientific education through English. He wanted to replace traditional Sanskrit and Persian teaching. Charter act in 1823 gave permission to the missionaries to teach English later on.

Lord Macaulay in his famous Minutes (1835) wanted to make the people Indian in blood and colour but English in taste and opinion. He thought the members of this class would spread their knowledge through English. Macaulay's purposes were: i) to create the dominance of British culture over the Indians and to have the control over the minds of the Indian people through English, ii) to train Indians and make them fit for the employment. The British Government gave preference in jobs to the Indians who had the knowledge of English.

1.10 Aims and Objectives of Teaching English

- With the change of the position of English in the new set-up of India, the aims of teaching the language has consequently been changed. The aim of teaching English as second language in present days is to help the learners to develop ability in practical skills and not learning rules of grammar by rote. In the past it was the reverse. Aims of teaching, English in India can be (1) ESP [English for Special purpose] (2) EAP [English for Academic purpose], (3) EDU [English for daily use].

The Aims of Teaching English

The aim of teaching English in India is to help students to acquire practical command of English. In other words, it means that students should be able to understand, speak English, read and write English. These are the basic aims of teaching English. The teacher should always emphasize on the aims of teaching of English. It will help to teach effectively. These aims are:

- (1) To enable to listen English with proper understanding
- (2) To enable to speak English correctly. It means that producing sounds with the proper stress and intonation.
- (3) To enable the students to read English and comprehend and interpret the text.
- (4) To enable the students to write English correctly and meaningfully, i.e. for example writing letters, applications, description and accounts of day to day events.
- (5) To enable to acquire knowledge of the elements of English
- (6) To enable to develop interest in English
- (7) To increase students' ability to use planning, drafting and editing to improve their work.
- (8) To enable students to express themselves creatively and imaginatively.
- (9) To enable students to speak clearly and audibly in ways which take account of their listeners.
- (10) To enable students to become enthusiastic and reflective readers through contact with challenging and text level knowledge.

Definitions of Objectives

- An objective is a desired goal that is to be accomplished. It is the main point of something or the main point that is being proved.
- According to the Dictionary of Education, objective is, "the end towards which a school sponsored activity is directed"
- For example, if a teacher wants his students to improve speaking skill, the teacher will have to try his utmost level for speaking skill. Here the outcome desired or goal aimed at his improvement of speaking skill.

Characteristics of Good Objectives

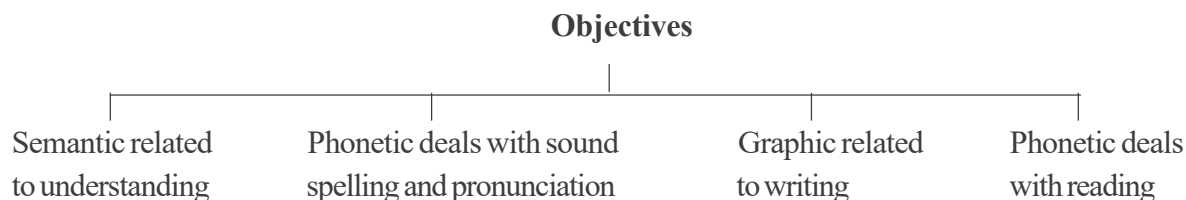
- The characteristics of good objectives are as follows-
 - (1) It should be precise and specific.
 - (2) It should be based on psychological principles.
 - (3) It should be for the better improvement of the students.
 - (4) It should be in terms of change expected in the student and not as duties of the teacher.
 - (5) It should be for changing or modifying students' behavior.

Objectives of Teaching English

- (1) Listening, Speaking, Reading and Writing [LSRW] are the four important objectives.
- (2) Graphics should be practiced by the students at primary level. The students must be able to write the alphabets, keeping space between two words in a sentence and write sentences using appropriate punctuation marks and capital letters.
- (3) Writing is also equally important. The students should be able to write composition.
- (4) All the four skills i.e. Listening, Speaking, Reading and Writing become important as the student grows, particularly reading and writing at the later stage.
- (5) English Language Teaching should follow [LSRW] pattern to make students familiar with language.
- (6) Students should be able to read and understand other books excluding textbooks i.e. novel, poetry, drama, english comics, essay writing, autobiography, precis-writing etc.
- (7) Students should be able to watch, listen and understand English movies, songs, cartoons etc.

Main Objectives of Teaching English

- There are two main Objectives of teaching English. They are as
 - (1) Language development, and
 - (2) Literary development
- These two objectives differ from each other as far as the class and age of the students is concerned.
- **Four-fold objectives of teaching english**



Abilities to be Developed by Four-fold Objectives

(1) To understand Spoken English :-

- It includes recognition of English sounds without committing any errors. Also ability to point out meaning from what is heard.

(2) Ability to speak English :-

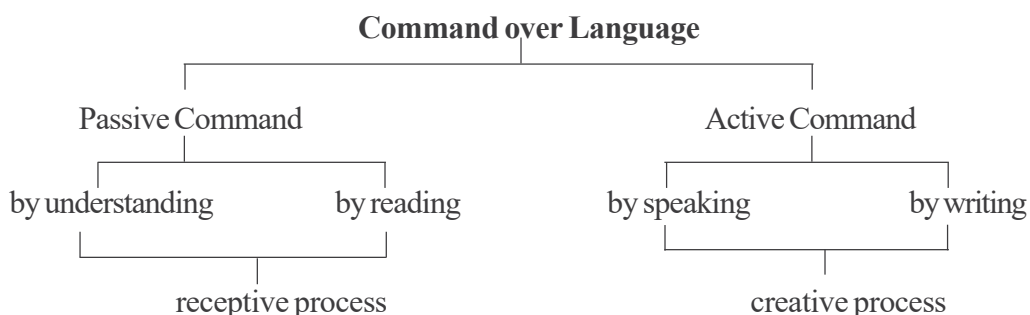
- It includes intonation and stress response in speech as reaction to hearing.

(3) Ability to read English :-

- It includes ability to read and understand various books like prose, poetry, drama, novel and so on.

(4) Ability to write English :-

- It includes ability to write guided composition followed by free composition. To select right words, to construct sentences.
- The most important objective is to have command over the language. It can be explained with the help of following diagram.



Objectives of teaching English as per the Kothari Commission

The following has been suggested for the study of languages at school stage:

- (i) The language study at the school stage needs review and a new policy requires to be formulated particularly in view of the fact that English has been mostly used as an associated official language of the country for an indefinite period;
- (ii) The modification of the language formula should be guided by the following principles:
 - (a) Hindi as the official language of the Union enjoys an importance next only to mother tongue.
 - (b) A workable knowledge of English will continue to be an asset to the students.
 - (c) The proficiency gained in a language depends as much upon the types of teachers and facilities as upon the length of time in which it is learned.
 - (d) The most suitable stage for learning these languages is the lower secondary (Classes VIII-X)

- (e) The introduction of the additional language should be staggered.
- (f) Hindi or English should be introduced at a point where there is greatest motivation and need.
- (g) At no stage should the learning of four languages be made compulsory.
- (iii) Three Languages Formula: The modified Three Language Formula should include the following:
 - (a) The mother tongue or the regional languages;
 - (b) The official language of the Union or the associate official language of the Union so long as it exists and
 - (c) A modern Indian or Foreign Language not covered under (a) and (b) and other than that used as the medium of instruction.

Kothari commission , while offering the three language formula , felt that Indian School students need to study English as a

1. Link language in a multi lingual set up.
2. As a language for reading books on other subjects.
3. As a language of international recognition.
4. As a language that is likely to ensure social status and economic security.
5. As a language to keep pace with scientific and technological development.

Objectives of teaching English as per NCF 2005(Elementary Level)

- Children are born with innate potentiality of acquiring any language including English
- So, there should be enough space in the curriculum for adequate exposure to the target language or English
- Input rich communicative situations to help children acquire the language
- English across the curriculum will help us in this matter
- To view English language learning as everybody's concern rather than the concern of the language teacher alone
- Evaluation in English need not to be tied to the achievement, but to the proficiency in terms of the skill development.

NCF-2005 & English Language Curriculum

- The NCF-2005 , therefore , lays down the goals of English Language Curriculum in the following terms :
- Attainment of a basic proficiency, acquired through natural language learning situations
- Using language as an instrument for abstract thought and knowledge (across the curriculum approach)
- 'No teaching , only learning' approach to be imbibed through the curriculum with the primacy of the children/ learners in the whole process.

1.12 Check Your Progress:

State the objectives of teaching English as per Kothari Commission and NCF 2005.

Objectives of teaching English as prescribed by West Bengal Board of Primary Education and West Bengal board of Secondary Education.

The goal of teaching the second language at the Primary level is to ensure that:

- (i) the students are able to speak and write in that language.
- (ii) they have a good grasp over the second language as well as the first language.

The West Bengal Board of Secondary Education specified the following objectives of teaching English –

- (i) To enable the students to attain a working knowledge of English from utilitarian point of view:
- (ii) To develop in the students the skill of communicating or expressing in speech freely and correctly with proper pronunciation on ordinary topics.
- (iii) To enable the students to express their ideas on ordinary topics of non-technical nature in simple correct English.
- (iv) To generate in pupils a love of the language and a desire to cultivate it at leisure for pleasure and profit.

IV. Colonial period

India got the independence and the Indian government had to decide its policy towards English. They decided to make Hindi the official language. Regional languages were given the status of national languages. Certain states insisted to make English the associate official language. Universities and schools were increasing rapidly in India. Some of the people from the neglected society also came forward to learn English. English was not limited to a few elite schools and colleges. But there were complains about the standards of English. The Government appointed many commissions to improve the standard of English in schools and colleges. All these would cut us off from the living stream of our growing knowledge.

The Secondary Education Commission emphasized the same in a similar tone:

Commissions reaffirmed the importance of English. For instance, University Education Commission says:

English, however, must continue to be studied. It is a language which is rich in literature - humanistic, scientific and technical. (If under sentimental urges we should give up English, it)

The present position of India in the international sphere is partly due to the command that educated Indians have acquired over English. Many eminent educationists and scientists have therefore, expressed the opinion that under no circumstances should we sacrifice the many advantages that we have gained by the study of English.

In 1958 The Central Institute of English was started in Hyderabad. Regional institutes were established in Bangalore and Chandigarh. But nobody tried to change the literature based system of English. English was studied mainly for education and administration. But because of the revolutionary developments in science, technology, travel, trade, communications and entertainment, English got a new role as the international language of communication. Nowadays it is necessary to learn all the four skills of listening, speaking, reading and writing English. English teaching has remained unchanged for nearly 150 years, new developments are taking

place worldwide in the methods of teaching and learning English. These developments have affected the English language teaching in India also. Previously, English was taught from fifth standard in the non-English medium schools of Maharashtra and West Bengal. Now it is taught from the first standard even in the non-English medium schools. In the past the syllabus was literature based but now it is skill-based.

As a result, various courses like ELT (Communicative Language), Communicative English, TESOL (Teach English to the speaker of other Language) are developed for teaching spoken English. The use of Language Laboratory and Computer Assisted Language Learning (CALL) has created new changes in the teaching of English. The audio cassettes and CDs are being used on a large scale to learn the spoken language. Various software of English teaching are developed and used by a growing number of people. There are many private institutions that run the courses of spoken English. Especially in big cities the language trainers are helping the learners to acquire the required proficiency over the communicative skills in general and the spoken skills in particular.

Check Your Progress:

Give a brief history of the ELT in India.

1.13 Let us Sum Up

In this unit we have an idea about the ESL scenario in West Bengal and the importance of learning English in the present day. We also learnt about the students of the English Language in India and had a historical overview of the development of English Language Teaching in India. We have also understood the concepts of language learning and language acquisition. Finally we have a look into the objectives of teaching English as a second language at the elementary level in West Bengal.

1.14 Key Words

- ESL
- link language
- Library language
- Linguistic Communication
- Non-linguistic communication
- Associate official language
- Language Acquisition
- Native language
 - multilingual
 - motivation
 - cognition
 - curriculum
 - Instruction
 - graphics

1.15 Unit End Exercises

- (1) Distinguish between a Foreign Language and a Second Language ? What is the status enjoyed by English in India ? Why ?
- (2) Give two very important reasons why you, as a student, feel that English should be taught in India.
- (3) When we learn our mother tongue what would you call that experience. language learning or acquisition ? Give reasons.
- (4) Suggest five ways in which you can help learners to acquire the second language English, in your classroom.
- (5) What are the objectives of teaching English at the Elementary level of the West Bengal Board of Primary Education ? Discuss how much the objectives are being fulfilled at present in the classrooms.
- (6) Evaluate how important the NCF 2005 document is in relation to teaching English at the Elementary level.

2.1 Introduction

A text book is one of the most important tool of an ESL teacher inside the classroom. It serves various purposes. It can be the core resource of a teacher, a source for supplementary material, as a take off point for classroom activities and as a guide for assessing students. The text book is actually a framework which should be adapted suitably to match the needs of the learners. Hence teachers should have a clear idea about the contents of a text book and its accompanying activities.

2.2 Objectives

- To know whether the prescribed text books fulfil the objectives of learning English as second language.
- Being able to enhance the skills and sub-skills of language teaching and learning.
- Subjective understanding of the contents.
- To learn to appreciate the poems / stories critically.
- Being able to appreciate the literary value of the English language.
- To enable to adapt the text books to fulfil the individual and special needs of diverse learners.
- To appreciate the diverse cultural heritage of the students.
- To be able to integrate some issues like bio-diversity, equity etc. beyond the text.

2.3 Critical reflection upon the content of the text books from class I-VIII

In West Bengal, in the primary schools a series of text books called *Butterfly* (class III - V) published by West Bengal Board of Primary Education (WBBPE), and for Elementary level a series of text books called *Blossoms* (class VI-VIII) published by West Bengal Board of Secondary Education (WBBSE) is prescribed. Text Books for Class I and II, of WBBPE, are integrated to form one book called *আমার বই*. In the book for Class I, we find a combination of all subjects in the same book. Knowledge of alphabets is given, along with rhymes, names of colours, and then word making based on specific patterns is taught. Numbers in English, names of flowers and fruits with spellings are taught. Later matching of pictures with words is taught. Names of the days and finally sentences are taught. The thematic concern of keeping the content related to the child's world has been maintained. This book is activity based and follows a skill based approach. Emphasis is given on listening, speaking, and pronunciation.

Look at the pictures used in the Text Book. Are they related to the content? Do they convey the essence of the teaching content? Is there use of sufficient colour to brighten the Book? Are the pictures free of gender and culture bias? Is the font size used in the text books suitable to the child's age? Is the content graded? Are there sufficient guidelines for the teacher to help him/her transact lessons in the classroom?

Answer these questions and critically evaluate the Text Book keeping in mind the level of the learners.

The Text Book for Class II, is almost like that of the book for Class I. Only the content is graded to a higher level. Here the child learns different simple sentence patterns and read small paragraphs.

Butterfly (Class III-V) contains “**A message from the Board**” and a “**Foreword**” by the Chairman, Expert Committee, School Education Department, Govt, of West Bengal. The general principle and the philosophy of the series is highlighted here. All these books are written in line with the National Curriculum Framework, 2005 and Right to Education (RTE) Act, 2009. These textbooks aim to make learning joyful, learner-centered, activity-based, and integrated with the learner’s life experiences. **Book III**, called **Butterfly**, deals with the theme of “**life around us**”. Here the Book is graded to a higher level and children read bigger passages. Grammar is also introduced but indirect teaching of grammar is encouraged.

In this text book there is a Lesson called “Transport on Water”. Why do you think that lesson is necessary? Think about issues like culture, gender, specific needs, environment, and weather from where the children come? Think whether the content suits their need.

Book IV, called *Butterfly* deals with the theme of “Faces of Bengal”. It has a play along with stories and rhymes. There are a lot of grammar activities. Book V has the theme of “Our Culture and Heritage”. This series of text books has various activities which include listening, speaking, reading, writing, grammar and vocabulary. Activities are varied, like matching, arranging, sequencing categorizing, etc. Grammar teaching is contextual and no specific gradation of presenting of grammar items is followed.

The lessons in the *Blossoms* series are again theme based. The theme for class VI is “The World of Imagination”, for class VII, “Human relationships”, and for class VIII, “Nature and Adventure”. The various sub-sections have been used for various purposes:-

Let’s start : A brief account of the life and work of the author/poet has been presented to give a preliminary idea about the author/poet.

Let’s share : This section is the preparation stage to help learners focus upon the learning.

Let’s read: The focus is on silent reading but the teacher may guide or monitor their reading.

Let’s learn : Activities here are designed to facilitate self-learning.

Let’s do : Activities are designed to facilitate constructive knowledge and skills through group and pair work. These activities should ensure that multiple interpretations are constructed. The writing activities are presented in a graded manner.

Let’s talk : This is meant to enhance listening and speaking skills and are based on real Life situations.

Let’s work together : These activities offer space for practical application of language in Life-centric situations.

While reading these books one must be sensitive to cultural and gender issues. Children must be able to link their learning with their own lives.

2.4 Check Your Progress

- (1) Discuss the thematic presentation of the lessons in the Text Books of the Butterfly Series, of WBBPE. What considerations have been taken while choosing these themes?
- (2) What kind of texts do you find in the lessons of The Blossom Series of WBBSE? Discuss the stages of the lessons in these books and what purpose they serve.
- (3) Choose a lesson from any Book of the Butterfly Series. Discuss if the pictures are appropriate to the content. Discuss if the activities are content specific. Could you suggest improvements?

2.5 Personal Response to the Poems and Stories in the Text Books

In order to be able to read a poem or a story as well as to be able to comprehend it and form a personal response to it is a matter of continuous practice. This involves skills of reading along with its sub-skills, as well as a habit of reading pieces from literature and other authentic material from newspapers. To begin with we can first ask ourselves why we read stories or poems. The answer can be for pleasure, for passing time, for aesthetic pleasure or it could also be for gaining useful insights about life because literature is all about our lives. From there we could ask ourselves why literature is included in the ESL Classroom. The answer could be that Literature lends support to our effort to make the learners competent users of English and Literature also helps us in our efforts to turn our students into responsible citizens of this world. Students can also develop their vocabulary, language knowledge through literature reading.

We must first train ourselves to become self-conscious interpreters. This means we must be able to appreciate a literary text while being conscious of the process of interpretation. By appreciation we mean, understanding the meaning of a literary text, and responding to a text. Understanding the meaning of a literary text involves knowledge of literature as a sub-code within a language, familiarity with a writer's idiom of thought and expressions, and acquaintance with the writer's society.

A literary text is a writer's response to life around him or her. Knowledge of this life is crucial to understanding some texts, while it enriches one's interpretation in the case of certain others. There will be certain problems in understanding the meaning of a text. The difficulty could be created by new words/expressions, culture-specific details, literary form, the experience described, and the literary traditions involved.

Reading a Poem

In ELT classroom, we can follow PSS method for reading, PSS applies to **Predict, Skim** and **Scan**.

What is special about a poem that distinguishes it from other forms of literature? Think and you will have many answers — it has rhythm, it can have music, it can have a special arrangement of words, it makes a picture with words, it has a distinguishing physical form, it uses complex and thought provoking images, it can have rhyme, the sounds of the poem convey meaning, it conveys a feeling through the use of sounds and images etc.

Let us read a poem now. Before that here are a few questions you can ask yourself while reading the poem:-

Elicit these answer from the students –

- (1) What does the poem look like?
- (2) Is it in complete sentences?
- (3) Does it have rhyme?
- (4) What are the difficult words?
- (5) Does the poem paint a picture?
- (6) Note the use of consonants and vowels. Is there a pattern?
- (7) Is there any use of colour words?
- (8) How did you feel after reading it?
- (9) Does the poem have a specific theme?
- (10) Does the poet have any specific message to give us?

Now let us read a poem from Blossoms, Text Book for Class VI, of WBBSE.

THE RAINBOW

-by Christina Georgina Rossetti

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier than these.
There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

Now if we ask those ten questions, we will find that the poem has a specific structure with short and long lines. The lines are not always complete. There are broken lines. It has a specific rhyme scheme and there is a rhythmic pattern. We do not find much difficult words, most of them are used in daily life. We find use of many nature-words, like, earth, sky, trees, rivers, seas, heaven, clouds. This can lead us towards the theme of the poem. Colour words are not used. Here PSS can be wonderful method to learn and teach this poem, like [Teacher can use picture of Rainbow] (1) Predict the title of the poem (2) Skim-read the poem and discuss about the theme (3) Scan for specific answers. The poet might have a specific message to convey. She considers the boats, ships and bridges pretty but the natural elements like clouds and rainbows appear prettier to him. Think of your own interpretation.

Reading a Story : For reading story we can follow the **SCORE** process as

- S — Select
- C — Categorize
- O — Organize
- R — Review
- E — Evaluate

When we read a story we often face some problems. The problems may be like :-

- (1) While reading a story we are aware of the plot and characters only; what happened to who, when and where, and we miss out other details.
- (2) We often look for action while reading a story and hence can't appreciate stories with no action. Sometimes stories are about changes in the thinking of characters and hence have no visible action.
- (3) We are puzzled when we come across stories which have no proper beginning, middle and end. Sometimes we have to string the different parts together to arrive at the meaning.
- (4) When the writer does not guide us to form opinions about the characters we cannot evaluate on our own. We expect the writer to tell us who is good or bad.
- (5) Words and events have special significance in the understanding of stories and we must understand them, otherwise we have a problem.

Now let us see what we can do for reading effectively for overall understanding of a story and for understanding the details of the story. There are strategies for effective reading. These are:

- (1) It is good to grasp the main ideas of a passage instead of looking for meaning of every word.
- (2) If we are looking for specific information it is not necessary to read the whole passage.
- (3) Understanding text organization is crucial for getting the sense of the text.
- (4) We should try to predict what can come next. The events in the text help us to predict.
- (5) Writers often suggest things indirectly, we must try to infer from them.
- (6) The commonest problem for us is the meaning of uncommon words. Instead of stumbling over them we can try to guess its meaning from clues in the context.
- (7) Complex sentence structures often confuse us. It is advisable to look at the main clause for the meaning. Reread or review can be a helpful method.
- (8) All ideas are linked with each other in the story. We should look for the ideas and try to link them to each other.
- (9) Facts and opinions need to be separated. It helps us to evaluate the purpose of the writer.
- (10) The reader should always try to form his or her own opinion of the story than be guided by others.

Now let us read a story from Blossoms, a Text Book for **Class VII, WBBSE**. It is **THE RIDDLE** (Lesson 2) After reading it once try to answer some questions:-

- (1) What was the riddle?
- (2) Could Birbal solve the riddle?

Now read the story again and answer these questions:-

- (1) Why did the Emperor Akbar not have peace of mind?
- (2) Why were all the courtiers called?
- (3) Why did Birbal ask Akbar to let the people present a problem to him?
- (4) What was the problem presented to Birbal?
- (5) How did Birbal prove his wisdom?
- (6) According to you what kind of a king was Akbar?
- (7) Guess the meaning of “outwitted”.

2.6 Check Your Progress

Now read the poem, **THE VAGABOND**, by **Robert Louis Stevenson**, from Blossoms, Text Book for Class VII, of WBBSE, and **THE SEA**, by **James Reeves**, from Blossoms, Text Book for Class VIII, of WBBSE.

Try to form your own interpretation of the poem following the above mentioned guidelines.

Now read Lesson 9, **THE BIRD’S EYE**, from **Butterfly**, a Text Book for **Class V, WBBPE**. Read and try to form your own opinion about the story. Some questions might help you:-

- (1) Why do you think a feeling of dislike grew in the hearts of Duryodhana and Dushasana? Was his Guru responsible for this? Why?
- (2) What test did Dronacharya arrange for his disciples? Why did he do this?
- (3) According to you what kind of a teacher was Dronacharya? Support your answer with information from the text.

2.7 Critical reflection on adapting the text to the individual and special needs of the diverse learners

In order to be successful in the classroom the teacher needs to pay attention to the individual and special needs of the diverse learners. Diversity applies to learning styles, background, educational background, language and support at home. Due to the vast diversity among learners teachers need to adapt the text accordingly. The teacher needs to push the high achievers a little further, scaffold the students who require extra support and allow the students to use technology to eliminate language barriers.

The text book is an important teaching tool for the teacher but not the only tool. Hence the need for adaptation of the text book arises, depending on the need of the special learners and also to cater to individual learning styles.

Can you identify some of the problems a teacher might face with the transaction of the existing text books in the classroom? Discuss with your peers and especially with teachers who have taught in class. You might have some of these problems? Add some more:-

- (1) The language of the text book might be too difficult or too easy for some learners.
- (2) The content might be culturally alien and hence comprehension becomes difficult.
- (3) Activities might be more or less challenging for some learners.
- (4) Grammar exercises might not be graded and hence there might be some problems with learners.
- (5) Learners might have difficulty with pronunciation, specially the /s/ and /s/ sounds. Sound is one of the difficult obstacle for the Bengali students.
- (6) All learners might not have same reading fluency.
- (7) Learners might not be able to identify important information in the text.
- (8) Graphics might be a problem with some learners.
- (9) Students might have difficulty with spellings.
- (10) Students might have difficulty in following instructions.

How can we overcome these problems. The text book has to be adapted, or supplementary materials might be needed. Sometimes we may need additional teaching aids. Like pictures, projectors, song in the classroom.

The problems of difficult words can be dealt with vocabulary exercises as a stepup to the next higher level. The language might have too many difficult words. Then we need additional activities to deal with difficult vocabulary first. Matching exercises or using the words in a meaningful text may help the learners to be familiar with difficult or unfamiliar vocabulary.

Sometimes the content may be culturally alien to learners or may have gender-issues. Then we might have to add supplementary materials like anecdotes or small stories to make the content familiar and easy for learners to connect. For example, the **lesson 7 of Blossoms**, Text Book for **Class VIII**, '**A King's Tale**', might pose a problem for some learners as the context is culturally alien. The teacher might have to give the learners idea of Knighthood through short stories or may be a video clipping if possible.

Some learners might not be able to do some activities as the difficulty level might be higher for those learners. Then a teacher needs to design a similar activity which is lesser challenging than the one in the text book. Similarly difficult Grammar exercises may also be treated in this way. Some easier Grammar exercises may be designed or a short text of a slight lower level with similar grammar items may be given to them to help them become aware of usage.

Pronunciation problems have to be dealt with the teacher acting as role model or if the teacher has access to aids, he/she can use a tape recorder or simply a mobile phone.

Learners may have problems with reading. Instead of stopping the child for reading every word, texts can be read in chunks. The learners have to be given exercises in different sub-skills of reading. These exercises might have to be created and hence the need of adaptation of the text arises. Some learners may not be able to form

letters properly. The teacher may have to take the help of a workbook of writing alphabets and teach the proper orientation of forming the alphabets. Most learners have problem with spellings. Spelling drills can be used to supplement texts. Activities like rearranging of letters and word making games are very useful in teaching spelling. The instructions might be difficult for learners to follow. The teacher can simplify the instruction in the texts and make it easy for learners to follow.

2.8 Check Your Progress

- (1) Choose a lesson which you think is culturally not suitable for your learners. Think of the content of the text. What problems will they face when it is taught in class? Think ways of adapting your text book to help learners cope with their problems.
- (2) Choose any activity from a text book that might be too difficult for your learners. Suggest some activities you will use to help learners come to that level.
- (3) Choose any activity to teach pronunciation, mention the level of the learners.

2.9 Reading from authentic sources beyond the Text Books

Resources beyond the text book enable you to connect students' learning to their own experiences and contemporary events outside your classroom, and create opportunities for you to find out the knowledge that students are bringing to the classroom. Resources from radio, newspaper or television provide topics that are current and are likely to be interesting for students. Carefully planned lessons using these resources can support your students in developing critical thinking skills. Using resources beyond the text book also allows students to experience how English is used outside the classroom and to engage with authentic contemporary language. The examples in text books are often from literary sources with older styles of language. This is why the Position Paper of India's National Focus Group on [the] Teaching of English (NCERT, 2006, p. 14) states that students also need to be exposed to 'authentic' texts that are not written for learners, but are for general readers and audiences. This will help them to learn to communicate in the language as it is used outside the classroom environment in India and beyond.

You may not have used many different resources in your classes. There are many reasons why teachers do not use many resources in their classes. A group of teachers said:

- 'Resources in English are expensive and I do not have access to them at my school.'
- 'Other resources do not help students with their exams.'
- 'I don't have time to use other resources because I have to cover the syllabus.'
- 'My students struggle with English in the textbooks. They would not be able to understand other resources in English.'

Do you agree with any of these reasons? Can you add to the list? You can use resources beyond the text book to support your students' English language learning? These resources don't need to be expensive, and they can be in other languages, and readily available in your community.

Using pictures in the English classroom

Visual aids/Pictures are one of the valuable resource in the language classroom. They can be used in any class in a variety of ways. They don't necessarily need to come from English language newspapers, magazines or books. Some pictures that you could use include:

- drawings created by you or your students.
- pictures or illustrations from a book, newspaper, magazine or the internet.
- images found on posters such as film poster or posters about an event.
- advertisements.
- photos taken with a camera or mobile phone.

Keep the pictures that you collect in a file and build up a collection over time. Ask your students to bring in pictures as well. You can use them in different classes, and share them with other teachers. You could also paste the pictures onto chart paper and display them in the classroom.

Using news stories in the English classroom

Newspapers and magazines can be a very useful resource for the classroom, regardless of the language used in them. This is because:

- the content is likely to be more up-to-date and of interest to your students than typical text book material.
- they are readily available and reasonably cheap.
- they have varied contents - advertisements, photos and other images, headlines, letters, stories, and articles about many different topics.
- they expose students to different kinds of language compared with the text book and (if they are in English) to 'real' or 'authentic' English - that is, English not specially written for language learners.

Using television series in the English classroom

These days a great number of people have televisions in their homes, so television programmes are a resource that many of your students will have access to. Although you may not be able to use one in your classroom, you could use dramas or news stories that your students have watched as the basis for speaking and writing activities in your classroom. There are several English-language movies, television shows, cartoon channels and news channels available in India that your students may be able to watch. Choosing television programmes that your students are interested in and are likely to have watched will increase their motivation to speak and write in their English classes.

Your English text book is central to your classroom teaching, but using other resources creatively can motivate students to speak and write more in English as they relate to familiar contemporary events happening outside your classroom. Pictures, news stories and television shows should be used as prompts for meaningful speaking and writing activities in your English classroom. These resources do not need to be expensive or even necessarily all in English and most of them are probably available in your community.

2.10 Check Your Progress

- (1) Select a picture drawn by your students. Design an Activity on writing using that Picture.
- (2) Tell us five ways how you can use a story book in the class.
- (3) Think of some ways how you can use advertisements in the classroom.

2.11 Reading beyond the text about topical issues like ecological issues and bio-diversity, education, equity etc. and relating them to the content in the text books.

The Text book is actually a teaching tool. A teacher should not use it to only fulfill the given teaching objectives but should go beyond it to sensitize children about various topical issues linking them with the content in the text books. Education is not just being able to read and write but to use the knowledge gathered to lead the life of a responsible citizen. A teacher's responsibility is to bring to light such issues which a child needs to be aware of in the society. Our texts can be used as a launching pad for raising such awareness. Issues like environmental awareness, ecological issues, bio-diversity, education, and equity (social/economic/gender) need to be dealt with for young learners because learners are a product of the society and they have to learn about such issues from a tender age.

For example our country is concerned about gender equity and social equity in the society. We need to raise awareness about these sentiments in our learners. The content of the text books have to be related to these issues and learners need to be sensitized accordingly. For example, the Lesson, **Meeting Barre Miya**, of *Butterfly (class IV)* can be used to sensitize learners about Bio-diversity.

2.12 Check Your Progress

- (1) Give your views about making learners aware about environment issues. Give an example how you can use the content of the textbooks to make them aware of environment issues.

2.13 Let us Sum up

In this unit we have learnt how to know our text books properly, to critically evaluate content, design and activities of the text book keeping in mind our learners' needs, how to adapt the text to suit the special and individual needs of the diverse learners and how to supplement the textbooks with materials from authentic sources. We also have to help our learners be aware of topical issues through the text book.

2.14 Keywords

- | | |
|---------------------------|---------------------|
| ● ESL | ● effective reading |
| ● Supplementary materials | ● interpretation |
| ● Adapting | ● gender issues |
| ● Activity based | ● culturally alien |
| ● Skill based approach | ● authentic sources |

- Teaching Reading
- Contextual
- Content Specific
- Text organization
- Strategies
- news stories
- equity
- bio-diversity

2.15. Unit End Exercises

- (1) Critically evaluate the thematic representation of the English component of Text Book for Class I, Discuss also the appropriacy of pictures used in the text book and adequacy of the activities in the text book.
- (2) Suppose your learners have problems with understanding the content of a lesson in the text. How will you adapt the lesson in terms of thematic presentation, cultural representation and difficult vocabulary?
- (3) Think about five ways in which you can use pictures to supplement your text books. Mention sources from where you can collect no-cost pictures.

UNIT

3

APPROACHES, METHODS AND TECHNIQUES OF TEACHING ENGLISH IN THE ELEMENTARY LEVEL

3.1 Introduction

“A careful analysis of the teacher-student relationship at any level, inside or outside the school reveals its fundamentally narrative character. The relationship involves a narrating subject (the teacher) and patient, listening objects (the students)...... Education is suffering from narration sickness.” [Freire, 1972].

So to attempt a cure for narration sickness, constructing knowledge about the different approaches, methods and techniques of teaching English is necessary. Due to the changing form and status of English, many methods and approaches have been adopted to teach this language. The shortcomings of one method or one approach gave birth to another. In order to achieve the objectives of English teaching, the teacher must adopt the appropriate method. Teachers themselves have to make the final choice considering their classroom situation.

3.2 Objectives

- To construct knowledge regarding the concepts and differences among Approach, Method and Technique.
- Being able to construct knowledge regarding different approaches and methods of teaching second language.
- To learn about features of different approaches and methods.
- Being able to understand about the concept of integrated teaching in multicultural and multilingual contexts.
- Being able to understand about the process-how to choose and pick up different aspects of different methods to apply in a need based way in classroom situations.
- Being able to construct knowledge, understanding and skill regarding different characteristics of constructivist approach.

3.3 Concept of Approach, Method and Technique - definition and difference between them, importance of approaches and methods in teacher education

- Concept of Approach, Method and Technique

According to **Edward Anthony**

There are three hierarchical elements - approach, method, technique

Explanation:

1. *Approach* = set of assumptions dealing with the nature of language, learning and teaching.

2. *Method* – An overall plan for systematic presentation of language based upon a selected approach.
3. *Techniques* = the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well.

I. Importance of Approach in Teacher Education Programme

● Description

Approach encompasses the whole orientation of teaching. Approach is the broadest of the three, making technique the most specific, and the method found in between approach and technique.

An approach is an enlightened viewpoint toward teaching. Approach gives the overall wisdom; it provides direction, and sets expectations to the entire spectrum of the teaching process. Furthermore, approach sets the general rule or general principle to make learning possible.

Kinds of approach in general

a. Student-Centered Approach

Student-centered approach is learning approach that focuses on the learner rather than the teacher. Student-centered teaching is based on the constructivist model in which students construct rather than receive or assimilate knowledge.

b. Teacher-Centered Approach

Teacher - centered learning is the approach of teaching a lesson in front of a classroom in which the teacher actively gives information to the students. It involves planning for instruction, implementing the instructional plan, and evaluating students' learning toward the instructional objectives.

II. Importance of Methods in Teacher Education Programmes

- Method is the overall plan for the proper presentation of language material. It is based on selected approach and procedure.
- A method is an organized, orderly, systematic, and well-planned procedure aimed at facilitating and enhancing students' learning. It is undertaken according to some rule, which is usually psychological in nature. That is, it considers primarily the abilities, needs and interests of the learners.
- Method is employed to achieve certain specific aims of instruction. To make it as an effective instrument, it should be presented with certain amount of efficiency and ease. More so, the teaching method aims to achieve greater teaching and learning output, thus saving time, efforts and even money on the part of both the teacher and the learner. It directs and guides the teacher and the students in undertaking any class lesson or activity.
- **One must remember that there is no such thing as the best method. Thus, there is no single correct way to teach a class. Instead, there are many good ways of teaching the students.**

III. TECHNIQUE

A. Description

Technique is a procedure or skill for completing a specific task. These are the tricks that can be taught to another teacher. Also a lot of the in-services and workshops that teachers attend offer little tidbits of games, activities, and actions that teachers can use to achieve certain goals in the classroom.

Categorizing techniques

- 1. From manipulation to communication
 - (a) *manipulative* = totally controlled by the teacher and require a predicted response from the students (choral repetition, drills, dictation and reading aloud)
 - (b) *communicative* = students' responses are open-ended and unpredictable (story-telling, brainstorming, role-plays, games)
 - (c) drill
- *mechanical drill* = only one correct response from a student
= no connection with the reality
- *meaningful drill* = may have a predicted response, but is connected to some form of reality
- *quasi-communicative practice* = if the exercise is communicative is no longer a drill
- 2. Controlled to free techniques

Controlled

= teacher centered
= manipulative
= structured
= predicted responses
= pre-planned objectives

Free

= student centered
= communicative
= open-ended
= unpredicted responses
= negotiated objectives

- **Taxonomy of techniques**

Controlled techniques

- Warm up
- Eliciting [Asking for specific information]
- Setting
- Organizational
- Content explanation
- Role-play demonstration
- Reading aloud
- Question-answer, display
- Drill
- Translation
- Dictation
- Copying
- Identification review testing

Semi controlled techniques

- Brainstorming
- Story-telling
- Writing Role play
- Dialogue
- Narration
- Information transfer
- Information exchange
- Wrap up
- Preparation

Free techniques

- Role play /Acting
- Games Report
- Problem solving
- Drama Simulation
- Interview
- Discussion
- Composition

3.4 Check Your Progress

1. What is ‘approach’ ?
2. What is ‘method’ ?
3. What is ‘technique’ ?
4. Find out differences between ‘approach’ and ‘method’.

3.5 Structural Approach, Grammar-Translation Method, Situational Language Teaching and Audio lingual method, Communicative Language Teaching, Task-based Language Teaching, Cooperative Language Teaching, Content and Language Integrated Teaching in multicultural and multilingual context, Eclectic method.

3.5.1 Structural Approach

An approach is concerned not only with how to but also what to teach. It is a matter of principles derived from experience and is based on the psychological learning of the teaching learning process. It selects and grades the teaching learning materials.

The Structural Approach is based on the assumption that language can be best learnt by a scientific selection and gradation of structures or patterns of sentences or vocabulary. The stress is on the essential structures in English. According to C. S. Bhandari the Structural Approach to English is teaching the learner certain selected structures in certain order.

Principles of Structural Approach

1. **Importance of speech** : In learning a language speech is given more importance than reading and writing. Structures are presented orally and the students present them through a number of drills.
2. **Formation of language habit**: The Structural Approach takes care that learning of a language is a habit formation process. Use of linguistic drills and exercises enable the students to learn the structure of English unconsciously and automatically with ease, speed and accuracy.
3. **Pupil activity** : The Structural Approach places more emphasis on pupil activity than the teacher activity. It is the child who is the learner; so he must be actively involved in the teaching-learning process.
4. **Mastery of structures** : In this approach, the stress is on the mastery of structures as compared to the acquisition of vocabulary.
5. **Meaningful situations** : The teacher is expected to create meaningful situations to master the structures.

In the Structural Approach, only one item is taken up at a time and taught to the students. A new structure is taught by using the vocabulary already learnt by the students.

Merits of the Structural approach

1. Controlled practice of structures leads to spontaneous and productive use and facilitates accuracy.
2. Carefully selected and graded language items are taught on the basis of frequency, usefulness and being teachable.
3. Speech is emphasised.
4. Habit formation is given importance.
5. Language is taught in meaningful situations.
6. It has systematised the work of a teacher and learner.

Demerits

1. This approach over emphasises on oral work. So it has neglected reading and writing.
2. Pupil's knowledge of the mother tongue is not exploited. They find it difficult to understand meanings in English.
3. The structural approach is not suitable to higher classes. The higher classes need more creative use of the language.
4. This is an approach which may not be helpful in the teaching of poetry and other forms of literature.
5. Teaching of the structural approach needs competent teachers but now teachers, trained on this lines are not available.

The principle of selections of structures

For the teaching of English as a second language, the experts have selected 250-275 sentence structures only. Each sentence structure represents one grammatical item. The structures are selected according to their -

- Usefulness: The structures that occur frequently.
- Simplicity : The simple structures

- Teachability : that can be taught easily
- Productivity : that can produce greater number of similar expressions are selected

Principle of gradation of structures

The structures are graded according to their simplicity, frequency of use and the students' age and ability .

An example of gradation for the early age :

1. Two part statement patterns : I eat.
2. Three part statement patterns : This is a book.
3. Four part statement patterns : I gave the child a chocolate.
4. Patterns beginning with "there"
5. Questions beginning with an auxiliary verb
6. Questions beginning with asking words
7. Commands/ requests

3.5.2. Grammar-Translation Method

Concept and Meaning of Method

A teaching method for English is the way a teacher delivers the instructional knowledge and transmits the language skills to the pupils so that the students will be able to understand and apply them. Methods deal with 'how' of teaching. Methodology indicates the sequence to be followed in the language tasks and the role of the learners and teachers in this sequence. Grammar-Translation method is one of the old method of teaching language.

The choice of a teaching method to a great extent depends on a large number of factors such as the nature of the content to be presented , the age and ability level of the students, the skills of the teacher, the classroom climate, the expected learning outcomes and the resources available. Grammar-Translation Method is a way of learning a language through a detailed study of its grammar. The learner then applies the rules of grammar in translating sentences and parts of texts from the mother tongue into the target language and vice versa.

Principles

The principles of the Grammar-Translation Method are as follows :

- (i) Translation can best interpret English words, phrases and sentences.
- (ii) Teaching of English through translation is easy, quick and economical.
- (iii) The structures of English language are quite difficult. So through comparing and contrasting the English structures with that of the mother tongue, the child would be able to understand better.
- (iv) The fundamental principle of proceeding from the known to the unknown is followed.
- (v) The knowledge of rules of grammar help the learners to avoid any type of mistakes.
- (vi) This, method enhances the technical knowledge of the language.

Features

The Grammar-Translation method has certain features which distinguish it from other methods and approaches. They are as follows :

- (i) A distinctive feature of this method is its focus on translating the words and sentences into the mother tongue.
- (ii) Practice is provided through translation exercises from the mother tongue to the target language and vice versa.
- (iii) Grammar is taught prescriptively-through the presentation and study of rules.
- (iv) Accuracy is given importance.

Merits

The Grammar-Translation method has certain merits for which a large number of teachers use this method of teaching English.

- (i) The method is very successful in present day classrooms where there are a large number of teachers use this method.
- (ii) It makes a few demands on the teacher, like accuracy.
- (iii) It provides clarity of new and difficult words.
- (iv) It is a time saving method and facilitates the teaching-learning process.
- (v) This method follows the principle proceeding from the known to unknown.
- (vi) The teacher can test the pupil's comprehension quickly and easily.
- (vii) Its one of the traditional method.

Demerits :

In spite of the merits of the method, it has certain demerits which make it an ineffective method of teaching English.

- (i) The Grammar Translation Method is an improper method because in the teaching of English, a certain hierarchy has to be followed. Listening skill has to be taught first followed by speaking, reading and writing. But in the translation method, reading comes first. So speech is neglected and the pupils are tongue tied.
- (ii) Exact word to word translation is never possible for e.g. 'Table'. The meaning of a word that fits one context may be out of place in another context. Moreover, the idiomatic phrases can not be translated. Grammar-translation can be used for classical languages like Sanskrit / Latin.
- (iii) Translation method attempts to teach English by rules not by use. Language is a skill subject. It has to be taught through practice and not by memorising the rules.
- (iv) This method makes the students to think in the mother tongue and then translate it into the English language. So there is no free expression.

- (v) It is a dull and mechanical method which means a tiresome experience of memorising endless lists of unusable grammatical rules.
- (vi) The Grammar-Translation Method can effect the students' fluency in speaking English.

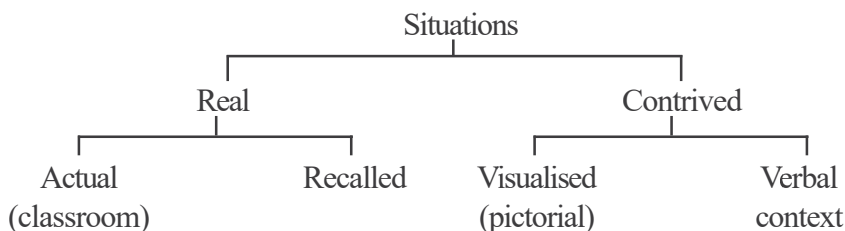
3.5.3 The Situational Approach

It is very important in language teaching to create situations which will make the use of the word or structure that is taught seem natural and logical. Language is the product of context and without the appropriate context there can never be any language in the true sense. The first requirement for the teaching of a foreign language is the building of proper context. Only then the constructions will become meaningful. Thus a language is best learnt only through practice in real situations. The first principle of successful language learning is contextualization. Every structure must be encountered and practiced in a context or situation. It helps students to use language practically.

● Kinds of Situations

The learners' situations consist of the following.

- What can be directly experienced in the classroom.
- What he has already experienced outside the classroom and recalls with a slight effort.
- What he has not yet experienced directly but can visualize with some effort of imagination.
- The various situations can be represented as :



● Real Situations

Actual Situations

- Real situations are those which the pupils can experience directly at the time of learning; those they can see, hear or touch. They are the classroom situations where the teacher and the pupils use the language item naturally in association with the situation. An example of such a situation may be the use of the present continuous tense in relation to the activities that are going on in the classroom [e.g. He is opening the door; She is reading the lesson etc].

Recalled Situations

- Recalled situations are what the pupils have experienced directly at home or elsewhere outside the classroom. It consists of the things he knows from his direct experiences and can recall them. The teacher will have to make use of these situations quite often. The situations can belong to his immediate environment such as home, school, shop, marketplace, the bus stand, the post office, the bank etc. these situations have the maximum value in language teaching and the teacher should try to use them, whenever possible.

- **Contrived**

- Pictorial Situations**

- Every teaching item can not be linked with the pupil's direct experiences. In such a case , the teacher will have to take recourse to artificial or contrived situations. Visual or pictorial situations can be brought into the classroom by using pictures or by drawing simple figures on the blackboard showing pictures in the classroom.

- **Verbal Context Situations**

- Verbal context is the speaking of sentences with others which help to clarify its meaning . Here, the student may not have the benefit of previous experience to recall, nor has he the help of any visual aids . Though such purely verbal situations are the most difficult , the student will have to understand language in such situations . In teaching also , particularly in the upper classes , the teacher will have to take recourse to such verbal situations.

- **Characteristics of the Situational Approach**

- Language teaching begins with the spoken language . Material is taught orally first and then it is presented in a written form.
 - The target language is the language of the classroom.
 - New language points are introduced and practiced in situations.
 - Grammar items are graded from simple to complex.
 - Reading and writing are introduced only after the students attain a mastery of essential vocabulary and grammar.
 - Structures are required as they are the basis of language.
 - Word order, structural words, content words and the few inflexions of English form the material of teaching.

- Procedure**

- The lesson begins with listening practice mainly to identify the structural item and the use of words.
 - The teacher creates situations to present the language item. Students are encouraged to give answers to questions with the structural item in them .
 - Individual students or groups repeat the sentences used in the situations.

- **Merits of the Situational Approach**

- Language cannot be separated from situation. Appropriateness of the context is important. Language is a matter of experience; learner has to get the meaning by experience ; learner has to get the meaning by using the structures in practical situations.
 - Situational Approach makes learning of language easy , effective and logical and the language is made real, lively and interesting .
 - If the language items are taught through situations , they will be learnt more effortlessly by the learner.
 - Every single item of language is taught as an isolated example but it is always a part of a situation.
 - Students get a lot of exposure to the language and use of the mother tongue is discouraged. Provides a lot of drills and pattern practice.

- **Demerits of the Situational Approach**

- Only well selected words and structures can be taught by this approach.
- This approach suits only lower classes.
- Due to drilling , the class becomes dull and monotonous.
- This method is not meant to teach prose, poetry or composition.
- This approach needs competent teachers.

3.5.4 Audio - Lingual Method

Introduction

- The Audio-Lingual Method (also known as ‘Army Method’) is a way of teaching a foreign language in conformity with the principles of the behaviouristic theory which propagates that language learning is a matter of habit formation through a system of reinforcement. As in a good habit formation, positive reinforcement occurs through encouraging feedback or responses to the given situation (stimulus), so also in language learning correct use of a language feature or structure reinforces the learners positively. The method encourages learning a language through the target language. The focus of the method was on the learner’s ability to gain the communicative skills required in everyday discourse, particularly the skills of listening and speaking in the target language.

