

प्रारंभिक शिक्षा में पत्रोपाधि (डी.एल.एड.)

Diploma in Elementary Education (D.El.Ed.)

# अंग्रेजी शिक्षण

द्वितीय वर्ष  
(प्रायोगिक संस्करण)

प्रकाशन वर्ष—2018



राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्,  
छत्तीसगढ़, रायपुर



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### संरक्षक एवं मार्गदर्शक

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### पाठ्य सामग्री समन्वयक

डेकेश्वर प्रसाद वर्मा

हेमन्त कुमार साव

### विषय संयोजक

जेस्सी कुरियन

### पाठ्य सामग्री संकलन एवं लेखन

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राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद् रायपुर उन सभी लेखकों/प्रकाशकों के प्रति अपनी कृतज्ञता ज्ञापित करता है जिनकी रचनाएँ/आलेख इस पुस्तक में समाहित हैं।

## प्राक्कथन

विद्यालय में अध्ययनरत् बच्चे भविष्य में राष्ट्र का स्वरूप व दिशा निर्धारण करेंगे। शिक्षक बच्चों को कुम्हार की भाँति गढ़ता है और वांछित स्वरूप प्रदान करता है। इस गुरुतर दायित्व के निर्वहन के लिए शिक्षकों को बेहतर तरीके से तैयार करना होगा।

“शिक्षा बिना बोझ के” यशपाल समिति की रिपोर्ट (1993) ने माना है कि शिक्षकों की तैयारी के अपर्याप्त अवसर से स्कूल में अध्ययन-अध्यापन की गुणवत्ता प्रभावित होती है। इन कार्यक्रमों की विषयवस्तु इस प्रकार पुर्ननिर्धारित की जानी चाहिए कि स्कूली शिक्षा की बदलती आवश्यकताओं के संदर्भ में उसकी प्रासंगिकता बनी रहे। इन कार्यक्रमों में प्रशिक्षुओं में स्व-शिक्षण और स्वतंत्र चिंतन की क्षमता के विकास पर जोर होना चाहिए।

कोठारी आयोग (64-66) से ही यह बात की जाने लगी थी कि शिक्षा में गुणात्मक सुधार के लिए शिक्षकों को बतौर पेशेवर तैयार करना अत्यंत जरूरी है।

राष्ट्रीय पाठ्यचर्या की रूप रेखा-2005 ने भी शिक्षकों की बदलती भूमिका को रेखांकित किया है। आज एक शिक्षक के लिए जरूरी है कि वह बच्चों को जाने, समझे, कक्षा में उनके व्यवहार को समझे, उनके सीखने के लिए उपयुक्त माहौल तैयार करे, उनके लिए उपयुक्त सामग्री व गतिविधियों का चुनाव करे, बच्चे की जिज्ञासा को बनाए रखे, उन्हें अभिव्यक्ति का अवसर प्रदान करे व उनके अनुभवों का सम्मान करे।

तात्पर्य यह कि आज की जटिल परिस्थितियों में शिक्षकों की भूमिका कहीं अधिक उत्तरदायित्वपूर्ण व महत्वपूर्ण हो गई है। इसी परिप्रेक्ष्य में शिक्षक-शिक्षा को और कारगर बनाने की आवश्यकता है। शिक्षक-शिक्षा में आमूल-चूल बदलाव की आवश्यकता बताते हुए राष्ट्रीय पाठ्यचर्या की रूप रेखा-2005 में शिक्षकों की भूमिका के संबंध में कहा गया है कि सीखने-सिखाने की परिस्थितियों में उत्साहवर्धक सहयोगी तथा सीखने को सहज बनाने वाले बनें जो अपने विद्यार्थियों को उनकी प्रतिभाओं की खोज में, उनकी शारीरिक तथा बौद्धिक क्षमताओं को पूर्णता तक जानने में, उनमें अपेक्षित सामाजिक तथा मानवीय मूल्यों व चरित्र के विकास में तथा जिम्मेदार नागरिकों की भूमिका निभाने में समर्थ बनाए।

प्रश्न यह है कि शिक्षक को तैयार कैसे किया जाए? बेहतर होगा कि विद्यालय में आने के पूर्व ही उसकी बेहतर तैयारी हो, उसे विद्यालय के अनुभव दिए जाएँ। इसके लिए शिक्षक शिक्षा के पाठ्यक्रम व विषयवस्तु को फिर से देखने की जरूरत है। इसी परिप्रेक्ष्य में डी.एल.एड. के पाठ्यक्रम में बदलाव किया गया है।

पाठ्यसामग्री का लक्ष्य शिक्षण विधि से हटकर शिक्षा की समझ, विषयों की समझ, बच्चों के सीखने के तरीके की समझ, समाज व शिक्षा का संबंध जैसे पहलुओं पर केन्द्रित है। पाठ्यक्रम में शिक्षण के तरीकों पर जोर देने के स्थान पर विषय की समझ को महत्व दिया गया है। साथ ही शिक्षा के दार्शनिक पहलू को समझने, पाठ्यचर्या के आधारों को पहचानने और बच्चों की पृष्ठभूमि में विविधता व उनके सीखने के तरीकों को समझने की शुरुआत की गई है।

चयनित पाठ्यसामग्री में कुछ लेखक/प्रकाशकों की पाठ्य सामग्री प्रशिक्षार्थियों के हित को ध्यान में रखकर ज्यों की त्यों ली गई है। कहीं-कहीं स्वरूप में परिवर्तन भी किया गया है, कुछ सामग्री अंग्रेजी की पुस्तकों से लेकर अनुदित की गई है। हमारा प्रयास यह है कि प्रबुद्ध लेखकों की लेखनी का लाभ हमारे भावी शिक्षकों को मिल सके। इग्नू और एन.सी.ई.आर.टी. सहित जिन भी लेखकों/प्रकाशकों की पाठ्यसामग्री किसी भी रूप में उपयोग की गई है, हम उनके हृदय से आभारी हैं। हम विद्या भवन सोसायटी उदयपुर, दिगंतर जयपुर, एकलव्य भोपाल, अजीम प्रेमजी फाउण्डेशन बेंगलुरु, आई.सी.आई.सी.आई. फाउण्डेशन पुणे, आई.आई.टी. कानपुर, छत्तीसगढ़ शिक्षा संदर्भ केन्द्र रायपुर के आभारी हैं जिनकी टीम ने एस.सी.ई.आर.टी. और डाइट के संकाय सदस्यों के साथ मिलकर पठन-सामग्री को वर्तमान स्वरूप प्रदान किया।