This method was introduced by William Moulton. [The immediate cause for the introduction of such an imitative method of language instruction in America was to attribute the American servicemen with the communicative skills during the Second World War.]

Principles

The foremost principle is “ Teaching should be subordinate to learning”. The other principles are -

- Language is primarily speech and not writing.
- Language is a set of habits.
- Teach the language and not about the language.
- A language is what native speakers say, not what someone thinks they ought to say.
- Language are different.
- Certain limited context of language can be fulfilled.

The above principles formed the basis of the Audio- Lingual Method.

Characteristics of the Method

1. As in the Structural Approach or the Direct Method, Audio - Lingual method also starts with the assumption that speech is the foundation of language.
2. Speech can be imitated, if the same speech is repeated along with the structures therein.

3. Therefore, drills and pattern practice are unavoidable in this method. These include—
- (i) **Repetition** : where students repeat an utterance / a structure immediately after listening to it. can be used best for pronunciation.
 - (ii) **Inflection** : where one word or sentence appears in another form when repeated, can be used for granunatical purpose.
 - (iii) **Restatement** : where learners rephrase an utterance or utterances should be used to make student proficient to used English language parctically.
 - (iv) **Replacement** : where learners replace a word / phrase to construct another sentence.

Example :

Restatement / Repetition :

Teacher: We went to Puri in the last summer vacation.

Class : We went to Puri in the last summer vacation.

Inflection

Teacher : I have an orange. /I go to school.

Class : I have two oranges. /I am going to school.

Replacement :

Teacher : I need your help.

Class : We/ They / You need your help.

4. More than one sort of drills can be incorporated into one practice session.

Example :

Teacher : There is a book on the table.

Students : There is a book on the table.

Teacher : The colour of the book is red.

Students : The colour of the book is red.

Teacher : There is a cup on the table.

Students : There is a cup on the table.

Teacher : A spoon, on the chair.

Students : There is a spoon on the chair.

5. The language laboratory was introduced as an important teaching aid .
6. Each lesson invariably focuses on the correct imitation of the teacher's language. Thus, correct pronunciation, structures / patterns are all which this method tries to ensure without any explicit system for grammar instruction.
7. This method is effective in teaching a large class.

Class-room Procedures

- The teacher enters into the class and greets the class in the target language .
- The class welcomes him / her as a rule.
- She reintroduces some of the language items and structures, learnt / drilled in the previous classes to test their previous knowledge.
- Then, Teacher proceeds to present some structures in some context / situation. The learners repeat the structures after the teacher as immediate response to the listening to the structures.
- Teacher never tries to tell the meaning of any word or phrase.
- While the class drills, the teacher checks the pronunciation, the intonation and the stress.
- Repeats the same, if required, to enable the learners to have the correct form and pronunciation.
- The pattern practice continues.
- The teacher after some time, changes a word or phrase to see whether the class is able to reproduce the structure with slight modification in meaning (These changes like replacement, rephrasing addition of inflections depend on the level of the learners.)
- The learners are then exposed to the written form of the same structures in the prescribed text books for reading and practice in the substitution drills and other exercises, related to forms/ structures.
- There should be less teacher talking time (TTT) and more students talking time (STT).
- The process continues till the mastery over the target structures is ensured.

Merits

- The Audio-Lingual Method showed an easy way to learn languages without burdening the intellect with problem solving.
- Speaking was finally recognized as being primary to language learning.
- Graded structural practice was given through the use of dialogues.
- It paved the way to reading and writing of English by teaching the language orally first.

Demerits

The Audio-Lingual Method seems to have some demerits :

- The method is more suited to lower classes .
- Only certain well selected sentence patterns can be taught through this method.
- It is difficult to apply this approach to every sphere of teaching and testing.
- It can fulfil certain limit of language context.

This method demands too much of material aid , in order to create a real life situation .

3.5.5. Communicative Language Teaching Method (CLT)

What CLT Method is ?

We can say that all teaching methods aim at development of communicative competence. Yet there is a method called Communicative Language Teaching Method.

It is such a method as is wholly concerned with communication in meaningful situations. It leads the learners to the system via interaction in real situations, as opposed to the Grammar-Translation Method, Direct-Method, Structural-Oral-Situational Method etc. which lead to communication via the system of the English language and the structural patterns.

The broad term ‘**Communicative Approach**’ refers to the development of language learning or teaching from form-based to a meaning-based approach and the shift from teacher centred to learner centred classes. This approach has for its goal not just communication but communicative competence which is the ability, not only to form grammatically correct sentences but also to know when and where to use them.

Types of Communicative Functions :

In the opinion of Strevens (1985), there are six types of communicative functions with language, namely -

1. judgement and evaluation
2. persuasion
3. argument
4. rational enquiry and exposition
5. personal emotion
6. emotional relations with the person spoken to.

Principles of the CLT :

- Communication is meaning based , conventional appropriate interactional and structural .
- The approach is a move towards the ‘process’, ‘task’ and ‘discovery’ orientations of materials.
- It believes in the appropriateness of use and a shift of emphasis from accuracy to fluency. Language is conventional and those utterances that are conventionally used need to be learned for communication.
- Communication includes the knowledge of communicative strategies. The style should vary with respect to the situation, the task, the role of the participants etc.

Features of CLT :

- Communicative Language Teaching gives emphasis on meaning, not on forms or ‘patterns. So structures are here necessary, but only in relation to meaningful situations.
- CLT advocates need-based introduction of language items, as opposed to a graded presentation. According to this method language functions in situations. So, it is better to select situations, according to our needs and then select structures and language items required.
- It is a task-based language teaching method. Tasks are very central to language learning. It lays more premiums on the functions of language rather than on the rules.
- It leads the learner from fluency to accuracy and does not interrupt communication on the ground of inaccuracy.

- It aims at developing communicative competence of the learners in terms of acquisition of four skills - Listening, Speaking, Reading and Writing. 'Communicative Competence' is the ability to use language for communication in any form- oral or written.
- In it learners are at liberty to choose 'what to say' and 'how to say it'. So, language and message can't be predicted.

Teacher's Role in CLT Classroom :

- In CLT classroom the teacher plays a role of organiser, facilitator and also a controller of the participants. The activities of the teacher are as following :
 1. The teacher presents a brief dialogue - discusses the function, situation setting, roles, topic, formality or informality of the language used in the dialogue.
 2. The teacher allows oral practice of the dialogue in chorus or in groups or individually.
 3. She sets questions based on the dialogue and elicits answers.
 4. She also asks questions on the students personal experiences.
 5. A few more examples are given for the function using pictures, real objects or dramatization.
 6. She helps the learners to discover the rules underlying the functional expression or structures and its form in speech and writing.
 7. The pupils are given activities by the teacher to recognise and interpret the functions .
 8. A few more oral production activities are given proceeding from guided to free communication activities.
 9. The functions learnt orally are evaluated by the teacher.

Techniques Used in CLT :

- In CLT, the following techniques can be used in the classroom.
 1. **Language games :** Language games provide the play way method of developing oral communication skills. Language games such as word hunt, word building, word puzzles, tongue twisters etc. can be used.
 2. **Mind Energizing Tasks :** Communicative activities are based on the implicit recognition that a learner learns best when his/her mind is on tasks to be done in the language rather than on language itself.
 3. **Role-Play :** Since the ability to manipulate language in a social context is an important aspect of communicative competence, most communicative materials include role-play as part of the activities.
 4. **Retrieving text order :** This is done through scrambled sentences and scrambled picture techniques.
 5. **Group work/Pair work :** Group work / pair work forms an important part of any communicative activity, for peer interaction is an effective means of acquiring some language features which are not available in a formal teacher- centred class.

- 6. Other Techniques :** Other techniques include story telling, question and answer session, interview, debate, group discussion, expressing opinions, giving comments, narrating a sequence of events, preparing gist of text, letter writing, writing of dialogues, reports and notices.

Main features of CLT

- Semantically organized syllabus.
- Competency in expressing and understanding different functions.
- Appropriacy of language use.
- Learning the language that is required to perform different tasks.

Optimum use of the target language

- Silence of the learners is tolerated.

Four pillars of Communicative Language Teaching

Teacher	Learner	Materials	Techniques
<ul style="list-style-type: none"> ● Acts as a facilitator of learning and a manager of classroom activities. ● helps learners in any way that motivates them to work with the language. ● ensures group and pair dynamics to offer a security system for learning. ● leads learners fluency to accuracy. ● designs his/ her own activities and makes selective reorganization of teaching materials. ● designs activities keeping in mind probable real life situations and uses authentic materials. ● is more tolerant to errors as they are an inevitable part of language learning. 	<ul style="list-style-type: none"> ● Is an active participant in learning process interacts with teacher and also with other students. ● Is a communicator actively engaged in negotiating meaning through activities like games, problem solving tasks and role play. ● Is treated as individuals with unique problems/ abilities ● Is allowed to progress at their own pace ● Can access the sources of knowledge on his/ her own under guidance of the teacher ● Is encouraged to use the target language in a communicative way. 	<ul style="list-style-type: none"> ● Are not used according to certain structured specifications ● Use of Authentic materials. ● Is related to real life situation and to a particular language function. 	<ul style="list-style-type: none"> ● Pair work, group work., role play, language games, retrieving text order are used in communicative language very effectively. ● Language games are designed keeping the level of learners and the target function in mind. These games make the learners infer from their world of knowledge and make communication possible. Some common language games are ● Letter chains ● Sound chains ● The shopping basket ● Word association etc.

Merits :

1. By interacting in pairs and small groups. pupils feel confident and do better. Learning becomes a self generating exercise.
2. The pupils get more language practice .
3. The pupils acquire fluency , accuracy and appropriateness of language usage.
4. Cooperation in language learning is a great motivating factor and helps each individual to shed his / her shyness and show his/her individuality in using English.
5. The CLT is situational , meaningful and motivating others and is self rewarding.

3.5.6 Task Based Language Teaching (TBLT)**What is Task ?**

- A task is an activity in which a learner is required to work with others to produce an outcome. It should be kept in mind that language learning tasks have some characteristics, such as :
 1. A task has meaning and purpose .
 2. A task has clear language learning goals.
 3. A task involves learners activity .
 4. A task is productive.
 5. A task must be supported.
 6. A task has coherence with a beginning, a middle and an end.

Basic Principles Behind TBLT :

1. There should be a natural context for use of language. Tasks can provide learners with such authentic contexts in a second language acquisition situation.
2. Tasks that involve real communication in a meaningful situation, promote learning through acquisition.
3. Exposure to need-based , meaningful linguistic situations motivates the learners to learn and know the language.
4. The focus on forms in the classroom situations does not guarantee genuine communication in the target second language outside the classroom situations.

Characteristic Features :

1. Classroom activities in the TBLT are purposeful, need based and out put oriented.
2. There is always a pre-task activity to allow the learners to have the necessary language input for the similar task ahead.
3. A teacher in the TBLT has to be conscious about the level of the learners while giving instruction for the task.
4. A teacher has to provide support in need constantly for continuance of the process of thinking, reasoning, justifying within the groups/pairs in a problem solving atmosphere.

5. In the TBLT there is every chance of reformulation of the students responses. The teacher has to supply the correct target form, if there are deficiencies in the language.
6. The learners have to arrive at certain solutions through exchange of opinions collaboratively. This gives the learners enough opportunity to listen to and speak the target language.
7. Learners are evaluated through their performance in group/pair activities on the basis of an outcome.
8. In the TBLT the process is more important than the product, which means what you have done is less important than how you have done it.

Classroom Procedures :

Teacher enters the class and greets the class in order to warm up the learners.

- Students reciprocate.
- Teacher then addresses the whole class and draws the attention of the class to a topic / situation/ context.
- Teacher asks questions, asks the learners to do or write their responses on the chalk board.
- Teacher gives support, if required.
- Teacher is sure that everybody understands the given situation/context.
- Teacher then divides the class into groups and gives every group a task related to the given topic.
- Students discuss, opine and ask others their views. A lot of language is produced in a highly interactive situation.
- Teacher moves about, supports and offers help when asked for.
- It becomes a noisy classroom , busy in talking to arrive at a resolution.
- Teacher calls one/two groups for presentation and asks others to listen and add or subtract anything they will find relevant or irrelevant, as the case may be.
- Teacher himself/herself corrects /supplies / reformulates / rephrases if needed.
- Teacher assigns more related work for recurrence of learning opportunities.

Conclusion :

- TBLT is a participatory approach and it involves the students. It indicates very boldly a paradigm shift in the field of teaching English as a second language in India.

3.5.7 Cooperative Language Learning

Introduction :

Cooperative Language Learning also known as Collaborative Learning, is basically based on interactional theory of language learning. The basic assumption behind this approach is that language is best acquired through interaction in groups or in pairs. In fact, cooperative language learning is a group learning activity which allows learners to exchange views, information, opinions and attitudes as in a democratic society.

Principles Underlying the method :

- The advocates of this method draw primarily on the principles of cooperative learning, based on interaction.

- They believe in learners immense freedom of choice of their manners of communication, so that learners' motivation may not pose any problem in this method.
- This allows the learners to determine the best communication strategies through mutual acceptance and rejection.
- This method aims at generation of talks in groups/pairs underlying the importance of conversation in authentic socio-linguistic situations.
- This method acknowledges peer-tutoring and peer-monitoring as effective ways of language learning in academic situations.

Characteristic Features :

- Cooperative Language Learning is a learner-centric interactional method , highly effective for second language acquisition.
- It assures children of the opportunities for the second language acquisition in a naturalistic situation as far as practicable, of course through simulation .
- Language learning via acquisition happens here through information-transfer-type activities and tasks.
- Learners are never burdened with information about the language . So, whatever they learn turns out to be joyful, voluntary , participatory and contributory .
- Peer-learning in a group-learning situation is the key concept in this method . So. teachers never face any problem in reaching out to every individual student in a large class .
- On the other hand . learners are motivated to learn of their own accord , in order to play the role of a resource person to the peers .
- Social virtues like cooperation , fellow-feeling , interdependence also develop in the learners through group activities that take care of learning through cooperation rather than competition.
- This obviously guarantees for all in groups within the class-room a minimum learning/acquisition of the target second language.

Classroom Procedures :

- Teacher distributes some materials among the students to read and assigns some activity.
- Teacher can also organise some warm up activities for the learners.
- Teacher divides the class into pairs.
- Student -A tells Student-B what he/she understands and his/her plan to do the activity or to answer.
- Student-B listens to the whole; gives out his/her opinion on it. Then he/she also tells his/her partner (Student-A) about how he looks upon the whole thing.
- Thus, all the pairs exchange their views between them within the pairs.
- Next, each peer sets himself/herself to the composition of the answer as planned /thought out by each individually.
- Then, they exchange their scripts which are read ,underlined or marked, if necessary by the other.

- Teacher, during all these, moves about, offers help, suggestions, necessary language input /support.
- Teacher asks each pair to prepare the final draft /response in a collaborative way, combining the best experiences/ observations of each.
- Teacher then assesses the performances of each pair and suggests steps for improvement or betterment.

Conclusion :

Group / pair activities should be planned carefully to maximise each students' contribution . So that the desired competencies are acquired by all satisfactorily. Sometimes, the usefulness of the Cooperative Language Learning has been questioned in a class of heterogeneous proficiency levels on the ground of dictatorship of the advanced learners. Moreover, teachers in India are hardly oriented to work in this method.

3.5.8 Content and Language Integrated Teaching in Multicultural and Multilingual Context [CLIL]

Introduction:

Content and Language Integrated Learning (CLIL) is the recent development in language teaching. It is teaching a curricular subject through a language other than the mother tongue. CLIL method is used for teaching a second or a foreign language. CLIL (Content and Language Integrated Learning) is the most common term used in the European setting to describe the approach to teaching a curriculum subject through a foreign language, with the dual focus of acquiring more subject knowledge and improving one's skills and competences in the foreign language.

CLIL views English or a foreign language as an instrument for gathering knowledge and information on other content subjects in the school syllabus, in addition to its being studied as a skill subject.

In the NCF - 2005, it is stated very clearly that it is important to view language as everybody's concern at school, not the sole responsibility of the language teacher only.

By that statement we can get enough hints at the instrumental value of a language, specially a foreign language like English in our situation.

Multilingualism and Multiculturalism :

Multilingualism and multiculturalism are present in many parts of the world today. We cannot deny that we live in societies that are constantly drawing on and using multiple languages. As language teachers and scholars of language education, we know that the presence of multilingualism challenges a traditional view of language education - one language learned before another as first and additional (second or foreign) languages. Language teaching in multilingual contexts, the theme of this special issue, may take a diversity of forms and apply to a variety of ideas.

India is a multicultural and a multilingual country. A citizen of India has to have a link language to communicate with his/her fellow citizens, though Hindi is the National Language of India there still exists some negligible amount of population who do not know this National Language. In this context the language barrier to communication is reduced by learning the English language. Learning this language can give two benefits to a person that is he/she can communicate within his/her country and across the globe. Under these instances the

English language teaching needs a new dimension for providing effective and efficient means of learning and teaching. CLIL is one such method which makes language learning meaningful at the same time brings optimal language learning.

Major Characteristics:

1. It is an approach for learning content through a foreign language. So, learning a language and learning through a language are concurrent in this approach.
2. CLIL is fundamentally related to methodological principles of ‘language immersion’. Language immersion or simply immersion, is practically a method of teaching a second language as the medium of classroom instruction for all subjects.
3. It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now to use them later.
4. It provides adequate exposure to the target language within the system and the acquisition / learning becomes faster in a communicative situation.
5. It enhances the language competences in general and promotes the content knowledge of non-linguistic subjects.
6. In this approach “all teachers are teachers of language”.
7. Language is used to learn as well as to communicate.
8. It is the subject matter which determines the language items and vocabulary for learning.
9. A CLIL lesson is therefore , not merely a language lesson , nor it is a subject lesson transmitted in a foreign language. According to the 4Cs curriculum a successful CLIL lesson should combine the following : Content, Communication, Cognition and Culture .
 - Content : Progression in knowledge, skills and understanding related to specific elements of a defined curriculum.
 - Communication: Using language to learn while learning to use language, Its a two way process.
 - Cognition : Developing thinking skills which link concept formation , understanding and language.
 - Culture : Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

3.5.9 Eclectic Method

Introduction :

Eclecticism can better be termed as a tendency than as a method. This tendency developed out of the belief that no single method is absolutely useful or useless from the point of view of class room applications. In other words, each method has some essential class room efficacies.

Principles underlying the method

- A teacher working in the classrooms should not have any set notion. He should be pragmatic and adaptive.

- S/He should have command over and respect for a number of methods : otherwise s/he would not be able to use the eclectic method.
- S/He should be the best judge to decide on the elements of the chosen methods that will be used to transact the lesson.

Characteristics of the Eclectic Method

- Eclectic method allows a teacher to choose and pick up the elements from a number of methods.
- If this choice and pick conforms to a consistent philosophy, then it is called “principled eclecticism”. The teachers who practice “principled eclecticism” can justify their choices and picks.
- Therefore, it is highly teacher and teaching material dependent and also level specific.
- A teacher using this method should be well versed in the efficacies of other methods also and be able to use the more effective features for the sake of fruitful learning strategies .

Class room strategies

- Since the eclectic method does not follow a fixed set of rules and principles, one common set of strategies can not be assigned to this method. On the whole, eclecticism in the classroom means and implies a combination of different strategies without specificity, but certainly with compatibility.
- A set of core principles every teacher working with the ‘principled eclecticism’ goes like the following:
 - Teacher’s presentation of the language in a distinct affectionate and involved manner in reference to a context with sufficient scaffoldings.
 - Students’ engagement in activities in all the forms - individual, pair and group as in a child centered class.
 - Spontaneous participation of every student in whatever happens in the classroom.
 - Development of an inter-personal relationship between the teacher and the class, leading to the sharing of the responsibilities for keeping up an active learning environment.
 - Development of a positive dynamic attitude to credit students’ performance with due tolerance to their errors.
 - Fostering the spirit of cooperation and collaboration through learning strategies and activities.
 - Providing for need-based, contextualised language learning situations.
 - Creation of adequate scope for pupil -pupil interaction.
 - Emphasis on fluency at the initial stage, but at the later stage equal emphasis on both fluency and accuracy.

Conclusion :

The fact that eclecticism allows choice and pick, demands dynamicity and adaptability in a teacher. Therefore, the success of eclecticism depends very much on the learner friendly attitude of the teacher who has to play the role of a producer-cum-manager of a motivated learning environment.

3.6 Check Your Progress

1. State two principles of Grammar Translation Method.
2. What is the basic principle of Structural Approach ?
3. What do you mean by eclectic method ?
4. State two features of Audio - lingual method.
5. What is situational approach ?
6. State prime features of Communicative approach.
7. What are the philosophical considerations behind the Task Based Language teaching ?
8. What should be the role of a teacher in effective classroom strategies under the Cooperative method of learning English ?

3.7 Constructive approach to teaching English at the elementary level

What Constructivist Approach in English Teaching Means

- Constructivism is an approach to learning and teaching in schools is opposed to ‘knowledge as given’ and ‘knowledge as embedded’ in the prescribed text books. Constructivism permits a child to formulate its own knowledge through observations, enquiries, experiences and experimentations. It is a cognitive approach, to learning.
- The role of a teacher in this approach is to mediate learning; not to make learning happen.
- Besides, it inspires self-learning, peer-learning, sharing experiences through cooperation in communicative situations. Very often, a constructivist integrates knowledge and experiences to explore new concepts and ideas.

Principles Underlying Constructivism in Language Teaching

- One of the most important principles in constructivist approach to language teaching is action Orientation. Cooperative 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 substantial principle in constructivism ELT is individualisation of learning which is centered on the learner. Dieter Wolff, a notable German ELT researcher claims, that learning can only be influenced by teaching in a very restricted way. 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. However, the crucial thing is that beforehand the learner should be instructed on how to become aware and take responsibility of his/her own learning, what considers strategies and techniques selected and applied during learning. What is also important is that learning awareness should be complemented by language awareness as well as intercultural awareness.

- Another principle of constructivism refers to holistic language experience which refers to content-oriented ELT and usually takes place in bilingual classes or project instruction

According to this approach, acquiring foreign language will be effective in authentic and complex learning environment or situation.

The characteristic Features

In an English language classroom , when the approach is applied . we see the following features :

1. Learners are put into an English language -learning environment for interaction through the target language.
2. Teachers do not try to teach them about language. She/he only facilitates the learning process in a motivating self-learning or peer or group learning situation.
3. Teacher presents the whole language in contexts, guides them to use language and draws the attention of the class to certain observed principles or features, puts up some questions or problems related to the use of the language items. Often, learners observe the language -items, while using them and raise certain questions relating to the use of it. In the process, the teacher helps them find out the answers to their queries without delivering a lecture on those.
4. Again , the students do not begin with some pre-conceived notions about the language. On the contrary, they build up their own knowledge about the language through using the language in authentic situations.
5. The constructivist approach to learning English does not consider the learners to be having knowledge, exposure to or experience in the language. But it works with the belief that students possess some basic skills in English the validity of which is to be tested in the living lingual context with a view to extending them or building on them further.
6. Learning English takes place in a problem-solving mode through activities and tasks which promotes a lot of interaction in the target language English. Teacher never solves them or dictates any specific solutions to them, but scaffolds or provides clues, so that the class may overcome the problem different ways through collaborative efforts.
7. Teacher in the constructivist approach to learning English, is an initiator of the discussion as a support provider, an observer and above all an assessor.
8. In the process diverse responses through diverse language patterns evolve. Teacher never dictates his own patterns and language having turned down those of others.
9. Here rules are constructed through observations, experiences, experimentations and exemplifications. These allow a democratic child centric environment to prevail.

Classroom Procedures

- Teacher greets the class and in reply, is greeted by the class.
- Teacher initiates discussion on certain situations of topical interest.
- Teacher shares experiences with the class, allows the learners to question, give opinions in a democratic manner.
- Teacher assigns tasks / activities after discussion on the topic / language items for reading comprehension etc. in either group or pairs.

- Class in groups/ pairs discuss, share opinions with one another using the target language. All the while, Teacher observes, scaffolds and provides clues, when required.
- Teacher allows the groups to exchange ideas with other groups.
- The best of all at last evolves and is agreed upon.
- While this process of interaction continues in a problem - solving manner, Teacher remains passive.
- Teacher then assesses the language, produced and knowledge constructed through sharing experiences in the given situation and the language.

3.8 Check Your Progress

1. Give the basic idea of Constructivism.

3.9 Let us Sum up

In this unit we have got ideas about few terms like approach, method and technique and a description of those. We have also learnt the merits and demerits of different approach and methods like Structural approach, Grammar translation method, task based learning etc. We have also got the scope to learn and understand what is constructivism. A proper understanding of this discussion will help teacher-to-be to choose correct method/approach for the effective class-room transaction.

3.10 Key Words

Approach, Method, Technique, Drill, Role-play, Brain-storming, Simulation, Structural Approach, Grammar Translation Method, Situations, Audio-lingual, Communicative competence, CLT, Language games, Task, TBLT, Co-operative Language Learning, Multilingualism, Multiculturalism, CLIL, Eclectic Method, Constructivism.

3.11 Unit End Exercises

1. Explain the term 'eclecticism' in the context of language teaching.
2. Describe the common classroom procedures followed in co-operative method.
3. In the context of ELT what is situational learning? State its features.
4. What are the basic features of Task Based Language Teaching Methods.
5. Make a comparative study of Structural Approach and Communicative Approach with special reference to role of the teacher, role of students and teaching of grammar.

UNIT

4

ENGLISH AS A SKILL SUBJECT

4.1 Introduction

When we look at the typical scope and sequence used today in the education field, we may wonder how we are going to cover so many subjects in a single day. Again there are content based and skill based subjects. In a content based Subject content is transmitted effectively to pupils and it becomes a part of their knowledge. A skill based subject is more a matter of “doing” than of “knowing”.

4.2 Objectives

An elaborate study of the unit will enable the student-teachers

1. To construct knowledge about four language skills i.e. LSRW.
2. To understand the present scenario and need for skill development.
3. To construct knowledge and skill about objectives of NCF-2005 and WBBPE regarding language skills development.
4. To understand the necessity of developing different in English language skills.
5. To understand the present changed scenario which stresses upon the necessities of developing speaking skills (reference to English as link language – Nationally and Internationally).
6. To devise ways and materials for development of elementary students’ speaking skill.
7. To construct knowledge about different types of reading.
8. To build up the ways to develop vocabulary of students.
9. To construct knowledge about the necessities for development of writing skill – types, features, problems, strategies.
10. To develop knowledge about the ways of teaching grammar through LSRW.

4.3 The Basic Skill of Language

Language is often considered as a ‘skill’ rather than a subject. Few skills are receptive and few are productive. Again, each skill comprises various sub-skills. Language is therefore called a ‘Complex Skill’ comprising the four basic language skills, namely — Listening, Speaking, Reading and Writing.

Here a schematic diagram of ‘skills’ is given for ready reference.

Skills

MEDIUM	RECEPTIVE	PRODUCTIVE	NATURE
SPOKEN	LISTENING	SPEAKING	AURAL-ORAL
WRITTEN	READING	WRITING	GRAPHIC MOTOR

4.4 Check Your Progress

1. Name the receptive and productive skills of English language.

4.5 Teaching English as a skill based subject in the elementary level with reference to the objectives specified by the NCF 2005 and the West Bengal Board of Primary Education & West Bengal Board of Secondary Education

In West Bengal, English at school level, is taught as a skill-based subject and its objectives are clearly spelt out by NCF-2005 and WBBPE and WBBSE in terms of language skills.

Skill-based objectives of teaching English according to NCF-2005.

- Children are born with innate potentiality of acquiring any language including English.
- So, there should be enough space in the curriculum for adequate exposure to English.
- Input- rich – communicative situations help children acquire the language better.
- English across the curriculum will help us in this matter.
- It views learning of English as everybody's concern rather than the concern of the language teacher alone.
- Evaluation in English need not to be tied to the achievement, but to the proficiency in terms of the skill development.

Skill-based objectives (according to WBBPE) :

- The students will be able to speak and write in English language.
- They have a good grasp over the second language as well as the first language.

Skill-based objectives (according to WBBSE) :

- To enable students to attain a working knowledge of English from utilitarian point of view.
- To develop the skill of communicating or expressing freely and correctly in speech with proper pronunciation on any topics in English.
- To enable the students to express their ideas on different topics of non-technical nature in simple and correct English.
- To generate interest in the pupils of the language and a desire to cultivate it at leisure for pleasure and profit.

4.6 Check Your Progress :

- (1) Enlist the skill based objectives of Teaching English in the Elementary classes according to NCF 2005.
- (2) How is teaching of English different from teaching of content subjects?

4.7 Development of Listening Skill

Listening Skill is key to receiving messages effectively. Listening is a skill of language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view.

Importance of Listening

- The importance of listening extends far beyond in academic and professional settings. The understanding of how to practice good communication even in our day to day life, among friends, family and others is important for improving relationships and even becoming a better speaker.
- It's easy to mistake listening as a simple, passive task, but it requires more than just the ability to absorb information from someone else. Listening is a process, and an active one.

Types of Listening

- Based on objective and manner in which the Listener takes and respond to the process of Listening, different types of Listening are :

1.	Active listening	Listening in a way that demonstrates interest and encourages continue in speaking.
2.	Appreciative Listening	Looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise. Alternatively listening to something for pleasure, such as to music.
3.	Biased Listening	Listening through the filter of personal bias i.e. the person hears only what they want to listen.
4.	Casual Listening	Listening without obviously showing attention. Actual attention may vary a lot.
5.	Attentive Listening	Listening obviously and carefully, showing attention.
6.	Comprehension Listening	Listening to understand. Seeking meaning (but little more).
7.	Critical Listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
8.	Deep Listening	Seeking to understand the person, their personality and their real and unspoken meanings and motivators.
9.	Discriminative Listening	Listening for something specific but nothing else (eg. a baby crying).
10.	Empathetic Listening	Seeking to understand what the other person is feeling to demonstrate.

Aims of Teaching Listening at the elementary level :

To help the students to –

- Understand spoken English if and when required.
- Communicate or react as per the demand of a situation.
- Improve their pronunciation.
- Develop the habit of gathering knowledge from English speech or talks delivered by others.
- Learn and brush up English usage.
- To transfer their skills acquired through listening to the other skills– speaking, reading and writing.

Problems of Attaining Listening Skill :

A list of the major problems of listening skill is–

- The listener has no control over the speed of the speaker.
- There is little scope of repetition.
- The listener's limited vocabulary stands in the way of listening comprehension.
- The listener may not be familiar with the style of pronunciation, stress pattern and intonation used by the speaker.
- The listener often fails to concentrate on what the speaker says. It may be due to lack of interest/ effort or technical problems (inaudibility/disturbance created by other sounds around).
- Problems may also be caused by cultural difference between the speaker and the listener.
- If it is a recorded speech, signals such as expression, gesture and eye to eye contacts etc. which help their comprehension to some extent, are absent.

Strategies for Developing Listening Skills :

- Effective language instructors show students how they can adjust their listening behaviour to deal with a variety of situations, types of input, and listening purposes. They help students to develop a set of listening strategies and match appropriate strategies to each listening situation.
- Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.
- Top down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of the text, and language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include
 - predicting
 - drawing inference
 - summarizing

- Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include
 - listening for specific detail
 - recognizing cognates
 - recognizing word-order patterns
- Strategic listeners also use **metacognitive strategies** to plan, monitor, and evaluate their listening.
- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

4.8 Check Your Progress :

- (1) Why do you think children should be taught listening?
 - (2) What are the strategies involved in developing listening skills?
 - (3) Develop a listening Activity for the students of Class III.
-

4.9 Importance of Speaking Skill

Speaking as a productive skill is very important in India in the context of the multilingual character of the country. Outside the region wherever one goes language seems to be uncommon and unheard. In such a situation speaking English becomes essential.

With the assumption that our children will face a lot of such situations in and outside the state, the development of the speaking skill has been considered very important at the elementary level of education.

Besides, in a multilingual classroom English serves as the only common language. So, it is desired that English would be the only common language for communication in a multilingual classroom.

In addition, the development of the speaking skill is important in order to be sure of the learner's process of acquisition through other three skills.

Features :

- Through Listening we receive language; through speech we produce language.
- The spoken language is always meaningful and contextual.
- Spoken language follows a word order or pattern, but it may not be in complete sentences always. Often, one word or an interjection is accepted as meaningful and communicative in reference to a situation or context.
- A speaker usually listens to and processes information or thought and then replies.

- It follows an accepted and acceptable pronunciation – pattern, stress and intonation known to the listeners.
- It conveys information for communication through use of words which refer to situations, thoughts ideas etc. of topical interest or immediate reality, senses and sensibilities.
- Speech is produced in response or reaction to some stimuli, it is always purposeful.
- The language difficulty – level of speech is determined by the context or the level of the listeners.
- It is a very positive way of interacting with the teacher in a language situation.
- It leads on to the other three skills and contributes to the development of the communicative competence.
- Speaking does not bother much about accuracy or the grammatical aspects of the language, if the purpose of communication is complete and achieved. At the lower elementary stage, a teacher has to rephrase the learner later without interrupting in the speech.

Aims of Teaching Speaking to Learners at the Elementary Level

- As an essential part of the four skills – LSRW.
- In anticipation that in our multilingual setting our learners will require a lot of speaking in future.
- Speaking English, apart from being a part of the development of four skills, ensures a better job and thereby, confirms a higher social status.

Problems

- Back-pull of tradition and difference in culture make our learners hesitant in speaking.
- Over consciousness about the grammatical elements of the language or accuracy hinders the development of the speaking skill.
- In a native environment away from the school there is hardly any scope for speaking, which also stands in the way for development of the speaking skill.
- In many cases students do not get the required support from the teachers for evading their deficiencies or lack of interest in the language.

Strategies

For the development of speaking skill of the learners at the elementary level

- should have adequate exposure to listening situations
- situations for listening and speaking have to be created by bringing in group learning and peer-learning.
- besides, learning other subjects through English should be ensured.
- teacher's tolerance to errors in order to encourage speaking should be maximised.
- teachers should speak slowly, clearly, affectionately and repeatedly through gestures and other clues to ensure the understanding and also of the acquisition of the language.

4.10 Check Your Progress

- (1) Why is the teaching of speaking important in the Primary Classes?
 - (2) How can you help your learners become effective and fluent speakers of English Language?
-

4.11 Development of Reading Skill

Importance :

Reading is an old age concept. We know how to read and now as teachers we need to know how to teach reading.

There is no comprehensive definition of reading. It is not merely decoding of message rather understanding it as well.

While reading, a reader supposed to interact with a text, decodes it and constructs meaning in the process. An efficient reader not only constructs what the writer writes but also tries to construct what the writer brings to the text.

The Kothari Commission recommended that English must be taught in India as a library language i.e. mainly for reading to gather information. We read many things in our day to day lives because we are driven by a desire to read something either for pleasure or for getting information.

We read the following things on regular basis :

- newspapers and magazines,
- advertisements, leaflets, pamphlets,
- textbooks, novels, short-stories
- letters, sms, notices
- articles, reports, documents,
- dictionaries, directories, diaries
- cartoons and comic strips
- time table, maps, diagrams

Types of Reading

Depending upon the purpose we read in different ways :

Skimming : It is looking quickly over a text to get a general superficial idea of the content.

Scanning : It is looking quickly through the text searching for a specific piece of information. When we look up a dictionary to find out the meaning of a particular word, we use this technique.

Extensive Reading : When we read a piece of literature like a novel or a short story mainly for our pleasure, we read rapidly aiming at global understanding of the text. This type of reading is called extensive reading.

Intensive Reading : To find out few specific information we need shorter texts, like a research paper slowly and intensively. This is called intensive reading.

There is a frequently asked question : Should we allow our learners for loud reading? When we read aloud, our concentration is divided into reading and speaking. This makes reading much more difficult, resulting in problems in comprehension. So, silent reading should be encouraged.

Features of Reading

Basically there are three stages in the reading process :

1. Pre-reading [Predicting]

2. While-reading [Skimming]

3. Post-reading [Scanning]

1. **Pre-reading Stage :** In this phase the teacher should aim to arouse the learners' interest in the subject of reading by asking questions to the learners on the subject they are going to read about. This activates the learners background knowledge. These questions make the learners give their opinion on the subject and thereby make them look forward to what the writer's view are on the subject. In this stage prediction is very important.
2. **While-reading Stage :** The learners are now ready for reading. The teacher is supposed to ask them to quickly go through the text and answer a few questions. This process can be called skimming.

The questions should help the learners in

- understanding explicitly stated information,
 - inferring facts from given information, and
 - forming their own views (reacting critically) on the subject.
3. **Post-reading Stage :** After reading the learners either reflect upon what they have read or they relate the text to their background knowledge, interests or views. Students should be encouraged to find out specific information.

Depending on the nature of the text, the teacher can ask them

- (i) to think of a similar situation presented in the text,
- (ii) to say whether they agree with the view of the author,
- (iii) to suggest solutions to the problems raised in the text,

Some of these post-reading activities may lead to writing or speaking activity.

Aims of Teaching Reading to Learners at the Elementary Level

- Read to activate and reinforce other skills (grammar, vocabulary, pronunciation, and writing). In the same way that oral dialogues, short compositions, and listening activities do, reading can put into practice grammatical structures, new lexical items, and elements of pronunciation. Reading can also offer good writing models.
- Reading to become a better reader. Reading is a skill in itself, and the advantage of working with adult language learners is that they are usually literate in their native language. This means that they

are able to transfer advanced reading skills to the second language classroom. Reading in English can activate and develop these skills, making the students better readers in both languages. Reading skills include PSS [predict, skim, scan] and reading for detail comprehension .

- Read to develop critical thinking skills. This is important to address because when teaching English for general purposes, it can be easy to dismiss reading as an activity more suited for an academic environment. In all situations, critical thinking skills aid communication. From having a phone conversation to writing a business plan, people need to prioritize, make conclusions, draw comparisons, make inferences, etc. Reading can provide opportunities to utilize and sharpen such skills.
- Read for enjoyment. Students should ideally discover not only the usefulness but also the pleasure of being able to read in a second language.

Problems of Reading

Considering the problems of reading we can classify it into ten(10) categories :

Category	Problem
Language	The language of the text is too difficult.
Content	The content is too far removed from the knowledge and experience of the learners.
Speed	The reading is slow : the reader does not have a large ‘vocabulary’ of automatically recognized items.
Attention	The reader pays the same amount of attention to all parts of the text.
Incomprehensible vocabulary	The reader stops frequently to consult dictionary and feels discouraged from trying to comprehend the text as a whole.
Prediction	The reader does not have or use background information.
Background Information	The reader does not think ahead, deals with the text as it comes.
Motivation	The reader has no particular interest in reading.
Purpose	The reader has no clear purpose other than to obey the teacher’s instruction.
Strategies	The reader uses the same strategy for all texts.

Teaching Reading

Strategies for Developing Reading Skills

Using Reading Strategies

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge. One of the most important functions of the language instructor, then, is to help students move past this idea and use as they do in their native language.

Effective language instructors show students how they can adjust their reading behaviour to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include

- **Reviewing:** Reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.
- **Predictions:** Using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary and content.
- **Skimming and scanning:** Using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.
- **Guessing from context:** Using prior knowledge of the subject and the ideas in the text as close to the meanings of unknown words, instead of stopping to look them up.
- **Paraphrasing:** Stopping at the end of a section to check comprehension by restating the information and ideas in the text.

Instructors can help students learn when and how to use reading strategies in several ways.

- By modeling the strategies aloud, talking through the processes of previewing prediction, skim and scan, and paraphrase. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
- By using cloze exercises (e.g. fill in the blanks) to review vocabulary items. This helps students learn to guess meaning from context.
- By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

4.12 Check Your Progress

- (1) What do we have to read everyday in our real lives? What kind of reading do we do?
- (2) Entext the different sub-skills of reading.
- (3) What are the stages of a Reading Task?
- (4) How can you, as a teacher, help your learners overcome problems faced in Reading Texts and in comprehension?

4.13 Development of Writing Skill

Importance of writing skill :

Writing provides a vehicle for communication. It is a productive skill. It should be developed among the learners at least for the following reasons:

- (1) Writing improves communication skills.
- (2) Writing helps students review and remember recently learned material.
- (3) Writing helps educators assess student learning.
- (4) Writing encourages creativity and exploration.
- (5) Writing is essential for self understanding.

Teachers may notice that reading through the students' writing assignments can give them great insight into each student's personality, style and comprehension level of the material being presented.

Types of writing:

In a piece of writing, paragraphs can be organized, depending on the kind of writing they reflect. Writing can be:

- 1) **Descriptive** : Describes objects, people, events, processes etc.
- 2) **Narrative** : Narrates sequencing of events and happenings.
- 3) **Expository** : Exposes a subject, setting it out for view-with definition, classification, examples etc.
- 4) **Argumentative** : Takes a point of view and supports it.
- 5) **Reflective** : Looks back on issues, events, activities and people and sees how your opinions change.
- 6) **Persuasive**: Gets readers to change their views.
- 7) **Interpretative**: Offers the writers perspective on an issue.

Features including mechanics of writing

Features of writing :

Writing could be described as the following :

- (i) handwriting or the mechanics of writing
- (ii) good spelling
- (iii) correct grammatical sentences put together
- (iv) paragraphs linked together
- (v) ideas developed clearly in paragraphs
- (vi) arguments organised logically in paragraphs
- (vii) descriptions, narrative sequences, arguments persuasion etc
- (viii) good expression

The sub-skills of writing are :

- organization within paragraphs and between paragraphs
- using markers and connectivities (cohesion)
- developing ideas correctly
- using language focus appropriately and correctly
- using the functions of language appropriately

Mechanics of writing :

A. Copying Exercises

This begins early and continues for quite a few years.

1. *Sentences are copied from texts :*

This technique gives learner confidence as copying work will be almost error free.

2. *Matching pictures and sentences :* Learners are asked to copy out sentences and put them in the right place.
3. Wrong and right sentences are given. Learners have to copy out the correct sentences.
4. A set of sentences are given and learners copy out that which belongs to a particular category.
5. Substitution tables : This too is a copying technique. The substitution tables can be simple or complex.

e.g.

I like dancing
 singing
 reading

B. Spelling and Punctuation :

1. A list of words is given and the correctly spelt words have to be identified.
2. **Blank filling activities :** Here certain areas which pose problems can be identified and learners asked to fill in the blanks.

For example /ea/, /ið/, /ʃ /, /l/.

3. **Jumbled words :** Letters of a word are given in jumbled order and learners have to put them in order. Words which are a problem (especially long words) can be used for this activity. Words should be based on the level.
4. **Capitals and stops :** Learners will be asked to supply the punctuation marks.
5. **Spaces :** A sentence without spaces can be given and learners will rewrite it with correct spacing.

Aims of Teaching writing to learners at the elementary level

Writing is not a spontaneous activity like listening or speaking. It is to be instilled into the learners to complete their journey from fluency to accuracy.

As a skill writing is to be developed at the elementary stage.

Problems :

- Writing as a skill is looked upon in isolation.
- In the development of this productive skill learner centricity is generally not followed.
- In blanks teachers dictate answers or some advanced students generally respond. The product is valued and the process is ignored.

For the lack of the patience of the teachers the product is not valued and the students feel demotivated.

Strategies :

There is a relationship between the what and how to write. We can give the learners practice in the what of writing with the how or structuring element as given. This is guided writing.

Guided writing : It contributes to the mastery of structures. It can also contribute to the development of ideas with a structured framework.

Free writing : Here the learners decide both the how and what to write. It is important for developing creativity. But free writing should be attempted after the mastery over the structures.

Developing content – the what of writing :

This can be done through a brain-storming session where the class can think of all possible points. The points could be noted down on the blackboard and then reorganised or categorised for sequencing or for organisation in writing. Articles, essays, pictures, authentic materials can also be used to start off a discussion.

4.14 Check Your Progress :

- (1) Why do you think writing should be taught at the primary level?
- (2) What problems do the learners of the primary level face while doing writing Exercises? How can help your learners overcome those difficulties?
- (3) Design two writing tasks, one from class III textbook and one from class IV textbook. How will you help learners do those tasks?

4.15 Developing vocabulary & teaching Grammar through the four basic skills – principle and strategies.

Vocabulary

One of the challenges of reading is unknown or unfamiliar vocabulary. The teacher has to remove that so that the learners can study on their own. In this unit we are trying to classify the difficult words into different categories and to produce a list of techniques that may be used in teaching vocabulary.

The words to be taught could be fall into three categories :

- (i) **Ad-hoc vocabulary** : Words which may be important for a given piece of text, but are unlikely to have any utility outside the text.
- (ii) **Passive vocabulary** : Words which are likely to be encountered frequently and so the students should be able to recognise, though s/he may never use them in his/her own speech or writing.
- (iii) **Vocabulary teaching primarily means the teaching of passive vocabulary** : The meaning of those words can be given in mother tongue only after the use of these words in the target language and after the illustration of those words in the target language.
- (iv) **Active vocabulary** : Words which a student will require for his/her own speech or writing.

Techniques for teaching vocabulary :

A. Using objects :

- (i) Labels : pasting labels on objects
- (ii) magazine pictures
- (iii) proper objects that can be shown in the class.
- (iv) classroom objects etc.

B. Using gestures and symbols :

- (i) Descriptive adjectives : tall, thin etc.
- (ii) Prepositions of place : on, in, over, into etc.
- (iii) Action verbs : go, sing, hop, jump etc.

C. Using known vocabulary :

synonyms, antonyms in context

D. Using words categories :

Stationery :

Cosmetics :

Utensils :

Furniture :

Food etc.

E. Finding meanings from the context.

F. Using the mother tongue

G. Experience / Familiarity :

Let the word be 'violin'. Students may have never heard that. Look at the following sentences :

1. He wants to be the best violin player in the town.
2. He doesn't like to play tabla after he starts playing violin.

Grammar :

The principles of teaching grammar are derived from the Communicative Language Teaching Methodologies. Grammar is taught for communication.

1. Grammar teaching should be done in context.
2. An analysis of contextualised grammatical use can be described as an inductive form of teaching. Where one moves from examples or practice to rules.
3. The focus then is on meaning rather than on forms primarily.
4. In CLT much emphasis is laid upon fluency rather than accuracy. If emphasis is laid upon accuracy in the development of any writing or speaking activity.

Strategies :

Grammatical explanation should be accompanied by illustrations, and these should be from a contextualised passage.

Grammatical patterns should be introduced, if possible, in contrast with other patterns, rather than in isolation. The teacher is supposed to adopt.

The important thing is that the teacher will make sure that the students read text carefully; in this respect the grammar lesson is no different from any other.

The teacher then draws the attention to each pattern that he has already selected explaining the principles involved, in not too technical a language.

After the grammatical principles have been explained and illustrated, the learning must be reinforced through exercises.

While describing a particular aspect of English in context, reference to the similar/almost similar aspect of the mother tongue, may be drawn in order to strengthen the process of acquisition.

4.16 Check Your Progress

- (1) What is the importance of teaching grammar in the primary classes? What approach to the teaching of grammar should a teacher adopt in teaching students of primary classes?
- (2) Design a grammar activity for the students of class III. How are you going to use your textbook for doing that activity?
- (3) What kind of vocabulary should we teach our learners in the primary classes?
- (4) Design a game for teaching vocabulary to the students of Class IV.

4.17 Let us Sum up

In this unit the learners are expected to construct knowledge on the four skills of the language and their integration. They will also learn to develop the vocabulary of the learners and to teach grammar through the four basic principles.

4.18 Key Words

Skill, Top down strategy, Bottom up strategy, predicting Skimming, Scanning, Extensive Reading, Intensive Reading, Expository, Argumentative, Guided writing, Free writing, ad-hoc vocabulary, passive vocabulary, Active vocabulary

4.19 Unit End Exercises

1. What are the four skills of a language teaching and learning? Which of these four are receptive and which ones are productive? Why are they called so? Suggest an activity for the development of the listening and speaking skills for the students of class IV. Write down the plan of implementation of this skill. How are you going to evaluate an activity on speaking skill?
2. What are the basic objectives of teaching English as a second language at the elementary level? Why according to Kothari Commission, should we study English?
3. Which method do you use while conducting learning?

TEACHING LEARNING MATERIAL FOR TEACHING ENGLISH INCLUDING CALL (COMPUTER AIDED LANGUAGE LEARNING)

5.1 Introduction

The idea of activity-based learning is rooted in the common notion that children are active learners rather than passive recipients of information. If children are provided the opportunity to explore on their own, and provided an optimum learning environment, then the learning becomes joyful and long-lasting. In this context, there is a need to orient teachers and to develop appropriate context-specific teaching-learning materials which can be used to enhance the quality of the teaching-learning process. Nowadays children have become more interested in smart class techniques rather than old forms of education, where teachers only do lessons and give notes. Children will grasp the topics fast when we conduct activities about the topics we are going to explain. For this to happen, teachers should show an interest in making the class more active.

5.2 Objectives

- To know how to use TLM in the classroom to enhance learning
- To know how to make low cost TLM as per need
- Being able to know how to integrate CALL with classroom situation
- To know how to transform the traditional classroom
- To understand the possibility of realia in the classroom for better transaction.

5.3 Teaching Learning Material - Nature, Features, Importance in language teaching-learning Types, Preparation of low cost TLM, Principles for preparation of TLM for children with special needs.

5.3.1 Nature of Teaching Learning Material

Teachers especially in primary Education should be encouraged to use as many teaching and learning aids as possible to set an environment which is stimulative and conducive to learning and in which pupils can be easily guided through the discovery of knowledge on their own. Learning and teaching aids are items used to facilitate learning and teaching. These can be visual or audio. Bruner (1966) defines learning as the teaching intend to evoke in the learner's mind the patterns of ideas similar to those which already exist in the teacher's minds. TLM can be used properly with ESA Method. ESA stands for Engage, Study and Activity. Young Learners must be engaged before study and after study they should participate in activity for real life usages.

As we all know that today's age is the age of science and technology. The teaching learning programmes have also been affected by it. The process of teaching - learning depends upon the different types of equipment available in the classroom.

5.3.2 Need of Teaching Aids

- (1) Every individual has the tendency to forget. Proper use of teaching aids helps to retain more concept permanently.

- (2) Students can learn better when they are motivated properly through different teaching aids.
- (3) Teaching aids develop the proper image when the students see, hear, taste and smell properly.
- (4) Teaching aids provide complete example for conceptual thinking.
- (5) The teaching aids create the environment of interest for the students.
- (6) Teaching aids help to increase the vocabulary of the students.
- (7) Teaching aids help the teacher to get sometime and make learning permanent.
- (8) Teaching aids provide direct experience to the students.

5.3.3 Types of Teaching Aids

There are many aids available these days. We may classify these aids as follows-

- Visual Aids
- Audio Aids
- Audio-Visual Aids

(1) Visual Aids

The aids which use sense of vision are called Visual aids. For example : actual objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalkboard, projector, slides etc. Out of these black board and chalk are the commonest ones.

(2) Audio Aids

The aids that involve the sense of hearing are called Audio aids. For example: radio, tape recorder, etc.

(3) Audio -Visual Aids

The aids which involve the sense of vision as well as hearing are called Audio-Visual aids. For example: television, film projector, film strips, computer etc.

5.3.4 Importance of Teaching aids

Teaching aids play a very important role in Teaching- Learning process. Importance of Teaching aids are as follows :

- Teaching aids make teaching effective and simultaneously make the learning interesting and profitable.
- Aids quicken the pace of learning, foster its development and help to overcome the hurdles in learning.
- Aids provide first hand concrete experience to the child. One aid is equivalent to thousand words when a child has difficulties in forming a concept.
- Aids bring variety to the learning of the visually impaired child which is more in demand for his education. In fact, visually impaired children need varieties.
- Good collection of aids motivates the teacher for better teaching. The ideas involved in the aids evoke the creativity of the teacher.

5.3.5 Some important TLMs

Here are some important TLMs that can be put to use in the place at the right time :

1. **The Blackboard:** This is the most simple classroom aid that can be used more widely than it is ordinarily done. Generally the blackboard is used for writing something . But it can also be effectively utilised by drawing rapid sketches on it to make the lesson more vivid and interesting.
2. **Pictures :** A picture is a poem without words. A picture is worth ten thousand words. The use of pictures is highly useful in English language teaching. They are helpful in creating much of the background for language material . Pictures should be clear with relevant details. Suppose the teacher wishes to give the pupils an idea of “winter”. The dictionary meaning will be the season between autumn and spring. Here, a picture depicting winter can give the pupils a concrete idea.
3. **Flashcards :** Flashcards are very useful for providing variety in the classroom. The teacher can easily prepare these cards. These cards are strips of thick paper about 15 inches long depending upon the length of the sentence between three and four inches wide. Flashcards can be used for preparatory reading use.
4. **Models :** Models give an illusion of the real objects which can not be brought into the classroom. It can be made out of paper, cardboard, thermocol, clay etc, For e.g. models of mountains . rivers, temples, churches, parks, forests etc. are nonworking static models. A working model of clock can be used to explain the concept of time.
5. **Resource Centre :** In this computer age , language resources become necessary and inevitable for the successful classroom management and effective interaction . So, every school should have a resource centre for teaching learning and self learning . A resource centre must have many teaching-learning materials. It includes a language lab, a library and a variety of audio and video materials. The following materials will be more useful in classroom teaching. They are —
 - (i) Paper-bag puppets.
 - (ii) Hand Puppets
 - (iii) Finger Puppets
 - (iv) Paper dolls
 - (v) Picture cards
 - (vi) Books display
 - (vii) Radio
 - (viii) Television
 - (ix) Computer
 - (x) Maps
 - (xi) Wall charts
 - (xii) Projector

6. **Language Games :** Language is a tool of communication. Everyone needs a language to express one's feelings and emotions . Language games help the learners to learn the language in an interesting manner . It develops self confidence and skills of LSRW i.e. listening , speaking , reading and writing. These games can be used in many different settings. In the classroom situation it helps to improve teaching and learning. It improves the communication skills of students . It also develops the social skills in children . Skilled teachers determine the quality of games to be used in the classroom. These games can be changed according to the taste of the children in the classroom.
7. **Language Lab :** The language lab is an aid in modern language teaching. It is an audio or audio visual installation. It is used for language teaching and remedial English classes . The students are exposed to a variety of listening and speaking skills. It builds self confidence in using English language. There are two types of language labs. They are - 1. Traditional System , 2. New System.

Traditional System : The traditional language lab system has a master position which was electrically connected to the students' booths.

New language lab system : The new language lab system is a resource centre and the central focus of a school language department. Multi numbers of activities are provided in the new system. It is a combination of traditional system and modern technology. It is provided with computers ,video . electronic testing. It has other facilities like reading English periodicals, bulletin boards, language games, word games . quizzes , debates etc.

5.3.6 Preparation of Low Cost TLM

Low cost or no cost materials are the teaching aids which require no cost or available cheaply, and developed by locally available resources and expedite the process of learning in the classroom. Low cost or no cost materials are developed from the waste and help the teacher in making teaching interesting and concrete. Low cost or no cost teaching aids can be used not only for teaching english but also for history, geography, arts, mathematics and so on.

Making teaching aids is an emotionally, intellectually, aesthetically and professionally rewarding experience. It is an act of creation. It is an affirmation — an affirmation that a teacher care about the pupils and believe that, with the help of these learning aids, they can learn. It is an act of love.

Teaching aids provide a stimulus for exploration and thinking. With the added input of verbal, personal communication with an adult, interaction and discussion arise...and these are crucial to real, activity-based learning. Adults (and older children) help younger ones to interpret sensory and language experiences, to clarify them and relate them to their previous understandings. Children then learn by blending language with experiences. They learn to think.

For maximum mental growth and personality development, a child's life needs to be filled with stimulating, encouraging experiences. Appropriate learning materials (teaching aids) help children to develop their innate abilities.

Who can make these teaching aids?

- Teachers and Learners.
- Teacher-trainees and workshop/refresher course participants.
- Older school students...to fulfil the community service requirements of their syllabus.

- Interested parents and other community volunteers.
- Residents of old-age homes, jail inmates, and others.

Example

One example of low cost teaching material for teaching english is as below:

VOCABULARY BOX is one of the low cost ELT material.

Observation, Prepositions, Names of Objects, Memory – are the categories to be taught with this box.

You will need

- A large shallow box about the size of a flat file.
- Twelve to 20 small objects like a button, pencil, piece of chalk, small car, marble, ball, feather, rubber band, key. key chain, padlock, gem-clip, piece of string, bangle, small comb, tooth- paste lid. jar lid. empty matchbox, used matches tied in a bundle, stone, piece of coal, nail, bus- ticket, shoe-lace, dice, small plastic animals, clothes-clip, hair-clip, leaf, flower, etc.

How to use

- To teach nouns, ask, “What is this?” The child will reply, “It is a pencil.”
- For prepositions, say “Put the pencil under the spoon.” or ‘Place the gem-clip inside the circle of the red bangle.” etc.
- Concept of size, shape, colour, etc. can be given by saying, “Please give me the smallest thing in the box,” or “Priya, please give the blue lorry to Naresh.” or “Who can give Aliya something made of wood?” etc.
- In memory games, a child covers his/her eyes while an object is removed from the box. On opening his/her eyes, the child is asked to identify the missing object. Two or even 3 objects can be removed at a time. Similarly, a new object is added to the box. Ask what has been put in.

Note: From time to time, new objects can be placed to replace some old ones.

5.3.7 Principles for Preparation of TLM for Children with Special Needs

Aids are vital tools to enhance learning of basic concepts. They play a significant role in teaching-learning of children with special needs. The difficulties encountered by the child in understanding a concept could be overcome by the correct use of teaching aids. Certain fundamental questions should be asked before the preparation of teaching aids. What is the purpose of the aid? To whom is it useful and when? Clarifications to these questions may help the teacher to frame his specific objectives for the task.

Preparation of Aids for Children with Special Needs

1. A number of aids can be prepared subject-wise. But some of the aids are not very important and some of them are very vital. Judgment regarding the selection of the aid is one of the most important skills of the teacher. The aids should be more selective.
2. A particular teaching aid should be prepared in such a way that the special child is able to explore, discriminate and recognize it without much confusion. First the child must be able to perceive the

differences between the different textures, forms, etc, used in the aid and distinguish one from another. Thirdly, he should be able to perceive details of appearances so as to identify the names for the parts of the aid or the aid itself for recognition.

3. The next important rule to be observed is that the aids, which prepared should withstand the manipulation of the little hands of the children. When the aid is prepared in hurry the very touch of the object may dislocate the parts. Therefore, it should be strong enough to have longer durability.
4. Validity and preciseness are factors, which make the aid more effective and time saving. The aid should be made tactfully as attractive as possible because visually impaired children are devoid of visual attraction.
5. Innumerable hours of preparation of teaching aids must be avoided. A teacher should not spend much of time for an aid which has very little value for visually impaired children. Appropriate use of time is very imperative as the teacher has to attend to other activities too in the educational programme for children with visual importance.
6. The teacher should be tactful enough in preparing an aid in such a way that when it is prepared, it should be useful for teaching more than one concept. This little attention saves time, energy and cost.
7. Principle in the preparation of aid may be “Make it cheap; use it well and change it often.” Newness and novelty will always attract the children. The teacher should know the art of improvising aids by using low cost materials readily available at the local markets.

5.4 Check Your Progress

1. What is the meaning of TLM ?
2. What are the purposes of using TLM?
3. What do you mean by low cost TLM ? Point out the different principles of preparing low cost TLM.
4. What will be your steps at the time of preparing TLM for the children with special needs ?

5.5 CALL (Computer Assisted Language Learning) - Presentation of textual, graphical and multimedia Information for learners at the elementary stage ; Principles ; Factors for effective use of CALL for diverse learners in an inclusive classroom

CALL is an approach, to teach and learn languages by the computer based resources such as the Internet are used to present, reinforce and assess material to be learned . CALL puts a strong emphasis on student - centred lessons that allow the learners to learn on their own using structured or unstructured interactive lessons. These lessons carry two important features namely interactive learning and individualised learning . CALL is a tool that helps teachers to facilitate the learning process .

An alternative term to CALL emerged in the 1980s, namely **Technology Enhanced Language Learning** (TELL), which was felt to provide a more accurate description of the activities which fall broadly within the range of CALL. Brown (1988:6) writes:

Learning a foreign language can enrich the education of every pupil socially and intellectually and be vocationally relevant. The new technology should form an integral part of a modern language department's overall teaching strategy. By these means, to coin a communicative-sounding acronym, TELL (Technology Enhanced Language Learning) can help produce telling results in language performance both in school and in the wider world. It therefore has a place in every modern language department.

Computer-assisted language learning (CALL) was the expression agreed upon at the 1983 TESOL convention in a meeting of all interested participants. This term is widely used to refer to the area of technology and second language teaching and learning despite the fact that revisions for the term are suggested regularly (Chapelle, 2001, p. 3).

- Computer Assisted Language Learning (CALL) may be defined as the search for and study of applications of the computer in language teaching and learning (Levy, 1997, p.1).
- Given the breadth of what may go on in computer-assisted language learning (CALL), a definition of CALL that accommodates its changing nature is any process in which a learner uses a computer and, as a result, improves his or her language (Beatty, 2003, p. 7).
- CALL has come to encompass issues of materials design, technologies, pedagogical theories and modes of instruction. Materials for CALL can include those which are purpose-made for language learning and those which adapt existing computer-based materials, video and other materials (Beatty, 2003, pp. 7-8).

Why CALL?

The reasons why ELT teachers use CALL:

- Computers can do some of the work of the teacher and provide great assistance to the learner even without the presence of the teacher (Pennington and Steven, 1992).
- New technologies have seen computers become smaller, faster, and easier for the teacher to use (Evy, 1997). At present, well-designed CALL software is readily available to the teacher.
- Technologies allow computers to do multimedia applications, incorporating video, sound, and text, and this capacity allows the learner to interact with both the program and other learners. (Felix, 1998).
- The computer offers great flexibility for class scheduling and pacing of individual learning, choosing activities and content to suit individual learning styles. (Oxford and others, 1998)
- The computer can provide a meaning-focused, communicative learning environment, which serves the purposes of communicative language teaching.

Uses of Call in English Language Teaching

- This section gives a brief overview of how CALL has been used or can be used for the purpose of language learning and teaching. The use of CALL can be divided as follows: (1) Computer as Drill and Practice, (2) Computer as Tutor, (3) Computer as Simulation / Problem Solving, (4) Computer as Game, (5) Computer as Tool for ELT teachers and learners, and (6) Applications of Internet for ELT.

Computer as drill and practice

- In this use of CALL, computers are viewed as a tool for saving time with the immediate feedback. The learning principles behind Drill and Practice is the Behaviorism Learning Theory and the Audio lingual approach language to teaching. The main aim of Drill and Practice is to review the content / background knowledge, and to assist the learners to master separate language skills (such as reading, listening, etc.)
- Drill and practice consists of three steps: Providing stimulus; Receiving active response from the learner; and Giving immediate feedback.
- There are several types of drill and practice activities (exercises) such as Paired Associate (Matching); Sentence Completion; Multiple Choice; Part Identification; True-False; and Short-Answer questions.
- Well-designed Drill and Practice programs can record the learner's progress and scores and the time a student spends on each exercise. Some programs add timing features to help the learner to control their speed while practicing. Drill and practice CALL programs in the early years focused on practicing language skills and components separately (such as vocabulary, grammar (such as irregular verbs, past tense, articles), reading, and translation. A lot of drill and practice exercises were produced by classroom teachers. There are several limitations of Drill and Practice exercises such as the lack of interaction and content materials which are not authentic, meaningful, and contextualized (Felix, 1998). As a result, the receptive language drill and practice programs of the 1960s-1970s did not produce enough authentic communication for the learners.
- Another type of Drill and Practice is so called "contextualized activities" such as gap filling, reconstructing texts, etc. Examples of these programs are those developed in early 1980s such as Cloze exercises, Text reconstruction, and Eclipse (by HigginsJ, etc. A key authoring program used to generate text reconstruction is Storyboard, written by John Higgins (Levy, 1997).

Computer as tutor

The role of the computer as tutor is to present to the learners the content of the lesson as text graphics, video, animation, or slides, including learning activities, drills and practice. The computer serves as a means for delivering instructional materials.

- The program consists of the following stages: Introduction stage Known as Engage (stating aims, background knowledge), Presentation of the content, exercises and/or testing; and Giving the feedback.

Examples of CALL tutorial programs are:

- **Grammar:** Longman Grammar Software; Grammar Expert Plus; Tense Buster (Clarity Software); Grammar Mastery (ALA); Grammar Rom (Addison Wesley Longman); Grammar 3D: Contextualized Practice for Learners of English (Heinle & Heinle).
- **Reading :** Read It! Study Skills (Clarity Language Consultants) (EAP reading); RocketReader (1998) (a speed reading program); ReadFlex (Speed Reading); Reading for English (Athelstan) (Reading Comprehension); SEEN: Tutorials for Critical Reading (KenCD Software) (tutorials designed to develop analytical thinking and critical reading skills); Accelerated Reader (Advantage Learning Systems).

- **Writing :** Paragraph Punch (a writing tutor for effective paragraph); WriteExpress Easy Letters (effective business letters); Power Editing (an interactive tutorial on how to edit and revise sentences); Report Writer for Science and Engineering Reports (Clarity Language Consultants) (EFL/ESL report science and engineer writing).
- **Speaking, Pronunciation & Listening:** Learn to Speak (The Learning Company); English Pronunciation (1997-98) (Okanagan University College); Dragon, Naturally Speaking (A voice recognition program); See It, Hear It, Say It! (Courseware Publishing International); Accent Improvement (SpeakWare); Real English (Wiser Software).
- **Integrated Skills / Courseware:** Ellis (CALI), Dynamic English (DynEd); English Discoveries (Berlitz); English Language Development (Jostens); Rosetta Stone (Fairfield Language Technologies^); Planet English (Unisearch Ltd and the University of New South Wales); Issues in English (Protea Software); Active English (Courseware Publishing International).

Computer used for simulation / problem solving

Simulations and problem solving is used to foster analysis, critical thinking, discussion and writing activities. The computer is not used much for tutorial purposes. The program is designed to create language interaction through problematic situations, conditions or problems challenging for the learner to solve. Many simulation programs are problem solving games, which are entertaining and educational (“edutainment”).

Oregon Trail (1995-1998) (CD-ROM)<<http://www.cd-romlink.com>> is one of the earliest educational simulation problem solving games. The learners are challenged to make a series of decisions to guide their party from Missouri to Oregon by covered wagon. These decisions begin with choosing a departure date, through the daily decisions relating to pace, restocking and direction. The learners face a series of obstacles: fires, floods, injuries, no water, bad water, no grass, food spoilage, etc. The learners have to make life-or-death decisions. Though Oregon Trail is not directly designed for ELT classes, the teacher can create learning activities in both receptive and productive skills.

Other educational simulation problem solving games are **Carmen Sandiego**, **A Day in the Life** (1995), and **Carmen Sandiego Word Detective** (1999), which helps learners to master essential language skills, **Amazon Trail II** (The Learning Company) which is a simulation of a trip up the Amazon River.

Computer as game

The main principle behind computer gaming is that “Learning is Fun.” The main aim is to create a pleasurable learning environment , and to motivate the language learner. However, good educational games should have clear educational objectives.

CALL games and simulation games are similar in that both are designed to motivate students to learn through entertainment. However, they are different in certain ways. Simulation games always use simulations (real life situations) in the presentation of a game, while CALL games focus on providing fun, but challenging environment to the learner. Though CALL games have clear learning objectives, they are different from Tutorials and Drill and Practice. The main function of CALL games is not so much to present the language content as tutorials do but to provide entertainment to the learner.

Examples of CALL vocabulary games are Spelling Games, **Spelling Bee** and **Magic Hat**, Scrambled Word, **Word Worm**, **Hangman**, **Word Order**, **Find a Word**, **Word Puzzles**, **Spelling Buddy**, **Cross Words**, **I Love Spelling** (DK multimedia), **Scrabble Deluxe** (Virgin Games) (Computerized version of the board game), etc.

Computer as tool for teachers and learners

Word Processors

The most common tool used by teachers and learners in CALL is probably word processors. Word Processors are tools for creating documents for making handouts, sheets, desktop publishing, letters, and flyers for language teaching and learning. There is a variety of word processors available, ranging from high quality programs such as **Microsoft Word** <<http://www.microsoft.com>>, **Corel Word Perfect** <<http://www.corel.com>> to simpler and cheaper programs such as **Microsoft Works** <<http://www.microsoft.com>>, and **Claris Works** <<http://www.apple.com/appleworks>>. Teachers can choose ones suitable for their students.— depending on the level.

Spelling Checkers

Spelling checkers are tools for ELT teachers and learners for conducting spelling check. Most high quality word processing programs such as Microsoft Word, Word Perfect have built in spelling checkers. However, there are separate spelling checking programs available such as **Spell it Deluxe (1997)** <<http://www.davd.com>>, or **Sentry Spelling-Checker Engine**.

Grammar Checkers

ELT teachers can use grammar checker programs to check and point out grammatical problems in writing. Like **spelling checkers**, **grammar checkers** can be a separate program such as, **Grammatik** or built-in programs such as the **Grammar Check in Microsoft Word**. However, these grammar checkers still have limited abilities and are intended for native speakers. So they are not recommended for ESL/EFL learners since they may be confusing.

Concordancers

Teachers and learners can use concordancing software to search in huge databases to find all the uses of particular words. It might be confusing for ESL/EFL beginners. The best Concordancer for ELT teachers and students is Oxford MicroConcord. The software includes a total of about 1,000,000 words from British newspapers.

Collaborative Writing

Collaborative writing is software that helps the learner to write collaboratively on computers, which are linked in a local area network. Daedalus Integrated Writing Environment is the most popular one. This software includes real-time discussion, word processing, electronic mail, brainstorming, and a dictionary.

Internet applications

Computers can be connected to the internet and can incorporate interactive multimedia: text, graphics, audio, video, and animation. It can be said that the explosive growth of the internet has given new life to interactive media and CALL.

To access text, graphics, audio, video, and animation published on the internet, the teacher and learner need to use “Web browser” software, a computer based graphical program that allows users to search and explore information on the internet. Common Web browsers are Netscape Navigator and Microsoft Internet Explorer. It is expected that the internet will become one of the most popular mediums for CALL because it allows for world-wide distance education.

The use of the internet is easy. The user usually interacts just by clicking the mouse. Easy navigation is an advantage of using the internet in linking to different sites around the world.

Types of CALL Activities

- multiple-choice & true/false quizzes
- gap-filling exercise/cloze
- matching
- re-ordering/sequencing
- crossword puzzles
- games
- simulations
- writing & word-processing
- concordancing
- web quests/searching
- web publishing
- online communication (synchronous and asynchronous)

What Computers Can and Can’t “Do” (based on Meskill, 2002, p. 122)

Computers CAN	Computer CAN'T
Judge predetermined right-or-wrong answers, e.g., multiple choice and fill-in-the-blanks	Judge unexpected input
Provide immediate, yet fixed , feedback, suggestions, and encouragement	Provide individualized feedback beyond a predetermine list of messages
Provide authentic information through multimedia texts, images, sounds, videos, and animations	Engage learner in rich negotiation of meaning characteristic of face-to-face interaction
Motivate task persistence • Record learner’s writing, speech, and learning progress	Motivate depth and quality of engagement characteristic of human interaction

How Computers can be used in the Language Class

(1) Teaching with one computer in the class

- delivery of content (PowerPoint, word-processor, Webpages, etc.)
- classroom activities/discussions mediated by the computer
- Interactive whiteboard

(2) Teaching in the computer network room (network-based language teaching)

- task-based group work /activities
- computer-mediated communication (CMC): asynchronous/synchronous
- tandem learning

(3) Self-access learning (independent learning)

- drills and exercises
- word processing
- resource searching

(4) Distance learning (i.e. individual learners working by themselves, at a place and time of their choice and, to some extent, at a pace and in an order also chosen by themselves.)

- delivering online course content
- CMC activities: email, discussion forum, chat rooms
- tandem learning
- community building

Principles of Using and Designing CALL Programs in Language Learning and Teaching

- student/learner-centeredness (to promote learner autonomy)
- meaningful purpose
- comprehensive input
- sufficient level of stimulation (cognitively and affectively)
- multiple modalities (to support various learning styles and strategies)
- high level of interaction (human - machine and human-human)

5.6 Check Your Progress

1. What is CALL?
2. Explain the role of computer in second language classroom.
3. How computers can be used in the language class?
4. Point out the benefits and limitations of CALL.

5.7 Use of Realia for teaching language – nature, features, importance, strategies

Realia is a term for real things – concrete objects that are used in the classroom to build background knowledge and vocabulary. Realia is used to provide experiences on which to build and to provide students with opportunities to use all the senses in learning. Although using realia in the classroom is not always possible, it is usually the best choice if the student is to learn all they can about a topic. Realia allows the student to see, feel, hear, and even smell the object being explored. If the real thing is not available, the teacher must move down the continuum from the concrete (real thing) to a replica such as a model, to a semiconcrete object such as photograph or illustration.

The use of realia in the classroom supports English learners in a wide variety of ways. Introducing real objects that can be seen, felt and manipulated, is a powerful way to connect vocabulary to real life. The use of realia is motivating to students because they can actually use the real objects in a way in which they are intended to be used. The use of real objects conveys meaning in a way that no photograph or illustration can. There is no confusion over the size, weight, texture, or smell of an object, fruit, vegetable or tool when the real thing is present. In some cases it becomes important to provide several objects in order to see the range of possibilities, such as several different kinds of apples or tiny sunflowers to be compared with the huge examples seen in certain parts of the world. The teacher can be extremely innovative in the use of realia.

The steps in implementing the use of realia are the following :

- **Identify opportunities to use realia :** Be aware of opportunities to include realia in lessons as you plan. Pre-read any stories to be read along or used for reading instruction to identify vocabulary that may be unfamiliar to the students and locate realia that will be helpful to their understanding.
- **Collect realia :** Begin to collect items that can be stored in the classroom and organise them so that they can be easily accessed for instruction. Plastic tubs or large, clear plastic bags are often used for this purpose. Some items will be used with only one theme or book and should be stored with the theme materials or book.
- **Build a library of realia :** Collaborate with other teachers at your school or grade level to build a library of realia that can be shared for major theme studies.

- **Use field trips as realia :** If it's too large to move and your students' learning would benefit by experiencing it, take a field trip. Give your students the opportunity to really understand what they are studying.

Category	Realia	Uses
Household items	Eating utensils, kitchen appliances (from different cultures), miniatures such as household furniture, old-fashioned items no longer commonly seen	Active experiences, vocabulary development, role-playing, story reenactment, prereading activities, oral language practice, story problems in math
Food	Fruit, vegetables, unusual items unfamiliar to children; many plastic food items are available for classroom use	Sensory experiences, vocabulary development, acting out stories, grammar activities (singular plural)
Clothing	Different kinds of hats, gloves, sweaters, jackets, boots, any examples of ethnic clothing to support understanding	Vocabulary development, story reenactment, writing support, oral language practice
Literacy materials	Books, magazines, newspapers, encyclopedia, reference books, checkbooks, bank books	Role-play, vocabulary development, easy access for research, exposure
Farm or occupational items	Rakes, plows, harnesses, tools, baskets, hay, nails, models of barns, silos, scarecrows, wagons, farm carts	Prereading activities, role-playing, vocabulary development, knowledge of size and weight
Flowers and plants	Examples of flowers and plants being studied or read about; unusual plants such as large sunflowers, pumpkins	Vocabulary development, sensory experiences, size comparisons
Animals	Classroom pets, house pets, farm and Zoo animals, birds	Sensory experiences, vocabulary development,
Crafts	Knitting, crocheting, tatting, sculpting clay, potter's wheel, spinning wheel, loom	Vocabulary development role- Playing, sensory experiences, prereading activities
Ethnic items	Pinatas, chopsticks, work, tortilla press, tea sets clothing	Vocabulary development, cross- Cultural experiences

Figure 3.1 Realia for Powerful Learning

5.8 Check Your Progress

1. What do you understand by the word realia?
2. What are the uses of realia in second language learning?
3. What will be your strategies to apply realia in your language classroom?

5.9 Let us Sum up

In this unit we have got an idea about Teaching learning material including realia and computer assisted language learning (CALL). Some of the materials are traditional and others are modern technology based. At present as a teacher of 21st century it is obligatory to develop all of us to manage a activity based, child centric classroom. To manage this type of classroom and to make the lesson fruitful it is urgent to know the strategies. Finally we have got the idea how to integrate realia and CALL with classroom situation.

5.10 Key Words

- TLM
 - Realia
 - CALL
 - Teaching aids
 - Visual aids
 - Audio-Visual aids
 - Flashcards
 - Model
 - Resource centre
 - Language lab
 - language game
 - low cost TLM
 - No cost TLM
 - TELL
-

5.11 Unit End Exercises

1. What are the uses of TLM and Realia in Second Language teaching ?
2. Discuss how teaching-learning materials can be used to make English Language learning more 'practice oriented' ?
3. What kind of TLMs should be used at the primary stage ? Give reasons for your answer.

UNIT

6

FUNCTIONAL GRAMMAR AND VOCABULARY

INTRODUCTION

Introduction

Grammar doesn't exist in isolation from language; language is grammar. The objective in teaching grammar is to improve one's receptive and productive language skills, to make him/her a better user of language and not to give him/her a lot of specialized information about language. The teaching of grammar should only be incidental to the teaching of language skills. The grammar lesson should emerge out of the language material being used to inculcate the other skills. The text book being used to develop the skills of reading and comprehension, as well as vocabulary, should (ideally) form the basis of the grammar lesson too.

In actual practice, however, the text used for teaching the reading skills may prove to be unsuitable for teaching grammar. The reason is that to illustrate a point of grammar adequately, we need several repetitions of the pattern involved, and we don't normally find so many repetitions in a piece of text. The teacher may, therefore, have to write his/her own text, using suitable material, to teach grammar.

OBJECTIVES

After going through this unit the learners will be able to -

- (1) Know functions of parts of speech.
- (2) Teach parts of speech to children of class III — VIII.
- (3) Know structures of the English Language.
- (4) Write meaningful sentences and also express themselves properly.
- (5) Transform direct speech to indirect and *vice-versa*, simple-complex-compound, affirmative-negative sentences, degree of comparison, either or-neither nor, so -that, too - to, infinities, joining of sentence, voice change.
- (6) Learn forms of verbs, use of phrasal verbs.
- (7) Teach pronunciation as far as is practicable, and get a knowledge of phonetics.

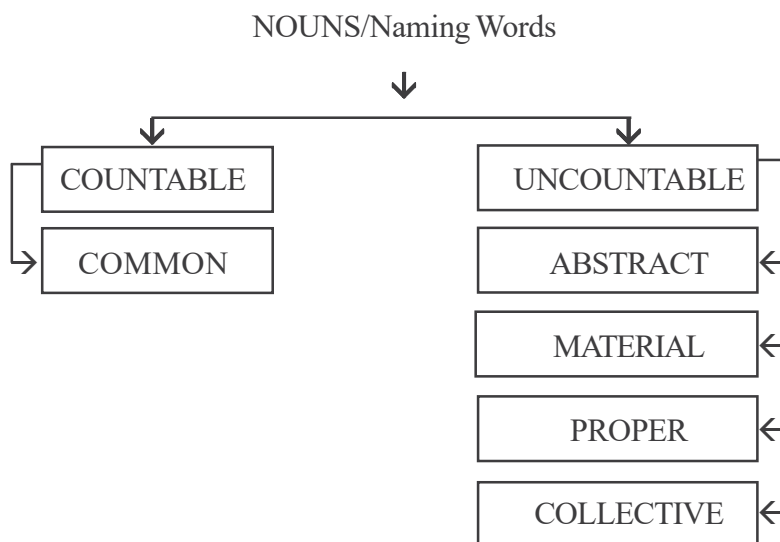
6.1. Parts of Speech

Nouns/Naming Words

Objectives

After going through this Chapter / Unit , learners will be able

1. to know, understand and use naming words in reference to situations
2. to identify different types of naming words in every situation
3. to plan activities on the topic for the children



It may be noted that uncountable nouns do not take plural forms and that when ‘s’ or ‘es’ added to make plurals of uncountable nouns like ‘army’, ‘sand’ etc., they, then, cease to be collective, material or proper nouns.

Check you progress:

- (a) Sit in groups. Describe the classification-chart. Define each class. Collect examples of each class from the course-materials for **I—VIII**.
 - (b) Try to justify the use of the underlined words in terms the above classifications.
1. Gold is very costly now-a-days. The gold of this ring is pure.
 2. Honesty is the best policy. The honesty of our Head Teacher is unquestionable.
 3. The Telegraph is published in Kolkata. Telegraphs have now-a-days, become out of date.
 4. Many students are playing in the field. The student in him arose when he saw the Principal being heckled by the miscreants.
 5. Cut your coat according to your cloth. We wear warm clothes in the winter.

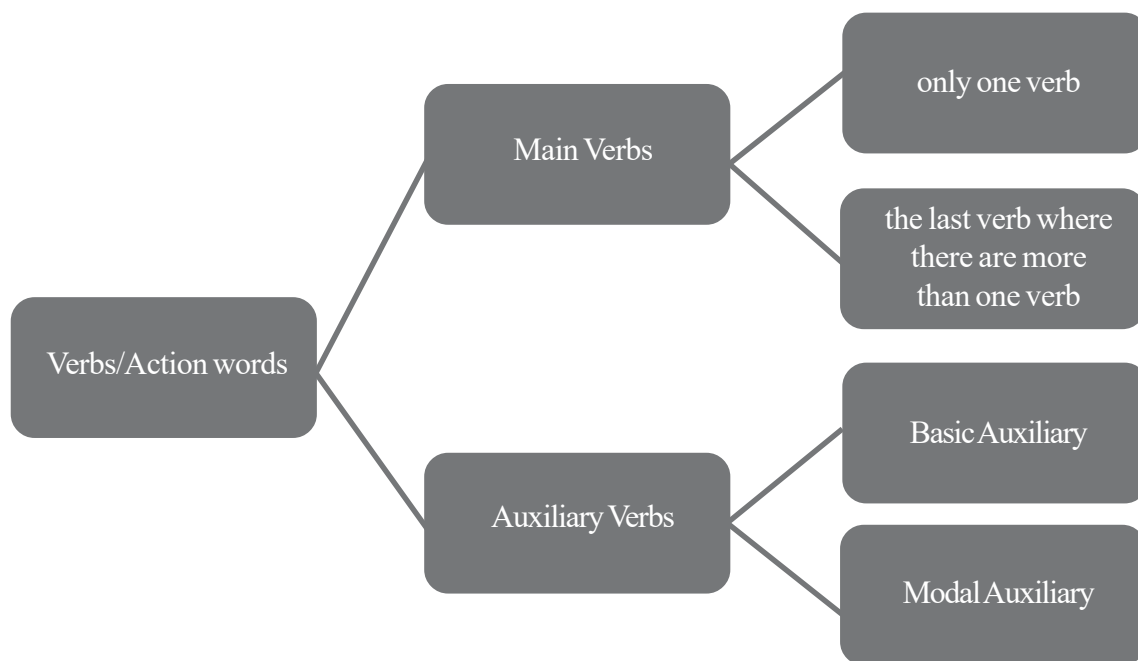
Verb forms and their uses

Objectives

After going through this Chapter / Unit, learners will be able

1. to know, understand and use action words in reference to situations
2. to identify different types of action words in every situation
3. to plan activities on the topic for the learners

Verb Forms and Their uses



Study the above diagram and write down a brief description of the classifications.

Here are some hints:

Action words or verbs refer to ‘being’, ‘having’ and ‘doing’. Being refers to the verb ‘to be’, having refers to the verb ‘to have’, while ‘doing’ refers to all the action words/verbs or doing words.

Functionally, verbs are classified into two types: main verbs and auxiliary verbs.

In a sentence, there may be only one verb. In that case that verb is obviously the main verb.

On the other hand, there are many sentences or clauses where there are more than one verb. In such sentences or clauses the last mentioned verb is the main verb.

Main verbs and auxiliary verbs make finite verbs.

There are two types of auxiliary verbs—Basic and Modal.

Am/Is/are/was/were/have/has/had/being are called Basic Auxiliary Verbs, whereas can/could/may/might/ought to/must/shall/should/will/would/need (not)/dare (not)/used to, are called Modal Auxiliary verbs.

Main verbs again can be divided into two——Transitive and Intransitive.

Transitive verbs refer to those verbs which have objects. Let's not forget that a transitive verb can take two objects.

Check your progress:

A. *Read the passage and underline the verbs. Then take out the main verbs from the underlined portions and write them separately. Now, say whether the auxiliary verbs belong to Basic Auxiliary Family or to the Modal Auxiliary Family.*

In one of his letters Amal wrote to his father that he was not in a position to go on with his studies in a boarding school which was quite a thousand miles away from his native place where his parents were living with his grandparents.

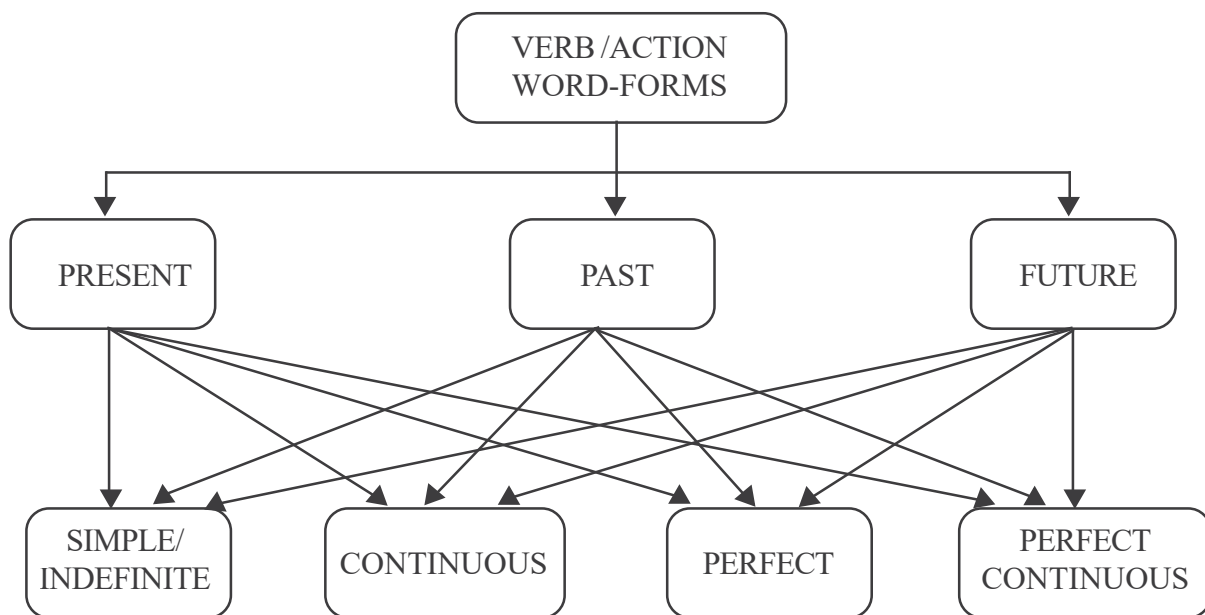
Amal's parents did not listen to such a heartrending appeal. Amal was helpless. He could not part with his parents, though his parents could part with Amal.

One day Amal left his Boarding School at the dead of night only to get lost and marked as a bad boy.

B. Fill in the blanks with appropriate verb-forms

- (i) In our country there——(be) many people who——not——(have) primary education because of poverty. They——(be) now adults. They——(be) illiterate. They——not——(want) their children to remain illiterate.
- (ii) This——(be) how mango-pickle——(make). At first, green mangoes——(chop) in to pieces. Then, the pieces——(mix) with salt and turmeric powder. Then they——(dry) in the sun for days together.
- (iii) The person who——(run) with the valuables——(arrest) by the police.
- (iv) “Why——you——(run) so madly at the gate?”, the security man said to the stranger.
The stranger——(reply), “Actually, I——(leave) my laptop outside in a coffee shop.”
“Why don't you move slowly? —— you —— (think) your mad race —— (bring) you back your laptop?”, —— the security man.

Remember that the suffixes ‘s’/‘es’/’ing’/’d’/’ed’/’n’/’en’ etc. are added only to the main verbs in respect to the forms in reference to time.



Check your progress.

	Indefinite	Continuous	Perfect	Perfect Continuous
Present	Subject + Present form of the main verb + object / other words	Subject + am/is/are + 'ing' with the main verb + object / other words	Subject + have/has + Past Participle form of the main verb + object / other	Subject + have/has + been + 'ing' with the main verb + object / other words
Past	Subject + Past form of the main verb + object / other words	Subject + was/were + 'ing' with the main verb + object / other words	Subject + had + Past Participle form of the main verb + object / other words	subject + had + been + 'ing' with the main verb + object / other words
Future	Subject + Shall / Will + Present form of the main verb + object / other words	Subject + shall/will + be + 'ing' with the main verb + object / other words	Subject + shall have/will have + past participle of the main verb + object / other words (Not in regular use)	Subject + shall have/will have + been + 'ing' with the main verb + object / other words (Not in regular use)

Describe the above diagram on verb forms.

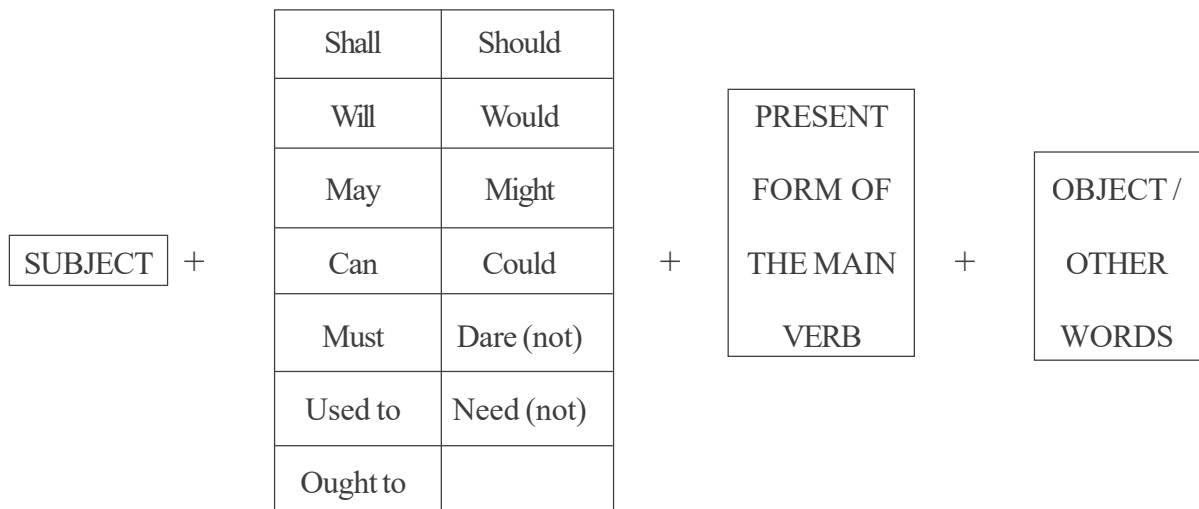
BASIC SENTENCE PATTERNS IN ENGLISH (Statements only)

Which forms will you ask the children to use to describe the daily routine of anybody?

Create a situation to introduce and elicit 'present continuous' forms before the learners of **class-III**.

Develop a conversation between two friends on "What did you do yesterday?" for learners of class-IV.

USE OF MODALS



At the end of the module

Distinguish between:

- (1) I may play football tomorrow. I am going to play tennis tomorrow.
- (2) I can walk six kilometres at a stretch. I may walk to the station, if no rickshaw is available early in the morning.
- (3) May I come in? May God bless you.
- (4) The rooms are very dirty. I must clean them. You may clean the room, if you like.
- (5) When you bat, you should always watch the ball.
- (6) Ramen suggested that they should have a picnic on the next Monday.

PRONOUN

A pronoun (*I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody* etc.) is a word that takes the place of a noun. In the sentence *Joe saw Jill, and he waved at her*, the pronouns *he* and *her* take the place of *Joe* and *Jill*, respectively. There are three types of pronouns: subject (for example, *he*); object (*him*); or possessive (*his*).

Rule 1. Subject pronouns are used when the pronoun is the subject of the sentence. You can remember subject pronouns easily by filling in the blank subject space for a simple sentence.

Example: *did the job.*

I, he, she, we, they, who, whoever, etc., all qualify and are, therefore, subject pronouns.

Rule 2. Subject pronouns are also used if they rename the subject. They will follow to be verbs, such as *is, are, was, were, am, will be, had been*, etc.

Examples:

It is he.

This is she speaking.

It is we who are responsible for the decision to downsize.

NOTE

In informal English, most people tend to follow to be verbs with object pronouns like *me, her, them*. Many English scholars tolerate this distinction between formal and casual English.

Example: *It could have been them.*

Technically correct: *It could have been **they**.*

Example: *It is just me at the door.*

Technically correct: *It is just **I** at the door.*

Rule 3. This rule surprises even language watchers: when *who* refers to a personal pronoun (*I, you, he, she, we, they*), it takes the verb that agrees with that pronoun.

Correct: *It is I who **am** sorry. (**I am**)*

Incorrect: *It is I who is sorry.*

Correct: *It is you who **are** mistaken. (**you are**)*

Incorrect: *It is you who's mistaken.*

Rule 4. In addition to subject pronouns, there are also object pronouns, known more specifically as **direct object**, **indirect object**, and **object of a preposition** (for more detail, see the definition of a verb in the Finding Nouns, Verbs, and Subjects section). Object pronouns include *me, him, herself, us, them, themselves*.

Examples:

*Jean saw **him**.*

Him is the direct object of the verb *saw*.

*Give **her** the book.*

The direct object of *give* is *book*, and *her* is the indirect object. Indirect objects always have an implied *to* or *for* in front of them: *Give [to] her the book. Do [for] me a favor.*

Are you talking to me?

Me is the object of the preposition *to*.

Rule 5. The pronouns *who*, *that*, and *which* become singular or plural depending on the subject. If the subject is singular, use a singular verb. If it is plural, use a plural verb.

Example: *He is the only one of those men who is always on time.*

The word *who* refers to *one*. Therefore, use the singular verb *is*.

Sometimes we must look more closely to find a verb's true subject:

Example: *He is one of those men who **are** always on time.*

The word *who* refers to *men*. Therefore, use the plural verb *are*.

In sentences like this last example, many would mistakenly insist that *one* is the subject, requiring *is always on time*. But look at it this way: *Of those men who **are** always on time, he is one.*

Rule 6. Pronouns that are singular (*I*, *he*, *she*, *everyone*, *everybody*, *anyone*, *anybody*, *no one*, *nobody*, *someone*, *somebody*, *each*, *either*, *neither*, etc.) require singular verbs. This rule is frequently overlooked when using the pronouns *each*, *either*, and *neither*, followed by *of*. Those three pronouns always take singular verbs. Do not be misled by what follows *of*.

Examples:

Each of the girls sings well.

Either of us is capable of doing the job.

Neither of them is available to speak right now.

Exception: When *each* follows a noun or pronoun in certain sentences, even experienced writers sometimes get tripped up:

Incorrect: *The women each gave her approval.*

Correct: *The women each gave their approval.*

Incorrect: *The words are and there each ends with a silent vowel.*

Correct: *The words are and there each end with a silent vowel.*

These examples do not contradict Rule 6. because *each* is not the subject, but rather an adjunct describing the true subject

Rule 7. To decide whether to use the subject or object pronoun after the words *than* or *as*, mentally complete the sentence.

Examples:

Tranh is as smart as she/her.

If we mentally complete the sentence, we would say *Tranh is as smart as she is*. Therefore, *she* is the correct answer.

Zoe is taller than I/me.

Mentally completing the sentence, we have *Zoe is taller than I am. Daniel would rather talk to her than I/me.*

We can interpret this sentence in two ways:

Daniel would rather talk to her than to me. OR *Daniel would rather talk to her than I would.* A sentence's meaning can change considerably, depending on the pronoun you choose.

Rule 8. The possessive pronouns *yours, his, hers, its, ours, theirs,* and *whose* never need apostrophes. Avoid mistakes like *her's* and *your's*.

Rule 9. The only time *it's* has an apostrophe is when it is a contraction for *it is* or *it has*. The only time *who's* has an apostrophe is when it means *who is* or *who has*. There is no apostrophe in *oneself*. Avoid "one's self," a common error. **Examples:**

It's been a cold morning. → *It has* → *Corrected form It's*

The thermometer reached its highest reading. [*Its here apostrophe form*]

It's going to be difficult → *It is* → *Corrected form It's*

He's the one who's always on time.

He's the one whose wife is always on time.

Keeping oneself ready is important.

Rule 10. Pronouns that end in *-self* or *-selves* are called reflexive pronouns. There are nine reflexive pronouns: *myself, yourself, himself, herself, itself, oneself, ourselves, yourselves,* and *themselves*.

Reflexive pronouns are used when both the subject and the object of a verb are the same person or thing.