अंत में पाठ्यसामग्री तैयार करने में प्रत्यक्ष-अप्रत्यक्ष रूप से जुड़े सहयोगियों का हम पुनः आभार व्यक्त करते हैं। पाठ्यक्रम तैयार करने व पाठ्य सामग्री के संकलन व लेखन कार्य से जुड़े लेखन समूह सदस्यों को भी हम धन्यवाद देना चाहेंगे जिनके परिश्रम से पाठ्य सामग्री को यह स्वरूप दिया जा सका। पाठ्य-सामग्री के संबंध में शिक्षक -प्रशिक्षकों, प्रशिक्षार्थियों के साथ-साथ अन्य प्रबुद्धजनों, शिक्षाविदों के भी सुझावों व आलोचनाओं की हमें अधीरता से प्रतीक्षा रहेगी जिससे भविष्य में इसे और बेहतर स्वरूप दिया जा सके।

**धन्यवाद।**

**संचालक**

**राज्य शैक्षिक अनुसंधान और प्रशिक्षण  
परिषद्, छत्तीसगढ़, रायपुर**

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## Unit - 1

### CONTEXTS OF ENGLISH LANGUAGE LEARNING (SECOND LANGUAGE)

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#### 1.1 Principles of Learning English as a Second Language

##### 1.1.1 Introduction

India is a multilingual country. In different parts of our country, we speak different languages. But for most Indian schools, English is prescribed as the second language. Hence it is important to ensure that learning of English has to be made a pleasant experience. English as a second language would be easy and joyful if teachers keep certain principles of language teaching in mind.

##### 1.1.2 Objectives

At the end of the unit, you will be able to

- analyze the principles of second language learning
- identify the problems of learning English as a second language
- enable learners to learn English joyfully and successfully

##### 1.1.3 Concept

‘Language is not genetically inherited, but socially acquired.’ -NCF 2005. Therefore, it is important to provide input-rich environment to learn language. In other words, learners need to have a lot of opportunities to communicate in the language they want to learn. For example to learn English, one needs lot of opportunities to listen, speak, read and write in English.

##### 1.1.3.1

A few important principles of acquiring a second language are as follows.

##### (i) We construct and reconstruct our knowledge

Gaining knowledge is not like getting the bucket of your mind filled up by the teacher. Rather learners construct and reconstruct their knowledge through interactions with others and reflecting. Therefore to learn English, it is important to:

- communicate orally as well as in writing with others as much as possible, and
- reflect on what you has been learnt.

##### (ii) Learning through exposure

Have you ever thought why many of us are poor in English? One of the main reasons for this is lack of exposure/environment. A language is never learnt just by memorizing the grammatical rules. How did we learn our mother tongue (Chhattisgarhi / Hindi)? Our parents and the society around gave an atmosphere of the language, and the atmosphere enabled us to use the language. If we want our students to learn of English we should help them use the language for real communication.

##### (iii) Learning through use

A language is learnt through receiving it actively and producing it creatively. Through listening to English and reading it we receive the language. While speaking and writing we

produce the language. Therefore, we can say, listening and reading are receptive skills where as speaking and writing are productive skills. Listening leads to speaking, reading leads to writing. Receptive skills lead to productive skills. To be good at English, we must listen to English, speak it with whatever English we have, read it and write it on our own.

(iv) Learning through context

Language is never used in a vacuum. It is the context or situation or purpose which decides the use of our language. That is why a good teacher never teaches language without a context or purpose.

(v) Learning through activity

Learning is never passive. A child learns best when he is physically and mentally active. You must have observed that children love jumping, playing, talking, drawing, painting singing and what not. Moreover, learning by doing is considered to be one of the best ways of learning. Therefore, never leave the children as passive listeners. Let us keep them meaningfully engaged in the process of learning English through different activities.

(vi) Learning through meaningful practice

An old saying goes, 'Practice makes a man perfect'. But the fact is that mechanical practice leads nowhere. Therefore, the practice of words or grammar should be done in several different contexts.

(vii) Mother tongue helps to learn other tongues

Many of us think that mother tongue is a barrier to learn the second or third language. But the concepts formed in mother tongue are easily transferred in other languages we are learning. Learners of English do utilize their knowledge of mother tongue in learning English.

(viii) Fluency is more important for children than accuracy

It is a crime to point out the mistakes or errors of the English learners every now and then. We must let them use English without their being conscious of grammar or pronunciation. We, as teachers of English, must learn the art of welcoming or accepting the errors/mistakes of English learners. Remember, learners tend make more mistakes when they are very conscious about correctness. Moreover, mistakes and errors are an integral part of any learning.

(ix) Communicative competence first, linguistic competence later

The term 'communicative competence' means the knowledge about where, where and how to use the language. We must not forget that the main purpose of a second language learner is communication. If a child uses incorrect English but succeeds in communicating, she must not be discouraged at all. She will gradually get the linguistic competence or correctness of the language in the process of learning.

#### 1.1.4 Reflective Exercises:

1. 'Language is not genetically inherited, but socially acquired.' -NCF 2005. Explain it.
2. 'Mistakes and errors are an integral part of any learning.' Explain it.
3. Why and to what extent should we tolerate mistakes and errors? Hold a discussion on this topic in the classroom.
4. How is acquiring mother tongue different from acquiring a second language?

**1.1.5 Assignments:**

1. Explore the internet and make notes on the given terms and concepts: 1. knowledge construction 2. language Context 3. creating language learning environment 4. barriers to language learning 5. second language 6. receptive language skills and productive language skills 8. accuracy vs fluency 9. mistakes vs errors 10. communicative competence
2. Prepare a power point presentation on the above topics and make a presentation in the class.

**1.1.6 Review Questions:**

1. Explain any 5 principles of acquiring a second language.
2. ‘If a child uses incorrect English but succeeds in communicating, she must not be discouraged at all.’ Why?
3. Match the following:

A	B
Mother tongue	Having a lot of opportunity to use a language in one’s surrounding
Language context	Contact with language
Knowledge construction	Listening, reading
Language exposure	Speaking, writing
Receptive skills	Native language, the first language learnt from the parents
Productive skills	Developing new understanding in the process of learning
Input-rich language environment	circumstances for communication

**1.2 Characteristics of Curriculum, Syllabus and Text books**

**1.2.1 Introduction**

Are the terms curriculum and syllabus synonymous? What is a text book? Do content, syllabus and textbook mean the same? There is not much clarity about these three term i.e curriculum, syllabus and text books.

The notions of curriculum and syllabi as existing in the three National Curricular Frameworks (NCFs) are close to each other. The NCF actually defines the curriculum and syllabi. However, this notion of curriculum and syllabi does not include aims of education; it rather sees the aims as guiding the curriculum from outside.