Example: *Joe helped himself.* If the object of a preposition refers to a previous noun or pronoun, use a reflexive pronoun:

Example: *Joe bought it for himself.*

Reflexive pronouns help to avoid confusion and nonsense without them, we might be stuck with sentences like *Joe helped Joe.*

Correct: *I worked myself to the bone.*

The object *myself* is the same person as the subject *I*, performing the act of working.

Incorrect: *My brother and myself did it.*

Correct: *My brother and I did it.*

Don't use *myself* unless the pronoun *I* or *me* precedes it in the sentence.

Incorrect: *Please give it to John or myself.*

Correct: *Please give it to John or me.* **Correct:** *You saw me being myself.*

Myself refers back to *me* in the act of being.

A sentence like *Help yourself* looks like an exception to the rule until we realize it's shorthand for **You may help yourself.** In certain cases, a reflexive pronoun may come first.

Example: *Doubting himself, the man proceeded cautiously.*

Reflexive pronouns are also used for emphasis.

Example: *He himself finished the whole job.*

Rule 11. The use of *they* and *their* with singular pronouns is frowned upon by many traditionalists. To be consistent, it is a good practice to try to avoid *they* and its variants {e.g., *them, their, themselves*) with previously singular nouns or pronouns.

Not consistent: *Someone has to do it, and they have to do it well.* The problem is that *someone* is singular, but *they* is plural. If we change *they* to *he* or *she*, we get a rather clumsy sentence, even if it is technically correct.

Technically correct: *Someone has to do it, and he or she has to do it well.*

Replacing an inconsistent sentence with a poorly written one is a bad bargain. The better option is to rewrite.

Rewritten: *Someone has to do it, and has to do it well.*

Many writers prefer *he or she* as solution. Following are more examples of why rewriting is a better idea than using *he or she* or *him or her* to keep sentences consistent.

Inconsistent: *No one realizes when their time is up.*

Awkward: *No one realizes when his or her time is up.*

Rewritten: *None realize when their times up.*

Inconsistent: *If you see anyone on the trail, tell them to be careful.*

Awkward: *If you see anyone on the trail, tell him or her to be careful.*

Rewritten: *Tell anyone you see on the trail to be careful.*

Rule 12. When a pronoun is linked with a noun by *and* mentally remove the *and* + noun phrase to avoid trouble.

Incorrect: *Her and her friend came over.*

If we remove *and her friend*, we're left with the ungrammatical *Her came over.*

Correct: *She and her friend came over.*

Incorrect: *I invited he and his wife.*

If we remove *and his wife*, we're left with the ungrammatical *I invited he.*

Correct: *I invited him and his wife.*

Incorrect: *Bill asked my sister and I.*

If we remove *my sister and*, we're left with the ungrammatical *Bill asked I.*

Correct: *Bill asked my sister and me.*

note

Do not combine a subject pronoun and an object pronoun in phrases like *her and I* or *he and me*. Whenever *and* or *or* links an object pronoun (*her, me*) and a subject pronoun (*he, I*), one of those pronouns will always be wrong.

Incorrect: *Her and I went home.*

Correct: *She and I went home.* (She went and I went.)

Describing Words/Adjectives : Read the following

A Describing Word or an Adjective describes a noun or a pronoun in terms of quality, quantity, opinion, shape, size, age, look, colour, origin, material, comparison etc.

It sits either before a noun or after the verbs like the following : ‘be’/ ‘look’/ ‘appear’/ ‘seem’/ ‘feel’/ ‘taste’/ ‘smell’/ ‘sound’ etc, in order to describe the subject.

Some adjectives/ describing words like the following are used after the verbs/action words.

Asleep, alone, alive, awake, afraid, ill, well.

Present and Past participle-adjectives are formed by adding ‘ing’ and ‘d’/ ‘ed’/ ‘en’ etc. to the verbs.

Adjectives take only one form with both the singular and plural nouns excepting those formed out of the demonstrative pronouns. Example: this book → these books

Check your progress :

- (a) Given below are the functional types/uses of the describing words in situations. Place the adjectives/ describing words accordingly.

Lift the adjectives/describing words from the course-materials for classes- I – VIII and place them accordingly.

(One has been done for you)

quality	quantity	shape	size	age	look	colour	origin	material
good	many	round	large	old	empty	green	Indian	wooden

(b) Study the following sentences, underline the adjectives and say their positions.

- I. A school is good, because it is homely and affectionate to the children. But only a very few of us try to make our school into a home of our children.
- II. The selfish Giant became angry, when he saw the marks of nails on the soft palms and feet of the little child. The Giant was furious and wanted to kill the evil man.
- III. A big leather ball began rolling in the afternoon, when the school was over. The children who thought that they were so long confined in jails, began clapping their hands and whistling. It looked as if the children were relieved of their sorrowful experiences which people call teaching.
- IV. Look at these three pencils. This is a yellow pencil. This pencil is big, but that blue pencil is bigger. The green one is the biggest of the three. These pencils belong to Minati. She also has three more pencils. Those pencils were given by her class teacher.

Now, Minati is nine years old. She reads in a village school. Her father is a farmer. Her house is at a distance from the school.

- V. Put the words in the right order to make each a sentence. Use punctuation marks properly and then underline the adjectives/ describing words in each of them with comments on their positions.
- (a) Children awake are the(question)
 - (b) An Indian by birth a British Mr. Bose by culture eminence to rose(v) during the foreign rule in india.
 - (c) Blue seen you my T-shirt have(question)
 - (d) A bus journey comfortable than more train journey is a in our state a.
 - (e) Coldest is Darjeeling place the in West Bengal.

Let us not forget that

- Some adjectives/ describing words are found as adjectives/ describing words in the vocabulary/ dictionary.
- Some are made adjectives /describing words by adding suffixes.
- Some compound words also function as adjectives/ describing words.
- There are degrees of comparison of adjectives like good –better—best, or beautiful, more beautiful and the most beautiful.
- Nouns/Naming words↔ Adjectives/Describing words and vice versa.
- Action words/Verbs ↔ Adjectives/Describing words.
- Adjectives/Describing words are formed out of pronouns (Demonstrative, Possessive Pronouns).

ADVERB

An adverb is a word that describes or modifies, as grammarians put it - a verb, an adjective or another adverb.

- A verb is an action word (Jump, run, swim, ski, fish, talk).
- An adjective is a descriptive word that describes a noun (pretty, happy, silly, sunny).
- A noun is a person, place or thing (girl, dog, mom).

It is easy to see how adverbs describe, or modify, verbs, since they simply explain most about the action. For example:

- He *quickly* runs
- She *slowly* walks
- He *happily* chatters

Adverbs can also describe adjectives or other adverbs. They provide more information about that other descriptive word. For example:

- He *very quickly* runs. In this sentence, quickly is an adverb describing the word runs. Very is another adverb, this time describing the word quickly.
- The *very pretty* girl sat down. In this sentence, pretty is an adjective describing the noun girl. Very is an adverb describing the adjective pretty.

There are different kinds of adverbs expressing different meaning. The following are some of the common ones.

Adverb of time

An adverb of time tells us when something is done or happens. We use it at the beginning or at the end of a sentence. We use it as a form of emphasis when we place it at the beginning. Adverbs of time include **afterwards, already, always, immediately, last month, now, soon, then** and **yesterday**.

- He collapsed and died **yesterday**.
- His factory was burned down **a few months ago**.
- **Last week**, we were stuck in the lift for an hour.

Adverb of place

An adverb of place tells us where something is done or happens. We use it after the verb, object or at the end of a sentence. Adverbs of place include words such as **above, below, here, outside, over there, there, under, upstairs**.

- We can stop **here** for lunch.
- The schoolboy was knocked **over** by a school bus.
- They rushed **for** their lives when fire broke out in the floor **below**.

Adverb of manner

An adverb of manner tells us how something is done or happens. Most adverbs of manner end in *-ly* such as **badly, happily, sadly, slowly, quickly** and others that include **well, hard, fast** etc.

- The brothers were **badly** injured in the fight.
- They had to act **fast** to save the others floating in the water.
- At the advanced age of 88, she still sang very **well**.

Adverb of degree

An adverb of degree tells us the level or extent that something is done or happens. Words of adverb of degree are **almost, much, nearly, quite, really, so, too, very** etc.

- It was **too** dark for us to find our way out of the cave. (Before adjective)
- The referee had to stop the match when it began to rain **very** heavily. (Before adverb)
- Her daughter is **quite** fat for her age.
- The accident victim **nearly** died from his injuries.
- After all these years, she is still feeling **very** sad about her father's death.

Adverb of frequency

An adverb of frequency tells us how often something is done or happens. Words used as adverbs of frequency include **again, almost, always, ever, frequently, generally, hardly ever, nearly, nearly always, never, occasionally, often, rarely, seldom, sometimes, twice, usually, and weekly**

- They were **almost** fifty when they got married.
- He **hardly ever** say something nice to his wife.

- While overseas, he **frequently** phoned home.
- She is not **nearly** always right although she thinks she is **always** right.
- He complained that she **never** smiled back.
- We only write to each other very **occasionally**.
- Peter **seldom** reads the **Bible**.
- **Sometimes** he stays late in the office to complete his work.
- Our cat was bitten **twice** by the same dog.
- The man **usually** proposes for marriage.

Conjunctions

There may be small words, but conjunctions are highly functional and very important for constructing sentences. As you can see in the first sentence the coordinating conjunction “and” was used to link different parts of the sentence. This is the main job of conjunctions. Basically, conjunctions join words, phrases and clauses together.

The different types of conjunctions.

- Coordinating conjunctions
- Subordinating conjunctions
- Correlative conjunctions

Coordinating conjunctions are what come to most people’s minds when they hear the word “conjunction”, and they do exactly what their name implies – they make things go together. They can join together words, phrases and independent clauses.

The Coordinating Conjunctions

The English language has seven coordinating conjunctions,

- **For** - Explains reason or purpose (just like “because”)
I go to the park every Sunday, for I love to watch the ducks on the lake.
- **And** - Adds one thing to another
I go to the park every Sunday to watch the ducks on the lake and the shirtless men playing soccer.
- **Nor** - Used to present an alternative negative idea to an already stated negative idea / *don’t go for the fresh air nor really for the ducks. Honestly, I just like the soccer.*
- **But** - Shows contrast
The soccer in the park is entertaining in the winter, but it’s better in the heat of summer.
- **Or** - Presents an alternative or a choice *The men play on teams: shirts or skins.*
- **Yet** - Introduces a contrasting idea that follows the preceding idea logically (similar to “but”) / *always take a book to read, yet I never seem to turn a single page.*
- **So** - Indicates effect, result or consequence
I’ve started dating one of the soccer players, so now I have an excuse to watch the game each week.

Subordinating Conjunctions

Out of the three different kinds of conjunctions (coordinating, correlative and subordinating), subordinating conjunctions are the most difficult to recognize, but they are not that hard to master. In fact, you probably use them all the time without even noticing, but let's take a closer look at them to see what's going on.

A subordinating conjunction always introduces a dependent clause, tying it to an independent clause.

The clauses can go in any order; that is, the independent or the dependent clause can come first in the sentence, but in either order, the first word of the dependent (or subordinate) clause will be the subordinating conjunction.

Using Subordinating Conjunctions

In English, there are lots of subordinating conjunctions, but the most common ones, along with a few examples of how subordinating conjunctions are used, are as follows:

- after - “Your heart will break like mine, and you’ll want only me **after** you’ve gone” (Ella Fitzgerald).
- although - “**Although** I’ve been here before, he’s just too hard to ignore” (Amy Winehouse).
- as - “**As** I walk through the valley of the shadow of death, I take a look at my life and realize there’s nothing left” (Coolio).
- as long as - “I don’t care who you are, where you’re from or what you did **as long as** you love me” (Backstreet Boys).
- because - “I’m everything I am **because** you loved me” (Celine Dion).
- before - “Just call me angel of the morning, angel. Just touch my cheek **before** you leave me, baby” (Juice Newton).
- even if - “**Even if** the sky is falling down, you’ll be my only” (Jay Sean).
- if - “**If** you leave me now, you’ll take away the biggest part of me” (Peter Cetera/Chicago).
- once - “**Once** you pop, you can’t stop” (Pringles commercials).
- now that - “Baby, **now that** I’ve found you, I won’t let you go” (Tony Macaulay/John MacLeod).
- since - “I guess I’ll never be the same **since** I fell for you” (B.B. King).
- though - “Walk on through the wind, walk on through the rain **though** your dreams be tossed and blown” (Rodgers and Hammerstein).
- unless - “We’re never going to survive **unless** we get a little crazy” (Seal).
- until - “[You] don’t know what you’ve got ‘**til** it’s gone” (Cinderella).
- when - “**When** I see you smile, I can face the world” (Bad English).
- where - “There’s a light burning bright, showing me the way, but I know **where** I’ve been” (Scott Wittman).
- while - “I look at the world, and I notice it’s turning **while** my guitar gently weeps” (The Beatles)

Correlative Conjunctions

You know what a conjunction is, you've mastered coordinating conjunctions, and you're pretty sure you understand subordinating conjunctions; there's only one more hurdle now between you and total conjunction domination: correlative conjunctions. Well fear not, Grammar Conquistador. You are about to be victorious.

What are Correlative Conjunctions?

Correlative conjunctions are sort of like tag-team conjunctions. They come in pairs, and you have to use both of them in different places in a sentence to make them work. They get their name from the fact that they work together (co-) and relate one sentence element to another. Correlative conjunctions include pairs like "both/and," "whether/or," "either/or," "neither/nor," "not/but" and "not only/but also."

- I want either the cheesecake or the frozen hot chocolate.
- I'll have both the cheesecake and the frozen hot chocolate.
- I didn't know whether you'd want the cheesecake or the frozen hot chocolate, so I got you both.
- Oh, you want neither the cheesecake nor the frozen hot chocolate? No problem.
- I'll eat them both, not only the cheesecake but also the frozen hot chocolate.
- I see you're in the mood not for dessert but appetizers. I'll help you with those too. Here are some more pairs of correlative conjunctions:
- as/as - Bowling isn't as fun as skeet shooting.
- such/that - Such was the nature of their relationship that they never would have made it even if they'd wanted to.
- scarcely/when - I had scarcely walked in the door when I got the call and had to run right back out again.
- as many/as - There are as many curtains as there are windows.
- no sooner/than - I'd no sooner lie to you than strangle a puppy.
- rather/than - She'd rather play the drums than sing.

Interjection

What is an Interjection?

An interjection is one of the eight major parts of speech, along with verbs, nouns, pronouns, adjectives, adverbs, prepositions and conjunctions. Some grammarians believe that interjections are the least important part of speech. This is because interjections are not generally required in order for the meaning of a sentence to become clear. Interjection is more vice an excretion to made pure in the sentence.

An interjection is a word solely designed to convey emotion. It expresses meaning or feeling. It does not:

- relate grammatically to the other parts of the sentence,
- help the reader understand the relationship between words and phrases in the sentence.

Instead, it simply conveys to the reader the way the author is feeling. Interjections are rarely used in academic or formal writing, but are common in fiction or artistic writing. They are usually, but not always, off set by an exclamation point (which is also used to show emotion).

Use of Interjections

Beginning of Sentences

When people think of interjections, they commonly think of them being used at the beginning of the sentence. Many also associate interjections with a punctuation mark designed to convey emotion: the exclamation point.

This is often true. Interjections can and do appear in the beginning of sentences. For example:

- “Yikes, I didn’t realize that there was a test on grammar today!”
- “Oh no, I can’t believe that it is snowing here again!”

In both of these sentences the interjection - “yikes” and “oh no” appear at the beginning of the sentence. In addition, in both of the sentences, the emotion is a strong emotion and the sentence itself ends with an exclamation point.

Middle or End of Sentences

Interjections do not always have to be at the beginning of a sentence. They can appear in the middle, at the end, or any place else where the author wants to interject a bit of feeling and emotion.

For example, in the sentence “So, it’s snowing again, huh?” the interjection is found at the end. Here, the interjection is designed to express confusion (or perhaps dismay) at the continued snow falling. In this sentence, the emotion wasn’t an emotion that necessitated an exclamation point instead, the interjection ‘huh’ turned the sentence into a question.

The sentence “In my opinion, my gosh, this is just the smartest thing you have ever said” the interjection my gosh is found in the middle. It designed to express of convey the author’s emphasis on his opinion that the statement was smart. Again, no exclamation point is required.

Stand-alone Sentence

An interjection can also be used by itself as a stand-alone sentence. For example, look at the two sentences: “Oh gosh! I can’t believe how late it is.” The interjection “oh gosh” is a stand-alone sentence. This is grammatically correct, although “Oh Gosh” does not contain a subject and action that is normally required for a complete thought to be expressed. The interjection or the emotion felt is the entire point of the sentence.

Examples

- Hurrah! We’ve won!
- Alas, she’s dead now.
- Ah! It feels good.
- Ah! I’ve passed.
- ‘What do you think of my new hairstyle, eh?’
- Hey! Where are you going?

ARTICLES

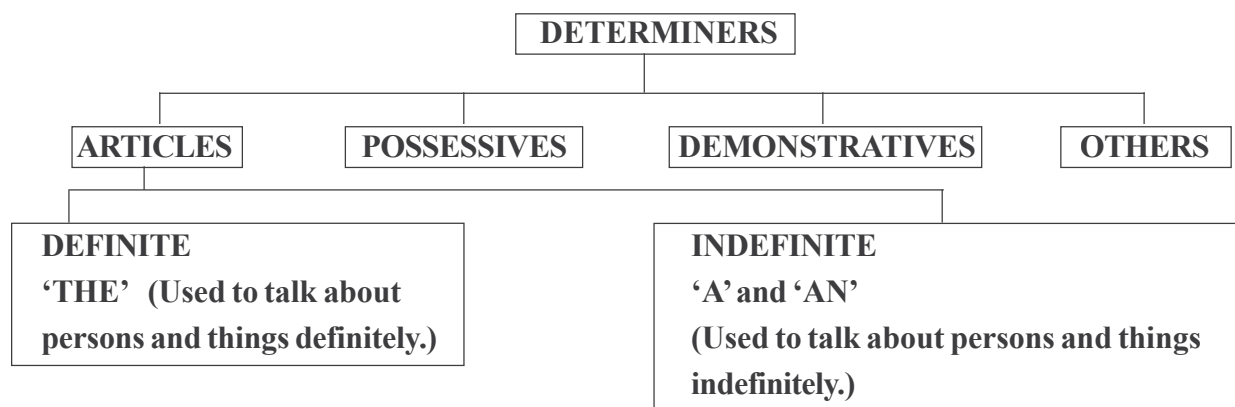
Let's read through the paragraphs

Articles are, sometimes, called determiners. There are other determiners also. They are (i) possessive (my, mine, our, ours, your, yours, his, her, its, their, theirs), (ii) Demonstratives (this, that, these, those, there), the other determiners are some, many etc.

Determiners modify nouns and sit before the nouns. So, articles as determiners also modify nouns and sit before the nouns which they modify.

There are two kinds of Articles Definite and Indefinite. 'A' and 'An' are called indefinite articles, while 'the' is called Definite Articles.

Let's put the whole thing into the following diagram.



Check your progress:

Study the above diagram in groups, talk about the diagram. Find out ten situations for the use of 'the' and two situations for 'not to use 'the'.

A. Fill up the blanks with articles [a/an/the] and justify the use of the same:

1. Please close _____ door; otherwise, _____ person who is chasing you will enter into the room.
2. Dog is _____ faithful animal. It never bites human beings, if it is not hurt by our behaviour.
3. It is _____ same house as I want. But will _____ owner sell it now?
4. My grandfather used to read _____ Mahabharata, but my father can't read it for want of time.
5. I am writing this letter in response to _____ advertisement, published in _____ Telegraph of today.
6. _____ Indian Ocean is so vast that nobody can swim across it.
7. _____ sun is a star, though it is seen in the day time.
8. _____ Himalayas protect India on the north like _____ wall.

9. ———twenty-third January is a day of observance in all schools in West Bengal.
10. ———sens of our village are very progressive.
11. ———rich are not always happy, yet, ———poor want to be rich always.
12. ———harmonium is a very common musical instrument.
13. ———English are very punctual.
14. ———Great Wall of China is one of the wonders of the world.
15. Ramen is———best boy in the school. Jharna is one of———best girl in the school.

B. Strike out the irrelevant

- (1) The restaurant is beside the Rabindra Sarani. / The restaurant is beside Rabindra Sarani.
- (2) What are you going to have for lunch today?/ What are you going to have for the lunch today?
- (3) Do you watch television every morning?/ Do you watch the television every morning?
- (4) Will you please switch off television?/ Will you please switch off the television?

C. Put a/an appropriately

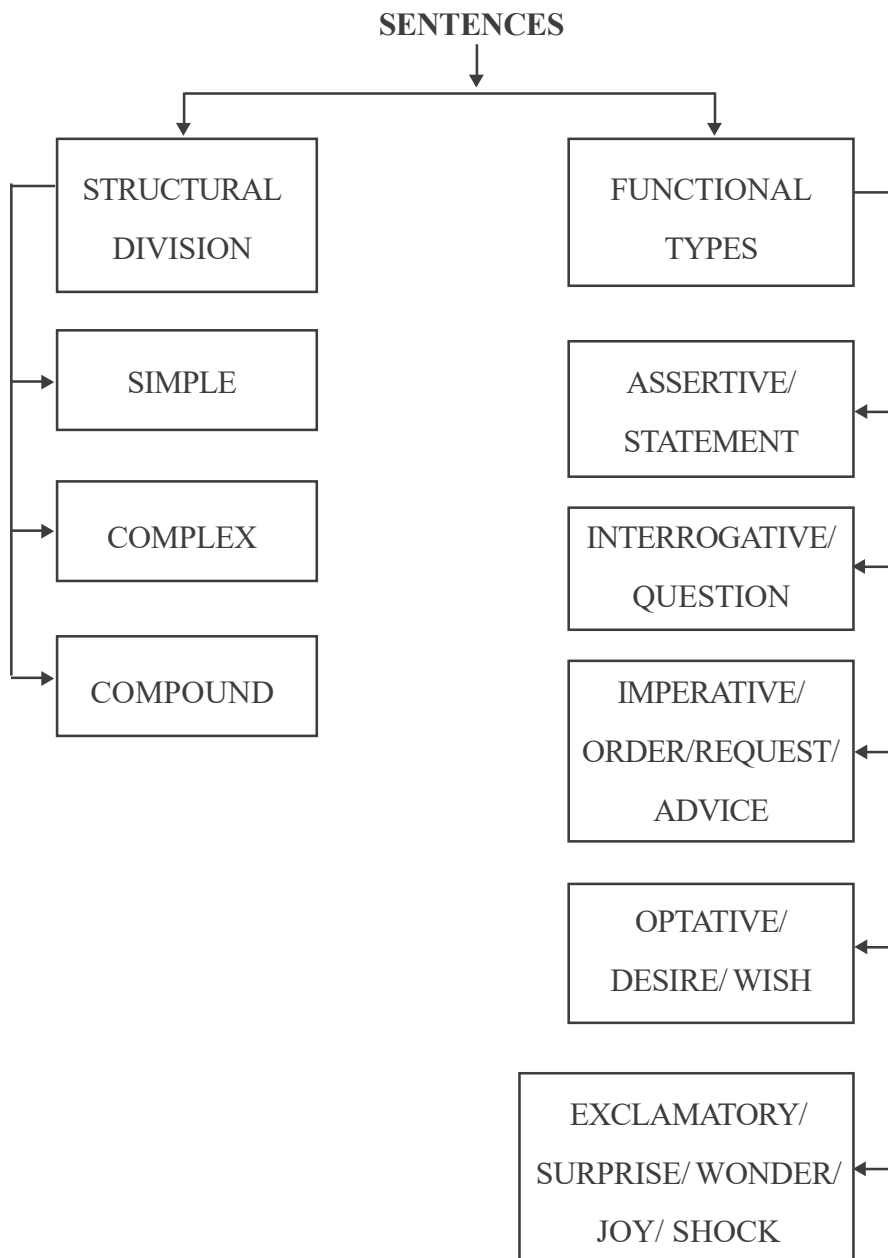
- (1) ———apple a day keeps the doctor away. This is———proverb.
- (2) There was———European in our locality. He used———umbrella in all seasons.
- (3) There is———university at Kalyani. Kalyani is———small town in Nadia. It is———industrial town. I know of———honest professor of this university.
- (4) Kolkata is scorching now-a-days. ———little shower is the prayer of every soul. At eight a.m.———umbrella is ——minimum requirement, at 12 noon———shade over head for rest is———must.
- (5) In Kolkata———orange sells at 10.00. Rice sells at 36.00———KG. ——pure vegetarian dish costs you fifty rupees in———way-side Dhaba.
- (6) ——road accident took place yesterday. ——motor-cyclist was run over by a state bus.
- (7) Our head teacher is———M.A. He is ——historian. I am———B A from Kolkata University.

Check your progress:

Discuss in groups on how to present articles through activities for learners of Class-V. Submit your presentation to the class.

6.2. Sentences

Sentences can be divided through this following diagram



- ✓ Simple Sentence = One Finite Verb
- ✓ Complex Sentence = More than one Finite Verb, but one Principal Clause
- ✓ Compound Sentence = More than one Principal Clause + /-(minus) sign Subordinate clause

Check your progress:

Given below are a few sentences. Study those. Now, categorise each of the sentences under the heads Simple, Complex, Compound.

This is a group activity. Write down more sentences in groups for the sake of categorisation.

- a. Yesterday in the morning, when I woke up, I found that the sky was overcast with black clouds.
- b. It began to rain from 5:30 a.m., but the shower could not die down the heat which was almost like the heat from a fiery oven.
- c. The school being closed, the children cannot come out of their houses.
- d. The Head Teacher was in the hospital, so the Assistant Teacher-in-Charge could not hold the school till 4 p.m.
- e. As the boy who was interrogated by the police yesterday, could not suffer the severity of the process of interrogation, he fell ill and had to be hospitalised.

Again, there are five kinds of sentences functionally. They are:

A. Assertive/Statements, having a structure like the following:

Subject	Finite Verb (Aux+Main Verb/only Main verb)	Object or Other words
They	went	to the cinema.
We	are going	to Puri in the summer recess.

B. Interrogative/enquiry/question sentences.

Am/Is/Are/Was/Were/Have/Has/Had (as main verb)	Subject	Object/Other word
Are	they	Happy?
Is	he	in the office?

Am/Is/Are/Was/Were/Have/Has/Had (as auxiliary verb)	Subject	'Ing'/Past Participle form of the main verb	Object/Other words
Are	We	Going	to Puri in the next week?
Have	You	done	the sums?

Modals	Subject	Main verb in its present form	Object/Other words
Can	you	win	the race?
Should	we	trust	a liar?

Do/Does/Did as Aux. Verbs in the Present and the Past indefinite	Subject	Main verb in its present form	Object/Other words
Do	you	know	Gorachand?
Did	Mr. Sen	tell	you the matter?

- C. Imperative Sentences express orders, requests, advice, commands etc. Such sentences have their subjects (always ‘you’) understood; so they begin with the present forms of the verbs always.

Subject	Finite Verb(Aux+Main Verb/only Main verb)	Object or Other words
xx	Do	it now
xx	Do not quarrel	with your friends.
xx	Speak	the truth.
xx	Save	me from the culprits, please.

- D. Optative Sentences express wishes, desires, and prayers of the speakers. Such sentences begin with normally ‘may’, but sometimes the ‘may’ may remain unspoken as in “God save the King.”

Some times optative sentences begin with the verbs ahead of other words.

Examples: “Had I the wings of a dove.....” or “Were I the lord of Tartary....”

May you live long. May God bless you. Had I reached there a few moments back....

- E. Exclamatory [!] sentences express the state of surprise, wonder, shock, anger, hatred etc. Such sentences begin either with exclamatory adverbs like How/ What or with interjections. Example: How beautiful the moon is! What a senseless guy he is! Alas! Ramala’s mother is no more. Etc.

Check your progress:

Please find from the course materials of Classes I-VIII at least five sentences under each of the five categories.

Transformation of sentences

In English, there are mainly three types of sentences.

- Simple sentence
- Compound sentence
- Complex sentence

A simple sentence has just one clause. A complex sentence has one main clause and one or more subordinate clauses. A compound sentence has more than one main clause.

We can change a simple sentence into a compound sentence or a complex sentence. This is usually done by expanding a word or phrase into a clause. In the same way, we can change a complex or compound sentence into a simple sentence. This is done by reducing a clause into a word or phrase.

Study the examples given below.

- It is too late to start a new lesson.

As you can see this sentence has just one clause and therefore it is a simple sentence. The number of clauses in a sentence is equal to the number of finite verbs in it. Note that to-infinitives and -ing forms are not finite verbs.

The structure too...to can be replaced by the structure so...that.

- It is so late that we cannot start a new lesson.

As you can see this sentence has two clauses: one main clause (It is so late) and one subordinate clause (that we cannot start a new lesson.) We have already learned that a sentence containing one main clause and one or more subordinate clauses is called a complex sentence.

Another example is given below.

- He worked hard that he might pass the examination.

The above sentence is an example of a complex sentence. It has one main clause (He worked hard) and one subordinate clause of purpose (that he might pass the examination). Subordinate clauses of purpose can be reduced to to-infinitives.

- He worked hard to pass the examination. (Simple sentence)

One more example is given below.

- He ordered that the traitor be jailed. (Complex sentence)

This sentence, too, can be converted into a simple sentence with the help of a to-infinitive.

Interchange of degrees of comparison

It is possible to change the degree of comparison without changing the sense of a sentence. A sentence can be constructed in positive, comparative and superlative form.

(i) If comparison is made between two or two groups, to write a sentence in positive degree you should use the as good as followed by subject. In comparative sentence, the same meaning could be expressed with the

composition of *subject + verb + not + adj than + first subject*. Please observe the following sentences:

Positive: Ram is as good as Shyam.

Comparative: Shyam is not better than Ram.

Positive: A seemingly invincible material power is not as strong as a will governed by firm conviction.

Comparative: A will governed by firm conviction is stronger than a seemingly invincible material power.

Positive: To commit ordinary murder is a what good as to kill war.

Comparative: To kill war is not a what better than to commit ordinary murder.

Positive: He is not as clever as the younger brother.

Comparative: The younger brother is cleverer than he.

Positive: Poverty is not as terrible enemy as bad health.

Comparative: Bad health is a more terrible enemy than poverty.

Positive: Platinum is as heavy as gold.

Comparative: Gold is not heavier than platinum.

Positive: Some countries are at least as hot as India.

Comparative: Some countries are not less hot than India.

(ii) When comparison is made among more than two or many, to convert a sentence from superlative to positive degree, follow the following rule: *no other (any other) + noun after superlative + related words + verb + (not) + as + adj (positive) + as + 1st subject*.

To convert superlative to comparative, construction of the sentences should be: *subject (as it is) + verb (as it is) + adj (comp) + than any other/all other + noun singular/plural (after adj) + related words*.

Superlative: *Ram is the best boy in the class.*

Positive: *No other (any other) boy in the class is (not) as good as Ram.*

Comparative: *Ram is better than any other boy/all other boys in the class.*

Superlative: *Misery is the greatest mystery of all.*

Comparative: *Misery is greater than any other mystery/all other mystery.*

Positive: *No other mystery is as great as misery.*

Positive: *There is no other mystery as great as misery.*

Alternatively: *Any other mystery is not as great as misery.*

Superlative: *Iron is the most useful of all metals.*

Comparative: *Iron is more useful than any other metal/all other metals.*

Positive: *No other (any other) metal is (not) as useful as iron.*

(iii) To convert a superlative sentence to positive and comparative sentence if you encounter the word *one of* in superlative sentence, please follow the following rule. To convert in positive degree, put *very few + noun(plural) after adj. + related words + verb (plural) + as adj. (positive) as + first subject*.

To convert superlative degree to comparative degree, follow the following rule.

Subject (as it is) + verb (as it is) + adj (comp.) than most other + noun (plural) + related words.

Superlative: *Rabindranath is one of the greatest poet of the world.*

Positive: *Very few poets of the world are as great as Rabindranath.*

Comparative: *Rabindranath is greater than most of the poets of the world.*

Interchange of affirmative and negative sentence

(i) By way of using negative word with opposite adjectives, an affirmative sentence could be transformed into negative sentence. As for examples:

Affirmative: Man is mortal.

Negative: Man is not immortal.

Affirmative: He is honest.

Negative: He is not dishonest.

Affirmative: I shall never forget you.

Negative: I shall always remember you.

Affirmative: No one can escape death.

Negative: All must submit to death.

Affirmative: Brutus loved Caesar.

Negative: Brutus did not hate Caesar.

Affirmative: Where there is fire, there is smoke.

Negative: There is no smoke without fire.

Affirmative: Everybody distrust a liar.

Negative: Nobody trust a liar.

(ii) By the way of changing degrees of comparison:

Affirmative: He is as good as I am.

Negative: I am not better than he is.

Affirmative: He is the best student.

Negative: No other student is as good as he.

Affirmative: As soon as the teacher arrived, the noise ceased.

Negative: No sooner did the teacher arrive than the noise ceased.

(iii) There are also other ways to change a affirmative sentence to a negative sentence:

Affirmative: None but the brave deserves the fair.

Negative: Only the brave deserve the fair.

Affirmative: He is too weak to walk.

Negative: He is so weak that he cannot walk.

Interchange of affirmative and negative sentence (cont'd...)

Affirmative: Everybody wish to be happy.

Negative: Who does not wish to be happy or There is none but wishes to be happy.

Interchange of interrogative and assertive sentences

Here generally affirmative questions imply negative answer and *vice versa*. Examples are as follows:

Interrogative: Who does not wish to be happy.

Assertive: Everybody wishes to be happy.

Interrogative: Can I ever forget you?

Assertive: I can never forget you.

Interrogative: If you poison us, won't we die?

Assertive: If you poison us, we shall die.

Interrogative: If you prick us, do we not bleed?

Assertive: If you prick us we shall bleed.

Interrogative: If you tickle us, do we not laugh?

Assertive: If you tickle us we shall laugh.

Interrogative: If you wrong us, shall we not take revenge?

Assertive: If you wrong us, we shall take revenge.

Interrogative: O death, where is thy sting?

Assertive: O death, thy sting is no where.

Interrogative: O grave, where is thy grave?

Assertive: O grave, thy grave is no where.

Interrogative: Who can bear an unprovoked insult?

Assertive: No one can bear an unprovoked insult.

Interrogative: Who does not know him?

Assertive: Everyone knows him.

Interrogative: Are you not a coward?

Assertive: You are a coward.

Interrogative: Was he not a villain to do such a deed?

Assertive: He was a villain to do such a deed.

Interchange of exclamatory and assertive sentences

Generally in an exclamatory sentence, a part of predicate goes before the subject. That part of the predicate will come after subject and exclamatory word will be replaced with particular adverb or adverbial phrase expressing the emotion. Examples are as follows:

Exclamatory: O, what a fall was there my countrymen.

Assertive: There was a terrible fall, my countrymen. or, That was a terrible fall, my countrymen.

Exclamatory: O, what a misery awaits a wasted youth.

Assertive: A great misery awaits a wasted youth.

Exclamatory: How beautiful is night!

Assertive: Night is very beautiful.

Exclamatory: Hurrah! my father is come.

Assertive: I rejoice that my father is come.

Exclamatory: Excel. how nice!

Assertive: It is very nice.

Exclamatory: How beautiful to look at!

Assertive: It is very beautiful to look at.

Exclamatory: How have the mighty fallen!

Assertive: The mighty have fallen low.

Exclamatory: Had I the wings of a dove.

Assertive: I wish I had the wings of a dove.

Exclamatory: Death before dishonour.

Assertive: I wish death before dishonour.

Exclamatory: Good morning, Mr. Sen!

Assertive: I wish Mr. Sen good morning.

Exclamatory: How base of him to desert you in your time of need!

Assertive: It was extremely base of him to desert you in your time of need.

Exclamatory: How upset you seem to be!

Assertive: You seem to be much upset.

Exclamatory: O, that the desert were my dwelling place!

Assertive: I wish that desert were were my dwelling place.

Interchange of parts of speech

Observe the following sentence where same word in different form is used keeping the sense of the sentence same.

The wise man generally acts prudently. (adv.)

The wise man generally acts with prudence. (noun)

Unfortunately the boy got plucked. (adv.)

It was unfortunate that the boy got plucked. (adj.)

The student attempted to answer the question carefully. (adv.)

The student attempted to answer the question with care. (noun)

The soldiers fought bravely. (adj.)

The soldiers gave a brave fight. (noun)

The boy gave a prompt answer. (adj.)

The boy answered promptly. (adv.)

His proposal was tactful. (adj.)

He proposed tactfully. (adv.)

The boy was looking wistfully. (adv.)

The boy gave a wistful look. (adj.)

His result in the examination pleased all. (verb)

His result in the examination gave us pleasure. (noun)

The businessman made an arrangement to start another business. (noun)

The businessman agreed to start another business. (verb)

Sourav batted marvelously. (adv.)

Sourav showed marvelous batting. (adj.)

The student is obviously intelligent. (adv.)

It is obvious that the student is intelligent. (adj.)

Mother wishes her son will succeed. (verb)

Mother wishes that her son's success. (adj.)

Her failure disappointed her. (noun)

Step #3 Move the operator in front of the subject: *Who will Bablu ask for information about summer courses?*

Why didn't I use *whom*? That's super formal and unlikely to be used in asking a question like this one. In fact, it's a bit hard to imagine any native speaker or truly fluent NNS using *whom* in this type of question.

What about example #4? The subject of the sentence is *we*. The predicate is *can register for graduation some time*. The whole sentence that lies behind the question: *We can register for graduation some time*. The question is about the adverbial of time. The speaker knows everything but the time/date. Again, the formation is more complicated than in examples #1 and #2: the process is the same as for example #3.

Step #1 Insert the *wh*-word into the sentence: *We can register for NCC when?*

Step #2 Move the *wh*-word to the beginning of the sentence: *When we can register for NCC?*

Step #3 Move the operator in front of the subject: *When can we register for NCC?*

What about example #5? The subject of the sentence is *we*. The predicate is *go somewhere to register for NCC*. The question is about the adverbial of location/place. The whole sentence that lies behind the question: *We go somewhere to register for NCC*. For this example, the process in examples #3 and #4 is followed but with another complication because of the missing operator.

Step #1 Insert the *wh*-word into the sentence: *We go where to register for NCC?*

Step #2 Move the *wh*-word to the beginning of the sentence: *Where we go to register for NCC?*

Step #3 Move the operator in front of the subject: *Where do we go to register for NCC?*

What generalizations can we take away from these examples?

1. *Wh*-questions are formed by inserting a *wh*-word into a sentence in the place of missing information.
2. *Wh*-questions focus on particular parts of sentences—not generally on the whole sentence the way that yes-no questions do.
3. *Wh*-questions about the subject of a sentence have simpler grammar than *wh*-questions about anything in the predicate.
4. *Wh*-questions about the subject of a sentence just insert *who* or *what* and keep the same word order.
5. *Wh*-questions about anything in the predicate insert a *wh*-word and then manipulate the word order by moving that *wh*- word to the beginning and moving the operator in front of the subject.

THE PASSIVE VOICE

Introduction

The passive of an active tense is formed by putting the verb **to be** into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the 'agent' of the passive verb. The agent is very often not mentioned. When it is mentioned it is preceded by *by* and placed at the end of the clause.

Active: My grandfather planted this tree.

Passive: This tree was planted by my grandfather.

PASSIVE VERB TENSES

	ACTIVE VOICE	PASSIVE VOICE
Present Simple	<i>He delivers the letters.</i>	<i>The letters are delivered.</i>
Past Simple	<i>He delivered the letters.</i>	<i>The letters were delivered.</i>
Future Simple	<i>He will deliver the letters.</i>	<i>The letters will be delivered.</i>
Present Continuous	<i>He is delivering the letters.</i>	<i>The letters are being delivered.</i>
Past Continuous	<i>He was delivering the letters.</i>	<i>The letters were being delivered.</i>
Going to	<i>He is going to deliver the letters.</i>	<i>The letters are going to be delivered.</i>
Present Perfect	<i>He has delivered the letters.</i>	<i>The letters have been delivered.</i>
Past Perfect	<i>He had delivered the letters.</i>	<i>The letters had been delivered.</i>
Infinitive	<i>He has to deliver the letters.</i>	<i>The letters have to be delivered.</i>
Modals	<i>He must deliver the letters.</i>	<i>The letters must be delivered.</i>

	SIMPLE	CONTINUOUS	PERFECT
PRESENT	+ S + am/is/are + Ptp	S + am/is/are + being + Ptp	S + have/has + been + Ptp
	- S+am/is/are+not+Ptp	S+am/is/are+not+being+Ptp	S+have/has+not+been+Ptp
	? Am/Is/Are + S + Ptp?	Am/Is/Are+S+being+Ptp ?	Have/Has+ S + been + Ptp ?
PAST	+ S + was/were + Ptp	S + was/were + being + Ptp	S + had + been + Ptp
	- S+was/were+not+Ptp	S+was/were+not+being+Ptp	S + had + not + been + Ptp
	? Was/Were + S +PtpV?	Was/Were + S + being + Ptp?	Had + S + been + Ptp
FUTURE	+ S + will + be + Ptp		
	- S + will + not + be + Ptp		
	? Will + S + be + Ptp?		
GOING TO	+ S + V to be (am/is/are) + going to + be + Ptp		
	- S + V to be (am/is/are) + not + going to + be + Ptp		
	V to be (am/is/are) + S + going to + be + Ptp ?		

Short answers

To make short answers:

- we use the verb **to be** (am/is/are/was/were) for *Present Simple*, *Past Simple*, *Present Continuous*, *Past Continuous* and *Going To* questions.
- we use the verb have (have/has/had) for *Present Perfect* and *Past Perfect* questions.
- we use will for *Future Simple* questions.

USE

The Passive is used:

1. when the **agent** (=the person who does the action) is unknown, unimportant or obvious from the context.

Jane was shot. (We don't know who shot her.)

This church was built in 1815. (Unimportant agent)

He has been arrested. (Obviously by the police)

2. to make more **polite** or **formal** statements.

The car hasn't been cleaned, (more polite)

(You haven't cleaned the car. - less polite)

3. when the **action is more important** than the agent, as in processes, instructions, events, reports, headlines, new items, and advertisements.

30 people were killed in the earthquake.

4. to put **emphasis on the agent**.

The new library will be opened by the Queen.

AGENT

To say who did the action that we are talking about, ie. to refer to the agent, we use the preposition *by* and the name (*by Peter*), noun (*by the teacher*) or pronoun (*by him*) at the end of the sentence. We usually only refer to the agent when it gives us some important information which otherwise would be missing from the sentence.

Our house was designed by a famous architect. We don't mention the agent:

1. if we don't know who has done what we are talking about.

Our car was stolen last night. (We don't know who stole it.)

2. if we are not interested in who has done what we are talking about or it is not important to mention it.

He has been taken to hospital. (What we are interested in is the fact that he has been taken to hospital and not who has taken him.)

3. if it is easy to understand who did something without it being mentioned.

The murderer was arrested last night. (It is not necessary to mention that he has been arrested by the police because it is self-evident.)

- if the subject of the active voice sentence is something like **somebody, people, they, you**, etc.

Someone broke the window. → The window was broken.

ACTIVE TO PASSIVE

To change a sentence from the active voice to the passive voice:

- the **object** of the active voice sentence becomes the **subject** of the passive voice sentence.

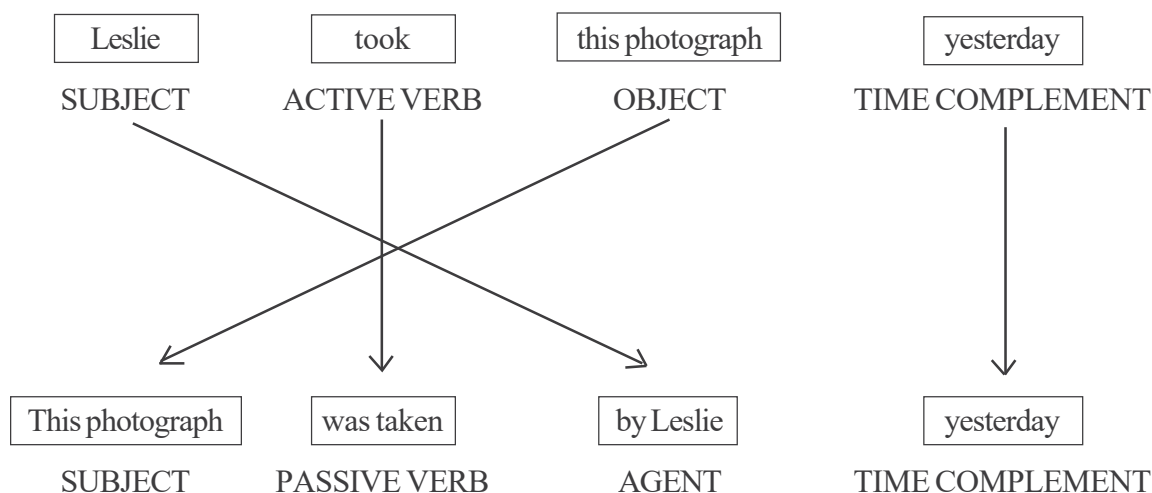
*Agatha Christie wrote **this book**.*

***This book** was written by Agatha Christie.*

- we change the main verb of the active voice sentence into the passive voice. The tense remains unchanged.
- the **subject** of the active voice sentence becomes the **agent** of the passive sentence. It is placed after the past participle and it is preceded by the preposition **by**.

Agatha Christie wrote this book.

*This book was written **by Agatha Christie**.*



BY OR WITH?

In the passive voice, we use:

- by** with the **agent** to refer to by whom the action is being done.

*The door was opened **by Mr Black**. (Mr Black = agent)*

- with** to refer to the instrument, object or material that was used for something to be done.

*The door was opened **with a key**. (a key = the object that was used)*

*The omelette was made **with eggs, cheese and peppers**, (eggs, cheese and peppers = the material that was used)*

DOUBLE OBJECT VERBS

When we have verbs that take two objects like, for example, **give somebody something**, we can convert the active sentence into a passive one in two ways:

- by making the **indirect** (animate) **object** the subject of the passive voice sentence, which is also the way that we usually prefer.
- By making the **direct** (inanimate) **object** the subject of the passive voice.

Rick gave me (indirect object) this book (direct object).

I was given this book by Rick.

This book was given to me by Rick.

Some of the verbs that take two objects are: **give, tell, send, show, bring, write, offer, pay**, etc. When the indirect object is alone after the verb in the passive voice sentence, it needs the preposition **to**. If the indirect object of the active voice sentence is a personal pronoun it has to be changed into a subject pronoun to be the subject of the passive voice sentence.

SUBJECT		OBJECT
I	↔	me
You	↔	you
He	↔	him
She	↔	her
It	↔	it

SUBJECT		OBJECT
We	↔	us
You	↔	you
They	↔	them

Exercise

English Grammar / The Passive Voice

12. Rewrite the following passage in the Passive.

Some people saw a UFO in the sky above London last night. They reported it to the police. The army sent a helicopter to look at it more closer. The UFO shot the helicopter down and killed both men in it. People have given photographs of the UFO to the police. Experts are looking at them now.

13. Rewrite the following passage in the Passive.

Someone broke into a local jewellery shop yesterday. The owner had just locked up the shop when a robber with a gun threatened him. The robber told him to unlock the shop and give him all the diamonds in the safe. Then the robber tied him up. The police have organized a search for the robber. They hope they will find him in a few days. Doctors are treating the owner of the shop for shock.

14. Rewrite the following passage in the Passive.

My uncle painted this picture. Someone has offered him a lot of money for it. He will deliver the painting tomorrow. When they give him the money, he will tell them the truth. He painted it one night while he was sleepwalking !

15. Rewrite the following passage in the Passive.

Our school is organizing a contest. The teachers will choose the best project about the environment. The students must include pictures and drawings in their projects. The students will also have to do all the writing themselves. The school will give the winner a set of encyclopaedias.

16. Turn from Active to Passive in two ways.

(a) He gave me a present.

(b) The waiter will bring us the bill.

(c) Her mother bought Mary some sweets.

(d) Bob has sold Ted a second-hand car.

6.3. Direct and Indirect Forms of Speech

Speech refers to the words spoken by a person. We can report a speech in two different ways.

They are

- (i) narrating or reporting exactly what the speaker has spoken out.
- (ii) narrating or reporting the speech without quoting the words of the speaker.

The first way is called the direct form of narration and the second way is called the indirect form of narration.

In a reporting there are two parts:- Reporting and Reported

The reporter reports. This is the reporting part of the speech. What is reported by the reporter is the reported part of the speech.

The reporter is always the third party.

The part within the “ ” in the direct form of the speech is the reported speech. The part outside the “ ” in the direct form of the speech is the reporting speech.

Check your progress:

- (a) Study the forms of Speech, given below. They all are in the direct forms. Then, study the sentences within inverted commas. Now label the type of the sentences within”.
1. Namita said to Babita, “ Sanjay will punish Mrinmoy”
 2. Biplab said to Amar, “Where did you go yesterday?”
 3. Sandhya said to Samar, “Give me back my purse.”
 4. Satya said to Mita, “How glad I am to see you here!”
 5. Kanchan said to Mallika, “Alas! Mr Sen is no more.”
 6. Jayanta said to Kokila, “May your son prosper in life.”

Now, study the comparative chart. Under the left hand column the Direct forms of the speech are given. Under the right hand column the indirect forms of the same speeches are given. Note the changes that have occurred to verb forms, the personal pronouns etc. Add more sentences to the list, so that more changes are noted and compared.

This is a group activity.

Direct Forms of Narration→	Indirect Forms of Narration
Namita said to Babita, “ Sanjay will punish Mrinmoy”.	Namita told /said to Babita that Sanjay would punish Mrinmoy.
Biplab said to Amar, “Where did you go yesterday?”	Biplab asked/ enquired of Amar where he(Amar) had gone the previous day.
Sandhya said to Samar, “Give me back my purse.”	Sandhya requested/told Samar to give <i>her back her(sandhya’s) purse.</i>

Direct Forms of Narration→	Indirect Forms of Narration
Satya said to Mita, “How glad I am to see you here!”	Satya exclaimed with joy to Mita that he (Satya) was very glad to see her(Mita) there.
Kanchan said to Mallika, “Alas! Mr Sen is no more.”	Kanchan cried out to Mallika in despair that Mr Sen was no more .
Jayanta said to Kokila, “May your son prosper in life.”	Jayanta wished that her (Kokila’s) son might Prosper in life.
Parag said to Dhiraj, “Let’s have an outing in the next week-end.”	Parag proposed to Dhiraj that they should have an outing in the following week-end
Our teacher says, “Ice floats in water”.	Our teacher says that ice floats in water.
Pran said to Chapala, “My son goes to school every day.”	Pran said to Chapala that her (Pran’s) son goes to school every day.

Let’s keep in mind:

- ✓ Reporting a conversation and turning a report into a conversation are not the same as changing direct forms of speech into the indirect forms and vice versa.
- ✓ In reporting a conversation and turning a report into a conversation one need not be so much minute. Only the main theme with the spirit of the speech, leaving aside the minor details, is to be reported in a summary form.

Let’s understand the matter with an example:

Conversation	Report of the conversation
Davy : You’ve a trade at present, Mr. Faraday? Faraday: Yes, Sir, I’m a book binder. Davy: Are you want to change it?	On an enquiry Davy came to know that Faraday wanted to change his book binding trade.

Check your progress:

- A. Two conversations are given below. Report the conversations.
- Teacher: Arnab, why are you late today?
Arnab: Madam, my mother is ill. There was none to call in a doctor. So, I had to go to a doctor.
Teacher: I see. Please sit down.
 - Gopali: Achintya, can I help you in solving the sum?
Achintya: No, please. Thank you.
Gopali: Why ‘no’? I can do it for you.
Achintya: Yes, but I don’t need your help.
Gopali: Why?
Achintya: I don’t know.

Check your progress

Discuss in groups the following points:

- Changes in the verb forms while transforming the direct forms of narration into their corresponding indirect forms.
- When do the verb-forms of the reported speech remain unchanged?
- What happens in the indirect form of speech, to the following in the direct form of narration?

‘Now’ in the direct form of speech	
‘today’ in the direct form of speech	
‘here’ in the direct form of speech	
‘tomorrow’ in the direct form of speech	
‘yesterday’ in the direct form of narration	
‘This’ in the direct form of narration	
‘these’ in the direct form of narration	

Prepositions and Phrasal Verbs and their uses

Let’s look at the words given below:-

At, among, above, by, beside, besides, between, behind, for, from, in, into, on, over, out, out of, off, inside, below, above, since, to, under, with, near, along, across, through, up, down, round

Now let’s have a look at the uses of a few of these:

Tarun lives at Kanthal Para, a small village beside the Ganges. The river flows down the village, leaving behind it a fertile soil.

The people of Kanthal Para have to sail across the river in order to reach the Bus Terminus on the other side of the river. Very few buses run from Kanthal Para to Shantipur. On many occasions many people have to travel in an overcrowded bus. Sometimes, senior people stand on the bus to arrive anyhow, at Shantipur.

Find out which of the above words have been used in the above passage? Where are they in the given passage? What do these words do in the respective language items?

Let’s remember:

Prepositions sit before a noun or a pronoun.

The nouns /pronouns that they precede act as objects/complements to these prepositions.

in/at/on/under/above/over/into/inside/behind/in front of/ near/beside/up/down/across/ through/ towards/along in/during/for/until/by/from/to /before/after/since etc are used to denote positions/movements/time ect.

Given below a table to show different functional dimensions of prepositions. Some of the prepositions and their functional dimensions are given. Let’s fill up the others with examples from our experiences. We can make the table bigger.

Prepositions	Dimensions	Examples
in, at, until, till, before, After,	place, time	He lives at a Ratanpur, but his elder brother lives in Kolkata. The President arrived at the board-meeting in time. He arrived there at 10:30 p.m.
from, to, towards, through	movement, direction	Pratik walks to the school. The hills are to the north of West Bengal. The school remained closed from May 15 to June 17
on, above, over, behind, under, between, in, inside, outside, off, round, up, down, for, since, of	positions purpose, duration, possession	

Let's not forget

That there are some verbs which take particular prepositions after them. In those cases the prepositions change the meanings of those verbs altogether.

Let's take a few examples:

'To give' means 'to hand', but when we add up/in to make it 'to give up'/'to give in'; it means 'to leave/part with something' and 'to surrender' or 'to submit'.

Example: The soldiers after a long fight gave up the hope of victory, and decided to give in...

In consideration of the above, we can arrive at the conclusion: If (Verb+ Preposition) result in the change of the basic meaning of the verb, it is a phrasal verb/group verb

6.4. Use of Phrasal Verb

Prepositions play an important role in the formation of phrasal verbs. When a preposition is added to a verb and as a compound verb it produces an idiomatic meaning. It is called a Group Verb or a Prepositional Verb or a Phrasal Verb. For example, the verb break means turn into pieces in common use but when the preposition 'in' is added with it the compound word 'break in' means to interrupt, a meaning different from the original one. Similarly, as the preposition 'out' is added with break it forms the phrasal verb 'break out' which means spread suddenly. When the preposition 'up' is added with the verb break, the group verb or phrasal verb 'break up' is formed which means disperse.

In this way, adding prepositions to verbs creates a wide stock of group verbs or phrasal verbs that enrich our expression.

Let's study some more examples to note the changes in the basic meaning of the verbs by using an authentic dictionary.

1. Put the book on the table. We put up in a luxury hotel at Puri where we had to put up with the misbehaviour of the hotel manager.
2. The police man called the prisoner by his number. He could not call up his name at that moment.

3. His father sends him money every month, but there is delay in this month. So, the hostel super has sent for him.
4. He abides in a boarding house in Kolkata. There he has to abide by a set of strict regulations.
5. Bring me the saucepan. A childless couple brought up the orphan.

Check you progress:

1. How are you going to bring in the uses of prepositions for the children of Class-IV and V? Study the course materials from **I—VIII** for your answer.
2. Make a list of the prepositions and the group/phrasal verbs used in the course materials for the classes - **I—VIII**.
3. How will you present in/on/under/behind/above/over/in/at/beside/between as position words for the children of **Classes-III, IV and V** ?
4. Prepare list very common phrasal verbs under, **go, give, run, take, make, turn, bring** etc.

6.5. English is a non – Phonetic Language

In English, letters do not always represent exactly the sounds they produce. In other words, symbols and sounds differ remarkably. It suggests that the ability to pronounce 26 letters does not guarantee the pronunciation of all words.

It may be noted that 26 letters represent 44 sounds for listening and speaking.

- **Twelve (12) pure vowel-sounds**
- **Eight (08) diphthongs**
- **Twenty Four (24) consonant-sounds**

HOW?

One particular letter is used to express more than one sound.

For example:

- (i) ‘c’ in college, cylinder, cycle
- (ii) ‘u’ in umbrella, unicorn, union, university
- (iii) ‘e’ in end, evening, eat, eagle
- (iv) ‘g’ in girl, ginger, grass

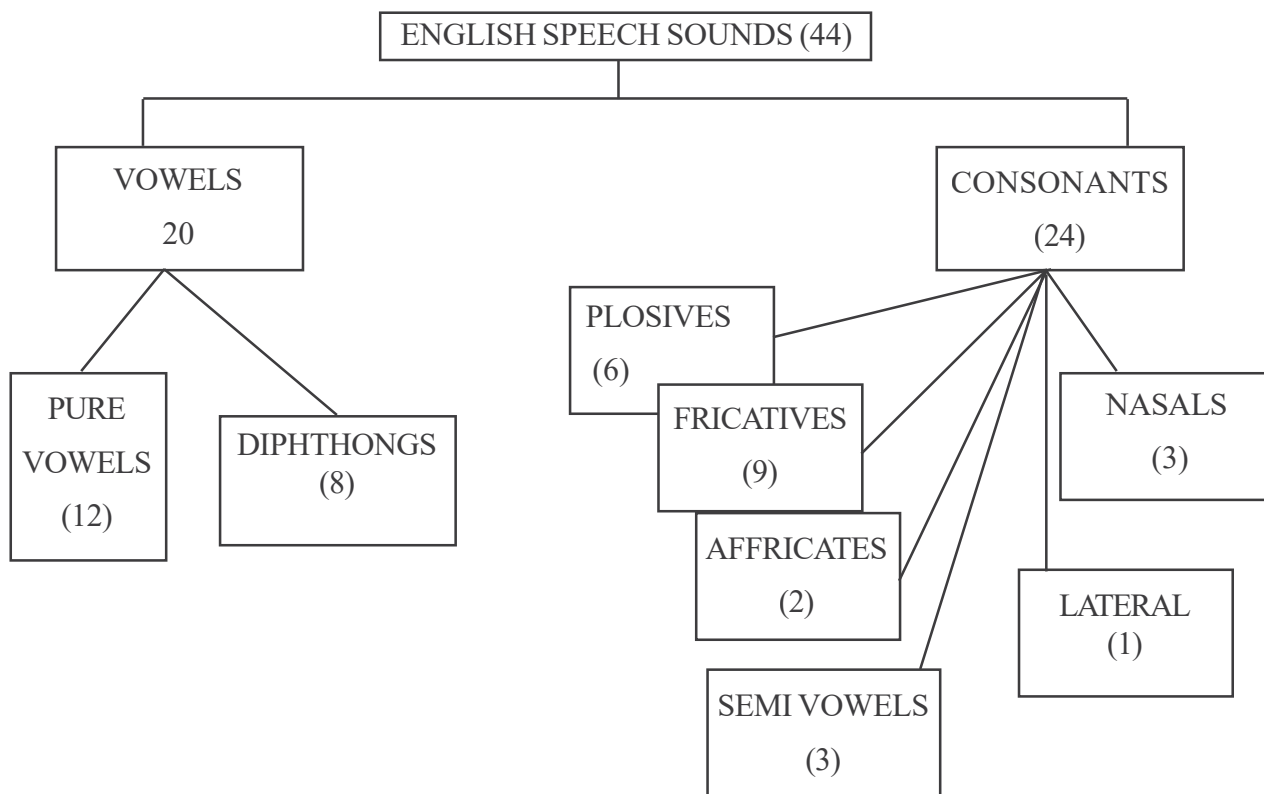
Often, a combination of letters produces a single sound.

For example

- (i) Speed read chief
- (ii) push catch bridge
- (iii) scene laugh graph scent

From all the above gone facts, we can conclude that English is a non-phonetic language unlike Bengali and so, there are differences between pronunciation and spelling.

In English these are fortyfour sounds. Of these twenty are vowels. Of these twenty, twelve are pure vowels, while eight are diphthongs.



PLOSIVES - Consonants which are pronounced by stopping the air flow with lips, teeth or palate, followed by a sudden flow of air.

/p/ in push
 /b/ in bush
 /k/ in cold
 /g/ in gold
 /t/ in tense
 /d/ in dense

FRICATIVES – Consonant-sounds produced by friction of breath in a narrow opening.

/f/ in phone, four, laugh, tough
 /v/ in verb, advice, prove, move
 /θ/ in think, method, noth, soth
 / ð / in they, brother, other, breathe
 /s/ in cycle, cost, price, mice
 /z/ in zip, razor, prize
 /S/ in ship, machine, wash, flash
 /3 / in measure, pleasure, treasure
 /h/ in high, behave

AFFRICATE- It denotes the sounds, produced when a slowly released stop- consonant is followed immediately by a fricative as /tʃ/ in chair and (dz)in jail.

NASALS- Sounds produced by making the air pass through the nose *m/n/ŋ* are called nasals.

LATERAL-The single voiced consonant sound /‘l’/ (‘L’) as in life , legal, and bell is called lateral.

SEMI VOWELS OR APPROXIMANTS - The sounds /j/, /w/, and /r/ are called semi vowels as in each of these three sounds there is a glide at the beginning of the sound.

Remember-

- (i) The sounds /j/ and /w/ do not occur at the end position in words.
- (ii) /r/ is sounded only when it is followed by a word which begins with a vowel sound.
- (iii) /r/ is not sounded when it is followed by a word which begins with a consonant sound.

PURE VOWELS - One notable thing about the vowel sounds in English Language is that five vowel symbols represent as many as twenty sounds . Naturally, therefore there comes down a considerable number of variations in the spoken forms, which deserves our special attention.

Let’s study in this section 12 pure vowels:

1. /ʌ/ as in cut, but, nut, shut, humble, dumble
/Kʌt/ , / bʌt/ , / nʌt/ , /sʌt/ , / hʌ mbl/ , /dʌ mbl
2. /ɑ:/ as in arm, ask, calm, car, star, mark, harm, war
/ɑ:m/ /ɑ:sk/ /Kɑ:lm/ /Kɑ:r/ /sta:/ /ma:K/ /ha:m/ war:
3. /ɪ/ as in ink, ill, big, pig, dig, drill, hip, list, city, quickly, fifty, six, chill, bin, chin
/ɪ/Ink/ ɪl/ /big/ /pɪg/ /dɪg/ /drɪl/ /hɪp/ /ɪlst/ /sɪtɪ/ /KWɪk ɪ / /fɪft ɪ / /tɪ/ /ɪ/ /tɪ/
4. /i:/ as in east, beast, eagle, evening, speed, wheat, cheap, chief, key, tree
/i:st/ /bi:st/ /i:gl/ /i:vniŋ/ /spi:d/ /whi:t/ /tʃi:/ /tʃi: f/ /Ki:/ /tri:/
5. /U/ as in cook, look, would, push, pull, book, foot, good, wolf, full
/KUk/ /IUk/ /w Ud/ /pUʃ/ /pUI/ /bUk/ /fUt/ gUd/ /wUlf/ /fU/
6. /:/ as in blue, cool, moon, fool, rude, true, spoon, school, truth, prove, screw
/blu:/ /Ku:l/ /mu:n/ /fu:l/ /ru:d/ /tru:/ /spu:n/ /sKu:l/ /tru:/ /pru:v/ /skru:/
7. /e/ as in egg, jet, spell, bell, kettle, went, sent, tent, lent, hen, den, pen, then
/dˌ et/ /spel/ /bel/ /smel/ /ketl/ /went/ /vent/ /sent/ /tent/ /lent/ /hen/ /den/ /pen/ /den/
8. /ae/ as in apple, cat, bat, mat, chat, vat, sat, angel, cattle, battle, pat, camp, vanish, angle
/aepl/ /Kaet/ /maet/ /tʃaet/ /vaet/ /sae t/ /aengəl/ /Kaetl/ /baet/ /paet/ /Kaemp/ /vaeni/ /aengl/
9. /ɜ:/ as in girl, bird, earn, verb, serve, nurse, pearl, curd, turn, nerve, purse, skirt, shirt, heard, curl, search, church
/gɜ:l/ /bɜ:d/ /ɜ:n/ vɜ:b/ /sɜ:v/ nɜ:s/ /pɜ:l/ /kɜ:d/ /tɜ:n/ /nɜ:v/ /pɜ:s/ /skɜ:t/ /hɜ:d/ /skɜ:t/ /jɜ:t/ /cɜ:t/ /kɜ:l/

10. /ə/ as in better, teacher winner, future, lecture, picture, vendor, leather
 /betə/ /ti:t ?ə/ /wɪnə/ /fu:t ?ə/ /lekt ?ə/ /pɪkt ?ə/ /vendə/ /leə/
11. /v/ as in on , orange, oracle, olive, origin, lock, block
 /v n/ /v rɪndz/ /v rɒkl/ /v lɪv/ /v rɪdʒɪn/ /l v k/ /b l v k/
12. /ɔ:/ as in all ball, call order, short, four, daughter, walk, shore, talk, more
 /ɔ:/ /ɔ:/ l /K ɔ:/ l /ɔ:/ dɔ:/ ? ɔ:/ t /f ɔ:/ /d ɔ:/ tɔ:/ /w ɔ:/ k / ɔ:/ /t ɔ:/ k /m ɔ:/
- All the twenty vowels are voiced.

Check your progress:

Justify the statement: “English is a non-phonetic language”.

Write down the symbols of 20 vowel sounds.

Word Stress Rules

There are two very simple rules about word stress:

1. **One word has only one stress.** (One word cannot have two stresses. If you hear two stresses, you hear two words. Two stresses cannot be one word. It is true that there can be a “secondary” stress in some words. But a secondary stress is much smaller than the main [primary] stress, and is only used in long words.)
2. **We can only stress vowels, not consonants.**

Here are some more, rather complicated, rules that can help you understand where to put the stress. But do not rely on them too much, because there are many exceptions. It is better to try to “feel” the music of the language and to add the stress naturally.

A. Stress on first syllable

rule

Most **2-syllable nouns**

Most **2-syllable adjectives**

example

PRE-sent, Ex-port, CHIna, TAb-le

PRE-sent, SLENDER, CLEver, HAPpy

B. Stress on last syllable

rule

Most **2-syllable verbs**

example

preSENT, ex-PORT, deCIDE, beGIN [put hyphen in between the syllable]

There are many two-syllable words in English whose meaning and class change with a change in stress. The word **present**, for example is a two-syllable word. If we stress the first syllable, it is a noun (gift) or an adjective (opposite of absent). But if we stress the second syllable, it becomes a verb (to offer). More examples: the words **export**, **import**, **contract** and **object** can all be nouns or verbs depending on whether the stress is on the first or second syllable.

C. Stress on penultimate syllable (penultimate = second from end)

rule

Words ending in **-ic**

Words ending in **-sion** and **-tion**

example

GRAPHic, geoGRAPHic, geoLOGic

television, reveLation

For a few words, native English speakers don't always "agree" on where to put the stress. For example, some people say **television** and others say **TELevision**. Another example is: **CONtroversy** and **conTROversy**.

D. Stress on ante-penultimate syllable (ante-penultimate = third from end)

rule

Words ending in **-cy**, **-ty**, **-phy** and **-gy**

Words ending in **-al**

example

deMOcracy, dependaBIIity, phoTOgraphy, geOLogy

CRItical, geoLOGical

E. Compound words (words with two parts)

rule

For compound **nouns**, the stress is on the **first** part.

For compound **adjectives**, the stress is on the **second** part.

For compound **verbs**, the stress is on the **second** part.

example

BLACKbird, GREENhouse

bad-TEMpered, old-FASHioned

underSTAND, overFLOW

Sentence Stress

Sentence stress is the music of spoken English. Like word stress, sentence stress can help you to understand spoken English, even rapid spoken English.

Sentence stress is what gives English its **rhythm** or "beat". You remember that word stress is accent on one syllable within a word. Sentence stress is accent on certain words within a sentence.

Most sentences have two basic types of word:

- **Content words**

Content words are the key words of a sentence. They are the important words that carry the meaning or sense the real content.

- **Structure words**

Structure words are not very important words. They are small, simple words that make the sentence correct grammatically. They give the sentence its correct form its structure.

If you remove the structure words from a sentence, you will probably still understand the sentence.

If you remove the content words from a sentence, you will not understand the sentence. The sentence has no sense or meaning.

Imagine that you receive this telegram message:

SELL CAR GONE FRANCE

This sentence is not complete. It is not a grammatically correct sentence. But you probably understand it. These 4 words communicate very well. *Somebody wants you to **sell** their **car** for them because they have **gone** to **France**.* We can add a few words.

SELL my **CAR** I've **GONE** to **FRANCE**

The new words do not really add any more information. But they make the message more correct grammatically. We can add even more words to make one complete, grammatically correct sentence. But the information is basically the same.

Content Words

Will you **SELL** my **CAR** because 'I've **GONE** to **FRANCE**?

structure words

In our sentence, the 4 **key words** (sell, car, gone, France) are accentuated or **stressed**.

Why is this important for pronunciation? It is important because it adds “music” to the language. It is the **rhythm** of the English language. It changes the speed at which we speak (and listen to) the language. **The time between each stressed word is the same.**

In our sentence, there is **1 syllable** between SELL and CAR and **3 syllables** between CAR and GONE. But the **time** (t) between SELL and CAR and between CAR and GONE is the same. We maintain a constant beat on the stressed words. To do this, we say “my” more **slowly**, and “because I’ve” more **quickly**. We change the speed of the small structure words so that the rhythm of the key content words stays the same.

syllables

2 1 3 1

Will you **SELL** my **CAR** because I've **GONE** to **FRANCE**.

***t1** beat **t1** beat **t1** beat **t1** beat*

For Example : I am a proFESSional phoTOgrapher whose MAIN Interest is to TAKE SPEcial, BLACK and WHITE PHOtographs that exHIBit ABstract MEANings in their photoGRAPHic STRUCture.

Let us sum up:

In this unit we tried to develop our own proficiency in basic English Grammar. We learnt about the parts of speech and their applications. We learnt about types of sentences, their functions, framing Wh-Questions, transformation of sentences and joining of sentences. We also looked at reported speech and the verb and its structure, and use of phrasal verbs. Finally we had an elementary knowledge of phonetics, word stress and sentence stress. All these have to be learnt by the teachers for their own proficiency in English with reference to the text-books of English, Classes I - VIII.

Check Your Progress

For Practice check activity ground Worksheet Section.

7.1 Introduction :

In this Unit we are going to look at how we can create a homely atmosphere for our learners to learn English. We will know the importance of concepts like ‘fluency’, ‘accuracy’ and ‘appropriacy’. We are also going to look at interactional patterns through four main language skills can be developed. This will lead us to design activities and language games for language learning. Preparation of tasks and worksheets are also important in the language teaching scenario. Concepts like theme based teaching in an inclusive classroom and scaffolding also need to be looked at in order to uphold the concepts of child-centered teaching. Teacher also needs to be concern about the cultural background of the students in the ESI classroom.

7.2 Objectives :

After going through this unit the learners will be able to -

- (1) Learn how to create a child-centric, trauma-free homely environment for teaching English.
- (2) Understand concepts of fluency, accuracy and appropriacy and the significance of fluency and appropriacy.
- (3) Know about interactional patterns — group work, pair work, in developing the four basic language skills.
- (4) Assign activities according to the level of the learners, develop and use various language games and manage class effectively.
- (5) Prepare work/activity sheets for all children including those with special needs for teaching the basic language skills.
- (6) Know about theme based teaching in an inclusive class.
- (7) Know about scaffolding and gradual withdrawal of support.

7.3 Creating a child-centric, trauma-free homely environment for teaching English - Principles, factors, strategies.

National Curriculum Framework (NCF) - 2005, RTE - 2009 and the statement on the approach to school education (Primary and elementary) in West Bengal stress on the need for a joyful, trauma-free, homely environment for learning in which the student will construct knowledge and recreate his/her own learning experiences.

If we all notice closely we will find that we all have acquired the basic knowledge of our mother tongues at our homes. It will seem that the home is the ideal language learning environment where a lot of meaningful language learning situations are present and elders provide a lot of support in prompting and allowing mistakes. Elders rarely correct even when the child says something incorrect. To be a successful teacher of English in the

Elementary classes we have to the example of the parents providing support to their child in learning the mother- tongue. If we watch we will find that:

- (1) Children spend a lot of time listening. When they speak, this is not the beginning of their language acquisition but the product of previous acquisition. Hence as teachers we have to allow children to a lot of English before they begin to produce the language.
- (2) Children begin to perform tasks and follow instructions before they learn to speak, for example they can hold spoons, catch or throw a ball before producing speech. This emphasizes on a task-based teaching model and the importance of instructions.
- (3) Children can understand language before they can produce language. So a lot of exposure to the language must be ensured in the class.
- (4) Children acquire language incidentally - as by-product of interacting socially with adults (parents, older siblings, others). Hence interaction is the basis of language learning.
- (5) Children are not conscious of or are not in control of their language acquisition - they have choice in whether or not to acquire their mother tongue; children cannot avoid acquiring language.

For Teachers things to do in the classroom :

- (1) Teachers must talk to children **SO THAT THEY CAN UNDERSTAND**.
- (2) Teachers should **talk slowly**. (keeping in mind about stress, intonation)
- (3) Teachers should talk so that the children can **see** their lips moving.
- (4) Teachers should talk about the here and now, that is about **familiar day-today things**.
- (5) Teachers should talk with **physical gestures**.
- (6) Teachers should **ask children to perform tasks**.
- (7) Teachers should **repeat messages** when a child looks as though she/he doesn't understand.
- (8) Teachers should interact with children **physically, via touch**. (contact needed)
- (9) Teachers should **welcome** the verbal efforts of the children.
- (10) Teachers should **encourage** the children to communicate.
- (11) Teachers should **praise fluently**.
- (12) Teachers should correct by **re-phrasing**, or **repeating** the correct structure/word.

While learning a mother tongue children are observed to do the following. Hence, ideally a second language teacher should also promote these in his/her classroom :-

- (1) Children **perform tasks** involving language,
- (2) They are involved in **interaction**.
- (3) They are encouraged to **communicate**.
- (4) They are **exposed** to a lot of language.
- (5) Their **efforts are supported**.
- (6) They **develop fluency** before the develop accuracy.

From these we can sum up that our classrooms are far apart from the homely learning environment. We, as teachers, most of the time we talk about language, give them language drills, correct them when they get it wrong, focus on correctness, practise language consciously, and focus on written language. This is what teachers should avoid consciously in order to ensure a homely environment which is free of stress for effective language learning.

In a ESL classroom teacher needs to be concern about his/her gestures, attitude and expressions. If your students are learning you can share as much as you want about your lifestyle but give your students, chance to share their own as well. There are certain behaviour a teacher needs to be careful. Otherwise it might be maked as teachers taboo.

Things not to do in the class/Teachers Taboo

1. India is a multilingual as well as multicultural country. So Teachers should be concern about the **cultural background** of the students.
2. Teachers should not pass any **political comments**.
3. Teachers should not be **biased** about the students.
4. Teachers should not use **abusive language** in the classroom.
5. Teachers should not discuss about **religious beliefs**.
6. Teachers should not use **chewing gum** inside classroom.
7. Teachers should not **praise one particular student** all the time.
8. Teachers should be **concerned about body contact**.
9. Teacher should know that **pointing finger** at someone is **rude** sometimes.

Check Your Progress

- (1) Consider how far your own classroom is homely and free from stress in relation to the teaching of English.
- (2) Enumerate the strategies involved in creating a homely environment for the teaching of English in the Elementary classroom.

7.4 Concepts of Fluency, Accuracy, Appropriacy — significance of fluency and appropriacy in the English classroom at the elementary stage.

When we are talking of language acquisition, we mean an unconscious acquiring of a linguistic behavior which doesn't so much to judge how right or wrong the speaker is but how fluent she/he is or how appropriate she/he is. Hence accuracy is not of primary concern in the acquisition of mother tongue. Let us see what these three terms mean.

There are two quite distinct forms of knowledge involved in successful language learning/teaching:

- (1) Propositional, 'knowing that', cognitive, rules etc., clear explanation.
- (2) Procedural, "Knowing how to", behavioural, skills, sufficient practice.

The first kind of knowledge promotes **ACCURACY** and the **ABILITY TO UNDERSTAND**. The second kind of knowledge promotes **FLUENCY** and the **ABILITY TO COMMUNICATE**.

While Accuracy means the correctness of the language, and the ability to produce grammatically correct language. Fluency ensures the ability to produce language automatically without a conscious effort and not giving much attention to correctness of grammar. Appropriacy, again is the ability to produce the proper word and frame proper response keeping in mind the context in which the language is produced. Language is produced in a social context and not in vacuum. Hence Appropriacy is the ability to produce acceptable language in the given social construct. Fluency may lead to Appropriacy.

In the Primary and Elementary classes it is **better to promote fluency over accuracy** because, in the ideal home setting a child is seldom corrected for producing inaccurate language while she/he is appreciated for blabbering even incoherently. Hence while a student is struggling to produce the second language, she/he should be encouraged to produce chunks of language without attention to accuracy. Only when the child has got over his/her initial inhibition of producing English, and can produce English fluently, she/he be given instructions for accuracy. How can we ensure Fluency in the Elementary classes? Let us look at these points :

- (1) **Use language** more than talk about language.
- (2) **Give language tasks** than drills/exercises.
- (3) **Correct only** when communication fails rather than correct all mistakes.
- (4) **Focus on fluency** than focus on correctness.
- (5) **Let learners interact** in pairs/groups than the teacher interacting with the class/individual.
- (6) **Focus on listening** and speaking more than on reading/writing.
- (7) **Ensure a busy** classroom than a quiet one.
- (8) Let learners **sit in groups** than in rows.
- (9) **Encourage students** to use language as much as possible.
- (10) In a Language classroom, there should be less **Teacher's Talking Time (TTT)**, and more **Students Talking Time (STT)**

Check Your Progress

- (1) What would you like to develop in the English language classroom in the Primary section, Fluency or Accuracy? Why?
- (2) Give an example of a task which aims at promoting fluency in the Elementary classroom.
- (3) Do you think use of rhymes promotes fluency in the language classroom? Why?

7.5 Learner Interaction Patterns; Group work and Pair work — nature, principles, activities for developing the four basic skills of language.

In order to facilitate interaction in classroom and help language learning teachers have to organise group and pair activities. When teachers and groups first meet each other, students expect teachers to take leadership and give direction. This gives students a clear focus and makes them feel secure at the same time. But as groups

develop their group identity, teachers should relax their grip and foster more democratic class practices where students are involved in the process of decision-making and direction-finding (Harmer, 2007).

There is no limit to the ways in which teachers can group their students in classroom, though certain factors such as over crowded, fixed furniture and entrenched student attitudes, may make things problematic. Teachers need to decide how she is going to put students into pairs or groups. When teachers want students to work in group or pair she has to follow an 'engage-instruct-initiate' sequence. While students are working in groups, Teacher has to monitor the activity by going around the class, watching and listening to specific group or pair, helping them if required or collecting examples of what they are doing. When pairs or groups stop working together teacher needs to organise feedback. Constructive feedback from teacher enhances students' motivation for future learning.

Why do you think group-work or pair work is useful in our language classrooms? Let us make a list of probable reasons:

- (1) In a group, students are with their own friends and peers and hence performance phobia does not work.
- (2) Students feel free to communicate with friends than with the teacher directly.
- (3) All students can contribute and the fear of rejection doesn't hinder them from performing.
- (4) Students feel shy to say anything in front of the class or the teacher. Hence individual interaction is better to be avoided.
- (5) In a group even the slow learners are benefitted because even if they can't contribute they can learn from their peers.
- (6) Children commit mistakes and like to be corrected by friends rather than by their teacher.
- (7) Self-respect of the learner is ensured as they are not forced to perform individually.
- (8) A group product is superior to an individual work as it involves many students.
- (9) Groups can ensure competition and this promotes a healthy atmosphere.
- (10) Peer learning happens and this saves the teacher's efforts.

Using pair work

In everyday situations people work alongside, speak and listen to others, and see what they do and how they do it. This is how people learn. As we talk to others, we discover new ideas and information. In classrooms, if everything is centred on the teacher, then most students do not get enough time to try out or demonstrate their learning or to ask questions.

Why use pair work?

Pair work is a natural way for students to talk and learn more. It gives them the chance to think and try out ideas and new language. It can provide a comfortable way for students to work through new skills and concepts, and works well in large classes. Pair work is suitable for all ages and subjects. It is especially useful in multilingual, multi-grade classes, because pairs can be arranged to help each other. It works best when you plan specific tasks and establish routines to manage pairs to make sure that all of your students are included, learning and progressing. It gives students to use Language in a practical situation.

Tasks for pair work

You can use a variety of pair work tasks depending on the intended outcome of the learning. The pair work task must be clear and appropriate so that working together helps learning more than working alone. By talking about their ideas, your students will automatically be thinking about and developing them further. Pair work tasks could include:

- **‘Think-pair-share’:** Students think about a problem or issue themselves and then work in pairs to work out possible answers before sharing their answers with other students. This could be used for spelling, working through calculations, putting things in categories or in order, giving different viewpoints, pretending to be characters from a story and so on.
- **Sharing information:** Half the class are given information on one aspect of a topic; the other half are given information on a different aspect of the topic. They then work in pairs to share their information in order to solve a problem or come to a decision.
- **Practising skills such as listening:** One student could read a story and the other ask questions; one student could read a passage in English, while the other tries to write it down; one student could describe a picture or diagram while the other student tries to draw it based on the description.
- **Following instructions:** One student could read instructions for the other student to complete a task.
- **Storytelling or role play:** Students could work in pairs to create a story or a piece of dialogue in a language that they are learning.

Managing pairs to include all

Pair work is about involving all. Since students are different, pairs must be managed so that everyone knows what they have to do, what they are learning and what your expectations are. To establish pair work routines in your classroom, you should do the following :

- Manage the pairs that the students work in. Sometimes students will work in friendship pairs; sometimes they will not. Make sure they understand that you will decide the pairs to help them maximise their learning.
- To create more of a challenge, sometimes you could pair students of mixed ability and different languages together so that they can help each other; at other times you could pair students working at the same level.
- Keep records so that you know your students’ abilities and can pair them together accordingly.
- At the start, explain the benefits of pair work to the students, using examples from family and community contexts where people collaborate.
- Keep initial tasks brief and clear.
- Monitor the student pairs to make sure that they are working as you want.
- Give students roles or responsibilities in their pair, such as two characters from a story, or simple labels such as (1 and ‘2’, or ‘As’ and ‘Bs’). Do this before they move to face each other so that they listen.
- Make sure that students can turn or move easily to sit to face each other.

During pair work, tell students how much time they have for each task and give regular time checks. Praise pairs who help each other and stay on task.

Give pairs time to settle and find their own solutions - it can be tempting to get involved too quickly before students have had time to think and show what they can do. Most students enjoy the atmosphere of everyone talking and working. As you move around the class observing and listening, make notes of who is comfortable together, be alert to anyone who is not included, and note any common errors, good ideas or summary points. At the end of the task you have a role in making connections between what the students have developed. You may select some pairs to show their work, or you may summarise this for them. Students like to feel a sense of achievement when working together. You don't need to get every pair to report back-that would take too much time - but select students who you know from your observations will be able to make a positive contribution that will help others to learn. This might be an opportunity for students who are usually timid about contributing to build their confidence. If you have given students a problem to solve, you could give a model answer and then ask them to discuss in pairs how to improve their answer. This will help them to think about their own learning and to learn from their mistakes.

Using group work

Group work is a systematic, active, pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. These small groups promote more active and more effective learning through structured activities.

Planning group work

When and how you use group work will depend on what learning you want to achieve by the end of the lesson. You can include group work at the start, the end or midway through the lesson, but you will need to allow enough time. As a teacher, you can ensure that group work is successful if you plan in advance:

- The goals and expected outcomes of the group activity.
- The time allocated to the activity, including any feedback or summary task.
- How to split the groups (how many groups, how many students in each group, criteria for groups).
- How to organise the groups (role of different group members, time required), materials, recording and reporting).
- How any assessment will be undertaken and recorded (take care to distinguish individual assessments from group assessments)
- How you will monitor the groups' activities.

Group work tasks

The task that you ask your students to complete depends on what you want them to learn. By taking part in group work, they will learn skills such as listening to each other, explaining their ideas and working cooperatively. However, the main aim is for them to learn something about the subject that you are teaching. Some examples of tasks could include the following:

- **Presentations:** Students work in groups to prepare a presentation for the rest of the class. This works best if each group has a different aspect of the topic, so they are motivated to listen to each other rather than listening to the same topic several times. Be very strict about the time that each group has to present and decide on a set of criteria for a good presentation. Write these on the board before the lesson. Students can use the criteria to plan their presentation and assess each other's work. The criteria could include:

Teachers Feedback :

- ★ Was the presentation clear?
- ★ Was the presentation well-structured?
- ★ Did I learn something from the presentation?
- ★ Did the presentation make me think?
- **Problem solving:** Students work in groups to solve a problem or a series of problems. This could include conducting an experiment in science, solving problems in mathematics, analysing a story or poem in English, or analysing evidence in history.
- **Creating an artefact or product:** Students work in groups to develop a story, a piece of drama, a piece of music, a model to explain a concept, an advertisement, a news report on an issue or a poster to summarise information or explain a concept. Giving groups five minutes at the start of a new topic to create a brainstorm or mind map will tell you a great deal about what they already know, and will help you pitch the lesson at an appropriate level.
- **Differentiated tasks:** Group work is an opportunity to allow students of different ages or attainment levels to work together on an appropriate task. Higher attainers can benefit from the opportunity to explain the work, whereas lower attainers may find it easier to ask questions in a group than in a class, and will learn from their classmates.
- **Discussion:** Students consider an issue and come to a conclusion. This may require quite a bit of preparation on your part in order to make sure that the students have enough knowledge to consider different options, but organising a discussion or debate can be very rewarding for both you and them. As for organising groups, groups of four to eight are ideal but this will depend on the size of your class, the physical environment and furniture, and the attainment and age range of your class. Ideally everyone in a group needs to see each other, talk without shouting and contribute to the group's outcome.
- Decide how and why you will divide students into groups; for example, you may divide groups by interest or by similar or mixed attainment. Experiment with different ways and review what works best with each class.
- Plan any roles you will give to group members (for example, note taker, spokesperson, time keeper or collector of equipment), and how you will make this clear. Managing groupwork you can set up routines and rules to manage good group work. When you use group work regularly, students will know what you expect and find it enjoyable. Initially it is a good idea to work with your class to identify the benefits of working together in teams and groups. You should discuss what makes good group work behaviour and possibly generate a list of 'rules' that might be displayed; for example,

‘Respect for each other’, ‘Listening’, ‘Helping each other’, ‘Trying more than one idea’, etc. It is important to give clear verbal instructions about the group work that can also be written on the blackboard for reference. You need to:

- direct your students to the groups they will work in according to your plan, perhaps designating areas in the classroom where they will work or giving instructions about moving any furniture or school bags.
- be very clear about the task and write it on the board in short instructions or pictures. Allow your students to ask questions before you start. During the lesson, move around to observe and check how the groups are doing. Offer advice where needed if they are deviating from the task or getting stuck.

Activity planning format

For any group activity teachers can plan their lesson according to the topic. They can follow system to plan their lesson.

1. **Warm up** : In this section teacher must bring something interesting to get appreciation of the class.
2. **Engaze** : In this stage involve students with their task.
3. **Study** : In this stage students work on the topic.
4. **Activate** : In this stage students practice their task and also give Feedback.
5. **Teachers Feedback** : At last, teacher gives and find feedback to the students. Always apireciate your students for creative work.

Warm up



Engaze



Study



Activate



Feedback

Check Your Progress

- (1) Choose an Activity from the English text books of Primary Classes. Discuss how you are going to do this Activity in groups. Say how you will form groups, the size of groups and how you will assign tasks, and finally how you will collect the response.
- (2) Discuss how group work, or pair work can be used for remedial teaching in a large class.
- (3) Design a speaking Activity to be done in a group. Mention the level of the learner and say how the teacher will help learners in the groups during group work.

7.6 Assigning activities according to the level of the learner; language games - developing and using various language games for developing the four basic skills of language and effective class management.

Look at the various activities in the text books of the Primary classes and Elementary classes. You will notice a variety of Activities. Activities can be classified according to three aspects:

A) Pedagogic Classification:

- (1) **Listing:** here students are required to make lists according to directions.
- (2) **Ordering or sorting:** such tasks involve sequencing, ranking, categorizing or classifying items.
- (3) **Comparing:** these tasks involve finding differences or similarities in the provided information.
- (4) **Problem-solving:** these require some amount of intellectual activity as these are puzzles or logic problems.
- (5) **Individual sharing of experiences:** these tasks allow learners to produce language freely and share experiences.
- (6) **Creative tasks:** such tasks take the shape of Projects and involve a complex process incorporating different types of tasks.

B) Rhetorical Classification

- (1) Narrative
- (2) Descriptive
- (3) Reports
- (4) Instructions, etc.

C) Cognitive Classification

It is based on cognitive operations that are involved in different types of tasks:

- (1) Information gap Activity
- (2) Reasoning gap Activity
- (3) Opinion gap Activity

Above all it is the teacher's responsibility to frame Activities depending on the learner's level of proficiency, the need of the learner, learner's interest, learning styles of the learners, motivation and aptitude of learner's, the syllabus, the text book frame, the skills to be involved in the teaching, the methodology that is suitable for the learners, classroom space and time, and so on. The learners in the same classroom may be at different levels of language proficiency. Hence it is advisable to keep in mind these multi-level learners while designing

an Activity. It should neither be too easy for the class, nor too difficult. It should be flexible and adaptable to suit the needs of the learners. The designing of an Activity requires various considerations and planning. Some of them are:

- Keeping the learners in view.
- Keeping the text in view.
- Keeping in mind the skills aimed to be developed through the activity.
- Arrangement of the text input or other input (linguistic/non-linguistic).
- Thinking about what exactly the teacher wants his/her students to do.
- Framing proper instructions for the students to understand what they are required to do.
- Thinking about how the teacher wants the activity to be done, that is the mode of interaction (group-work, pair-work, individual work, whole class activity)
- Keeping in mind the time frame of the activity. Most students should be able to complete the activity within that time.
- Considerations of space and other things (like furniture, teaching aids) needed for doing the activity.
- The complexity of the activity must be kept in mind as it deters progress of most learners.
- Thinking about the support the students might need from the teacher while doing the activity like linguistic support.
- How the activity will be evaluated or how the learners' responses will be presented, (diagrams, charts, verbally etc.)

DEVELOPING AND USING LANGUAGE GAMES FOR DEVELOPING THE FOUR BASIC SKILLS OF LANGUAGE AND EFFECTIVE CLASS-MANAGEMENT

Language games can be used to develop all the skills of language, including grammar and vocabulary. It can be given in groups and there can be a prize for the group to make the largest number of words with correct spellings. The Game can look like this:

Make as many number of words form the word given below with correct spellings in your group. You can't use letters not found in the word. You can use a letter in a word, as many times as you find it used in the given word. The group which does it first with maximum correct words gets a prize.

“BLACKBOARD”

Another game can be used for developing Speaking skills. It is called “I CAN SEE”. Look at the Game:

Students, come outside the class to the playground. Today we will look at the world outside our classroom.

All of you get into a circle and hold hands. I will call a name and the student will come inside the circle and say what things he can see. Like, he can say, “I can see a bird.” The student must say the truth and everyone must try to say something new. You can also say, “I can see my friend, Priya.”

Teachers can turn activities in the text books into games too by being a little innovative. Use of pictures for making stories, or for describing things, and making the activity a little more competitive can make the activity more like a game. Moreover the internet is a huge source of language games. Teachers can also make use of newspapers, colourful advertisements, objects that can be found at home, and simple the world around to design language games. But the teacher must provide initial support and then gradually withdraw support for the children to enjoy the game. It is very useful also as a stop-gap arrangement when the teacher deals with multiple classes in the same period or in a large class.

LANGUAGE GAMES AND EFFECTIVE CLASS-MANAGEMENT

As discussed language games can keep children busy effectively. A teacher who has finished teaching a Unit and wants the children to practise the language item taught, she/he can engage the children in a language game. It is also a class-management strategy. We all know that teachers sometimes have to teach multi-grade classes at the same time or to look at mid-day meal arrangements along with class teaching. Such games involve the learners in a fruitful engagement in the absence of the teacher.

Games also link language learning with the real life contexts. Children can understand that language learning is not to be limited to the textbook but the experience can help outside the class. Meaningful language learning experiences are what games should aim at.

Games should be developed and kept in store for the teacher to use them as and when required. Classroom management also becomes a concern sometimes as playing games involves a lot of noise. Any Communicative Classroom should be noisy as language cannot be produced without speech and in real life we do not produce language keeping in mind class discipline. Hence such noise is to be accepted. The teacher can also arrange for the class to go outside the classroom in the field and practise the game. Furniture arrangement is also a concern. Sitting in circles is advisable than in rows.

Check Your Progress

- (1) Enumerate a few activities you will use in the Class for class VIII students. Give a rationale why you want to use such activities.
- (2) Design a language learning activity to teach naming-words, find someone (Who/Bingo) to children of the Primary classes. What considerations did you keep in mind while designing the activity.
- (3) Design a language game to practise graphics for students of Class I. think of the instructions you will use and the time and space required for the game.
- (4) Think about classroom management while you engage learners in Language games.

7.7 Preparation of Work/Activity Sheets including those for children with special needs for developing the four basic skills of language

At the elementary level it is important to know what a work/activity sheet is. In a communicative classroom it is important for the learners to record their responses, to make lists, to write or draw, or colour. Sometimes it is useful for learners to have the instructions and responses on the same page for them to see later on. Hence a page containing instructions for carrying out an Activity and space for students to record their responses can be called a worksheet or activity sheet. Let us see where we need worksheets and what we can do to design effective worksheets.

- We need worksheets for engaging students in various classroom activities.
- Worksheets can complement or supplement textbook Activities.
- Worksheets can be used with Language games.
- Worksheets can be used for evaluation purposes too.
- To design effective worksheets we need to keep in mind the lesson for which we are making the worksheet.
- The skills to be developed through the activities need to be kept in mind.
- The activities should be arranged according to their difficulty level, from easier to difficult.
- The activities need to be designed accordingly and the space in the worksheet is to be properly utilized for the responses of the students.
- The instructions need to be clearly mentioned.
- The students must know what to do and where to do it and how to do it.
- If they have to provide non-linguistic responses like drawing charts they must have enough space in the worksheets,
- Worksheets shouldn't have activities crowded in one page. It is clumsy and confusing for students.

Why do you think we may need work/activity sheets when there is space in the textbooks for students to record their responses? It is because all activities that a teacher does in class may not be recorded in the textbook. It is not advisable to use the student's exercise books for carrying on such activities as the students have to copy the Activity Question and instructions which is a waste of time. Hence ready worksheets save time for the teacher. For this the teacher has to have effective planning.

We should also keep in mind those learners who have special needs, like slow learners or low vision learners. We might need to design special worksheets for them, keeping in mind their problem and how their problems will not interfere with their solving of the worksheets.

Check your Progress

- (1) Design a worksheet for slow learners to supplement your textbook activity on The lesson “WATER”, from Class III Textbook, Butterfly of WBBPE, to introduce difficult words.
- (2) Design a worksheet for your learners to supplement your textbook activity on The lesson “TASTE OF BENGAL”, from Class IV, Textbook, Butterfly of WBBPE, to make them practise more Pronouns. Remember to relate your Worksheet to the lesson.

7.8 Theme-based teaching in an inclusive class (based on the Elementary textbooks)

In this unit we need to make clear two key concepts, they are Theme-based Teaching and an Inclusive Class. By the term theme based teaching we understand that teaching should help learners to relate their learning with their real-life experiences. In real life they are a product of the geographical place and a society which they come from. Learners do not come to us with a blank mind. They have their previous learning experiences with them which they have got from their home environment and the society and natural surroundings have. Now when they come to school they will try to match their previous learning experiences with what they learn in school. Human beings always look for meaning in whatever comes to them as input.

Here we must also keep in mind that we have diverse learners, those with learning disabilities, physically challenged children, children from various ethnic backgrounds, and so on. With so many diverse learners theme based teaching is very important as these learners have to be included with the others and teaching content must not alienate any of them.

N.S. Prabhu, in his syllabus designed for Communicational teaching project, selected certain themes with which students are familiar, like timetables, bills, calendars, maps, postal system, transportation system, etc. we should remember that the community is the best source for themes for inclusive education. It is a rich and never ending source for themes and materials for language teaching.