**1.2.2 Objectives**

The aim of this unit is to enable the pupil teachers to:

1. understand the concept of curriculum, syllabus and text book
2. differentiate between the three curriculum and syllabus



3. know the characteristics of curriculum syllabus and textbook.

### 1.2.3 Concept

#### 1.2.3.1 Curriculum

According to Ralf Tyler’s classic book the Basic guiding principles of curriculum and instruction are :

1. What educational purposes should the schools seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organised?
4. How can we determine whether these purposes are being attained?

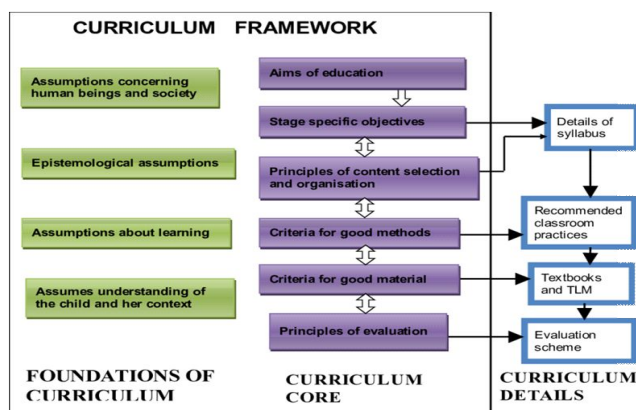
(Tyler, 1949, 1) In 1975, said “A curriculum may be regarded as the sum total of all the deliberately planned set of educational experiences provided to the child by the school. As such it is concerned with

- ✓ the general objectives of education at a particular stage or class
- ✓ subject-wise instructional objectives and content
- ✓ courses of studies and time allocation
- ✓ teaching–learning experiences
- ✓ instructional aids and materials
- ✓ evaluation of learning outcomes and feedback to pupils, teachers and parents.

The curriculum is defined as the guideline of the chapters and academic content covered by an educational system while undergoing a particular course or program.

In a theoretical sense, curriculum refers to what is offered by the school or college. However, practically it has a wider scope which covers the knowledge, attitude, behaviour, manner, performance and skills that are imparted or inculcated in a student. It contains the approach, teaching methods, lessons, assignments, physical and mental exercises, activities, projects, study material, tutorials, presentations, assessments, test series, learning objectives, and so on.

The curriculum is well planned, guided and designed by the government or the educational institution. It is aimed at both physical and mental development of a student. It is the overall learning experience that a student goes through during the particular course of study.



### Characteristics of an Effective Curriculum

- A. Each curriculum objective should be concise and understandable to staff, students, parents, and the community.
- B. Each curriculum objective should encompass previous learnings and require the student to integrate and then apply certain knowledge, skills, and attitudes in order to demonstrate achievement of the standard.
- C. Each curriculum objective should constitute learning that is:
  - 1. durable - will be useful to the student for a considerable period of his/her lifetime;
  - 2. significant - will have a major effect upon how the student will function;
  - 3. transferable - will be useful in meeting needs in other educational programs, the world of work, and/or the student's personal life.
- D. Each curriculum objective should be feasible for the staff and students to accomplish.
- E. Each curriculum objective should be measurable on a cumulative basis and at different stages of the student's career in the District and the measurement should be both valid and reliable.
- F. Each outcome assessment and evaluation should be accompanied by both the criteria by which the learning will be judged and the standards of quality which will apply.

#### 1.2.3.2 Syllabus

Syllabus is a word which has been with us right from our school days. From the students point of view, all the lessons in the text book is the syllabus of that particular subject. Then, is the textbook based on the syllabus or vice-versa?

The syllabus is defined as the document that consists of topics or portion covered in a particular subject. Brumfit(1984) summarized syllabus in the following six points:

- 1. A syllabus is the specification of the work of a particular group or a class.
- 2. It specifies the entry behavior and the terminal behavior of the learners. It also specifies the time in which this has to be achieved
- 3. It specifies the order in which it has to be taught.
- 4. It is negotiable, flexible and adjustable
- 5. It is public document and an expression of accountability.

The document ( syllabus) pertains to the selection, classification, distribution, transmission and evaluation of knowledge. It includes details about the content, evaluation and methodological questions too.

#### Types of Syllabuses :

**There are four types of syllabus**

- 1) Pre- determine syllabus and**
- 2) Emergent syllabus.**

#### 1) Pre- Determine syllabus

The term pre-determine syllabus, is a syllabus where the content or write of categorization is planned first before the classroom interaction across. There are main four type of pre-determine syllabus.

- A) The structural or grammatical syllabus:** It is also known as a grammatical or linguistic type of syllabus become in the central the is a grammatical item, the basic of English language such as articles, verbs, tenses, vocabulary etc.
- B) The Functional syllabus:** A list of functions is made and graded in term of its usefulness to the learners and the language necessary for performing there functions is the provide to dearer such examples are as under:
- Agreeing and disagreeing
  - Expressing likes and dislike
  - Giving and refusing permissions
  - Responding to compliment
  - Introducing oneself etc.
- C) The Situational syllabus:** The Syllabus identifies such situation where the learners are likely to use the language and give them the language, they need. For example, Situation of 'A Shopping' This type of syllabus is especially useful for those students, who use language in limited situations and for specific purposes. The learner will be motivated to their need on their needs.
- C) The Lexical syllabus:** In this type of syllabus vocabulary determines the contents. The learners are exposed to the different ways in which these words are used in their most natural environment.

## 2) Emergent syllabus.

The emergent syllabus is concerned with issues that decisions made while teaching. The emphasis is on the process of learning. The emergence syllabus is not product oriented but process oriented. It means according the student's level a teacher can change his/her syllabus. This called flexible syllabus and a teacher can produce effective result.

### Characteristics of the good syllabus

1. A syllabus should provide the description of the target group: like who the students are, their age and entry behavior:

Example:

This course is meant for those learners who have passed class X of CBSE Examination.

This course is meant for all the learners above 14 years of age provided they have the basic competence in the four language skills, namely reading, writing, listening and speaking.

2. Aims and Objectives

Aims are the goals of the course/subject. They are underlying reasons for or the purpose of a course of instruction. Aims are long term goal described in general terms.

Objectives are descriptions of what is to be achieved in the course. They are more detailed descriptions of exactly what the learner is expected at the end of the period. This might be a single chapter, a grammatical unit like prepositions, or use of ‘and’, ‘but’, ‘also’ and ‘although’.

### 3. List of topics/contents

Content is the vehicle for converting objectives into learning outcomes. In other words, the content reflects the objectives of the course.

**Example:** if the aim is to develop reading skills, it means material should include enough reading material for giving practice in reading skill.

The material should be pitched up to the present level of the competence of the learner and should revolve around the themes that holds the interest of the target group

### 4. Suggested techniques

A good syllabus should also give guidelines for the teacher on how to carry out the process of instruction and thereby help the learners learn.

- a. Role of teacher has changed for knowledge giver ( grammar – translation )and the model speaker ( audio- lingual) to that of a facilitator( communicative language teaching)
- b. Role of learner has also changed from passive to active or from being a receiver of knowledge to a discoverer of knowledge.
- c. Suggest method /techniques/ strategies

The syllabus should clearly state what the teachers and learners are supposed to do in the classroom.

### 5. Evaluation Patterns

A good syllabus should also say what the expected outcomes of the course are. They should match with the objectives of the course. It should also focus on the pattern and the course calendar

#### **EXAMPLE**

##### ***Third Year B.com***


**Aims:** This course is aimed helping the learning awareness provide them Modern Business Communication.

**Objectives:** To Equip students with language proficiency necessary for Business communication.

To develop the skill of independent reading with comprehension.

- To develop the skill of writing communication of different forms.

**Evaluation:** Learners will be assessed and evaluated throughout the academic year on a continues basis. The weighting of the total course work required will be of 100 marks will be set aside for Internal Evaluation and To marks for the University Examination at the end of the academic year.

Internal Evaluation will be based on classroom participation one internal test of 50 marks per term, 5 of the best of the total number of individual seminar, presentation, a practical work as approved by the teacher concerted, and presentation 

Main Difference between syllabus and curriculum:

1. The term syllabus is Greek in origin while the term curriculum is Latin in origin.
2. The syllabus is described as the document which consists of the topics to be taught in the particular subject while the curriculum refers to the overall content to be taught in an educational system or a course.
3. The curriculum has a wider scope than the syllabus.
4. The syllabus is provided to the students so that they can know the subject while the curriculum is not made available to the students unless specifically asked for.
5. Syllabus is prescriptive in nature where as curriculum is descriptive in nature.
6. The duration of the syllabus is for a year but the curriculum lasts till the completion of the course.

BASIS FOR COMPARISON	SYLLABUS	CURRICULUM
Meaning	Syllabus is the document that contains all the portion of the concepts covered in a subject.	Curriculum is the overall content, taught in an educational system or a course.
Origin	Syllabus is a Greek term.	Curriculum is a Latin term.
Set for	A subject	A course (eg. The whole of schooling/ nursing course etc. )
Scope	Narrow	Wide
Set out by	Exam board	Government or the administration of school, college or institute.
Term	For a fixed term, normally a year.	Till the course (eg. The whole of schooling/ nursing course etc. ) is over

### 1.2.3.3 Textbook

“Textbooks are useful guides for teachers and stable orientation for the students”. Tanner & Tanner (1975)

“A tool used by teachers to motivate students and to give them maximum understanding about a topic or problem. Marsh (1992)

Textbooks are tools, perhaps, very important tools in the teaching arsenal. They are only as good as the person using them. A hammer in the hands of a competent carpenter can be used to create a great cathedral or an exquisite piece of furniture. In the hands of someone else, the result may be a rundown shack or a rickety bench. How you decide to use textbooks will depend on many factors.

The text book needs to be used judiciously, A carpenter, for example doesn't use only a hammer to build a magnificent chest. S/he may use a chisel, saw, plane and many other tools to build it. Similarly a teacher has to use many other tools apart from textbook to establish a concept.

The teachers need to make the decision on how to use the textbook. Even the best textbook has some limitations. Therefore the teacher has to overcome those weaknesses or limitations by incorporating some strategies in the teaching –learning process.

The following table lists some of the most common weaknesses of textbooks, along with ways of overcoming the difficulties

**Some Important Tips for Using Textbooks**

- 1. Use the textbook as a resource for students, but not the only resource.**
- 2. Use the textbook as a guide, not a mandate, for instruction.**
- 3. Be free to modify, change, eliminate, or add to the material in the textbook.**
- 4. Supplement the textbook with lots of outside readings.**

**Characteristics of a good textbook**

- It is a manual of instruction or a tool.
- It is a standard book in the subject.
- It has both content and technique.
- It contains selected material.
- It is meant both for students and teachers.
- It presents material in graded form.

**1.2.4 Reflective Exercise**

1. Have you seen the NCF -2005? Go through the NCF 2005 and SCF and write down some of the commonalities that you find in them.

(NCF-2005 and SCF is available in your libraries)

**1.2.5 Assignments**

1. Prepare a syllabus for any class and incorporate all those elements that you visualize for a good class room.  
(Hint- Go through the B.Com III<sup>rd</sup> year syllabus)
2. How is the information about the target group and their entry level qualification useful for the teacher?
3. You have read the difference between syllabus and curriculum. Similarly write the difference between textbook and syllabus?

Basis of comparison	Syllabus	Textbook

4. Ints from the tips for using textbooks given in this subunit.

**1.2.6 Review Questions**

1. State the main differences between the curriculum and syllabus?
2. What are the characteristics of a curriculum which is not seen in a syllabus?

**Some Important Tips for Using Textbooks**

- 1. Use the textbook as a resource for students, but not the only resource.**
- 2. Use the textbook as a guide, not a mandate, for instruction.**
- 3. Be free to modify, change, eliminate, or add to the material in the textbook.**
- 4. Supplement the textbook with lots of outside readings.**

3. What are the characteristics of a syllabus?
4. Describe the curriculum frame work in your own word.
5. What are problems faced by the learners in the text books?
6. What are the difference between the aims and objectives?