Check Your Progress

- (1) Consider the themes of the lessons of the textbooks of **Classes III - V**, the **BUTTERFLY** series.
- (2) Consider whether the themes are relevant for your learners? Do these themes help inclusive education?

7.9 Scaffolding and gradual withdrawal of support

Scaffolding refers to the particular kind of help, assistance and support that enables a child to do a task which they cannot quite manage on their own and which brings them closer to a state of competence that will enable them to carry out other similar tasks independently in the future (Maybin, Mercer & Stierer, 1992). In their original formulation, Wood, Bruner and Ross (1976) identified six features of effective scaffolding. These were :

- creating children’s interest in the task.
- simplifying the task, for example, breaking it down into stages.
- keeping children on track by reminding them of the goal.

- pointing out key things to do and/or showing the child other ways of doing parts of the task.
- controlling the child's frustration during the task.
- demonstrating an idealised way of doing the task.

All these features strike a chord of validity in the context of teaching a foreign language to children. The related concepts of the ZPD and scaffolding provide teachers of foreign languages to children with a framework for understanding important processes in children's learning, enhancing their self-awareness and professional development and improving their everyday classroom practice and the quality of children's learning over the short, medium and long term. As van Lier says 'Even though it does not show up in lesson plans or the syllabus, ...local or interactional scaffolding may well be the driving force behind good pedagogy, the hallmark of a good teacher.' (van Lier 1996, p.199)

Though scaffolding is important for language learning at the initial stages, the students have to be slowly taught how to become independent learners and hence the concept of slowly removing the support of the teacher. The successful teacher knows when to remove the support system. It is only when the learner has mastered the art the solving tasks by himself/herself. At first the teacher has to provide continuous support in the form of scaffolding. Then the teacher has to provide support only when the learner needs it and finally the learner will become an independent learner. It is important to develop autonomy in learning a language as the learner then will be able to apply those strategies in similar language learning environment.

7.10 Check Your Progress

- (1) Why is scaffolding necessary in the primary classroom?
- (2) What kind of scaffolding will you provide to students of the Elementary class who are struggling with reading texts?

7.11 Let us sum up:

In this unit we have defined concepts like a child-centric trauma-free language learning environment. We saw, why it is necessary for the ESL classroom. We understood concepts like Fluency, Accuracy and Appropriacy and saw that development of fluency is more important in the Primary classroom. We studied learner interactional patterns, like group-work and pair-work and discussed about activities that could be done in groups or pairs. We discussed about designing activities and language games for development of the basic skills of English. We also looked at the principles of designing worksheets or Activity Sheets. Theme based teaching and its importance in inclusive education was also dealt with. Finally we discussed about the concept of scaffolding and when and why to gradually withdraw support.

7.12 Key words:

Child-centric, exposure, language learning situations, fluency, accuracy, appropriacy, interaction, group-work, pair-work, Activity-sheet, worksheet, language games, theme-based teaching, inclusive classroom, scaffolding.

7.13 Unit-end Exercises:

- (1) Is it important to develop a child-centric environment for teaching English in the Primary classes? Why do you think so?
- (2) How would you make your class trauma free for language learning at the Elementary level?
- (3) What is more important in the language classroom in your primary classes, fluency or accuracy? Why? What would you suggest as a teacher of Class V?
- (4) What measures would you follow to ensure that fluency is developed in the language classes of the Primary Section?
- (5) What is the benefit of group-work over individual interaction in the language classroom?
- (6) What steps would you follow to make groups in your Class and how would you manage groups and their responses?
- (7) Prepare a worksheet to develop listening skills in the learners of class III & VI.
- (8) Why is theme based teaching necessary in an inclusive classroom?
- (9) What do you understand by scaffolding? Why is it necessary to provide scaffolding to young learners of language?
- (10) What kind of scaffolding would you provide to your learners while they struggle with the language Activities?

8.1 Introduction :

In an interactive classroom it is important to elicit answers/responses from the learners/students. Learners know many things and it is the role of the teachers to enable the students to come out with the proper responses. To let the learners know what actually they have to do — instructions, play the most important role.

8.2 Objectives :

1. To enable the teachers to understand the importance of giving and following instructions.
2. To learn to frame instructions for different activities for teaching English.
3. To learn to frame tasks on the four language skills (LSRW).
4. To be able to design activities and instructions on the basis of the types of activities given in the prescribed text books.

8.3 Understanding the importance of giving and following instructions in a communicative setting :

The objectives of teaching English to the students of elementary schools in West Bengal are development of basic literacy and numeric skills as well as the development of four basic language skills (LSRW) as clearly stated in the ‘Foreword’ and ‘Prefaces’ of series of text books called ‘Butterfly’ (Class I - V) published by the West Bengal Board of Primary Education and ‘Blossoms’ (Class VI - VIII) published by the West Bengal Board of Secondary Education.

The Instruction play an important role. The learners listen and understand the instructions and carry those out through performances.

The teacher initially was to use gestures and other supports to make the learners understand the meaning. Sometimes, teachers have to repeat drill this same to providing the learners opportunity of listening, understanding and speaking English in the earlier stage of language acquisition. Through repetitions learners also learn structures of some sentences - main imperatives, interrogatives, negatives etc.

Again, repeated exposure to the same language will make the learners speak fluently.

So, a teacher is supposed to —

- (i) Set a number of instructions keeping in mind the classroom situation ;
- (ii) Use these instructions with actions/gestures;
- (iii) Repeat as often as necessary.

Some Common classroom instructions for the beginners :

- (1) Stand up, please
- (2) Sit down, please
- (3) Quiet please
- (4) Listen
- (5) Look at the blackboard
- (6) Look at me
- (7) Listen and repeat / please listen and do
- (8) Okay./Okay?/Okay!
- (9) Say it again
- (10) Right. Take your seat.
- (11) Remember this
- (12) Try again
- (13) Let us say
- (14) Come here
- (15) Go there
- (16) Close your eyes
- (17) Show your head
- (18) Raise your left hand
- (19) Touch your leg
- (20) Open your book
- (21) Please switch off/ switch on the light / fan
- (22) Please check your answer
- (23) Look again carefully
- (24) Repeat after me, all together.
- (25) Let's do it once more
- (26) Please close your books
- (27) Who can say ? Please raise your hands.

8.4 Framing instructions for different activities for teaching English with reference to the context in the text books from Class I-VIII

Introducing listening activity

Method- For listening task in communicative language teaching class teacher can follow the ESA method.

E- Engage

S- Study

A - Activity

Instructions for pre-listening activity

Before the teacher engage students for the listening activity teacher should give prompt and simple instructions to make students understand the activity. Like —

Today I am going to read an interesting story listen carefully. [eye catching expression]

Framing tasks on listening activity

During the listening activity we teacher should be careful related to the instruction based on ESA method.

Engage - Teacher can ask questions—

1. Do you like to listen to stories?
2. Have you ever heard stories about pandavas?
3. What do you understand by the word **guru** and **disciple**?

Study - Teacher can give the instruction like —

Now you are going to listen to the story. Listen carefully and take down notes for difficult words.

Activity

This stage is the most important stage for listening activity. This stage will make the teacher understand about the students' content clarity. Teacher should prepare more than a activities for the students. Like —

Listening Task for Elementary Level (for the students of **Class V**, Name of text – **The bird's eye, Lesson -9**)

ACTIVITY - 1

Recall the story and fill in the chart :

Name of the prince	Favourite weapon
1. Yudhishthir	1. ...
2.	2. Sword
3. Arjun	3. ...
4. Bhima	4.
5.	5. mace

ACTIVITY-2

Answer the following questions:

1. Who was the guru of Dronacharya?

2. Where was the bird placed?

3. Why did Dronacharya like Arjun the most?

4. What is the most important in hitting a target?

Introducing reading Activity

Method — For reading task in communicative language teaching class teacher can follow the PSS method.

P - Predict

S- Skim

S- Scan

Instructions for pre-reading activity

Before the teacher engage students for the reading activity teacher should give prompt and simple instructions to make students understand the activity. Like —

Today we are going to know about some interesting things.

Framing tasks on reading activity

During the Reading activity teacher should be careful related to the instructions based on PSS method

Predict

1. Show some pictures or video clips (if possible) to the students to predict topic.
2. Teacher can elicit the target language from the students.

Skim

Students are asked to read the text at a glance to get the main idea of the story. Like –

(Read the first two paragraphs of the story My school days, Lesson 5, Butterfly for Class V)

Ask students to read the text very carefully to get the specific answers. Like –

1. Read the text and write **T** for true statements and **F** for False statements.
 - a. The author went to Ballygunge Government High school with his mother. _____
 - b. The southern part of the school was the playground. _____
 - c. The Play that was performed was *The merchant of Venice*. _____
 - d. A Hindi movie was screened once. _____
2. Briefly discuss about your school days. (can be speaking activity)

Introducing Writing Activity

Method — For reading task in communicative language SCORE method can be useful

S - Select

C - Categorize

O - Organise

R - Review

E - Evaluate

Instructions for pre-writing activity

Before the teacher engage students for the writing activity teacher should give prompt and simple instructions to make students understand the activity. Like —

Today we are going to write something very interesting.

Select

Teacher needs to select the text according to the level of the students. Like –

A profile in Kindness, Lesson - 9 from butterfly for Class IV

Categorize

Teacher needs to understand the reading and vocabulary capacity of the students. Like —
This text is divided into three small units, so, for example, the 1st unit can be an introduction to the text.

Organize

Teacher needs to organize all the units according to the level of the students and make them understand about the question-answer section.

Review

Teacher may ask the students to recall the summary of the text “A profile in Kindness;” Lesson - 9 from butterfly for Class IV

Evaluate

Teacher must give students some writing task, like—

A PROFILE IN KINDNESS, (LESSON - 9 FROM BUTTERFLY FOR CLASS IV)

Activity -1

Q 1. Why was the man curious?

Q.2. What did the man do when he met the poor woman and the hungry children?

Q.3. What did Mohasin dedicate his life to?

Activity -2

If possible teacher can ask the students write a small paragraph on Mohasin.

Introducing speaking Activity

Method – For speaking task in communicative language teaching class teacher can follow the ESA method, because it is simple and easy to understand. There are many types of speaking activity, let's plan a story telling activity.

Speaking activity for beginners —

Engage

Teachers can show some picture or videos clips to engage the students. For the beginners or high beginners teacher can prepare liking and disliking activity.

Study

Set up a page with 5 columns and 5 rows. Each box holds a different inquiry. Students must circulate around the room and speak with other students to complete the information in the boxes. The first student who completes the boxes in rows like a bingo game (across, down, diagonally) is the winner. This is an excellent activity for the first few days of class. Some inquiries that are especially good, and don't reflect a particular nationality or religion is :

Someone who likes oranges	Someone with more than two	Someone who has lived in more than two	Someone who likes to play with siblings	Someone who likes to be a footballer /teacher
Someone who is not afraid of ghosts	Someone who can use a computer	Someone who likes computer games	etc.	
Someone who likes to eat pizza	Someone who travel by school bus	etc		
Someone who doesn't know how to play cricket	etc.			
Someone who visited the dentist this week (month)				

Activity

In this stage teacher needs to push the students to speak up. Like –

- Make a list of five things or activities that your friend likes or dislikes the most.
- Come in front of the class and tell us what your friend / friends like the most.

Introducing grammar activity

Teaching grammar in language is one of the conventional method still followed by many schools and colleges in India. Mostly observed that grammar translation method (GTM) is followed for grammar teaching. Grammar teaching can be two types — Lexical and Grammatical (like Tense)

Make the class comfortable by giving instruction — like,

Today we are going to learn something very interesting.

Let's plan some new approach to teaching Grammar (Tense)

LEVEL : Elementary ... Age 11 years

LESSON LENGTH : 45 Mins.

OBJECTIVE : To be able to ask past simple question forms and give short answers.

TARGET LANGUAGE:

1. (a) Simple past closed question, i.e. did + subject + verb in base form.
- (b) Short answer, i.e. yes + subject + did, or no + subject + didn't.

ASSUMED KNOWLEDGE: Students will know the past simple tense/regular / irregular verbs and negative form.

ANTICIPATED PROBLEMS: One anticipated problem is that the students use a past form of the verb to make the question instead of using the base form. e.g. Did you went? Did you made? One more probable problem is that students may naturally use the form of a positive statement to ask a question. e.g. you ate dinner yesterday? You went to a party yesterday?

SOLUTION:

- (a) During the presentation stage draw attention to the verb tense in the question form did + subject + verb.
- (b) Practising making questions and having the students put scrambled sentences in order could help with their work on sentence structure problems.

PREPERATION AND AIDS:

flashcards: beach. Swimming.

city. museum. restaurant.

trekking. mountain. bridge.

Past simple dialogue+ list of
simple past questions and
answers relating to the text.

Jumbled questions and answers.

Stage 1

Warmer: 'Find someone who' 5mins

In this activity there will be list of questions like — Find someone who never ate pizza.

Stage 2

Introduction: Elicit three characters who went on a weekend break/holiday- elicit names, destinations, with the aid of the board/flashcards. 2mins.

Stage 3

In pairs have the students brainstorm ideas about holiday activities to the destinations. 2mins.

Stage 4

Use flashcards/board to elicit simple past tense sentences about holiday activities. 5mins.

Stage 5

Drill chorally and individually. 1 min.

Stage 6

Review past tense sentences by flipping back through pictures. 2 mins.

Stage 7

PRESENTATION:

Present target language: Elicit the simple past question. Use the flashcards to elicit questions about each character, paying close attention to the verb tense. Write target language on the board and show the students how it is formed, Elicit the short positive and negative answer form. Using the flashcards elicit questions and answers from the student. 5 mins.

Stage 8

Drill chorally and individually. 2 mins.

Stage 9

CONTROLLED PRACTICE:

Give the students an easy dialogue text written in the simple past tense. Have the students read the text. 2mins.

Stage 10

Ask questions to check the students understanding of the dialogue. 1 min.

Stage 11

Students in pairs are given a set of jumbled questions and answers relating to the text. They work in pairs to match the questions and answers. 5 mins.

Stage 12

Go over answers. Let the students call on one another for the answer to the question. 3 mins.

Stage 13

PRODUCTION:

Put students in new pairs. Students work in pairs to make a list of questions to ask other students about their activities last weekend 3 mins ~

Stage 14

Go over questions 3 mins.

Activity

Prepare a conversation on weekend.

Lexical Activity

Objective

- Students will learn to clarify the concept of different parts of speech.
- Lexical activity can improve students vocabulary.
- Language Games are one of the best methods to teach vocabulary.

8.5 Designing activities and instructions on the basis of the types of activities given in the prescribed text books (like categorizing, sequencing, matching, justifying, cause-effect relationship etc.) and writing down the objectives of designing each such activity.

Task : A task in a work plan which has a clearly defined communicative outcome.

Task designing / Designing of activities :

Categorizing :

Pupils/students can be asked to sort words into different categories — lexical sets — grammatical types etc.

Activity :

Put the following nouns into different tables given below :

Ratna, Iron, Fish, Honesty, Blackboard, Class

Common noun Proper noun Material noun Abstract noun Collective noun

Objective :

Students will learn to clarify the nouns keeping in mind the differences between them.

Sequencing :

Students can be asked to sequence —

Letters alphabetically

Words alphabetically

Sentences into Paragraphs

Events into time — according to their level.

Activity :

Re-arrange the sentences in the correct order by writing the numbers in the brackets.

- (a) The rock is taken to a big river by the little river.
- (b) At last it is turned into grains of sand.
- (c) It becomes a pebble.
- (d) A bit of rock is pushed by a mountain stream into a little river.
- (e) The pebble becomes smaller because it is carried on and on by the river.
- (f) The edges of the rock are worn away and its rough surface is made smooth.

(Blossoms, Class - VII, p - II).

Objective :

Students will learn to understand the sequence of an action. It may develop a sense of unity to a thought.

Matching :

Students will be asked to match

words with pictures

words with synonyms

words with antonyms

Part of a sentence with the remaining part

words with their Bengali meaning. — According to their level.

Activity :

Match the following words in column A with their meanings in column B :

A	B
(a) Sneer	(1) Closely observing
(b) Evident	(2) Poor
(c) Wretched	(3) Mock
(d) Surveying	(4) Clear

(Blossoms, Class VII, Page - 49)

Objective :

Students will form grammatically correct sentences and have idea about vocabulary.

Justifying :

Pupils are given some statements. They have to identify the 'True' and 'False' statements with supporting sentences.

Activity :

Identify which of the following statements are 'True' and which are 'False'. Give a supporting statement for each of your answer :

- (a) The vagabond want the way to be far away from him. ☐
- (b) The vagabond dips the bread in the river water. ☐
- (c) When autumn comes the birds are going to be happy with their chirpings. ☐
- (d) The vagabond will not fear to face Autumn or Winter. ☐

(Blossoms, Class - VII, Page - 56)

Objectives :

This kind of activity will develop student's intensive reading comprehension.

Cause-Effect Relationship :

The students will be asked to fill the box with information from the text. Students will locate statements from a given text to find out the cause-effect relationship to fill in a chart.

Activity :

Fill in the chart with information from the text :

Cause	Effect
(a) The narrator thought that his son would be frightened.	
(b) Gip's father jumped at the shopman.	
(c)	the narrator called for a cab
(d)	Gip's father went up and down Regent street looking for the magic shop.

Objective :

It will develop student's intensive reading comprehension.

8.6 Let's Conclude :

In this module the teachers are expected to learn the importance of instruction and task designing. Now English teaching is task/activity based. After going through the module the teachers are expected to design contextual, meaningful activities that will encourage learners to develop learning skills and appropriate strategy.

8.7 Check your Progress/Exercise

1. What is a task?
2. How will you design a task on matching?
3. What are the different types of activities that you find in Blossoms/Butterfly?
4. Why are giving and carrying out instructions important for the learners in elementary schools?
5. Make a list of 15 instructions, a teacher is required to use in his/her everyday class.
6. Design four activities and prepare instructions accordingly for Class - VI students.

9.1 Introduction :

In this UNIT we are going to understand different types of writing for elementary students and to learn to frame relevant exercises. We are going to look at conversations in given contexts and simulated real life situations. We will learn how to prepare Teaching Journals and learn how to reflect upon teaching practices and preparing written accounts of teaching experiences based on students' response/feedback. We will also learn how to prepare reports on children's literature beyond the text books. We will learn how to reflect and speak on topical issues like child-labour, drop-outs, mid-day-meals, equity, global-warming, universalisation of elementary education, etc. We will look at preparing wall-magazines, posters related to awareness campaigns, skits, etc on given themes. Finally we will learn about assessing students' performance in communication, both oral and written.

9.2 Objectives :

After going through this unit the learners will be able to

- (1) understand different types of writing for elementary level students and relevant exercises.
- (2) know about conversations in given contexts and simulated real life situations.
- (3) prepare Teaching Journals and reflect upon teaching activities and prepare written accounts of teaching experiences based on students' response or feedback.
- (4) prepare book reports on books on children's literature beyond the text-books.
- (5) reflect and speak on topical issues like child-labour, drop-outs, mid-day-meals, equity, global warming, universalisation of elementary education, etc.
- (6) prepare wall magazines, posters related to awareness campaigns, skits, etc on given themes.
- (7) assess students' performance in communication, both oral and written.

9.3 Understanding different types of writing for elementary level students and relevant exercises.

When we think about writing it means we are trying to communicate something to someone in the written linguistic code. It is, of course, the most difficult mode of communication as there are several layers of sub-skills involved in writing. But when we think of writing for specific purposes in our everyday lives, there the need for writing becomes obvious. Like, we need to fill in forms in our everyday lives. Every form of writing has a specific purpose in life. For the elementary learners, writing messages, letters, invitations, instructions, and filling in forms are some of the writings they need to learn.

Different types of writings:-

- (a) **Filling in forms** - This is the most common type of writing we need to do almost every day, everywhere, like filling in reservation forms for trains, writing cheques, filling in application forms, etc. In spite of its widespread use, people still are afraid to fill in forms and always seem to require help. In such forms of writing we need a specific kind of vocabulary and accuracy is also important.

Ex- Task.

Suppose you want to participate in a drawing competition. Fill in this form.

Name:

Sex:

Date of birth:

Father's name:

Address:

Name of School:

Class:

- (b) **Information Transfer** - This form of-tasks entails the transfer of information from a graph or chart in a paragraph form/ from a verbal response to a chart or graph. The first kind of information transfer task develops the skills of writing while the second type develops comprehension skills. These tasks are very common and are needed in our daily life. It is also useful in the study of other subjects like Mathematics or science where graphical representation is needed.

Ex- Task.

Look at the flow chart below and write a paragraph on how to prepare a cup of coffee. Boil one cup of water → Add coffee → Add milk → Add sugar to taste → serve hot.

- (c) **Picture Composition** - Pictures can be very motivating for young learners as it opens up their world of imagination. It is often the most appropriate tool for motivating students to think of ideas for writing compositions. A simple picture can help children to describe what is happening, what could happen and help them explore about the world around them in order to get ideas for writing. As pictures have no definite message to convey and are open to interpretations, various responses to them are possible and this lends to variety in responses and makes the exercise interesting.

Ex- Task.

Pictures telling a story can be cut and jumbled. One sentence for each picture will also be written in bits of separate paper and jumbled. Children will have to arrange the pictures first to form the story and then find out the matching sentences. Hence they will get the whole story from this exercise. This

is a preliminary writing task where children learn to sequence thoughts to form a story. Later the sentences can be removed and children will be required to write their own sentences to describe what is happening in the pictures to form their own stories. This will be a little less guided and more open kind of writing exercise.

- (d) **Writing Dialogues** - Although dialogues are forms of the spoken language we often ask children to write dialogues to test their spoken skills. Dialogues can be very simple based on the child's daily conversations. At the elementary level we will limit ourselves to simple dialogues. Features of dialogues are :- dialogues need not be in full sentences, simple vocabulary is mostly used, short terms and abbreviations are used, and colloquial expressions are allowed.

Ex- Task.

The following is an incomplete conversation between Raju and a shopkeeper. Complete the conversation by supplying the missing dialogues:-

Raju : Please may I have a box of pencils?

Shopkeeper: Which brand

Raju : Any I want pencils that

Shopkeeper: You may

Raju : Ok. How much

Shopkeeper: Only Rs for a

Raju : Here

Shopkeeper:

- (e) **Writing Letters** - We write letters for various reasons. At the elementary level we will limit ourselves to writing of informal letters or semi-formal letters to the Head-teacher of the School. Every letter has a writer, a reader and a situation or purpose. Some of the purposes for which we write a letter are, to invite, to inform, to inquire, to congratulate, etc. A letter has a definite form, with a date, a salutation, body, subscription and signature.

Ex- Task.

Teachers can give students an incomplete letter with some thematic words missing, in the whole body of the letter, after providing the question. The students will get guided practice on letter writing.

Teachers can also give students two letters, a letter to a friend and a letter to the Headmaster of a school and ask students to point out the differences in the body as well as the language and style in both letters.

- (f) **Writing Reports** - Writing a report is quite a higher level of composition and students at the higher classes of the elementary level can be taught to write reports. A report describes an event or an experience. Reports are brief and usually written in the third person, they include only relevant details and avoid digressions, they avoid emotional overtones and the ideas are logically arranged.

Ex- Task.

As the editor of the School News-letter report the Independence Day celebrations in your school using the following points:-

15 August, 2015 - 7 a.m. - all school students in uniforms - assembly in front of flag - post - Headmaster hoisted the National Flag - everyone sings National Anthem -Speech by teachers and Headmaster - distribution of sweets to all students.

- (g) **Diary writing** - A diary is a personal record of one's own experiences and feelings. As it is a private kind of writing we don't care much for continuity of ideas or sequencing. We can also use abbreviations and personal emotions are of utmost importance in such a writing.

Ex- Task,

Write a diary entry for the day when the Annual Results were declared. Record your feeling before the results were declared and after you came to know about your performance. You may use the following words: *Anxious, excited, fearing, afraid, nervous, happy, did well, highest score, average, not so good, satisfied, ran home.*

CHECK YOUR PROGRESS

- (1) What are different types of writing exercises that can be given at the elementary level?
- (2) Design different types of writing tasks of your own based on the text books of the elementary level.

9.4 Conversations in given contexts and simulated real life situations

We need not and do not speak English in our home situations. But, our children need English to communicate and interact once they are doing their jobs or when they travel outside their own areas. Hence, as teachers, we need to think about meaningful situations which will help our learners to practice conversation in the classroom. It is also true that learners need enough of vocabulary and language support to speak. Where will they get the required language to converse? It is the teacher who has to provide this support and the language has to be provided depending upon the situation. The language items may be written on the BB or a chart before the class begins and after the topic for conversation is given the teacher needs to discuss the functions of the language items provided. The class may be divided and students have to be given roles and responsibilities after which they will draft the conversations. Simulation is the creation of life-like situation in the class for the students to give their responses depending on the simulated situation. For example a scene of a bazaar can be simulated in class, where there are buyers and sellers. Students will practise asking for prices of items being sold.

Techniques in Teaching Conversation / Oral Skills:

- (1) ***The Conversation Class:*** This kind of activity has no definite speaking goal, but is almost like an interview session where the teacher asks students about their home and other general question, which they are required to answer individually in class. It is not very interesting as students are required to interact individually with the teacher and is also not very productive as most students cannot participate.
- (2) ***The topic based discussion class:*** In this type of activity the teacher plans discussion on interesting topics like Cricket or Films. Here the students feel interested and with language support they can concentrate on the topic. This activity is also structured and hence more productive than a general discussion class.
- (3) ***Task based fluency practice:*** Communicative language teaching demands task based fluency practice. In such activities a task is given to the students after which they will be required to produce a tangible output in the form of a report or speech. A verbal interaction between students with the teachers help will lead to a presentation or speech or conversation. This can also lead to role-play activities where students are required to play the part of shopkeeper, customer, police, waiter, etc. and practise language items needed for these specific situations. These are very effective as such situations are very common and students also feel less inhibited as they practice with peers.

From the above discussion it is evident that as teachers we have to give our students enough practice in conversation skills so that they lose their inhibition of using English in their daily lives according to their needs. Meaningful situations need to be created in class, the requisite language items have to be given to the students and sufficient practice time has to be allotted to them so that they lose their inhibitions. Teachers must necessarily stress more on fluency than on accuracy in order to get rid of their inhibitions. Too many corrections may cause more inhibitions at the practice stage.

Check your Progress

- (1) Design speaking activities for your students of the elementary level using their text-books. After designing each activity, discuss how your activity is linked to the text-book, what skills are being practised and how effective is the activity for your class. Don't forget to mention the level of the students.
- (2) What kind of support might your students need for practising conversations in class? Enlist the different kinds of support you will have to provide for your students.

9.5 Preparing Teaching Journals and reflecting upon teaching activities and preparing written accounts of teaching experiences based on students' response or feedback.

Although the idea of Teaching Journals is not a very new one in the Teaching-Learning scenario in India, most of our teachers are unaware of it. Although all teachers discuss or reflect about their teaching practices,

seldom does one maintain a written record of it. We, as teachers, feel shy of writing anything related to our teaching practices and are not aware of what good might the practice be. A Teaching Journal is a written record of the teaching practices of an individual teacher, her/his reflections on his own classes, and her/his own plans and procedures for improving upon her/his teaching practices. Such record must be written or kept in the electronic media, for future reference of the concerned teacher or for help of any other teacher who might need help with her/his teaching practices. We plan our lessons but we do not review the plan after the class. Such a review is the essence of a Teaching Journal.

Why should a teacher keep a Teaching Journal

As discussed in the earlier paragraph a written record of the teaching practices of a teacher is a useful source for the teacher herself/himself for ready reference for future classes. It reminds the teacher as to what went well in the class or what went wrong. Hence the teacher uses her/his own teaching experience as guidance for future classes.

It also helps her/him to review her/his own classes and use that written record as her/his own learning tool as we cannot remember what happened in a particular class a year back. It can help other teachers who might want help with a similar kind of problem/situation faced earlier and recorded by a teacher. This review serves as useful learning tool for other teachers too.

It is an effective tool for self-evaluation as well as for ongoing student evaluation.

How can we keep a Teaching Journal

We can keep individual journal maintaining our own reviews of our own classes or recording what others might have reported about our own classes. Such written records is best done in the electronic medium as it can be easily shared or sent to teacher-educators or to act as research materials. Hence it is advisable to use word-processor for keeping a journal (individual) or in electronic mail (group) or even through recording of classes in a tape-recorder, which can be transcribed later. If all these are unavailable, a simple book-entry is also advisable.

In order to make successful journal entries the following must be kept in mind:

- (1) Set Goals :** Decide what you want to write in your journal and why. What is the outcome expected of the journal being maintained. Without a clear purpose in mind it might lead us nowhere. Suppose you might be interested to map your students' responses in your class and assess their progress through their responses. This will help you to record the specific details in your class.
- (2) Decide your Audience :** WHO are you writing your journal for? If you write for yourself only, it might not matter much how you write. But if you wish to make it into a item for research, you have to keep in mind your supervisor or others who might read it. You can also share it with peers. Your target audience will decide how you write it.

- (3) **Set Separate time for writing your Journal :** As it is a reflective exercise and involves the skills of critical thinking, review and recall, as well as writing skills, it needs separate time and a more or less fixed schedule. The purpose and audience will decide the length and language of the entries.
- (4) **Review your own entries often :** In order to use your own journal as a teaching tool for yourself you must go through your own entries often, otherwise the whole exercise of writing the journal will be wasted.
- (5) **Evaluate your own Journal :** Go back to your own entries and evaluate if it has served the purpose for which it was written. Ask yourself these questions, Did I gain any valuable insight from these entries, Has it helped any of my peers, Has it served the purpose of self-evaluation, What have I learnt from writing about my own practices, Have my own practices improved in any way, and such other questions.

Check your Progress

- (1) Enlist the different reasons why you think every teacher should maintain a Teaching Journal.
- (2) If you prepare a teaching journal for your own self, how will it be different from a Journal written for a supervisor. Enlist the differences.

9.6 Preparing book reports on books on children's literature beyond the text-books.

A book report is a written report of a book, read by children, specially books which are not text-books. They could be story books or any book on children literature. At the elementary level, in our schools it is a new kind of enterprise, although students read enough books beyond school texts. But seldom do students produce anything in writing.

A book report is highly structured kind of writing where the contents include bibliographic information about the work, a summary of the narrative and the setting, main characters, the author's purpose in writing that book, the student's opinion of the book and a theme statement summing up the main idea of the book. While selecting what book to choose for writing a report, the teacher might have to help the students as the level of the student must be kept in mind. The teacher can supply the students a list of books to choose from. This will guide them specifically.

There is a specific process in writing a book report. The stages include pre-writing stage, which includes reading of the book and collecting information on the book and author, the firstdraft writing, revision, first evaluation, editing, rewriting, publishing and post-project evaluation.

Writing a book report can be a very creative pursuit and children get a practise in critical reading and thought. As their independent thoughts are reflected, students feel an ownership in their work. The linguistic support and structural support has to be provided by the teacher.

An ideal book report include the following features:

Introduction : Points to be included here are The Title and the Author of the book and why you choose the book. You should also classify the kind of book or story (classic, fiction, true life, etc).

The body: This is the main section where you will have to describe the main idea of the story, the plot, the setting and characters. Finally comes your own opinion of the story. While writing about plot, characters and setting, you must be careful not to reproduce the original story but to write what you have perceived from your reading of the story.

Your reflection: This is probably the most important part of a book report as here you have to be original and say something more that is not there in the book, that is your own assessment of the plot, characters and the author's purpose.

Conclusion: The conclusion can be short and remember to tell what you want others about the book or story.

Check your Progress

- (1) Enumerate the stages through which you, as a teacher, will guide your students in writing a book report.
- (2) Select a story/book beyond your school text-books and write a book report yourself.

9.7 Reflecting and speaking on topical issues like child-labour, drop-outs, mid-day-meals, equity, global warming, universalisation of elementary education, etc.

Speaking on topical issues is a higher grade skill which requires reflecting and critical thinking. It is a practical activity in which the students need to be trained. The basic information for speaking on such topical issues has to be provided by the teacher or can be got from students themselves after brain-storming. We can take up a topic here and see how the teacher can prepare the students to speak on such topical issues. Here we take up the topic of mid-day-meals.

Reflecting and speaking on mid-day-meals a plan for teaching elementary level students.

Level: elementary

Time: 40min-60min.

Aim: reflecting and collecting ideas on mid-day-meals, developing sub-skills of speaking, growing awareness among children about current issues.

Teacher's Preparation and aids required

Teacher is already acquainted with mid-day-meal system working in Indian Schools. Teacher has to collect

information on how many students are benefitted under this system, from where did this system originate, how the system works, and so on. Teacher has to collect pictures on students enjoying mid-day-meal. Teacher can also collect data of mid-day-meal system in his own area, collecting information on how many schools are providing mid-day-meal, how many teachers are involved, who are cooking, how many students are benefitting, if any improvement in students' health has been reported by schools in the area. After collecting information and pictures teacher can prepare charts with the help of the children to display data and pictures.

Procedure

1. Teacher can ask students how they enjoy MDM.
2. Students can write out each how they like or don't like MDM.
3. Pictures of MDM can be displayed for brain-storming. Teacher can ask them to describe the pictures.
4. The chart with data on MDM can be displayed now and they can discuss in groups about the MDM system in their area. The discussions in groups can be noted down by students. The teacher can put specific questions for guiding their discussions, like, what is the most attractive menu in your school MDM routine? How many children are being benefitted in our area? Do you feel MDM should continue in our area? What measures can schools take to ensure clean and nutritious food in MDM system? Suggest improvements in the current MDM system in your school.
5. One speaker from each group can come forward and read out their group presentation after it has been prepared in their groups.

Teachers can prepare their students likewise after preparing herself/himself well and after bringing to class all kinds of data and supporting language. This will help them to become aware of current issues and will also help them to become speakers on such issues.

Check your Progress

- (1) Prepare a plan on how you can make your students speak on child labour. Think of all the support needed by your students in the class.

9.8 Preparing wall magazines, posters related to awareness campaigns, skits, etc on given themes.

These are transferring of linguistic skills to other forms of expression which are very much needed in our daily life. Making wall magazines, posters, skits on themes relating to creating awareness requires higher order linguistic skills, grasp on vocabulary, and creativity, as these are specific forms of expressions and need to appeal to the people as the sole purpose is to create awareness.

These are meant for practical work and as wall magazines are very common in schools we will deal here with preparation of wall magazines.

Wall magazines

A wall magazine is usually a creative collage of compositions, literary, scientific, or even paintings, by the students, made colourfully and put up on the school notice board for the students to see. It is an effective and cheap medium for students to express themselves and also helps to raise awareness among other students. It develops skills of presentation, linguistic and artistic and editorial skills also.

There are several objectives of bringing out wall magazines:

1. Provides opportunities for expression in writing.
2. Develops literary tastes and reading habits.
3. Provides opportunities to utilise leisure time.
4. Helps enhancing knowledge of students.
5. Helps identify and nurture creativity among students.

A Wall Magazine is usually made based on a particular theme. An example of a theme could be “Sports and Fitness”. Students are first notified by an editorial team about the theme of the Wall Magazine and then the different types of articles, length of articles are specified. A last date is given. After collection of articles and paintings, selection is done and then editing is undertaken. A team of teachers and students who form the editorial team, then, write out the articles neatly and make a collage of the articles and paintings keeping in mind artistic presentation. Finally the Wall Magazine is put up on the school notice board.

Check your Progress

1. Design a poster on spreading awareness on Clean School Compound.
2. Prepare a skit on spreading awareness against child-labour.

9.9 Assessing students’ performance in communication, both oral and written.

Assessment of students’ performance in communication is a very structured and ongoing process. Communication cannot take place in vacuum, it needs a setting and people. Hence assessment of communication also needs the same setting and people. We cannot assess students’ communication skills in the traditional process of assessments, like examination of individual students. We know that communication is a two way process and needs a sender and a decoder of a message. It also needs a specific purpose and setting. Hence, as teachers we must also remember that assessment of communication, should ideally reflect the students skills in communicating in the social medium using her/his linguistic skills. In assessing communication, the ideal tool should be an ongoing assessment while students are communicating in class. Self assessment and peer assessment is also an important tool as students are involved in the process of assesment and they also get a clear idea of what is expected of them. They also get a fair idea of the level that is expected of them, and the level that they are actually in. Class observation is also an important tool for the teacher to assess communication. It actually

helps teachers to chart students' progress while they participate in conversation or any activity. This kind of assessment also helps teachers feel how much of help students still need in developing their communication skills. Although this kind of assessment cannot be given specific marks, grades can be assigned with specific comments on the area of students' difficulties.

The different Assessment Tools to be used in assessing oral communication

Although informal assessment is better to test communication skills in the classroom, as teachers we often have to conduct formal assessment which involves assigning test scores to students based on their communication skills. We can use various techniques to test communication skills in the class, although it might take a lot of class time to administer such tests.

1. **Taking interviews:** Teachers can frame a set of questions to be asked to students about their personal lives. These questions can be given to two students. One asks the questions while the other has to answer them based on her/his personal experience. Roles are later reversed. The teacher can observe them and give them scores.
2. **Story telling:** Hints may be given to students in the form of oral question or pictures from which they have to recreate a story of their own and tell it. In such an activity it is advisable to use simple stories which require simple words.
3. **Conversing in a given situation:** Students can form groups or pairs according to the situation given, where roles will be given to them. They then communicate with each other according to the demand of the situation. For example, a students can act as a buyer and another as the seller. They take some time to think of the dialogues they would need and discuss with each other. Then they complete the activity in front of the teacher.
4. **Describing objects/actions, etc. :** Teacher can show pictures of objects or a scene where some action is being depicted and ask students to describe what they can see in the picture.

This is not an exhaustive list and the teacher can innovate depending on the level of learners and their skills in communication.

A grading scheme is to be observed in marking students on oral communication. Teachers can mark them on pronunciation, use of appropriate vocabulary, elementary stress and intonation, general fluency. Maximum weightage should be given to fluency at the elementary level.

The different Assessment Tools to be used in assessing written communication

As we saw in sub-unit 9.1, here, the written tasks can be various at the elementary level, from filling to writing reports. If writing is to be assessed for testing communication skills, the tasks have to so designed, that students are required to communicate their thoughts, or supply required information in a specific format. A written composition can be assessed in an ongoing mode where the teacher assesses the students' skills in written communication tasks through the tasks assigned in class while observing the class.

While assessing written compositions a teacher has to grade the written work keeping in mind what is required in the question. In a total mark of 10, teachers can allot 4-marks for content, 3-marks for fluency, and 3-marks for accuracy. 1-mark can be deducted for inappropriate lay-out of the work, as written communication is expected to have a specific form.

Content: While marking content the teacher has to see whether the content is specific for the task set, whether it is adequate and relevant, and whether repetitions, omissions and redundancies have been avoided.

Fluency: Fluency requires a written task to be coherent where the theme has been developed clearly. Ideas have to be logically presented and the style has to be appropriate to the task set.

Accuracy: While looking for accuracy in a written task, teachers have to look for appropriate vocabulary used, appropriate language structures used, and correct grammar and spelling used in the composition. Use of proper Punctuation marks is also important.

At the elementary level it is advisable for the teacher to keep in mind the level of the learners and choose tasks accordingly. It is also advisable to rely more on ongoing assessment than on formal assessment to map a students' progress in communication skills. It is also important that teachers train their students more in oral communication at the lower levels, because we ideally learn languages orally first and then the written form. Hence proper weightage should be given to the assessment of oral communication and fluency should be targeted throughout.

9.10 Check your Progress

- (1) Set a task through which you would like to test oral communication skills of students of class IV of the elementary level. Assign the marking scheme and parameters on which you would assess your students' performance in the test.
- (2) What are the different writing tasks that can be assessed in class to test students' written communication skills?
- (3) Frame a task for assessing your students' written communication skills for class V students. Identify the parameters on which you will mark your students' performances.

9.11 Let us sum up:

In this unit we have looked at development of proficiency in Communication skills of learners and also looked at different kinds of task and activities that can be set to develop proficiency in oral and written communication. We also have learned about group activities aimed at developing general proficiency of students like preparing wall magazines, posters, book reports and also on developing speaking skills on topical issues. We also saw the utility of preparing Teaching Journals and how a teacher can prepare her/his own journal. Finally we look at assessment of both oral and written communication skills of students.

9.12 Keywords:

Simulated, real-life tasks, teaching journals, book reports, reflecting, topical issues, wall magazines, skits, posters, ongoing assessment, formal assessment, score.

9.13 Unit-end exercises:

- (1) Suggest some type of written tasks for students of the elementary level.
- (2) What steps would you take to teach your students to write a book report?
- (3) Why should a teacher write a teaching journal?
- (4) How can students' feedback or response help a teacher to write her/his teaching journal?
- (5) How can we assess our students oral communication skills? Focus on both ongoing and formal assessment.

10.1 Introduction : Importance of planning activities and lesson appropriate to the level of learners

A “lesson plan” can be defined in many ways. Lesson plans to be the most valuable asset in teaching. Without a lesson plan, teacher get nowhere with teaching. A lawyer spends hours planning a case before appearing in court, a coach spends hours planning the plays and watching the team and a director explains his film story to his actors again and again, just why? Any successful professional knows that the quality of planning and preparation affects the quality of results. So, a lesson plan is to a teacher what a calculator is to an engineer, a stethoscope to a doctor, and a packet of seeds to a farmer. A lesson plan gives teachers an eagle’s eye of view of things to be taught and learned everyday. It also helps them determine when to insert ice breaks, interesting facts, and other components of engaging learning for students. In fact, if used well, a lesson plan can also help students’ learning by helping them know what comes when and how things are done during a class by the teacher and by them.

10.2 Objective

- To articulate for learners the academic language functions and skills that they need to master to fully participate in the lesson and meet the grade-level content standards.
- To evaluate what are beneficial not only for language learners but for all students in a class, as everyone can benefit from the clarity that comes with a teacher outlining the requisite academic language to be learned and mastered in each lesson.
- To understand language functions related to the topic of the lesson (e.g., justify, hypothesize)
- To asses students on the basis of their four language skills
- To know the importance of assessments
- To be familiarized with the concept of action research and its execution in ELT classroom

10.3 Students level in ELT classroom and lessons

Most of the language institutes in the world follow this pattern to judge the level of students for English language teaching. Given below is International benchmark for English language teaching and learning.

Level	International Bench Mark
Proficiency	C2
Advanced	C1
Upper-intermediate	B2
Intermediate Plus Intermediate	
	B1
Pre-intermediate	A2
Elementary	A1
Beginner	

10.4 Lessons appropriate to the level of learners

As Jeremy Harmer points out some teachers with experience have their ability to think about lessons without lesson planning but teaching without planning is like blind man walking in the street without any destination to reach. While preparing for lessons teachers need to understand the level of the students and prepare according to the level so that both teacher and student can enjoy the moments of learning and teaching. Lessons appropriate for levels include students' level, age, range, atmosphere, etc.

SAMPLE Lesson plan format (teacher can use this format for all the skins, listening, speaking, reading, writing)

Group:	Date:	Time:	No. of students:
Recent topic work:		Recent Language work:	
Aims (stated in input terms i.e what the teacher intends to do)			
Objectives (stated in output terms, i.e what the students are expected to do)			
Assessment			
Materials:			
Anticipated problems:			

STEPS TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATION	AIMS OF THE STAGE
Engage				
Study				
Activate				
Additional possibilities:				
Homework! Further work:				

10.5 Developing the learners - power of observation

ELT learners may develop in this following ways -

- Describe the phases of first language acquisition
- Identify the difference between first language acquisition and second language acquisition
- List the major factors affecting the second language learning
- Become familiar with the major theories of second language acquisition
- Understand the significance of learners errors
- Envisage the current trends in second language learning and second language teaching

For the development of second language learners

- Create exposure to language so that the learners have more opportunity for communication
- Create an informal atmosphere as against the formality of L2 classroom
- Encourage learner to focus on the meaning and message
- Motivate second language learners to use English more often
- Provide an atmosphere where learners are free from tension
- Respect the learner's freedom to be silent until he is ready to communicate
- Build up pressure for genuine and real life communication

Process of observation factor affecting language learning

SOCIAL CONTEXT

(LEADS TO)

ATTITUDES (of various kinds)

Which appear in the learners as

MOTIVATION

Which join with other personal characteristics

AGE PERSONALITY CAPABILITIES PREVIOUS KNOWLEDGE

All of which explains the use the learner makes of the available

LEARNING OPPORTUNITIES (formal or informal)

PROVIDES

The interplay between learner and situation determining

LINGUISTICS AND NON LINGUISTICS OUTCOMES FOR THE LEARNERS

Relating performing arts with the learning situation

Language learning depends on practice. More the learner practice all the skills (LSRW) of language they will learn more. When designing benchmarks for the expected English proficiency levels for language student the authorities often neglect to consider the students' areas of interest whether it be music, art etc. As far as the syllabus of English language teaching concern, there has not been up to date, a detailed study of the different expectations and reasons for wanting to learn English.

Obviously, there is no denying the fact that there are many common reasons as to why they want to become competent in the language as it is an instrumental requirement for them to be proficient in English, and also due to the fact that it is the international language of communication, trade and research. Nevertheless, studies on effective methods of teaching English have tended to leave out the specific differences in undergraduate expectations and needs for acquiring the language.

Things to be keep in mind to teach English through performing arts

1. Language features and structures that are used in the discourse of Performing Arts
2. Specific vocabulary items used and their correct pronunciation
3. Language skills needed to function effectively in their personal, academic as well as professional environments

Why performing arts needed in ELT classroom

Children learn through being active.

- Learning is a socially mediated activity.
- Emphasis is placed on the role of the teacher or 'more knowledgeable other' as a 'scaffolder'.
- The teacher is a facilitator who provides the challenges that the child needs for achieving more.
- Development is fostered by collaboration and group participation.

- More the Students learn through audio and visual they will be able to participate in real life activities.
- Teaching English through English songs will help the students to learn faster.
- Role play and organising skit or drama in English help the students to practice and learn language fast.

Assessments (also called authentic or alternative) allow teachers to track the ongoing progress of their students regularly and often. While standardized tests measure students at a particular point in the year, ongoing assessments provide continual snapshots of where students are throughout the school year. By using informal assessments, teachers can target students' specific problem areas, adapt instruction, and intervene earlier rather than later.

Ongoing assessments are particularly important for English language learners (ELLs). Standardized tests in English do not usually reflect ELLs' true content knowledge or abilities. Yet informal assessments can provide a more well-rounded picture of their skills, abilities, and ongoing progress. Having these records will make it easier when questions of program placement or grading arise.

Types of assessment

Methods of assessments - on the basis of method of assessment there are three basic methods of assessment

1. Individual assessment- focuses on student's individual progress
2. Group assessment - focuses on the development of group of students (may be entire class)
3. Peer/ self assessment- focuses on the development of student in a peer activity

In English language teaching we can divide tools of assessment into two basic formats -

(A) Performance-based assessments

Performance-based assessments are based on classroom instruction and everyday tasks. Teacher can use performance-based assessments to assess ELLs' language proficiency and academic achievement through oral reports, presentations, demonstrations, written assignments and portfolios.

These assessments can include both processes (e.g., several drafts of a writing sample) and products (e.g., team projects). Teacher can use scoring rubrics and observation checklists to evaluate and grade students. These assessment tools can help document ELLs' growth over a period of time.

Here is a sample language and academic assessment form that teacher can complete on a monthly basis to learn about the overall academic and English proficiency progress of your ELLs. If there is an ESL or resource teacher at school assisting your ELLs, you can share this assessment of the ELL's progress during the past month.

When using performance-based assessments, it is important to establish clear and fair criteria from the beginning. It might be helpful to develop these criteria in conjunction with other teachers or specialists at your school. Performance-based assessments promote a wide range of responses and do not typically produce one single, correct answer. Therefore, evaluation of student performances and products must be based on teacher judgment, using the criteria specified for each task. Here is a sample oral scoring rubric.

You can also develop assessment (and instructional) activities that are geared to your ELLs' current level of English proficiency. Performance-based assessment activities can concentrate on oral communication and/or reading. Here are examples of commonly-used activity types designed for assessing speaking or reading:

- Reading with partners
- Retelling stories
- Role playing
- Giving descriptions or instructions using visual or written prompts
- Oral reporting to the whole class
- Telling a story by using a sequence of three or more pictures
- Completing dialogue or conversation through written prompts
- Debating, either one-on-one or taking turns in small groups
- Brainstorming
- Completing incomplete stories
- Playing games

(B) Portfolio assessments

Portfolios are practical ways of assessing student work throughout the entire year. With this method, you can systematically collect descriptive records of a variety of student work over time that reflects growth toward the achievement of specific curricular objectives. Portfolios include information, sample work, and evaluations that serve as indicators for student performance. By documenting student performance over time, portfolios are a better way to crosscheck student progress than just one measure alone. Portfolios can include:

- Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions
- Drawings representing student content knowledge and proficiencies
- Tapes of oral work, such as role-playing, presentations, or an oral account of a trip
- Teacher descriptions of student accomplishments, such as performance on oral tasks
- Formal test data, checklists, and rating sheets

Checklists or summary sheets of tasks and performances in the student's portfolio can help you make instructional decisions and report consistently and reliably. Checklists can also help you collect the same kind of data for each student. In this way you can assess both the progress of one student and of the class as a whole.