**Reference**

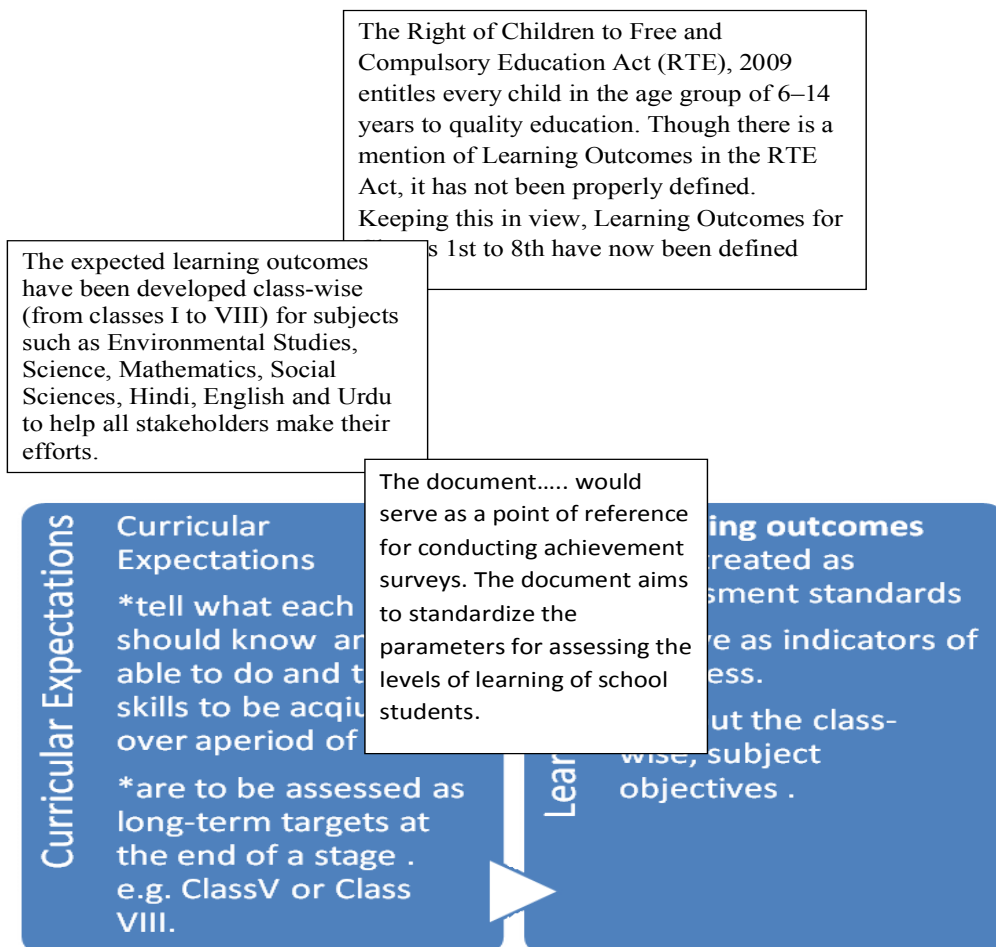
1. Position Paper National Focus Group On Curriculum, Syllabus And Textbooks, NCERT, New Delhi
2. Materials for Teaching English, Block –II, Types of Syllabuses and Materials,(PGCTE) Dept. of Distance Education, CIEFL.

**1.3 Learning Outcomes**

**1.3.1 Introduction:**

The National Curriculum Framework (NCF-2005) ensures similar parameter for learning through a prescribed syllabus in each class. Generally, the curriculum discusses stage-wise curricular expectations but does not outline the class-wise learning outcomes.

**Excerpts from NCERT Document on learning outcomes at the Elementary Stage 2017**



### 1.3.2 The Objectives:

By the end of this sub unit you will be able to:

- i. understand the process of learning a second language.
- ii. develop the understanding of learning outcomes with respect to curricular expectations and the syllabus
- iii. identify and assess the learning outcomes in English across the syllabi at Elementary level.

### 1.3.3 Concept:

The knowledge, dimensions and values are necessary to achieve the curricular expectations and should be listed clearly. This will allow the desired learning outcomes of the children to be described and will eliminate doubts concerning the development of expected competencies. Curricular expectations are long term goals and cannot be achieved in shorter duration. Broadly these indicate what each child needs to know, is able to do and dispositions need to be acquired over a period of time. Thus they give holistic view of the learning.

Learning Outcomes show class wise progression in various dimensions of learning. They facilitate in curriculum transactions/ strategies i.e. pedagogy. Learning outcomes are based on the premise that learning is a process in which the children are actively involved. Teachers also adapt their teaching as per the children's needs. From curricular expectations to learning outcomes, the long term goal is achieved through short term goals indicated as learning outcomes. This takes care of different learning styles and multiple intelligences. Children do not learn the same thing in the same way and they are given multiple opportunities to learn.

Learning outcomes show class wise progression in various dimensions of learning. They facilitate in curriculum transactions/ strategies i.e. pedagogy. Learning indicators are based on the premise that learning is a process in which the children are actively involved. Teachers also adapt their teaching as per the children's needs. From curricular expectations to learning indicators, the long term goal is achieved through short term goals indicated as learning indicators. This takes care of different learning styles & multiple intelligences. Children do not learn the same thing in the same way and they are given multiple opportunities to learn.

Learning outcomes have been given class wise in columns, covering all the three stages. A conscious attempt has been made not to provide these indicators in the form of rubric or outcomes based assessment standards. The reason being, by providing assessment rubrics which focus on testing or on product without taking care of child's process of learning is likely to have 'wash back' effects on curricular expectations. Thus these indicators are not summative in nature but get spread throughout the syllabus and are continuous assessment parameters for the learner as well as the teacher.

Learning Outcomes need to be co-related at three stages.

- a. The teacher starts by identifying the curricular expectations (learning outcomes) that the children will achieve at the end of the course/stage.
- b. The teacher plans the teaching - learning process – (Pedagogical Process)
- c. The learning outcomes inform the teacher and the children about the processes involved to achieve the curricular expectations.

These goals are meaningful to children also, and over a period of time both the teacher and the children will appreciate and understand how the specific activities/tasks relate to these goals. It enhances collaborative learning. Therefore the pedagogical tasks designed by the teacher need to be



challenging, authentic, integrative and interdisciplinary. The teachers' role in the entire process is that of a facilitator, co-learner and co-investigator.

A learning outcome is a consolidated statement that includes one or more than one competency that the learner is expected to achieve. Hence, these individual competencies could be the learning indicators for the teacher in the course of Continuous and Comprehensive Evaluation.

### **1.3.3.1 Outcomes in Language Learning:**

By the end of class V, children are settling with English. They begin to communicate with teachers and peers in English. They begin to learn the very basic oral English needed to manage learning in an English-speaking classroom. Through their first language experiences, they understand that different forms of language are used in different situations and contexts. They begin to adapt their limited, emerging English language resources to respond to new communicative and functional demands. They recognize the importance of non-verbal communication. They begin resources to respond to new communicative and functional demands. They recognize the importance of non-verbal communication. They begin to become familiar with patterns in the sounds, intonation, rhythm, grammar and meaning of English.