In addition, here are a few ways that ELLs language learners have an active role in the portfolio process:

- Students can select samples of their work and reflect on their own growth over time.
- You can meet with ELLs to develop their goals and standards, such as with this sample writing criteria chart.

- Together with students, teacher can set tangible, realistic improvement goals for future projects.
- Students - as a class, in groups, or individually - can create their own rubrics.

Remedial measures in English language teaching and learning.

There are lots of improvement in English language teaching in india in past decade but still there are gap needs to be filled up.

Objectives of Remedial Teaching

- Each pupil is different in terms of learning ability, academic standards, classroom learning and academic performance, and each has his own in learning. The aim of this is to provide learning support to pupils who lack far behind their counterparts in school performance. By adapting school curricula and teaching strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs. They can also design individualized educational programmes with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning.
- Throughout the teaching process, teachers should provide systematic training to develop pupils' generic skills, including interpersonal relationship, communication, problem- solving, self-management, self-learning, independent thinking, creativity and the use of information technology. Such training can lay the foundation for pupils' life-long learning, help them develop positive attitudes and values, as well as prepare them for future studies and career.

Undertaking Action research projects

In recent years, Action Research (AR) has become increasingly popular in second language teaching circles. Language teachers in many countries have heard about, either through formal courses of study, or in-service teacher education, and are interested in knowing more about it. Over the last two decades, with teachers all over the world, who are committed to their own professional development are attracted to the idea of doing 'AR' in their classrooms. Many of these teachers have asked about challenging and insightful questions about the areas covered in this area of research. They have also suggested that they were looking for reader-friendly guidance to get themselves going along the AR pathway.

Why should teachers do action research?

- To help them notice what they and their students really do, rather than what they think they do.
- To get feedback as to the success or failure of what they are doing.
- To help them tailor teaching and learning to their learners and their settings.
- So that they are able to justify the teaching and learning choices they make.
- To increase their knowledge of learning and teaching and become authorities on teaching.
- To become less dependent on decisions made by people who are far away from their learning and teaching sites, people like textbook writers and school administrators.
- To ensure that they don't become bored with teaching.

What are the steps in the action research process?

Sue Davidoff and Owen van den Berg (1990) suggested four steps: plan, teach / act, observe and reflect. Here are some guidelines for each step.

Plan

- Identify the problem area.
- Narrow it down so that it is manageable.
- Investigate the problem. When does it happen? Who does it affect?
- Where does it happen?
- Think about what might be causing the problem. Talk to other teachers and/or read to get more ideas about this.
- Think about a solution and how to implement it.
- Think about what evidence you will collect to decide whether your action is successful or not.

How will you collect it ? How will you analyse it ?

Teach / Act

- Implement your solution.

Observe

- Gather evidence which you will analyze to decide whether your solution was successful or not.

Reflect

- Analyse the evidence you gathered.
- Has the problem been solved?
- If not, what step will you try next?
- If yes, what problem will you try to solve now?

Conclusion

In this unit we have discussed about importance of planning activities and lessons and why teachers need to prepare lessons according to the level of the students. In this unit teacher will be able to find out important plans for teachers in training and how to execute in the classroom. Good teachers need to assess how will their students are progressing. This can be done through a variety of measures including homework assignments, speaking activities where the teacher scores the participation of each student and frequent small progress tests.

Check your progress

1. Prepare a lesson to improve students listening and reading skills.
2. Prepare a lesson to improve students writing skill.
3. Prepare classroom test [Progress test] of the student of high beginners [class III / IV]
4. What do you understand by Action Research? Discuss about its different steps.

Daily Report Format

Name:

Place:

Date:

Content Coverage (Mention Topics)	
Methodology Followed	
Tasks Given	
Tasks Completed	
Questions & Issues Raised	
Questions & Issues Answered	
Learning Taken Place (Give indicators)	

Course Evaluation Format

Note : This is a tool to assess the training input. Please read each of the statements carefully put a tick mark in the appropriate column.
 Course date from to

K Knowledge **U Understanding**
S Skill **I Interaction**

As a Teacher (Teaching Ability)

As a Learner of language (Language Ability)

		K	U	S	I	K	U	S	I
1.	The content of the course enriched in me...								
2.	The trainers' communicative ability & attitudes were effective in giving ...								
3.	The organization of the content/concepts helped me...								
4.	The transaction techniques & variety contributed to my ...								
5.	Clarifications given / alternate approaches followed added to my ... ,								
6.	The capacity of the trainer team to cater to the varying needs/ difficulties, clarifying doubts developed in me...								
7.	The various issues raised in addition to the content & techniques raised my awareness in terms ...								
8.	Management of time helped me in developing ...								
9.	The opportunity to raise questions/answer questions, discuss in detail provided scope for the development of ...								
10.	The course curriculum added to my perceptions of the classroom ...								
11.	The textual analysis built in me analytical perspective...								

Name the day and activity which was		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.	Most useful																				
2.	Most challenging																				
3.	Most redundant																				
ACTIVITY No.		Name of Activity																			
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					
11																					
12																					
13																					
14																					
15																					
16																					
17																					
18																					
19																					
20																					
My participation was optimum in the activities (tick the appropriate option) :																					
1.	Listen, speak, represent																				
2.	Read and speak																				
3.	Perform the task																				
4.	Read and Write																				
5.	Realise and talk																				
6.	Watch and keep silent																				

Activity Ground

Using Supplementary Materials

Why should Supplementary materials be encouraged?

Use of Supplementary materials refers to the less rigorously supervised activities that students will do both in and outside school. The Supplementary materials that are used extensively will normally be those of learner's own choice, though the teacher's guidance has to be crucial at the beginning. These are mainly support materials that enhance exposure to language, the scope of language practice and feedback of what they have already acquired. Students need to use Supplementary materials because

1. It exposes them to different language forms of the target language that they will come across in varied contexts.
2. Wide reading or listening activities broadens and increases their vocabulary which is important for effective communication.
3. Performing an interesting task/activity in its entirety builds confidence and aids concentration.
4. One skill learnt thoroughly transfers itself to other areas of language learning. For example - if listening skill is developed it helps in the productive skills like speaking and writing for effective communication.
5. Such activities through supplementary materials provide a break from the rigours of closely supervised works in the classroom reducing monotony and facilitate the students to get fully involved in something that really interests them.
6. Lastly it opens up a new whole world allowing the learners to acquire more and varied information that may help to change their outlook leading them to self learning.

For all these reasons and others, it is imperative that language teachers must encourage a lot of activities other than those provided in their course books.

The sources of supplementary materials :

The source for supplementary materials could be newspaper cuttings, articles from magazines, jokes, greeting cards, advertisements, billboards, hoardings, leaflets, brochures, information booklets, films and documentaries and many more.

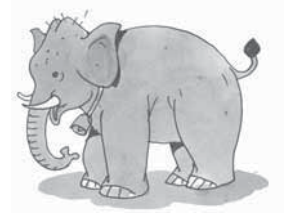
Students could be asked to collect such materials that interest them and could be asked to either pin them onto the soft boards kept in the classroom or paste onto the scrapbooks prepared by them. This could be turned into a project for the students. Later the students can be asked to tell the class about their selection and a reason for selecting particular material. This activity will aid the concept of project-based learning.

Work Sheet - (1)

Name:.....

Adjectives Can Change Articles

When a noun begins with a vowel, the correct article to use with it is **an**. When a noun begins with a consonant, the correct article to use with it is **a**. However, adding an adjective in front of the noun can change the article. If the adjective begins with a vowel, the article should be **an**. If the adjective begins with a consonant, the article should be **a**. Let's look at an example: **An elephant** becomes **A large elephant**, because the article is based on the adjective, which begins with a consonant.



Read each adjective and noun pair below. Write “a” or “an” on the line.

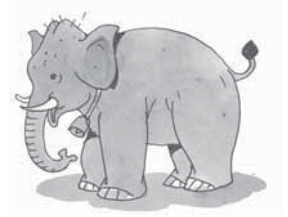
- | | |
|----------------------|-------------------|
| 1. clean shirt | 17. calm lake |
| 2. small girl | 18. fierce wind |
| 3. empty dish | 19. angry voice |
| 4. adorable puppy | 20. jealous boy |
| 5. silly face | 21. young baby |
| 6. smelly perfume | 22. icy road |
| 7. funny joke | 23. old woman |
| 8. emotional movie | 24. fast car |
| 9. wet towel | 25. difficult job |
| 10. easy problem | 26. foggy window |
| 11. interesting book | 27. eager child |
| 12. good friend | 28. wicked wolf |
| 13. hungry man | 29. crazy person |
| 14. gray cloud | 30. big event |
| 15. hot sun | 31. open door |
| 16. early morning | 32. sad story |

Work Sheet - (1)

(Answer key)

Adjectives Can Change Articles

When a noun begins with a vowel, the correct article to use with it is **an**. When a noun begins with a consonant, the correct article to use it is **a**. However, adding an adjective in front of the noun can change the article. If the adjective begins with a vowel, the article should be **an**. If the adjective begins with a consonant, the article should be **a**. Let's look at an example: **An elephant** becomes **A large elephant**, because the article is based on the adjective, which begins with a consonant.



Read each adjective and noun pair below, Write “a” or “an” on the line.

- | | | | |
|----------------------|-----------|-------------------|-----------|
| 1. clean shirt | <u>a</u> | 17. calm lake | <u>a</u> |
| 2. small girl | <u>a</u> | 18. fierce wind | <u>a</u> |
| 3. empty dish | <u>an</u> | 19. angry voice | <u>an</u> |
| 4. adorable puppy | <u>an</u> | 20. jealous boy | <u>a</u> |
| 5. silly face | <u>a</u> | 21. young baby | <u>a</u> |
| 6. smelly perfume | <u>a</u> | 22. icy road | <u>an</u> |
| 7. funny joke | <u>a</u> | 23. old woman | <u>an</u> |
| 8. emotional movie | <u>an</u> | 24. fast car | <u>a</u> |
| 9. wet towel | <u>a</u> | 25. difficult job | <u>a</u> |
| 10. easy problem | <u>an</u> | 26. foggy window | <u>an</u> |
| 11. interesting book | <u>an</u> | 27. eager child | <u>a</u> |
| 12. good friend | <u>a</u> | 28. wicked wolf | <u>a</u> |
| 13. hungry man | <u>a</u> | 29. crazy person | <u>a</u> |
| 14. gray cloud | <u>a</u> | 30. big event | <u>a</u> |
| 15. hot sun | <u>a</u> | 31. open door | <u>an</u> |
| 16. early morning | <u>an</u> | 32. sad story | <u>a</u> |

Work Sheet - 2

Name:.....

Adjective or Adverb?

All **-ly** words are not created equal! Some people see an -ly ending on a word and think that it's an adverb. That's because many adverbs do end in -ly. But be careful. An -ly ending can also be found on some adjectives. How do you tell the difference? ^

An **adverb** often describes a **verb**, while an **adjective** often describes a **noun**.

Read each sentence. Circle the -ly word. Decide whether it is an adverb or an adjective. Write the appropriate term on the line following the sentence. ^

- | | | |
|---------|---|------------------|
| Example | No one wanted to live by the <u>smelly</u> landfill. | <u>adjective</u> |
| 1. | They ran (quickly) to their seats. | _____ |
| 2. | The people in the small town were (friendly). | _____ |
| 3. | The boat sailed (peacefully) down the river. | _____ |
| 4. | The (elderly) man could not walk very far. | _____ |
| 5. | I like (curly) hair better than straight hair. | _____ |
| 6. | The soldiers fought (bravely) against the enemy. | _____ |
| 7. | The sun was shining (bright) in the deep blue sky. | _____ |
| 8. | They visited their grandparents (frequently) in the summer. | _____ |
| 9. | We walked (cautiously) down the side of the road in the rain. | _____ |
| 10. | The winter weather was (chilly.) | _____ |
| 11. | The breeze blew (gently) through the tall trees. | _____ |
| 12. | She whispered (softly) in his ear, "I love you." | _____ |
| 13. | The children enjoyed singing the (silly) songs. | _____ |
| 14. | They hiked (tirelessly) up the rugged mountain. | _____ |
| 15. | He smiled at the (lovely) woman as she walked by. | _____ |
| 16. | We (happily) joined the party when we finished working. | _____ |
| 17. | They (sadly) lowered their heads. | _____ |
| 18. | Jennifer smiled (shyly) at the students in her new class. | _____ |
| 19. | We were upset when the man looked at us (strangely.) | _____ |
| 20. | My baby sister held her (cuddly) teddy bear while she slept. | _____ |

Work Sheet - 2

(Answer key)

Adjective or Adverb?

All **-ly** words are not created equal! Some people see an **-ly** ending on a word and think that it's an adverb. That's because many adverbs do end in **-ly**. But be careful. An **-ly** ending can also be found on some adjectives. How do you tell the difference? ^

An **adverb** often describes a **verb**, while an **adjective** often describes a **noun**.

Read each sentence. Circle the -ly word. Decide whether it is an adverb or an adjective. Write the appropriate term on the line following the sentence.

- | | | |
|----------|---|------------------|
| Example: | No one wanted to live by the (smelly) landfill. | <u>adjective</u> |
| 1. | They ran (quickly) to their seats. | <u>adverb</u> |
| 2. | The people in the small town were (friendly). | <u>adjective</u> |
| 3. | The boat sailed (peacefully) down the river. | <u>adverb</u> |
| 4. | The (elderly) man could not walk very far. | <u>adjective</u> |
| 5. | I like (curly) hair better than straight hair. | <u>adjective</u> |
| 6. | The soldiers fought (bravely) against the enemy. | <u>adverb</u> |
| 7. | The sun was shining (bright) in the deep blue sky. | <u>adverb</u> |
| 8. | They visited their grandparents (frequently) in the summer. | <u>adverb</u> |
| 9. | We walked (cautiously) down the side of the road in the rain. | <u>adverb</u> |
| 10. | The winter weather was (chilly). | <u>adjective</u> |
| 11. | The breeze blew (gently) through the tall trees. | <u>adverb</u> |
| 12. | She whispered (softly) in his ear, "I love you." | <u>adverb</u> |
| 13. | The children enjoyed singing the (silly) songs. | <u>adjective</u> |
| 14. | They hiked (tirelessly) up the rugged mountain. | <u>adverb</u> |
| 15. | He smiled at the (lovely) woman as she walked by. | <u>adjective</u> |
| 16. | We (happily) joined the party when we finished working. | <u>adverb</u> |
| 17. | They (sadly) lowered their heads. | <u>adverb</u> |
| 18. | Jennifer smiled (shyly) at the students in her new class. | <u>adverb</u> |
| 19. | We were upset when the man looked at us (strangely). | <u>adverb</u> |
| 20. | My baby sister held her (cuddly) teddy bear while she slept. | <u>adjective</u> |

Work Sheet - 3



Name:.....

Identifying Adverbs II

An adverb gives more information about a verb in a sentence. It usually answers the questions: how, how much, where, or when.

Circle the adverbs and adverbial phrases in each sentence. Underline the verb that the adverb or adverb phrase modifies.

1. Julissa learned to ride a bicycle over the summer.
2. The content cat purred loudly.
3. I hope the check will, arrive soon.
4. Andrea happily sang her favourite song.
5. The young mother lovingly held her tiny baby.
6. We ate a picnic lunch outside.
7. The boys ran quickly through the yard and jumped over the fence easily.
8. The teacher smiled at her students encouragingly.
9. My dad gathered the broken pieces of glass carefully.
10. Have you seen my notebook anywhere?
11. Jeremy will bring me my homework on his way home.
12. The postal worker brought me a letter yesterday!
13. We collected seashells on the beach.
14. My aunt sat there.
15. The thunder roared ominously, scaring the small children.

Work Sheet - 3

(Answer key)

Identifying Adverbs II



An adverb gives more information about a verb in a sentence. It usually answers the questions: how, how much, where, or when.

Circle the adverbs and adverbial phrases in each sentence. Underline the verb that the adverb or adverb phrase modifies.

1. Julissa learned to ride a bicycle over the summer.
2. The content cat purred loudly.
3. I hope the check will, arrive soon.
4. Andrea happily sang her favourite song.
5. The young mother lovingly held her tiny baby.
6. We ate a picnic lunch outside.
7. The boys ran quickly through the yard and jumped over the fence easily.
8. The teacher smiled at her students encouragingly.
9. My dad gathered the broken pieces of glass carefully.
10. Have you seen my notebook anywhere?
11. Jeremy will bring me my homework on his way home.
12. The postal worker brought me a letter yesterday.
13. We collected seashells on the beach?
14. My aunt sat there.
15. The thunder roared ominously, scaring the small children.

Work Sheet - 4

Name:.....

Choose the Adjective

Adjectives describe nouns. They give information about something or someone that we can discover with our senses. They tell how he/she/it looks, feels, sounds, smells, or tastes.



For each sentence, choose the adjective that makes the most sense to complete the sentence. Write it on the line.

1. The elephant's ears are (tasty/floppy)
2. My mom's lasagna is (delicious/sharp)
3. The party is (ugly/fun)
4. The man has no place to sleep, (poor/fluffy)
5. My slippers are (soft/angry)
6. Grandma's perfume is (frilly/smelly)
7. Janet's music is (generous/energizing)
8. The movie is (dramatic/furry)
9. Our home is (challenging/comfortable)
10. The school is (salty/large)
11. The party was (old/noisy)
12. Harrison's car is (crunchy/fast)
13. Our friends have a dog.(friendly/bumpy)
14. The weather is (chilly/smooth)
15. My new shoes are (long/fashionable)
16. The genius is (intelligent/rectangular)
17. The city library is (useful/chewy)
18. We have a horse (brown/scaly)

Work Sheet - 4

(Answer key)

Choose the Adjective

Adjectives describe nouns. They give information about something or someone that we can discover with our senses. They tell how he/she/it looks, feels, sounds, smells, or tastes.



For each sentence, choose the adjective that makes the most sense to complete the sentence. Write it on the line.

1. The elephant's ears are (tasty/floppy) floppy
2. My mom's lasagna is (delicious/sharp) delicious
3. The party is (ugly/fun) fun
4. The man has no place to sleep. (poor/fluffy) poor
5. My slippers are (soft/angry) soft
6. Grandma's perfume is (frilly/smelly) smelly
7. Janet's music is (generous/energizing) energizing
8. The movie is (dramatic/furry) dramatic
9. Our home is (challenging/comfortable) comfortable
10. The school is (salty/large) large
11. The party was (old/noisy) noisy
12. Harrison's car is (crunchy/fast) fast
13. Our friends have a dog.(friendly/bumpy) friendly
14. The weather is (chilly/smooth) chilly
15. My new shoes are (long/fashionable) fashionable
16. The genius is (intelligent/rectangular) intelligent
17. The city library is (useful/chewy) useful
18. We have a horse brown (brown/scaly)

Work Sheet - 5

Name:.....

Fill in the correct form of one of the phrasal verbs from the box!

get along	give away	step down
make up	ring back	find out
cut off	carry out	take over
fall over	give up	hold up
go off	make out	sort out

1. I have all the information that you need but I'm busy. Can I you in half an hour?
2. The Prime Minister has decided to after 10 years in office.
3. We've heard the bomb from the hotel where we checked in.
4. Large companies sometimes smaller ones.
5. My brother and I very well most of the time, but occasionally we do have a fight.
6. I playing football a long time ago because of a knee injury.
7. Don't worry, we'll try to the problems and find a solution for everyone.
8. That story cannot be true. You have surely it
9. After browsing the internet for some time, we finally where he lived.
10. I had no use for the books so I them to the library.
11. I can't if it's a woman or a man, because the person is too far away.
12. The pavement is very icy so be careful you don't
13. There have been a number of robberies, but up to now the police don't know who them.....
14. The traffic on the motorway was by construction work.
15. The energy company our electricity because we didn't pay.

Work Sheet - 5

(Answer key)

Fill in the correct form of one of the phrasal verbs from the box!

get along	give away	step down
make up	ring back	find out
cut off	carry out	take over
fall over	give up	hold up
go off	make out	sort out

1. I have all the information that you need but I'm busy. Can I ring you back in half an hour?
2. The Prime Minister has decided to step down after 10 years in office.
3. We heard the bomb go off from the hotel where we checked in.
4. Large companies sometimes take over smaller ones.
5. My brother and I get along very well most of the time, but occasionally we do have a fight.
6. I gave up playing football a long time ago because of a knee injury.
7. Don't worry, we'll try to sort out the problems and find a solution for everyone.
8. That story cannot be true. You have surely made it up.
9. After browsing the internet for some time, we finally found out where he lived.
10. I had no use for the books so I gave them away to the library.
11. I can't make out if it's a woman or a man, because the person is too far away.
12. The pavement is very icy so be careful you don't fall over.
13. There have been a number of robberies, but up to now the police don't know who carried them out.
14. The traffic on the motorway was held up by construction work.
15. The energy company cut off our electricity because we didn't pay.

Work Sheet - 6

Verb tenses and verb forms

Test 1 Present tenses, going to, future simple

Exercise 1 : **12 points**

Use the present simple or continuous tenses and future forms to complete this text.

I..... (not do) housework on Sundays normally.
But tomorrow I..... (tidy) my room, because
my boyfriend Jim. (come). The bus.....
(arrive) at 10. I think Jim (come) on time
as usual, because he always (like) to be
punctual. I..... (look) forward to him. We
..... (have) a date every Sunday and I
(look) forward to him. Tomorrow we (go)
to see his parents. We (have) a good
time, I hope.

Exercise 2 : **12 points**

Make questions to match the answers.

What time.....?

The meeting starts at 8.30 tonight.

.....?

No, I don't watch TV every day.

What..... after school?

I don't know what I'll do.

.....?

Yes, she is going to try it.

When?

He is leaving next month.

How often?

She helps me twice a week.

.....?

No, no. Marion won't study at university.

Exercise 3 : **12 points**

Match these sentences.

Example :

1. *He's getting married* a. *sooner or later.*

2. *He'll get married* b. *on Saturday.*

Ib, 2a

1. It snows here. a. This is a cold place.

2. It is snowing here. b. Look at that.

.....

1. I'm writing a story. a. I'm not a novelist.

2. I write short stories b. I'm going to finish it soon.

.....

1. This bag is so heavy! a. Are you going to take it?

2. The final exam is on Monday b. Will you take it, please?

.....

1. My laptop doesn't work! a. What are you going to do?

2. I can see you! b. What will you do?

.....

.....**TOTAL 40 points**

Mixed English Tenses

Work Sheet - 7

Test 2 Past tenses, present perfect, past perfect

Exercise 1:

30 points

Choose the correct tenses.

..... Frank in Toronto?

a) Did you meet b) Have you met c) Were you meeting

He had a break after he for two hours.

a) was walking b) had been walking c) has walked

I her for a long time.

a) know b) have known c) have been knowing

We the windows and the car on Saturday morning.

a) were cleaning b) cleaned c) have been cleaning

I in York for a week in 1988.

a) worked b) have been working c) have worked

I you in your office with a girl !

Really? we

a) saw - 've just talked b) 've seen - just talked c) saw - were just talking

How many cupboards since yesterday?

a) did they move b) have they moved c) have they been moving

As he..... a bike, a dog him.

a) was riding-bit b) rode-bit c) was riding-has bitten

When the dog him, he his bike.

a) was biting-fell off b) bit- was falling off c) bit - fell off

I didn't notice that you

a) had come b) came c) have been coming

I can't stand it anymore. I the furniture since breakfast

a) am polishing b) have been polishing.....
c) have polished.....

..... the dishes yet?

a) has he washed b) has been washing c) did he wash

They a hotel in York, but then they it

a) have bought-sold b) bought - have sold c) bought - sold

she couldn't play yesterday because she
.....her ankle the day before.

a) have sprained b) sprained c) had sprained

I can't find Todd. Where is he ? He in the garage.

a) 's been working b) worked c) was working

She books on the shelves all the day. That's why she is so exhausted.

a) was putting b) has put c) has been putting

The sun and we on the white sand.

a) shone-were lying b) was shining-were lying
c) shined-lay

You at last ! Where
.....so long?

a) arrived - have you been b) have arrived - have you been c) arrived - were you

I was so relaxed because I anything all day.

a) have not been doing b) didn't do c) had not been doing

What's your teaching experience?
..... anyone?

Mixed English Tenses

a) Have you ever taught b) Did you ever teach c) Have you ever been teaching

She's hurt her arm. - When it?

a) has she hurt b) has she hurt c) did she hurt

Where is Mum? - She the shopping all the morning. **30 points**

a) has done b) has been doing c) was doing

At 9.30 I a documentary on TV. It at 9.20.

a) was watching - had stalled b) watched - has started
c) watched - started

Exercise 2 :

Use past tense, present perfect or past perfect tenses to complete these sentences.

We in Bristol from January to March, (stay)

Where is my wine? Someone my wine ! (drink)

When you you fast? (crash, drive)

I'm sorry, Dad isn't here. He our neighbour's flat since the morning. (decorate)

What a nice coat ! Where you it ?
At 6 o'clock he there for three hours ! (sit)

I want to learn French. But I yet. (not start)

We didn't want to spend our holiday in Stobl because already there. (be)

What you ?
You are so dirty ! (do)

Oh, no ! I my way. What shall I do ? (lose)

Jim the dishes after dinner.

The kitchen sink is full of plates. (not wash)

She three clients since the morning. (contact)

I couldn't help you. I your problems. (not understand)

Does he know about it ? you him yet? (tell)

Bill admitted that he the catalogue to the agency. (not send)

As soon as I the message.

I my house. (get, leave)

While Maggie a new jumper.

Jill and I (knit, read)

Here he is ! He for me all the time, he for Ann ! (not look, wait)

..... you in your room at 5.30 ? – Yes.

I think I my suitcase, (be, pack)

Nice to meet you ! I you for 10 years. What you all this time ? (not see, do)

He but he'll be back home (buy) today. The doctors to cure him. (die, manage)

After we to the top of the hill we had a great view of the bay. (climb)

The pigeon finally delivered the news after it for the whole day. (fly)

..... **Total 60 points**

Work Sheet - 8

Name:.....

Which is it: Subordinating or Coordinating Conjunction?

The sentences below have either a subordinating conjunction or a coordinating conjunction. Circle the conjunction in each sentence. In the blank, write SC if it is a subordination conjuncting or *CC* if it is a coordinating conjunction.

1. James picked the dinner, and Sam picked the dessert. _____
2. She laughed when the puppy chased its tail. _____
3. The tiger limped as it crept through the jungle. _____
4. Because it began to rain, the game was called off. _____
5. I called Tasha, but she didn't answer. _____
6. If the door is open, you should close it. _____
7. It was a good movie, yet no one saw it. _____
8. Whenever Linus is ready, we will leave. _____
9. The class picnic will be at the beach, or it will be at the zoo. _____
10. The campers stopped to rest although they were in a hurry. _____

Work Sheet - 8

(Answer key)

Which is it: Subordinating or Coordinating Conjunction?

The sentences below have either a subordinating conjunction or a coordinating conjunction. Circle the conjunction in each sentence. In the blank, write SC if it is a subordination conjuncting or CC if it is a coordinating conjunction.

- | | |
|---|-----------|
| 1. James picked the dinner, (and) Sam picked the dessert. | <u>CC</u> |
| 2. She laughed (when) the puppy chased its tail. | <u>SC</u> |
| 3. The tiger limped (as) it crept through the jungle. | <u>SC</u> |
| 4. (Because) it began to rain, the game was called off. | <u>SC</u> |
| 5. I called Tasha, (but) she didn't answer. | <u>CC</u> |
| 6. (If) the door is open, you should close it. | <u>SC</u> |
| 7. It was a good movie, (yet) no one saw it. | <u>CC</u> |
| 8. (Whenever) Linus is ready, we will leave. | <u>SC</u> |
| 9. The class picnic will be at the beach, (or) it will be at the zoo. | <u>CC</u> |
| 10. The campers stopped to rest (although) they were in a hurry. | <u>SC</u> |

Work Sheet - 9

English Tenses and Verb Forms

English tenses in the reported speech and passive voice.

Exercise 1

15 points

Direct speech into reported speech.

“I used to be slim.”

Liz told us

“Why are you wearing such a hat?”

He asked me.....

“I wouldn’t do it if were you.”

Terence said

“We will stay in Madrid.”

They claimed that

“Don’t open the door, please.”

She told us.....

“I’m just looking.”

Susan replied that.....

“We came a year ago.”

They explained that.....

“I have never eaten this cake.”

He admitted that.....

“Are you from France?”

He wanted to know.....

“You must help me.”

She said.....

“I have not been doing anything.”

He told me.....

“The Amazon is the biggest river.”

I knew that.....

“We couldn’t swim in the sea.”

They claimed that

“I can’t go to school.”

He said

“Why don’t you like it?”

She wondered

Exercise 2

8 points

Write the sentences in the passive voice.

Example:

A postman delivered this parcel.

This parcel was delivered by a postman.

You must not cross the road now.

.....

They were cooking the dinner at 7 o’ clock.

.....

Mr. Black will inform Derek.

.....

El Greco painted this picture.

.....

They are knocking down the old school.

.....

Has anyone switched on the light?

.....

They may leave bicycles in the schoolyard.

.....

Work Sheet - 10

English Tenses & Verb Forms

7 points

Make questions in the passive voice. Use the words in brackets. Example

I have seen the riot outside our school.

Yes?.....?

(anybody/injure)

Yes? Has anybody been injured?

There was a sci-fi film on at the cinema last night.

.....?

(your children/admit to see it)

Mr. and Mrs. Moore will give a party on Friday.

.....?

(Susan/invite)

Last night a hurricane hit the coast of Florida.

.....?

(people/warn before)

Please, leave your coat and bags here.

.....?

(must leave/handbags)

Your desk is here now and the copying machine is in the corner.

.....?

(anything else/change)

The police caught the robbers early in the morning.

Where?

(the robbers/catch)

The earthquake has damaged a lot of houses.

.....?

(anybody/kill)

TOTAL 30 points

Work Sheet - 11

Name:.....

Sentences: Simple, Compound or Complex?

Read the following sentences. Check the box marked 'simple' if it is a simple sentence. Check the box marked 'compound' if it is a compound sentence. Check the box marked 'complex' if it is a complex sentence.

- | | | | |
|--|---------------------------------|-----------------------------------|----------------------------------|
| 1. We have to go to bed when the clock chimes ten o'clock. | <input type="checkbox"/> Simple | <input type="checkbox"/> Compound | <input type="checkbox"/> Complex |
| 2. Jennifer liked William's friend, and she also liked his cousin. | <input type="checkbox"/> Simple | <input type="checkbox"/> Compound | <input type="checkbox"/> Complex |
| 3. The big brown dog ran after the blue and red ball. | <input type="checkbox"/> Simple | <input type="checkbox"/> Compound | <input type="checkbox"/> Complex |
| 4. James and Eve rode their bicycles after they ate lunch. | <input type="checkbox"/> Simple | <input type="checkbox"/> Compound | <input type="checkbox"/> Complex |
| 5. The teacher and the principal met in the hall near the library. | <input type="checkbox"/> Simple | <input type="checkbox"/> Compound | <input type="checkbox"/> Complex |
| 6. Many brave soldiers fought in the war and they received medals. | <input type="checkbox"/> Simple | <input type="checkbox"/> Compound | <input type="checkbox"/> Complex |
| 7. The drummers played a long time, but the piano players stopped early. | <input type="checkbox"/> Simple | <input type="checkbox"/> Compound | <input type="checkbox"/> Complex |
| 8. Before the queen rode in the parade, she gave a speech. | <input type="checkbox"/> Simple | <input type="checkbox"/> Compound | <input type="checkbox"/> Complex |
| 9. After midnight the ghosts will come out of the haunted attic. | <input type="checkbox"/> Simple | <input type="checkbox"/> Compound | <input type="checkbox"/> Complex |
| 10. She dropped the pan and the plate, but she held on to the spoon. | <input type="checkbox"/> Simple | <input type="checkbox"/> Compound | <input type="checkbox"/> Complex |

Work Sheet - 11

(Answer key)

Sentences: Simple, Compound or Complex?

Read the following sentences. Check the box marked 'simple' if it is a simple sentence. Check the box marked 'compound' if it is a compound sentence. Check the box marked 'complex' if it is a complex sentence.

- | | | | |
|--|--|--|---|
| 1. We have to go to bed when the clock chimes ten o'clock. | <input type="checkbox"/> Simple | <input type="checkbox"/> Compound | <input checked="" type="checkbox"/> Complex |
| 2. Jennifer liked William's friend, and she also liked his cousin. | <input type="checkbox"/> Simple | <input checked="" type="checkbox"/> Compound | <input type="checkbox"/> Complex |
| 3. The big brown dog ran after the blue and red ball. | <input checked="" type="checkbox"/> Simple | <input type="checkbox"/> Compound | <input type="checkbox"/> Complex |
| 4. James and Eve rode their bicycles after they ate lunch. | <input type="checkbox"/> Simple | <input type="checkbox"/> Compound | <input checked="" type="checkbox"/> Complex |
| 5. The teacher and the principal met in the hall near the library. | <input checked="" type="checkbox"/> Simple | <input type="checkbox"/> Compound | <input type="checkbox"/> Complex |
| 6. Many brave soldiers fought in the war and they received medals. | <input type="checkbox"/> Simple | <input checked="" type="checkbox"/> Compound | <input type="checkbox"/> Complex |
| 7. The drummers played a long time, but the piano players stopped early. | <input type="checkbox"/> Simple | <input checked="" type="checkbox"/> Compound | <input type="checkbox"/> Complex |
| 8. Before the queen rode in the parade, she gave a speech. | <input type="checkbox"/> Simple | <input type="checkbox"/> Compound | <input checked="" type="checkbox"/> Complex |
| 9. After midnight the ghosts will come out of the haunted attic. | <input checked="" type="checkbox"/> Simple | <input type="checkbox"/> Compound | <input type="checkbox"/> Complex |
| 10. She dropped the pan and the plate, but she held on to the spoon. | <input type="checkbox"/> Simple | <input checked="" type="checkbox"/> Compound | <input type="checkbox"/> Complex |

Work Sheet - 12

Transform the following as directed

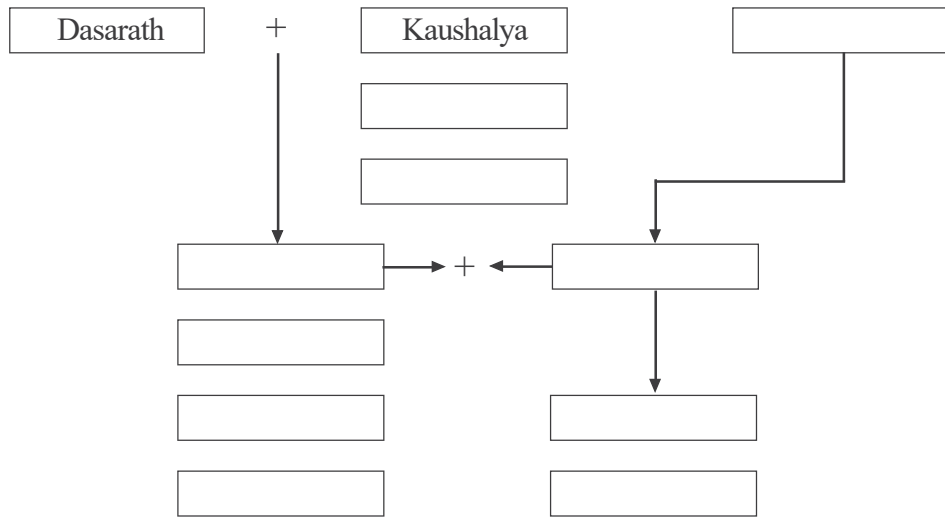
1. He goes home. (Change into Negative)
2. The news is too good to be true. (Remove too)
3. I am as strong as he. (Change into Comparative)
4. He can do this work. (Change into Interrogative)
5. How beautiful is the night! (Change into Assertive)
6. He knows the bad man. (Change into Complex)
7. She lives comfortably (Change into Noun)
8. No other metal is as useful as iron. (Change into Superlative)
9. His ambition is to serve the country. (Change into Complex)
10. These mangoes are too cheap to be good. (Remove too)
11. She is your friend. (Change into Negative)
12. He treated me cruelly. (Change into Adjective)
13. He said that the was coming. (Change into Simple)
14. That razor is not so sharp as this one. (Change into Comparative)
15. He was too weak to walk. (Remove too)
16. This news gave her pleasure. (Change into Verb)
17. Is he not an honest man? (Change into Assertive)
18. He must weep or he will die. (Change into Simple)
19. Bangalore is the most beautiful city in India. (Change into Comparative)
20. We eat to live. (Change into Complex)

21. Mumbai is one of the richest towns in India. (Change into Positive)
22. This coffee is too cold forme. (Remove too)
23. How fast she runs ! (Change into Assertive)
24. Man is mortal. (Change into Negative)
25. He knows that the earth is round. (Change into Compound)
26. Brutus loved Caesar. (Change into Negative)
27. He will be rewarded as he stands second. (Change into Simple)
28. What if I pass this year! (Change into As sertive)
29. She was too proud to beg. (Remove too)
30. Sohan writes more legibly than all other boys of his class. (Change into Positive)
31. When can their glory fade ? (Change into Assertive)
32. What an interesting play it is ! (Change into Assertive)
33. Coming to me, she delivered the message. (Change into Compound)
34. She sympathises with the poor. (Change into Noun)
35. Few historians write as interestingly as Joshi. (Change into Comparative)
36. Could she do such a mean act ? (Change into Assertive)
37. Shatabdi express is the fastest train. (Change into Positive)
38. It is a matter of great importance. (Change into Adjective)
39. Ashoka was the greatest emperor. (Change into Positive)
40. Hurry up, or you will miss the train. (Change into Complex)

Work Sheet - 13

Listen and fill in the following chart

[Teacher narrate a story to the class. If possible before class. Once upon a time there was a king whose name was Dasharath. He ruled a kingdom called Ayodhya. He had three wives. Their names were Kaushalya, Kaikeyi, and Sumitra. They had four sons. Ram, Bharath, Lakshman and Shatrughna. Ram, the eldest son, got married to the daughter of king Janak, Sita. Ram and Sita had two sons named Luv and Kush.]



2. Note down the Proper nouns in the passage. One is done for you.

A. Dasharath

B.	C.	D.	E.
F.	G.	H.	I.
J.	K.	L.	M.

2. Now fill in the boxes above to show who comes in where as mentioned in the story. One is done for you.

3. Below are given answers. Try and frame the questions from them:

- A. He was the King of Ayodhya.
- B. He had three wives.
- C. Their names were Ram, Bharat, Laxman, and Shatrughna.
- D. Ram got married to Sita.
- E. Sita's father's name was Janak Raja.
- F. Sita's sons were Luv and Kush.

Activity-1

Activity: **Revision bubbles: We Learn as we correct.**

Peer correction through group work

Level: Could be adapted for any level. Effective for classes dealing with large classes of mixed ability using cross-curricular content

Time required: 20 minutes

Process:

Revision bubbles are a good way of doing student-generated revision of structures and vocabulary. This game can be played with students after only a few lessons of English - or many years. Draw a bubble on the board and ask for suggestions from the class to fill the bubble, e.g. any words from the previous class work. You can specify the types of words that you want the students to give (e.g. verbs, pronouns, adjectives). Students in pairs or small groups make as many sentences or questions possible using their words. Set a time limit of ten minutes. Give one point for each correct sentence.

Steps

- Students have ten to fifteen minutes to write a short dialogue incorporating as many of their words as possible, and they then act out the dialogues.
- Students categorize their words, inventing any categories they wish (including grammatical categories). Students develop technique as they play these games. They soon realize that if a dialogue is required they are wise to include useful verbs and they start to suggest high value items for their bubbles.

Activity-2

Activity : **Question challenge based on the textbook**

Level : Could be adapted for any level. Effective for classes dealing with large classes of mixed ability using cross-curricular content

Time required: 20 minutes

Process :

Each student prepares two or three questions based on the last five units or so in their textbook. Put students in pairs or small groups next lesson to pool their questions. Then they challenge another team to answer the question. One point is to be given for correct answer, half a point for comprehensible but inaccurate answer. This game works with eleven-year-olds after just one term of English and eighteen-year-olds of upper-intermediate level because it is the students themselves who control the language of the game. You can direct the quizzes by giving categories, such as food, geography, school, etc.

Example: Student questions for the category 'Geography' in a college.

'Is Cooch Behar in Bihar?'

'Where is the singer Palak Muchhal from?'

'What is the population of India?'

'What colours are in the Indian flag?'

Activity-3

Activity:	Motivating students for Self-correction
Level:	Could be adapted for any level. Effective for classes dealing with large classes of mixed ability using cross-curricular content
Skill:	Speaking, Reading, Writing
Subskills:	Framing questions, Presentation skills, Skimming and scanning
Time required:	40 minutes for five days; could be done over five weeks on a specific day.

Process:

Students become very inventive when planning quizzes and get great satisfaction if they can bring in knowledge from other areas of their school curriculum, such as maths or science. Students who say English is not their favourite subject become motivated enough to talk about a subject they enjoy in school. The teacher

- Breaks the class into a few manageable groups, preferably 4 groups is to be formed.
- Gives each group a beautiful name - after different colours, birds, ragas etc.
- Assigns each group the task of conducting a quiz session on a few lessons from the text - such lessons could even be beyond their English textbooks but has to be within school curriculum.
- Instructs the student to frame questions and conduct the quiz for the rest of the class with the teacher playing the role of a referee.

Activity-4

Activity:	Spot the nonsense
Level:	Could be adapted for any level. Effective for classes dealing with large classes of mixed ability using cross-curricular content
Skill:	Reading and Speaking
Subskills:	Vocabulary, logical ordering
Grammar:	word class, word-formation
Time required:	40 minutes

Process

Prepare ten or so sentences based on recent language areas covered then mix up words from these sentences. Each sentence contains a word, which has jumped from another. The first pair to sort out the nonsense and make each sentence make sense are the winners. This can be done with letters, postcards or short texts too, or a postcard written from holiday using all the opposites which have to be changed.

Example: 'It's lovely and rainy and we're having an awful time'. 'When we got up last night the sky was a beautiful shade of blue.'

Instead of wrong words put jumbled letters so they have to guess the word from context and unscramble it.

Nonsense dialogues are enjoyed too. Mix up two or three short conversations (from text-books). Small groups unscramble them, and then act them out.

Activity-5

Level: Could be adapted for any level. Effective for classes dealing with large classes of mixed ability using cross-curricular content

Activity:

Ex.1. Get into pairs and find words in the passage with the help of the meanings given and sort out the jumbled words.(refer to the chapter ‘The Refugee’)

C	D	L	N	O	A	U	R
---	---	---	---	---	---	---	---

A pot for
boiling

G	A	Y	N	O
---	---	---	---	---

Great pain

R	O	P	O	D	G	I	N
---	---	---	---	---	---	---	---

Bent with
weariness

D	R	A	T	E
---	---	---	---	---

Business

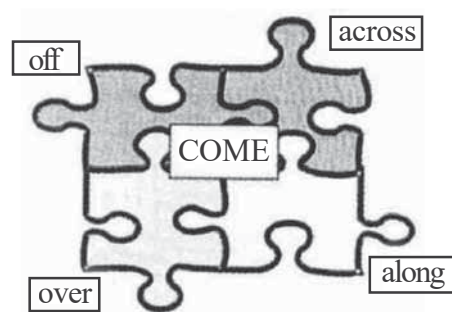
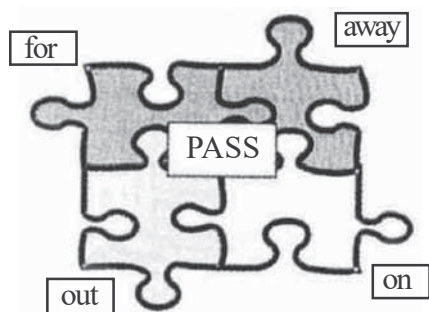
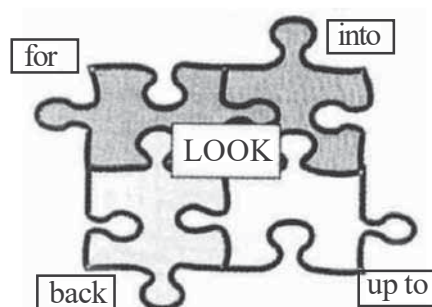
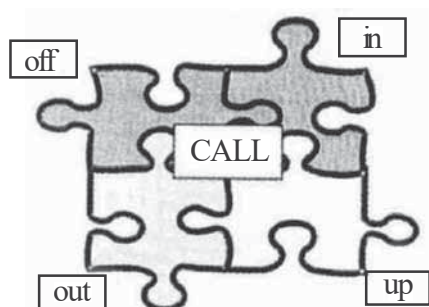
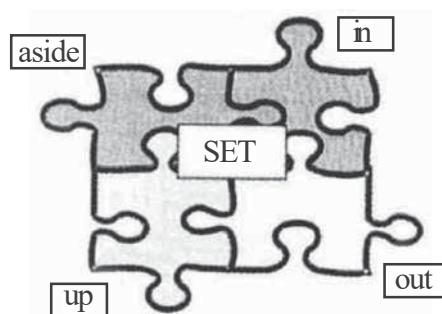
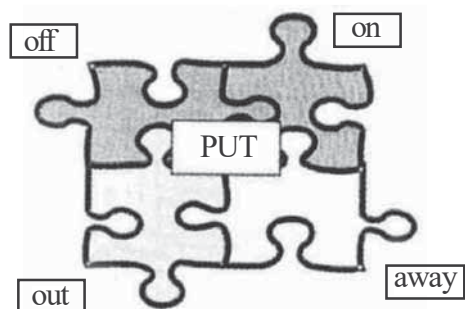
A	L	U	B	O	R
---	---	---	---	---	---

To work
hard

R	O	P	N	A
---	---	---	---	---

A dress to
cover your good
clothes

Ex. 2 : Make phrasal verbs with the verb at the center.



Ex.3 : Find the meanings by matching the columns and then make sentences with at least one phrasal verb from each group.

Put off	To store away
Put on	extinguish
Put away	postpone
Put out	wear
Set in	start on a journey
Set aside	establish
Set out	keep aside
Set up	something that begins
Call off	shout
Call in	to remember
Call up	cancelled
Call out	summon to a place
Look for	investigate
Look into	to respect somebody
Look back	search
Look up to	look into past
Pass away	To give something
Pass for	faint
Pass on	die
Pass out	be regarded as
Come of	Cross over to visit
Come across	accompany
Come over	meet by chance
Come along	To be born

Activity-6

Level: Could be adapted for any level. Effective for classes dealing with large classes of mixed ability using cross-curricular content

Time required: 30 minutes

Activity:

Past Tense

Ex 1 Read carefully: what Mallika says about a typical working day.

I usually get up at 6 o'clock and have a big breakfast. I walk to work, which takes me about forty-five minutes. I start work at 9 o'clock. I never have lunch. I finish work at 5 o'clock. I'm always tired when I get home. I usually cook a meal in the evening. I don't usually go out. I go to bed at about 10 o'clock. I always sleep well.

Yesterday was a typical working day for Mallika. Write what she did or didn't do yesterday.

- | | |
|-----------------------------|----------------------------------|
| 1. She.....at 6 o'clock. | 7.at 5 o'clock. |
| 2. She.....a big breakfast. | 8.tired when.....home. |
| 3. She..... | 9.a meal yesterday evening. |
| 4. It.....to get to work. | 10.out yesterday evening. |
| 5.at 9 o'clock. | 11.at 10 o'clock. |
| 6.lunch. | 12.well last night. |

Ex 2A friend has just come back from holiday. You ask him/her about it. Write your questions.

- | | |
|---|---------------------------------|
| 1. (where/go?) <u>Where did you go?</u> | 2. (go/alone?) _____ |
| 3. (food/good?) _____ | 4. (how long/stay there?) _____ |
| 5. (stay/at a hotel?) _____ | 6. (how/travel?) _____ |
| 7. (the weather/fine?) _____ | 8. (what/do in the eng?) _____ |
| 9. (meet anybody interesting) _____. | |

Ex3. A postcard from Agra. Complete this postcard that Raja received from his friend Sonam. Use the verb in the simple past tense (e.g. arrived) or was/were. One verb is in the negative.