### **1.3.3.2 Curricular Expectations at the Primary Level**

Children are expected to

- acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner.
- develop interpersonal communication skills.
- attain basic proficiency like, developing ability to express one's thoughts orally and in writing in a meaningful way in English language.
- interpret and understand instructions and polite forms of expression and respond meaningfully both orally and in writing.
- develop reference skills both printed and electronic mode.
- acquire varied range of vocabulary; understand increased complexity of sentence structures both in reading and writing.
- express an awareness of social and environmental issues.
- read and interpret critically the texts in different contexts– including verbal (including Braille) and pictorial mode.

### **Curricular Expectations at the Upper Primary Level**

#### **Curricular Expectations**

Children are expected to:

- acquire the ability to listen and respond orally and in writing/Lip reads where necessary.
- speak about self, simple experiences; report events to peers, accurately and appropriately make connections and draw inferences.
- recite poems, dialogues; speak and write language chunks (phrases, sentences from stories, plays, speeches, etc.)
- understand the central idea and locate details in the text (familiar and unfamiliar).
- use his/her critical/thinking faculty to read between the lines and go beyond the text.

- comprehend and uses the form and functions of grammar in context.
- write coherently and with a sense of audience (formal and informal)
- write simple messages, invitations, short paragraphs, letter (formal and informal), applications, personal diary, dialogue from story and story from a dialogue/conversation in English and in Braille
- engage in creative writing e.g. composition of poems, jokes, short stories, etc.
- develop sensitivity towards their culture and heritage, aspects of contemporary life, gender, and social inequality

**Task 1.** The curricular expectations are goals that we intend to achieve at the end of a level. Read the above stated expectations carefully and try to find out in what ways the children studying in our state govt. schools fulfill these expectations.

Put a tick mark on the statements that you find are being attained in the teaching and learning of English. Put a cross mark against those which are not being fulfilled and say why you think these are difficult for our learners to achieve.

By the time learners complete Class V, the skill wise curricular expectations and the possible pedagogic processes have been underlined as follows.

### **1.3.1 A. Listening**

#### **Curricular Expectations**

- \* Understand simple English language spoken in their immediate environment.
- \* Enthusiasm to listen to English with understanding.
- \* Appreciate non-verbal clues and respond through speaking / body language.

#### **Pedagogical Processes**

- \* Clear lip movement for children with hearing impairment to lip read
- \* Familiarizing children with day to day spoken English (small sentences and phrases) in class, assembly, playground etc with peers/groups.
- \* Creating learning situations for using greetings and polite forms of expression.
- \* Using formulaic expressions such as ‘Sit in a circle.’ and helping children become familiar with these expressions and use them.
- \* Familiarizing children with the sound system of English through chunks of language such as “an apple” and connecting it with visuals/ realia.
- \* Giving oral instructions for games/activities in simple English.
- \* Introducing content and devising tasks that encourage children to draw on diverse experiences and make connections with what is worthwhile and important to them.
- \* Encouraging children to watch English cartoons (Listening and speaking are developing in conjunction) and speak about it.
- \* Providing input via audio-video/reading out from material and generating interest through pair and group work/role-play.
- \* Facilitating pair/group work where children share their experiences.

- \* Providing learning situations such as role play to listen and communicate messages.
- \* Using picture clips, photos, singing, storytelling, effective questions, music etc.
- \* Narrating variety of stories from the textbook and beyond (other sources), helping children to talk about the main idea (s) in a text.
- \* Using a number of facial expressions, dramatizing and using pictures for stories.
- \* Asking questions based on the texts, using mother tongue and scaffolding, wherever necessary using role play
- \* Reading aloud, action songs/poems, encouraging children to sing collectively (Listening and speaking are connected) using gestures.
- \* Giving dictation of a few simple sentences to enable children to listen and write. (Listening is linked with speaking/writing).
- \* Playing music (non-verbal) and encouraging children to express themselves through speech, action, dance, drama photographs, film clips, puppets, comics, displays and singing.
- \* Drawing attention to onomatopoeic sounds such as a tap-tap, buzz, gr.r.r. etc.

### **1.3.2 Speaking**

Students generally speak to their teachers when they need to. In the classroom we tend to use the vocabulary that is useful to us in several contexts. However, children need to be trained to use functions of language.

#### **Curricular Expectations**

- \* The students are able to speak English along with home language.
- \* They are able to ask questions.
- \* The children are able to recite poems, say dialogues, phrases from stories and plays, etc.

#### **Pedagogical Processes**

- \* Encouraging lip reading to understand words even without sound. Children love to play miming games like this.
- \* Creating learning situations to introduce themselves to a new student/another teacher/ a visitor/principal.
- \* Familiarizing children with new vocabulary as per their context and making them speak. Using pictures, objects, realia, models and wall displays at eye level, large prints and signs.
- \* Providing input/ encouraging for participation in class, morning assembly programmes.
- \* Providing situations/ pictures/images/artifacts to help children speak about them in pair/ groups.
- \* Creating learning situations via-drama, storytelling, group work, role-play/mock-telephonic conversations /conversations between and among family members/ connecting it with the characters from lessons.
- \* Creating learning situations to speak about hobbies, games, food etc.
- \* Based on the reading of the text, children are encouraged to speak. e.g. comprehension, connecting to previous knowledge.

- \* Varying the input as per the special needs of the child with hearing impairment.
- \* Connecting learning to the real world and encouraging them to ask questions such as “*What all things do you have in your bag?*”
- \* Encouraging children to imagine and speak about characters and situations using prompts or pictures to help children create stories.
- \* Encouraging children to raise queries & ask questions through various modalities like visual, auditory and kinesthetic.
- \* Providing poems and stories (from textbooks and other sources chosen by the teacher/ children from children’s magazines ,newspaper cuttings etc.) for children to read.

### **1.3.5 Reading**

The students are able to recognize some words in English and make some attempts to read unknown words using initial sounds. They mostly rely on illustrations and teacher support to establish meaning in a text and may not be able to make sensible words from combination of letters. While they continue to use early decoding skills, they are not yet able to predict from language context alone because they tend to associate the English words from their mother tongue. Gradually they can follow and read short, simple texts along with the teacher and in class as shared reading activities.

#### **Curricular Expectations**

- Understand the main idea, locate details in the text (seen and unseen).
- Able to ask questions.
- Understands the form and functions of grammar in context.

#### **Pedagogical Processes**

- \* Providing visuals/pointing to illustrations in texts to encourage children to read.
- \* Familiarizes children with both small and capital letters of the alphabet.
- \* Facilitating comprehension through various texts/movement/actions.
- \* Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.
- \* Facilitating children to relate ideas of the text with personal experience through questions and interaction.
- \* Introducing stories **from L1 and L2** to facilitate comprehension.
- \* Listening to poems, showing understanding through tone, volume and action.
- \* Introducing different kinds of texts such as descriptions, stories, folktales and poems.
- \* Providing beyond the text materials such as advertisements, notices, etc.
- \* Facilitating reading of children’s magazines and children’s section of newspapers and enriching the reading habits through exposure to school library, reading corner.
- \* Introducing titles of books, movies, etc.
- \* Encouraging children to raise questions based on their reading.

- \* Drawing attention towards the use of grammar in context and explaining it such as nouns, adjectives etc. *e.g. red rose.*
- \* Drawing attention to the use of punctuation through a variety of texts such as use of capital and small case, comma, full stop.

### 1.3.6 Writing

#### 1.3.7

Children develop the ability to use some basic conventions of writing in English. They write texts using sentence structures based on oral structures and very simple repetitive texts. By the end of class III, they are beginning to write their own very short, simple texts.

They write with less need for teacher transcription. Their attempts at spelling depend on sounds. Children begin with one word to phrases to sentences across class levels.

#### Curricular Expectations

The students are able to write short, simple texts.

They are able to respond to small questions briefly.

They are able to write brief answers to questions given at the end of the unit/lesson.

#### Pedagogic Processes

- Facilitating children to form letters and spacing properly.
- Familiarising children with words from the text and immediate surroundings.
- Drawing attention to the use of capital letters and punctuation marks such as full stop, comma, question mark etc.
- Giving dictation of sentences/short paragraphs (listening and writing are developed in conjunction)
- Providing texts (seen & unseen) and encouraging writing answers to comprehension questions.
- Providing verbal/visual clues to develop words/ sentence/ paragraphs.
- Encouraging children to write on self, family, pets and home etc. (**Giving extra time for children writing in Braille**).
- Providing examples of writing through a variety of examples.
- Providing examples of words/phrases (linkers) to indicate sequence, such as 'and' 'but' etc. Providing a variety of contexts such as going for a picnic, a fair etc. and helping them develop new vocabulary
- Providing examples of written texts to familiarize with grammar in context.
- Familiarizing children with rhyming words, creating rhythm through a poem.

#### 1.3.4 Reflective Questions:

**1. Classify the inputs given below into the four language skills. You may refer to the learning outcomes designated for Class V.**

*Creating learning situations to introduce themselves to a new student/another teacher/ a visitor/principal.*

*Creating learning situations via role-play/mock-telephonic conversations/conversations between and among family members/ connecting it with the characters from lessons through peer/group activities.*

*Encouraging children to ask queries/questions through multiple modalities.*

*Familiarising children with vocabulary associated with various professions by creating different learning situations.*

*Providing examples of words/phrases (linkers) to indicate sequence, such as 'after' 'next' etc.*

*Scaffolding to revise the written material.*

*Providing examples of written texts to familiarize with grammar in context.*

*Familiarizing children with stories/dialogues and encouraging them to use the content to write dialogue and vice-versa.*

*Narrating open-ended stories or providing themes to complete/compose stories. (Listening and Writing are developed in conjunction).*

*Discussing concepts such as rhyme, rhythm, simile in a poem.*

*Introducing situations where the same word is used in different contexts/meanings*

*Providing input/encouraging brain-storming etc for class discussions, morning assembly, annual day programmes, speech on a given topic etc.*

*Providing opportunities for peer group activities.*

*Providing poems (from textbooks and other sources chosen by the teacher/children from children's magazines/ children's section in newspapers or composed by children.*

*Providing stories/plays (from textbooks/others beyond the textbook).*

*Providing sources for children to become familiar with proverbs/ quotations e.g. All that glitters is not gold'.*

*Creating learning situations to speak about hobbies, games, food preferences, people she likes, places visited etc.*

### **1.3.3 Assignments:**

**1. Given below is a list of pedagogical interventions suggested for developing language skills in students. Identify the language skill that is talked about .Write down the activities in the English textbook , Class IV that coordinate with these pedagogical inputs.**

- a. Familiarizing children with the English language (small sentences and phrases) in class, assembly, playground etc with peers/groups.
- b. Creating learning situations by using audio-video/kinesthetic support to familiarize children with announcements made at public places.
- c. Giving oral instructions for games/sports in simple English along with signs. Make children with hearing impairment to sit in front for lip reading and identifying signs to understand English.
- d. Encouraging group and peer activities.

- e. Encouraging children to watch English skits/ children's films especially those with subtitles
- f. Providing input via audio-video/reading out from material and generating interest through peer and group work/role-play.
- g. Using picture clips, photos, singing, storytelling, effective questions, music etc.

**2. Read the statements carefully. Which skill are these related to?**

**Frame at least one activity/exercise based on the English textbook of Class V that relate to these expectations in the learner.**

- a. Understand the main idea, locate details in the text (seen and unseen)
- b. Understand different literary genres such as prose, poetry etc.
- c. Interpret different announcements purposefully.
- d. Use various sources in reading
- e. Communicate with respect to audience /topic/context.
- f. Understand the forms and functions of grammar in context.

**1.3.4 Review questions:**

Read the outcomes listed below. Find out the lessons in the textbook of any class (from class 1 to 8) in which the outcomes have been covered.

Learning Outcomes	Name of lesson
<p><b>The learner–</b></p> <ul style="list-style-type: none"> <li>• answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.</li> <li>• recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members.</li> <li>• acts according to instructions given in English, in games/sports, such as ‘Hit the ball!’ ‘Throw the ring.’ ‘Run to the finish line!’ etc.</li> <li>• reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs</li> <li>• conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc.</li> <li>• uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions</li> </ul>	

**Assignment:** Visit a nearby school and observe the English Class. Interact with the students and try to find out to what extent these outcomes have been achieved for SA1 & SA2. Add a few competencies that you think have not been mentioned in the columns below:

LEARNING OUTCOMES FOR	SA1	SA2
<p><b>CLASS 1</b></p> <ol style="list-style-type: none"> <li>1. Associates words with pictures and names familiar objects seen in the pictures</li> <li>2. Recognizes letters and their sounds from A to Z</li> <li>3. Differentiates between small and capital letters</li> <li>4. Recites poems and rhymes along with actions</li> <li>5. Responds orally to comprehension questions related to poems and stories (in any language including sign language)</li> <li>6. Carries out simple instructions such as “open the door”, “bring me the pen”, etc.</li> <li>7. Listens to simple English words, greetings and responds in English.</li> <li>8. Talks in English (about self, personal experiences, likes and dislikes, etc.)</li> <li>9. Writes 3 letter words in English (e.g. cat, hat, hen, pen, etc.)</li> <li>10. Use nouns such as ‘boy’ and prepositions like ‘in’ ‘on’ ‘under’. etc.</li> <li>11.</li> <li>12.</li> <li>13.</li> <li>14.</li> <li>15.</li> </ol>		