Hi Raja!

I'm in Agra now. We (1) arrived here yesterday. Before that, we (2) _____ 7 days in Delhi It (3) _____ wonderful. Hari and I (4) _____ a lot of interesting places including the Qutub Minar. We (5) _____ to the top it (6) _____ Very high, and we (7) _____ both a bit frightened. We (8) _____ a Taxi to see India Gate. We (9) _____ through Delhi and watched the historical buildings.

We also (10) _____ to Jantar Mantar and saw a new musical play. I (11) _____ it very much. The weather (12) _____ pleasant. A bit cold at night. But now in Agra, it is cool and sunny.

See you soon.

Love Sonam (and Hari)

Activity-7

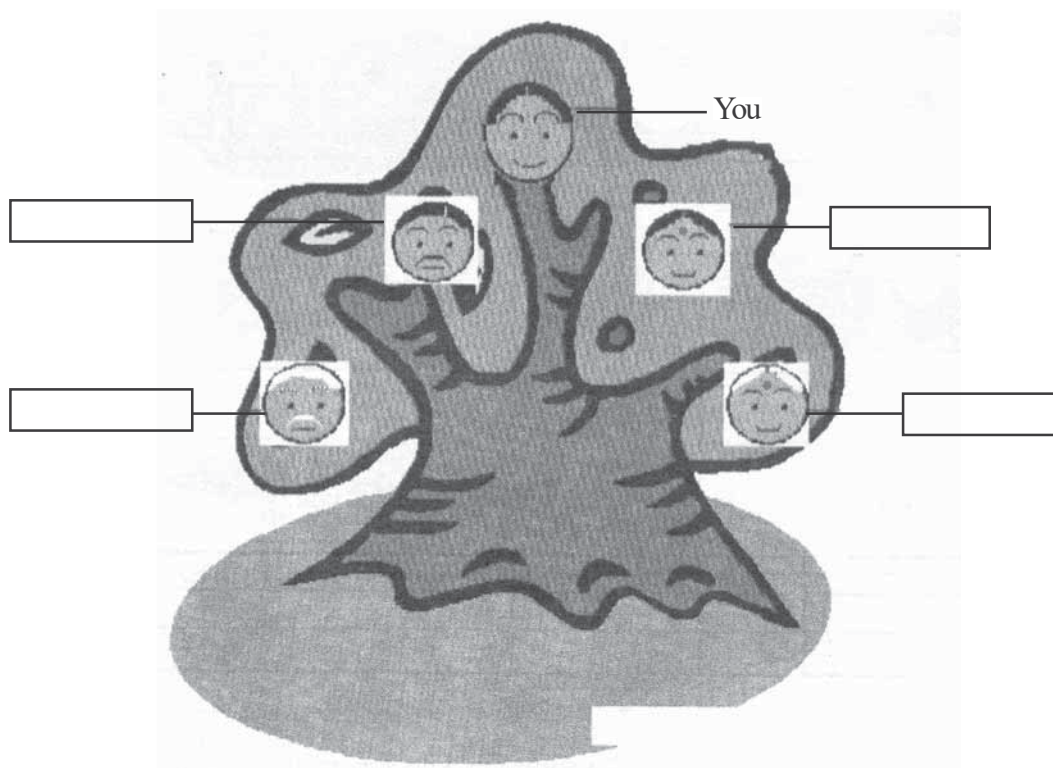
Level: Could be adapted for any level. Effective for classes dealing with large classes of mixed ability using cross-curricular content

Time required : 30 minutes

Activity :

Ex 1

Process: The teacher shows a Picture of a tree with a few faces hanging as its fruits. The teacher asks the students to guess who the faces are and what is the relation. The teacher then asks the class to **abel the picture**

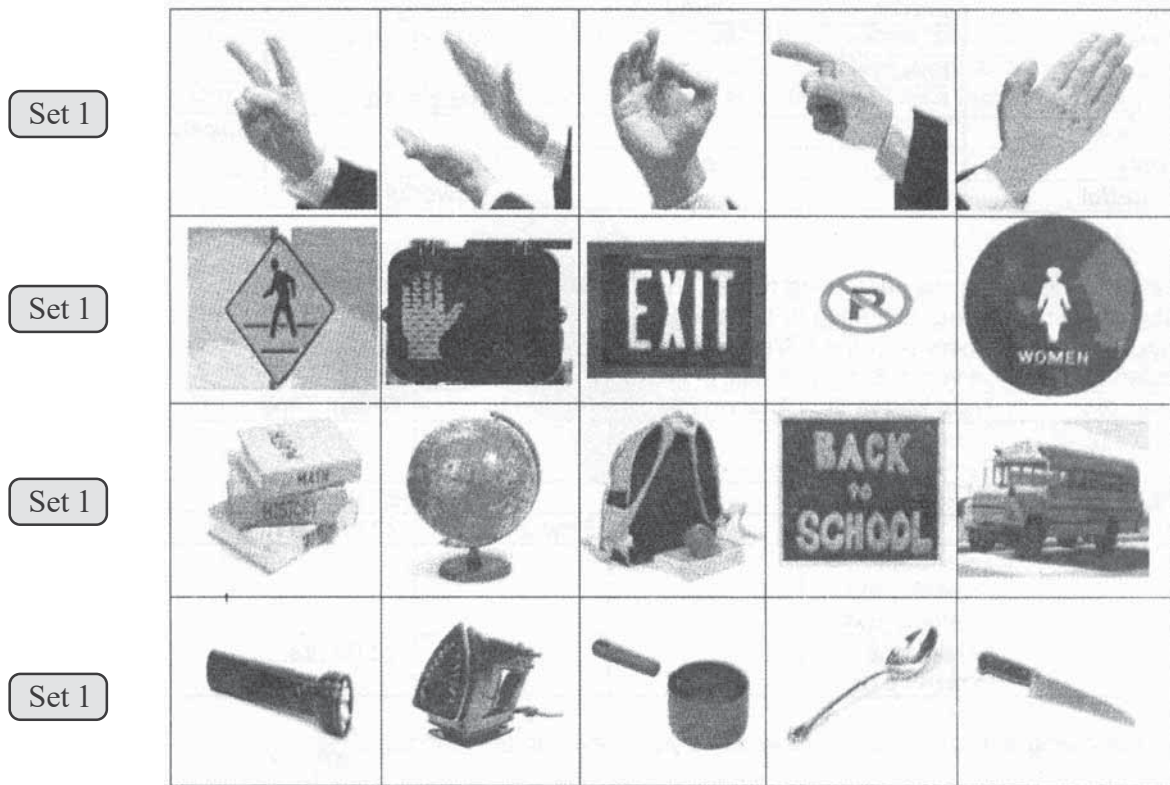


Activity-8

Level: Could be adapted for any level. Effective for classes dealing with large classes of mixed ability using cross-curricular content

Activity:

Ex.1 The students will first discuss among themselves what each set of pictures stand for. The discussion should be guided by the following questions:



SET 1 :

- What do each of the hands express?
- When are they used?
- Can any of them be interpreted in more than one way?

SET 2 :

- Where have you seen these signs?
- What do they stand for?
- Can you think of some other signs you have seen?

SET 3 :

Where do these things belong?

How many of these do you use?

Can you think of some other things you use along with these?

SET 4 :

Where do these things belong?

Who uses these things and for what purpose?

Have you used any of them?

Ex.2.

A word can be used in different ways, (noun, verb, adjective, adverb) according to its function in the sentence. For example the word pray is a verb. Now complete the grid given below.

Word	Noun	Verb	Adjective	Adverb
Pray	prayer	pray	Praying	
Strong			strong	
Beauty	beauty			
Dangerous			dangerous	
Quickly				quickly
Purify		purify		
Powerful			powerful	

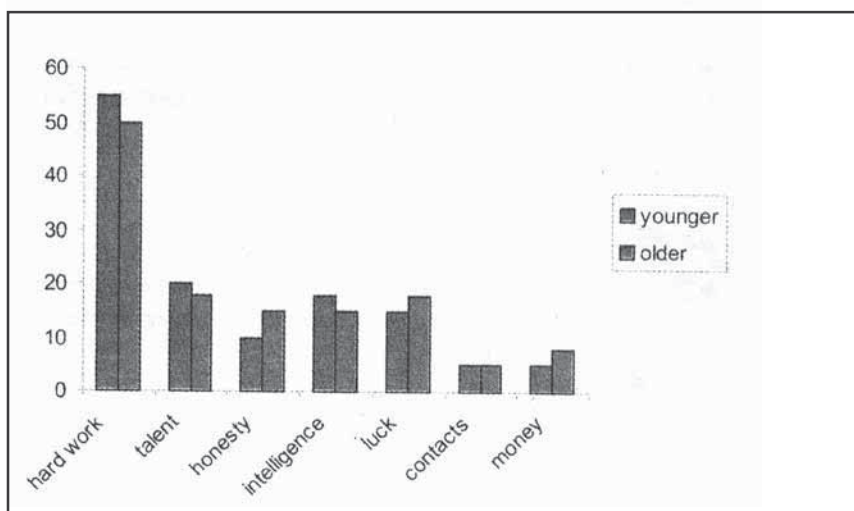
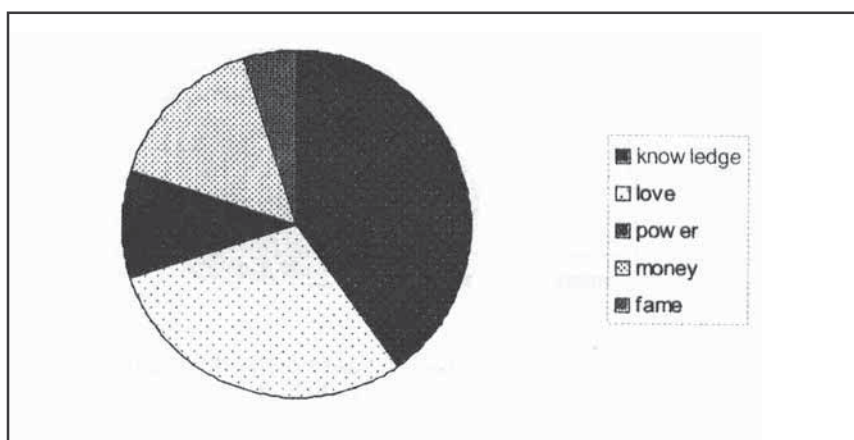
Activity-9

Level: Class X but could be adapted for any level. Effective for large classes of mixed ability using cross-curricular content

Activity:

The Qualities Required for Success

You are to make a speech at the annual function of your college on 'The Qualities Required for Success', teacher in the form of a graph gave you the statistics. You study the pie chart given and decide to use it for your speech. Using the information given and your own ideas, write the speech.



Activity-10

Teaching English through songs

Duration

One 45-Minute Session

Objectives

The learners will:

- Define environmental stewardship.
- Reflect on the advantages and disadvantages of pavement.
- Determine responsibility for caring for the environment.

Materials

- Internet access for video and online article/statistics (if possible)
- Chart paper for group notes

Vocabulary

- environmental stewardship: the careful and responsible management of the environment and the earth's natural resources

Prepare a listening session with ESA format and provide students listening and writing activity like-Listen the song and find the missing words

[Word List: museum, paved, don't know, the trees, paradise, it's gone, parking lot, boutique].

'Big yellow taxi' Lyrics

So they paradise

And put up a parking lot

With a pink hotel

A

And a swinging night spot.

Don't it always seem to go

That you what you got 'til it's gone

They paved paradise

Put up a parking lot.

They took all

Put 'em in a

And they charged all the people
An arm and a leg just to see 'em
Don't it always seem to go
That you don't know what you got 'til it's gone
They paved
Put up a

Hey farmer
Put away your DDT
Give me spots on my apples
But leave me the birds and bees
Please
Don't it always seem to go
You don't know what you got 'til it's gone
They paved paradise
And they put up a parking lot.

Late last night
I heard the screen door slam
And a big yellow taxi come and took away my old man.
Don't it always seem to go
You don't know what you got 'til
They paved paradise
Put up a parking lot

[Song can be downloaded from websites but for visual effect teacher can play from youtube]

Activity-11

Level: Could be adapted for any level. Effective for classes dealing with large classes of mixed ability using cross-curricular content

Time required: 20 minutes

Activity:

Ex. 1 Match the following Active voice with their passive forms in col. B

Active Voice	Passive Voice
The school results this year pleased the managing Committee.	Has this question been asked by any one?
We understand that he opposes our view.	The Managing Committee was pleased with the school results this year.
Some people believe in astrology.	The cup would have been won by them
Has anyone asked this question?	Our views are opposed by him.
They would have won the cup.	Astrology is believed in by some people.

Ex 2 Tick the correct prepositions

Gautam was not contended (at, with) his life full (with, of) pleasures. In fact a time came when he began to feel weary (of, with) the luxuries surrounding him. (Of, by) nature, he was a serious person and he wanted to devote his life (for, to) deep meditation. Moreover, it was impossible to keep a young man ignorant (from, of) the realities (of, in) life (over, for) a very long time. The legend says that it was the sight (of, at) an old beggar, a leper, and a dead man (of, in) the streets (of, in) Kapilavastu that led (to, into) the crises (of, in) Gautam's life. His soul yearned (to, into) eternal peace and to get that peace he had to withdraw (from, of) worldly activity.

Ex.3

Make compound words by joining words of list A with suitable one taken from list B. One has been done for you.

List A	ListB
Bare	ache
Court	yard
Day	war
Junk	pocket
Moon	dealer
Super	natural
Over	light
Pick	confidence
Head	dream
Star	foot

Bare +foot = barefoot

Activity-12

Level: Suited for classes VII and VIII. Effective for classes dealing with large classes of mixed ability using cross-curricular content.

Ex.1.

The class should be divided into groups. They will imagine that they have been to the zoo from the school. They have got back and are now discussing the animals, birds and things they have seen in the zoo. Each group will then make a list of as many animals, birds and things they have seen. The groups will read out their lists and the one with the most names will win.

Ex.2.

Students will then write in the form of a diary their experiences of the day.

Activity-13

Introducing

Level: Suited for classes VI and VII.

Objectives : Listening to speaking.

Ex.1.

Ask the class to form groups. Let each member in a group say three or four sentences about him/herself to the rest of the group. They may be given these cues by the teacher:

- a. My name is
- b. I come from (name city/town/village)
- c. I am years old.
- d. I live with my
- e. I like to (play/read/listen to music etc.)

Ex.2.

Now two members will introduce each other in a conversational way, like the conversation in the tape. Students may use some of the questions in Ex.1.

Ex.3.

Class Management:

This exercise may be done either individually or in pairs, depending on how confident the students are.

Ex 4. Change the sentences as you are instructed to do:

- I listen very carefully. (Change to present continuous)
- The worms have eaten all the mulberry leaves. (Change to present continuous)
- Asha is lying down on her couch. (Change to past perfect)
- The match has started at 2 o'clock. (Change to simple present)
- I have painted a picture. (Change to present continuous)

A GLOSSARY OF BASIC ELT TERMS

This glossary has been compiled for practicing teachers of English to enable them to understand the basic terminology related to the field of English Language Teaching. This glossary intends to help them in their work and their professional development as a teacher of English as a Second Language.

Acquisition

The process of picking up a language without formal instruction and without a sustained conscious effort to learn the language. Acquisition usually occurs as a result of highly motivated exposure to the language in use plus the need and opportunity to communicate in the language. Children acquire their first language in this way and are capable of acquiring the ability to communicate in a foreign language in this informal way too but most seem to need some conscious, formal learning as well in order to achieve accuracy.

See.... Krashen (1981, PP.1-3)

See learning

Appropriacy

Language use is only really correct if the utterances are appropriate to the situations in which they are used. The roles and status of the language users, the roles and relationship of any other participants, the topic and the setting are some of the situational factors that determine appropriacy of language use. Thus that's rubbish ; could be appropriate as a matter of disagreement in a discussion in pub between friends about a football match, but would be inappropriate if used by some one being interviewed by the manager of a company he has applied to join.

Audio Aids

Aids such as radios, record players, tape recorders and language laboratories which help the learners by exposing them to the recorded samples of the spoken language.

Audio -visual Aids

Aids such as televisions, films and video equipment which allow the learners to see situations as well as listen to the language use in it.

Aural Comprehension

Activities which involve the learners listening to and responding to the spoken language.

Authentic Materials

Materials such as newspaper articles, brochures, train tickets, letters, advertisements, recording of the news, airport announcement, etc. which were originally used in real situations and were not designed for use in language teaching. Such materials are used in the classroom to expose the learners to language in real use.

Authentic Tasks

Responses to written or spoken material which is natural to real participants in a real situation. For example, learners in a classroom who read a text telling what is on at the theaters in a city and then decide which theater to go to.

Auxiliary Verbs

Verbs which help the main verb in an utterance. They either perform a function for the main verb (as in the examples under (a)) or they add to the meaning of the main verb (as in the examples under (b)).

- (a) (i) He *has* gone (i.e. tense formation)
- (ii) *Did* you win? (i.e. question formation)
- (iii) She is coming, *isn't* she? (i.e. question-tag formation)
- (iv) Do you love me?
Of course *I do*. (representing the main verb)
- (b) (i) you should work harder.
- (ii) I must go now.
- (iii) She ought to be ready.

The verbs in *italics* in (b) are usually referred to as modal verbs.

See **modal verbs**.

Bilingual

A person able to speak a second language as well as if it was his or her first language, or a person with two first languages.

Compare.... Multilingual

See .. First language Second language

Cloze Test

A test of language proficiency in which the learner has to fill in the blanks in a continuous passage. There are many variations on the cloze test but the basic type involves the setter selecting a passage and then deleting every ninth word. Most EFL cloze test require learners to complete a passage from which every seventh or eighth word has been deleted, but an advanced level test might be based on a deletion rate of five or six.

See ... Heaton (1975, pp 122-124)

Cognitive Approaches

Approaches to language teaching which involve the learners thinking about the language and working out rules from examples or instances.

See ... Examples Instances

Coherence

The linking together of consecutive utterances in accordance with the functions of the utterances. Thus an invitation followed by an acceptance or a generalisation followed by an example would be coherent whereas a factual enquiry followed by anecdote would not be coherent.

A. Would you like to dinner tomorrow ?

B. I'd love to. Thanks.

(Coherent)

A. Could you tell me which platform the London train leaves from, please ?

B. I went to London last week to see my daughter Alice. She lives in Chelsea, you know.

(Not Coherent)

See ... Widdowson (1978, pp 27-29, pp 38-44)

Cohesion

The logical linking of consecutive or related utterances.

Example : (1)

My father is always tired in the evenings. He goes to walk at six in the morning and doesn't get home till seven.

Example : (2)

I agree that he's very experienced player. He's played for Yugoslavia many times and he's played in a European Cup Final. However, I don't think the Cup should pay all that money for him.

See .. Widdowson (1978, pp 24-27 and pp 32-38)

Collocation

Words which are frequently used together are said to be collocates. Thus 'pillow', 'bed', 'sleep' and 'sheet' are collocates but 'cushion' and 'bed' are not; 'pick' and 'flowers' are collocates but 'pick' and 'grass' are not.

Communication Gap

The disparity in knowledge and experience that exists between people involved in communication with each other. The wife who asks her husband, 'Who won ?', the doctor who asks his patient, 'How do you feel today?' and the policeman who directs a motorist to, 'Turn right at the cinema', are doing so because of a 'communication gap'.

Much of the interaction between the teacher and the learners in the classroom is extremely artificial because there is no 'communication gap' between the participants. For example :

Teacher : I am drawing on the board. What am I doing?

Learner: You are drawing on the board.

Teacher: Am I writing on the floor?

Learner: No, You're not writing on the floor. In order to give a group of learners opportunities to use the language in a meaningful way, it is important to make sure that there are communication gaps in the situation in which the learners are asked to perform (eg. The learners do not know the answers to questions a situation encourages them to ask).

Note : Some books use the term ‘information gap’ instead of ‘communication gap’.

Communicative Activities

Activities designed to get the learners to use the language for communication rather than for language practice. The main aims of these activities are to help the learners to gain confidence, to become a more fluent and to acquire language through exposure and use. They are not designed to provide practice and correction of specific language items.

See ... Acquisition Fluency Use

Communicative Approaches

Approaches to teaching EFL which stress the importance of learning through using the language and which give the learners frequent opportunities to interact with each other and with teacher in ‘natural’ situations.

See... Acquisition Interaction Use

Communicative Competence

A measure of a learner’s ability to achieve successful communication in the language he is learning.

Communicative effect

Whenever we use language we do so to achieve a purpose. The communicative effect of an utterance is a measure of the extent to which the purpose of the utterance is achieved.

For example :

A Why don’t you use sand ?

B That’s a good idea. I think I will.

A has achieved his purpose in getting a suggestion accepted.

Communicative Tests

Test designed to discover the learners’ abilities to communicate in English rather than to test their knowledge of particular language item or aspects of the language.

Compare Discrete point test

Community Language Learning

A method of language learning which relies upon the learners to provide their own syllabus. The learners form a circle with their chairs and start a conversation. The Teacher (referred to as a ‘knower’ or ‘resource person’) stays outside the circle and waits for a learner to ask for help. When this happens he whispers an English translation or a corrected English version for the learner, to them use in the conversation. The group conversation is recorded and transcribed and is later analysed by the learners and the teacher. The analysis then provides the basis for the teaching of particular points.

See ... Stevick (1976, pp. 125-133)

See ... Learner Centered Approaches

Context

The situation in which an utterance is used. To understand the context you need to have information about the setting, the topic and the roles and relationships of the participants in the interactions. Thus if you wanted information about the context of this utterance : 'There's a two year guarantee but most of our clients find they don't need it', you would need to know where the interaction was taking place (e.g. car showroom), what was being discussed (e.g. Alpha Romeo Sprint Veloce) and the roles (e.g. salesman/potential customer), relationship (e.g. strangers) and purposes (e.g. sell a car/find out information) of the participants were.

The context is often referred to as the situational context to differentiate it from the linguistic (cotext). However some writers use 'context' to refer to both the situational environment and the linguistic environment (i.e. the other utterances used before and after the one being referred to).

See ... Cotext

Contracted Forms

Verb forms which are shortened in informal speech. For example, I've, she's, they'd etc.

Controlled Exercise

A practice exercise in which the learners are told exactly what to do and how to do it. It is hoped that nearly all the learners will get nearly, all the exercise right and will therefore develop correct habits and gain useful knowledge about the language.

See ... Ellis and Tomlinson (1980, pp. 14-15 and pp. 203-206)

Note: Mechanical exercise may be used to mean the same as Controlled exercise.

Correction

The putting right of a particular instance of language which is considered faulty. For example,

Peter his records are many. (*incorrect*)

Peter has a lot of records. (*correct*)

See ... Instance and Generalisation *Compare....* Remediation

Cotext

The language which is used before and after a particular utterance being referred to. This is often known as the linguistic environment or the linguistic context of the utterance.

In the example below, the cotext of the utterance, 'If only I'd known,' is in italics

A *Why the hell did you tell the Director?*

B If only I'd known. *Nobody told me who he was. I'd have kept quiet if I'd known.*

Compare.... Context

Cue Cards

- (1) Cards shown to the learners to guide their responses in drill.
- (2) Cards given to the participants in a role-play or simulation to tell them who they are and what they are going to do.

Note: These are sometimes called role cards.

Example:

Salesman

You are a car salesman and you have not a car all week. Try to persuade the next person who comes into the showroom to test drive the new XY car.

Declarative

A declarative sentence is one in which the subject precedes its verb. For example : Peter collapsed with only a few hundred yards to go.

(subject) (verb)

One of the main functions of declarative sentences is to make a statement containing information. However they are also used for such functions as criticism, warning, disagreement, requesting etc. For example :

Excuse me, I'm trying to get to the station.

(request for directions)

Compare ... Interrogative and Imperative.

Deductive

Referring to the process of consciously working out rules of the language from an analysis of samples of the language.

See ... Cognitive approaches

Compare ... Inductive

Dialogue

A conversation presented to the learners to exemplify certain aspects of the spoken language and then used as the basis of practice activities.

See ... Rivers and Temperley (1978, pp. 24-40)

Dictation

An exercise or test involving the learners writing down the language which is spoken to them. It is claimed that what the learners write reveals evidence about many aspects of their language ability.

See ... Rivers and Temperley (1978, pp. 24-40)

See ... Global Tests

Direct Method

An approach to language learning based on induction rather than on deduction and thus on learning the grammar of a language through practice of it rather than through being taught about it.

See ... Inductive and Deductive

Discourse

Language used in a real situation for real purposes. In other words, language as social behaviour. Such a use of language invariably involves interaction (e.g. between participants in conversation; between reader and writer in a newspaper article; between lecturer and listeners) and the combining and relating of utterances.

See... Coherence

Discourse Analysis

The study of how a language actually works in real situations. This involves not only studying the phonology, grammar and vocabulary of the language but also the ways in which people interact (e.g. starting a conversation, interrupting, changing the topic etc.) and the ways in which they use language to achieve situational processes (e.g. persuading, refusing without giving offence, clarifying information given etc.)

Drills

Language practice exercises designed to give the learners many opportunities to use the correct forms and thus to establish correct habits. They are designed to demonstrate the regularity of the rule they exemplify and to fix it through repetition in the learner's mind.

See ... Behaviorist theories; Inductive; Meaningful drills and Meaningless drills

EAP (English for Academic Purposes)

EAP courses are designed for students taking or about to take academic courses using English as the medium of instruction. They are usually specially designed to help the participants to understand and use those aspects of English which they will need during their academic courses.

EFL (English as a Foreign Language)

English learned by people from a community where English is not normally used. Thus an Italian, an Argentinian or a German learning English would be learning it as a foreign language.

Compare ... ESL

Elementary Level

The lowest of the levels in which EFL learners are placed on entry to a course. Classes at this level include learners ranging from complete beginners to those who have picked up enough English to communicate inaccurately but effectively in everyday situations such as buying a ticket, ordering a meal and buying something from a shop.

EOP (English for Occupational Purposes)

EOP courses are designed for people who need to learn English in order to help them carry out their job. Usually these courses are planned to cater for the specific needs of the participants and thus an EOP course for pilots would be different from one for hotel managers or custom officials.

Errors

Systematic deviations from the norms of the language being learned. They are usually caused by false generalisations about the language by the learner and are inevitable and essential part of language learning. Many such errors are developmental and disappear as the learner gains more exposure to the language in use.

See ... Generalisations and Interlanguage

Compare ... Mistakes

ESL (English as a Second Language)

English learned by people from communities where English is not the native language but where it is commonly used for various social purposes, such as education, commerce, government and religion. Thus an Indian, a Nigerian, a Jamaican, a Fijian or a Kenyan learning English would be learning it as a Second Language.

Compare ... EFL

Exposure

All the language, which the learner hears or reads.

Extensive reading/listening

Reading or listening to fairly lengthy texts (eg. a novel, a radio programme) without necessarily achieving a hundred per cent concentration or comprehension.

The main aims are to increase the learners' exposure to language in use, to develop language skills and to stimulate motivation through a sense of enjoyment and achievement.

See... Ellis and Tomlinson (1980, pp. 169-700)

False Beginners

Those learners who seem to be complete beginners because of their inability to use the language they are learning but who have had previous learning experience of the language. They have thus already 'stored' information about the language. This information often becomes activated during the new course and an apparently dramatic improvement takes place. A typical example of a false beginner would be somebody who learned some English whilst at secondary in his own country but never really used it and then years later came to England to start learning English again.

First Language

A person's first language is the one she learned first as a child and which she has continued to use. It is often referred to as L1.

See ... Mother Tongue Native Language

Compare ... Second Language

Fluency

The ability to use a language spontaneously and confidently and without undue pauses and hesitations.

Form

An analysis of form would be concerned with such features of expressions as pronunciation, spelling, word order, tense formation, grammatical agreement, gender, plurality, etc. it would not be concerned with the meanings these forms are used to convey. For example :

Has he finished his dinner yet?

An analysis of the **form** of the above sentence would describe the subject-verb inversion, the agreement between *he* and *has*, the form of the past participle (*finished*), the form of the present perfect tense, the form of the possessive pronoun (*his*), the position in the sentence of the object (*dinner*) and the position of the adverb (*yet*).

Compare ... Function

Formulaic Expressions

Expressions which are learned as whole utterances (for example, How do you do?) or as patterns which a learner can use by inserting a relevant word in a vacant slot (for example, What does mean ?)

Function

An analysis of the functions of an utterance would be concerned with its meanings and with the purpose it is being used to achieve. For example:

Don't worry; I go there on Tuesday afternoon.

In the above example the simple present tense (*go*) is used with the function of definite future arrangement and the main **function** of the utterance is probably to reassure somebody that a visit they are suggesting has already been included in an itinerary.

Compare ... Form.

Functional Approach

An approach to language teaching, which stresses the purposes for which expressions are used. Thus, instead of teaching the structures of English (eg. the tenses, types of clauses, the passive. Etc.) a course based on a functional approach would teach how to express agreement, how to decline an invitation, how to give directions, how to ask for information etc.

See ...Exponents

Functional Syllabus

A syllabus listing which functions and which of their exponents are to be taught.

For example:

Disagreement

I'm not sure I agree.

I don't go along with you there.

That's not completely true.

See... Functions Exponents

Generalisations

Assumptions about patterns of the language made by the learner as a result of his exposure to it.

For example, many elementary learners make the false generalisation that the past simple tense is always formed by adding -ed to the verb (e.g. *showed*) and thus make such errors as *X buyed X*.

These generalisations are made unconsciously as a result of the brain processing a number of similar utterances.

Making such generalisations is an important part of language learning and is the basis of first language acquisition. The learner revises his generalisations as he receives more 'information' from the language he is exposed to and from reactions to the language he uses himself.

Global tests

Tests designed to assess learners' overall language ability rather than to assess particular skills. Cloze tests and dictation tests are the most frequently used global tests.

*See ...*Cloze tests

Dictation

Grading

Deciding on the particular order in which you are going to deal with selected teaching points.

Grammar-translation Method

A method in which the learner is taught the grammar of the target language and is asked to use the rules he has learned to help him translate from the target language into his native language and viceversa.

Guided exercises

Practice exercises in which the learners are told what to do and then are given advice on how to do it. The learners have to make some decisions of their own and to create some of their own expressions.

For example:

Write a paragraph saying which towns you have visited since coming to Britain. Remember to use present perfect when you do not refer to a particular time and the simple past when you do refer to a particular time e.g. I have been to Stratford twice. I went there during my first weekend in England and I went there again last weekend.

*See ...*Ellis and Tomlinson (1980, pp. 204 and pp. 206-10)

*Compare ...*Controlled Exercise

Imperative

The form of the verb used to give orders, warnings, suggestions, instructions and directions.

For example :

Sit down.

Look out.

Do it in rough first.

Boil for three minutes.

Turn left.

The imperative is the same form of the verb as the infinitive without to.

Inductive

Referring to the process of ‘gaining’ generalisations about the language as a result of practicing sentences which exemplify them.

See ... Generalisations and Examples

Compare ... Deductive

Information Gap

See.. Communication gap

Input

The language gained from exposure which is available to the brain for language processing.

See ... Exposure and Intake

Instances

Utterances used in real discourse.

See ... utterance and Discourse

Compare ... Examples

Intake

The language which the learner unconsciously selects for acquisition from all the language in use he is exposed to.

See ... Acquisition and Input

Intensive reading/listening

Reading or listening to a short text with as much concentration and understanding as possible.

See ... Ellis and Tomlinson

Compare ... Extensive reading/listening

Interaction

Communication between people involving the use of language (e.g. between two people having a conversation, between writer and readers, between speaker and listeners etc.)

See ... Discourse

Interference

The negative influence of one language whilst learning another language. Approximately ten to fifteen per cent of L2 errors are caused by such interference, usually as a result of the learner either assuming that similar L1 and L2 patterns are identical or of using familiar (i.e. L1) generalisations when she has not yet formed a relevant l_2 generalization. Most L1 interference errors are either pronunciation or vocabulary errors; very few errors of grammar or syntax are attributable to L1 interference.

See ... Generalisations L1 and L2 and Transfer

Interlanguage

The language spoken by a learner of a second or foreign language. It is called an interlanguage because it is felt to be in between the learner’s first language and the language he is learning. As the learner progresses his interlanguage she moves farther away from the first language and closer to the language that is being learnt. However, the learner still retains features which are peculiar to the interlanguage and which have no apparent connection with the first language or the language he is learning.

See ... Richards

See ...Errors

Interrogative

The interrogative is used to ask questions seeking information and for such other functions as replying to criticism (*have I ever let you down ?*) expressing annoyance (*Haven’t you finished yet?*) and expressing regret (*Why didn’t I listened to him ?*).

The form of the interrogative is usually	Auxiliary verb	+	Subject	+	Verb ?
	<i>Has</i>		<i>he</i>		<i>gone ?</i>
	<i>Did</i>		<i>Marry</i>		<i>finish ?</i>
	<i>Are</i>		<i>they</i>		<i>coming ?</i>
	<i>Why did</i>		<i>you</i>		<i>do it ?</i>

Compare ... Declarative

Intonation

The rise and fall of the voice used to indicate the function(s) of an utterance. Thus, ‘*A drink*’, said with the voice falling at the end could be the answer to a question whereas if it was said with the voice rising at the end could be an invitation.

See ... Function

L1

The learner’s first language, e.g. English for an Englishman, or Bangla for a Bengalee

See ... EFL Mother tongue and Native language

L2

A language being learned which is not the learner's first language, i.e. a second or foreign language, e.g. English for a Frenchman, or English for an Indian.

See ... EFL ESL

Language laboratory

A room where learners can listen to and respond to spoken language on tape. Each learner has his or her own tape recorder and earphones and works at his/her own. There are computer aided Language Lab also.

Learner-centred approaches

Approaches to language teaching based on the needs and interests of the learners rather than on a fixed syllabus or coursebook and dictates of the teacher. Such approaches would ideally involve the learners in decisions about what and how they learn and would require the teacher to be an organiser and guide rather than an instructor.

Linear Syllabus

A syllabus which is ordered and organised on the principle of adding teaching points to each other at the same time. Most such syllabi are also progressive syllabi i.e. learning the first teaching points helps in learning the second teaching points which helps in learning the third, etc.

(For example (1) Personal pronouns; (2) Present tense of the verb *to be*; (3) Present continuous tense.)

See ... Synthetic

Lingua Franca

A language which is used in an area to facilitate communication between speakers of different languages. For example, in Vanuatu in the south-west Pacific the 100 000 indigenous inhabitants speak 112 different mother tongues and have to use Bislama (a pidgin combining Melanesian structure with English syntax) as a lingua franca to achieve communication with people from different areas of the country. In India where there are so many mutually unintelligible Languages - English is used for interstate official communication as a lingua franca.

See ... Pidgin

Meaningful drills

Practice exercises designed to help the learner to repeat a particular pattern or item many times but which nevertheless require the learner to make choices relating to the meaning of the sentence he produces.

See ... Dakin (1973, Chapter 5)

See ... Substitution table and Drills

Meaningless Drills

Practice exercises which require no choice and therefore are almost impossible for the learner to get wrong. In many cases the learner produces correct sentences without having any idea what they mean.

See ... Dakin (1973, Chapter 4) See ... Substitution table and Drills

Compare ... Meaningful drills

Modal verbs

Verbs which add to the meaning of the main verb. They usually indicate the attitude of the speaker or writer. For example :

They should win.

He ought to visit his father.

She will pass the exam.

See ... Auxiliary verbs

Monitoring

The process of assessing the accuracy, appropriateness and effectiveness of your own utterances. In learning a second language it is very important to achieve the right amount of monitoring. Those learners who under-monitor usually achieve communication without correctness and those who over-monitor produce very correct utterances but are too worried about making errors to be fluent.

See ... Krashen (1981, pp. 12-13)

See ... Fluency

Morphology

When we talk about the morphology of a word we are referring to the bits which make up the word. Thus we might divide up the word *postponement* into three bits as follows :

- 1 *post* = a prefix meaning after
- 2 *pone* = the root of the word meaning *putting, placing or arranging*
- 3 *ment* = a suffix indicating that the word is a noun

Mother tongue

The language learned by the child from his parents and peers.

See ... First language and Native language

Multiple choice

Exercises and tests requiring the learners to select the correct answer from a number of possible answers. For example :

Last week they to Paris and then went by train to Nice.

- | | |
|-----------------|---------------|
| (a) have flown | (b) fly |
| (c) flew | (d) had flown |
| (e) were flying | |

Native speaker

A person who speaks a language as his first language (i.e. as the language he first learned as a child)

Notion

A concept (or area of meaning) such as time, duration, quantity or space.

See ... Wilkins (1976, p. 24 and pp. 25-26)

Notional syllabus

A language teaching syllabus which concentrates on teaching points which are ways of expressing different aspects of the main concepts communicated by the language.

e.g. Quantity

some	few
any	a little
all	half
both	a lot
etc.	etc.

See ... Wilkins (1976, pp. 18-20) Van Ek (1977, pp. 39-42)

See... Notional approach

Objective Test

A test which has a limited, predictable and definite number of possible answers and therefore, only requires the marker(s) to follow a marking key.

See Heaton (1975, pp. 11-14)

Objectives

Statements of what the learners should be able to do in the language by a certain point. For example :

By the end of the course the learners should be able to note down the main points of a first year university lecture on Economics.

By the end of Week Four the learners should be able to order a meal in a restaurant and get what they want without causing problems for the waiter or themselves. Ideally objectives should be measurable and stated in terms of target language behaviour.

Output

The learner's output is the language he uses himself.

Compare ... Input Intake

Overgeneralisation

A generalisation made by the learner which fails take account of exceptions and which therefore covers too large a area of the language.

For example :

- (a) the overgeneralisation that the verb in the present simple tense is always the same as the infinitive without *to* (# X 'He live in London' X).
- (b) the overgeneralisation that the present continuous tense is always used when you want to refer to 'now' (# X 'I am seeing a mountain' X).

See... Bolitho and Tomlinson (1980)

*See ...*Generalisation

Paradigmatic

This refers to the vertical choices speakers of a language have in every utterance they make.

For example :

1	2		3
She	hates		interrogated
Mary	dislikes	being	questioned
My sister	loathes		asked

The speaker selects the most appropriate item to fill the slots 1, 2 and 3

*Compare ...*Paradigmatic

Participants

People taking part in an interaction (e.g. a speaker and the audience, people having a conversation, a writer and readers)

See ... Interaction and Discourse

Practice

Exercises, activities, drills, etc. designed to give the learners opportunities to produce correct sentences which include particular language items or structures they have recently been taught.

Presentation

The stage of a lesson when the teacher actively teaches particular language points through demonstration, exemplification, explanation, description, definition, etc.

Production

- (1) The use of language
- (2) The section of a lesson or unit requiring the learner to use particular language skills or items. Usually production comes after presentation and practice of the teaching point but in some 'modern' approaches production comes first and then the teacher decides to present and practice.

See ... Analytical Presentation Practice and Synthetic

Productive Skills

Speaking and Writing (i.e. those skills requiring production of language)

*Compare ...*Receptive skills

Realia

Objects from real life used in the language classroom as aids (e.g. a real menu, a table cloth, knives and forks, etc. for a practice activity based on ordering food in a restaurant).

Receptive skills

Listening and reading (i.e. those skills requiring the ability to receive communication but not to produce it). These skills are used to be referred to as *passive* skills.

Recycling

The frequent repeating of a teaching point (usually focusing on different aspects each time).

For example :

Teaching Point = Disagreement

Week 1 - (1) *I don't agree* (2) *I don't think I agree with you.*

Week 3 - (1) + (2) + (3) *Are you sure ?*

Week 5 - (1) + (2) + (3) + (4) *I have doubts about that.*

Redundancy

Approximately 50 per cent of all items in a spoken English are redundant (i.e. they are not absolutely vital in order to achieve communication). Such redundancy is very important as it helps to ensure that communication takes place even if the participants do not hear and understand everything that is said. For example, the words in italics in this sentence are not essential : 'He then *asked* the *question*. 'Where *did* you put it ?'

Referent

The referent of a word is the actual object, idea, emotion, etc. it refers to.

See ... Ellis and Tomlinson (1980, p. 67)

Register

The language appropriate to particular types of situations (e.g. the register of the church, the register of the law court, the register of informal pub conversation, the register of debate, etc.)

Remedial Card

A card designed to help learners to remedy a particular error. Side one of the card contains teaching material and side two practice and testing material. The learner reads the examples, corrections, explanations, etc. on side and then turns over the card and does the exercises on side two.

Remedial cards enable the teacher to provide each learner with remedial work relevant to his/her discovered problems.

See .. Ellis and Tomlinson (1980, pp. 283-285)

(note - Remedial cards are referred as correction cards)

Role-play activities

Activities in which the learners play parts (e.g. waiter, customer, policeman, wife, etc.) and practise language appropriate to the situations they are placed in (e.g. a customer ordering a meal in a restaurant). In this way the learners often lose some of their inhibitions and are usually less frightened of making mistakes.

Compare ...Simulation

Silent Way

A method of language teaching in which the teacher remains as silent as possible and elicits responses from the learners by using charts, rods (coloured blocks of wood) and gestures.

See ... Rivers and Temperly (1978, pp. 19-20)

Simulation

An attempt to create a real situation in the classroom with a setting, a topic, participants and situational purposes. For example :

<i>setting</i>	courtroom
<i>topic</i>	motives for killing a particular person
<i>participants</i>	judge, barristers, the accused, witnesses
<i>purposes</i>	establish truth, prove guilty, prove innocent etc.

Compare ...Role-play

Situational composition

An exercise which provides the learners with information about why they are writing and who they are writing to and then requires them to produce a piece of writing. Designed to achieve the situational purposes specified (e.g. writing a letter to a particular person asking him to attend a particular function at the school).

See ...Ellis and Tomlinson (1980)

See ...Tomlinson (1981)

Situational Syllabus

An EFL syllabus based on lists of situations the learners are likely to have to use English in (e.g. the Restaurant, the Station, Hotels, the Bank, the Hospital etc.)

Situational Teaching

Approaches to teaching EFL which use the creation of real situations in the class-room (e.g. a doctor examining a patient) in order to exemplify particular aspects of language use and to provide meaningful opportunities for the practice and use of language items.

Speech Act

Doing something through language (e.g. getting something repaired, getting help, arranging a meeting).

See ... Wilkins

See ... Discourse Functions and Illocutionary act.

Stress

The saying of particular sounds with greater force than others. For example :

quick walking

He gave the book to her.

I wanted a red one.

See ... Ellis and Tomlinson (1980, pp. 103-104)

Structural Approach

An approach to EFL teaching based on the presentation and practice of the basic structures of the language. In other words, the learners are taught the grammar of the language.

Structural Syllabus

A syllabus based on a list of structures to be taught (e.g. the Present Perfect Tense, Reported Speech, Question Tags)

Style

- (1) The particular way an author expresses himself.
- (2) The type of expression appropriate to particular purposes and situations.

Subjective Test

A test which requires the markers to evaluate and not just to follow a marksheet (e.g. a test involving essay answers).

See ... Heaton (1975, p. 11)

Compare ... Objective test

Substitution table

A means of providing practice of correct structures. The learner selects from columns and then combines the elements has chosen in order to make a sentence.

Example (1)

Dristi	likes	eating ice-cream
She	loves	drinking tea
Ho	hates	reading books
Rik	dislikes	doing homework

e.g. *She hates drinking tm.*

Example (2)

Rik	worn pleased	that a few people helped.
They	was angry	that little work was done.
Dristi	was delighted	that few pupils passed the exam.
The teachers	were disappointed	that a little profit was made.

e.g. *Tulu was delighted that a little profit was made.*

Note : In (1) the learner can complete any of the elements and make a correct and sensible sentence.

However, In (2) the learner must decide which elements combine correctly and sensibly.

(1) is a meaningless drill whereas (2) is a meaningful drill.

See... Meaningful drills and Meaningless drills.

Suggestopedia

A humanistic teaching method which tries to make the learning as relaxed and comfortable as possible (e.g. armchairs, soft music, pleasant colours, etc.) and to make maximum use of this brain's capacity to combine the conscious and the unconscious for learning.

Survival English

The English needed by overseas visitors to an English-speaking area in order to manage such everyday activities as buying goods, ordering meals, encashing cheques, booking accomodation traveling by public transport etc.

Syllabus

A document outlining the main teaching points to be taught to a particular group of learners in a particular institution or group of institutions. Many syllabi also order the teaching points, many specify objectives and some suggest activities, materials and methods.

Syntagmatic

Relating to the choices a user of a language has to make in order to relate one item in an utterance to the other items already selected.

For example:

I spoke to the	woman	✓
	her	×
	Mary	×
	boys	✓
	telephone	×

Compare ... Paradigmatic

Syntax

The grammatical arrangement of words in an utterance. Rules of syntax thus deal with permissible combinations, word order and obligatory agreements.

Target language

The language the learner is trying to learn. Thus English is the target language for any overseas student learning English as a second or a foreign language.

Topic

- (1) What is being talked about in a particular situation
- (2) A particular theme used as the basis of a unit of teaching (e.g. Sport, Hotels, Medicine)

See ... Interference

Usage

Language performance in artificial practice situations such as drills, exercises, multiple choice tests, etc. In such situations the learner is really producing evidence of his knowledge of his language rather than of his ability to use it in situations outside the classroom.

See ... Widdowson (1978, Chapter 1)

Compare ... Use

Use

Language performance in situations which have genuine communicative purposes and are not designed just to practise particular language items or structures. Thus a learner who is having a discussion in a pub or is asking a classmate to lend him a pen is actually using the language.

See ... Widdowson (1978, Chapter 1)

See ... Acquisition

Compare ... Use Utterance

Any complete unit of a language used for communicative purpose. An utterance can be either written or spoken. Examples :

Put the (not an utterance because not complete)

Smoke ? (an utterance)

like Roses, don't you ? (an utterance)

I'm going ... going there ... to London that is ... tomor... on Tuesday, (an utterance)

The dog that bit the man. The man was bitten by the dog, (not an utterance because not used for a communicative purpose)

Varieties

- (1) Different types of a language used in different types of situations.
- (2) Different regional versions of a language (e.g. American English, Nigerian English, Irish English, Indian English etc.)

Visual Aid

Teaching aid designed to give a visual stimulus, act as a visual prompt or provide visual reinforcement for language items being learned. Photos, cartoons, film strips, black-board drawings, puppets and wall pictures can be used as visual aids.

See ... Audio-visual aids

Reference and Suggestive Readings

- Davies, A. B. (2001). *Evaluation of the Bangalore*. TESOL QUATERLY.
- Harmer, Jeremy. How to teach English. Pearson Longman, 2007.
- J.P.Naik, Syed Nurullah A History of Education In India. Macmillan Co.Ltd, 1951.
- K.Jhonson, C. B. (1979). *The Communicative Approach to Language Teaching*. London: Oxford University Press (OUP).
- M.A.Sherring. The history of Protestant Mission in India. LONDON, 1984.
- M.L.Tikoo. Teaching and Learning English. Hydrabad: Orient Blackswan, 2003.
- Macaulay, Lord. "Speeches by Lord Macaulay." london: oxford university press, 1931. 130.
- MALINI, S. DEVIKA. "English Language Teaching in India." International Multidisciplinary Research Journal 2011, (2011).
- Malini, S. Devika. "English Language Teaching in India- A Critical Evaluations of ELT in India." International Multidisciplinary Research Journal (2011).
- N.Krishnaswamy and Lalitha Krishnaswamy. Story of English In India. new delhi: Cambridge University Press India Pvt.Ltd, 2006.
- N.S.Prabhu. The Second Language pedagogy. walton street, london : oxford University press, 1987.
- . "There is no best way." Tesol Quaterly (1990).
- Nair, R.Narayanan N.Rajasekharan. "English Language Teaching In India: A Theoretical Study" MODERN JOURNAL OF APPLIED LINGUISTICS (2009).
- P.L.Rawat, Dr. History of Indian Education. Bhopal: Ramprasad and Sons, 1981.
- Parnjoti, Violet. East and West in Indian Education. 1985.
- Prabhu, N. S. "There Is No Best Method-Why?" TESOL Quarterly, Vol. 24, No. 2.(1990): 122-128.
- Sheorey, Ravi. Learning and Teaching English In India. New Delhi: Saga Publication, 2006.
- "Teaching Of English in India ." National Council of Educational Research and Traning. Delhi: NCERT, April 15 to 20, 1963.
- V.Saraswati. English Language Teaching. Hydrabad: Orient Blackswan, 2004.



GOVERNMENT OF WEST BENGAL
DEPARTMENT OF SCHOOL EDUCATION

State Council of Educational Research & Training