**2. Select a text book of any level from class 1 to 8. To analyze the textbook use the format given below. put a tick mark in the suitable column.**

		excellent	good	adequate	not satisfactory	task deficient	not useful	Mention at least one page number where you find the evidence
<b>A.</b>	<b>Physical attributes</b>							
	Cover page (Look of the book)							
	Lay out							
	Quality of illustrations							
	relevance of illustrations							
	book-binding and paper quality							
<b>B.</b>	<b>Suitability to learners</b>							
	Compatible to age							
	Suited to learner needs							
	suitable to interest of learners							



		excellent	good	adequate	not satisfactory	task deficient	not useful	Mention at least one page number where you find the evidence
C.	<b>Suitability for teachers</b>							
	content easy to teach							
	guidelines for teachers in the book							
	appropriate for teachers							
D.	<b>Content</b>							
	content presented in a logical order							
	templates are suitable to the class level							
	content is interesting							
	cultural variety has been taken care of							
	content suitable for second language learning							
	natural and local situations used							
	critical thinking encouraged							
	authentic texts have been used							
	all genres have been exploited							
	illustrations are meaningful for the content							
E	<b>Instructions</b>							
	understandable							
	simple instructions							
F	<b>Vocabulary</b>							
	expected vocabulary has been covered							
	distribution of vocabulary across the text is good							
	words have been reused in many lessons							
	Activities/Exercises							
	Variation in exercises							
	Meaningful exercises							
	Open ended exercises							
	Exercises help in learning vocabulary							
	Exercises help in using the new words in real life							
G	<b>Grammar</b>							
	Tasks/Activities							
	The spread of grammar is achievable							
	Grammar is in context							
	Examples are interesting							

	excellent	good	adequate	not satisfactory	task deficient	not useful	Mention at least one page number where you find the evidence
Learner friendly with no complex (rules/charts)							
Activities/Exercises							
Appropriate tasks are available							
Graded according to level							
Many Examples and tasks given							
<b>H. Reading</b>							
pre-reading							
Activities relate to previous knowledge							
Activities can be discussed							
Reading Activities in variety							
Exercises help in understanding the text							
Variations in questions							
Listening							
Appropriate listening tasks with well defined goals							
Tasks are authentic and common							
<b>I. Speaking</b>							
Activities developed to initiate meaningful communication							
Activities balanced between individual response, pair work and group work							
<b>J. Writing</b>							
Tasks have achievable goals							
Tasks are interesting							
Tasks take are according to learners' capabilities							
<b>K. Projects</b>							
Projects are given in the text book							
Gives opportunity to practice language skills							
Helps to reflect on students' own learning							
Helps in developing life skills							
<b>L. Exercises</b>							
Learner friendly							
Easy to understand							

	excellent	good	adequate	not satisfactory	task deficient	not useful	Mention at least one page number where you find the evidence
According to needs of all kinds of learners							
Over all view							
Learner friendly							
Text does not have any objectionable content							
Gender fair							
Content meets the needs for learning English							
Content is interesting							
Evaluation has been taken care through model papers							

- 1.
- 2.

**Given below are the Learning Outcomes for Class VI, State the strategies you will use in your class to achieve them. Also tell how you will ensure maximum participation by isolating smaller target competencies for the slow learners.**

Learning Outcomes	Teaching Strategies /Aids to be Used
<p><b>The learner –</b></p> <ul style="list-style-type: none"> <li>• participates in activities in English like roleplay, group discussion, debate, etc.</li> <li>• recites and shares poems, songs, jokes, riddles, tongue twisters, etc.</li> <li>• responds to oral messages, telephonic communication in English and communicates them in English or homelanguage.</li> <li>• responds to announcements and instructions made in class, school assembly, railway station and in other public places.</li> <li>• reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences</li> <li>• reads to seek information from noticeboard, newspaper, Internet, tables, charts, diagrams and maps etc.</li> <li>• responds to a variety of questions on familiar and unfamiliar texts verbally and in writing</li> <li>• uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts</li> </ul>	

- writes words / phrases / simple sentences and short paragraphs as dictated by the teacher
- uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing
- refers to dictionary to check meaning and spelling, and to suggested websites for information
- writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.
- drafts, revises and writes short paragraphs based on verbal, print and visual clues
- writes coherently with focus on appropriate beginning, middle and end in English / Braille
- writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience
- visits a language laboratory
- writes a Book Review.

#### 1.4 English Language Teaching-Learning Processes

*(Learning through games, literature, authentic materials, literature, real-life situations, ICT)*

##### 1.4.1 Learning English through Language Games

‘Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practise language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.’

‘Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.’

‘In an effort to supplement lesson plans in the ESL classroom, teachers often turn to games. The justification for using games in the classroom has been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspects of language learning to more co-operative group dynamics.’

‘There are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.’

Games help and encourage many learners to sustain their interest and work.’

‘Games also help the teacher to create contexts in which the language is useful and meaningful. games can provide intense and meaningful practice of language,

### **Why Use Games in Class Time?**

- \* Games are fun and children like to play them.  
Through games children experiment, discover, and interact with their environment. (Lewis, 1999)
- \* Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus. (Lewis, 1999)
- \* The game context makes the foreign language immediately useful to the children. It brings the target language to life. (Lewis, 1999)
- \* The game makes the reasons for speaking plausible even to reluctant children. (Lewis, 1999)
- \* Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
- \* Even shy students can participate positively.

### **How to Choose Games (Tyson, 2000)**

- \* A game must be more than just fun.
- \* A game should involve “friendly” competition.
- \* A game should keep all of the students involved and interested.
- \* A game should encourage students to focus on the use of language rather than on the language itself.
- \* A game should give students a chance to learn, practice, or review specific language material.

### **When to Use Games**

‘Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game “should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do” (1979:3). Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen.’

‘Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.’

‘There is a common perception that all learning should be serious and solemn in nature, and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception.

It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games.’

#### An Example of a Game

**Before the Class:** Prepare small paper cards (5cm X 3cm): one for each child. Write an action word on each card.

**During the Class:**

1. Divide the class into two groups (Group A and Group B).
2. Put all the cards in a container
3. Call a child from Group A and ask the child to pick up one card and tell the child not to disclose which word is written on the card.
4. Get the child to mime the action word given in the card picked up.
5. Get the students of Group A to guess the word.
6. Give three chances to make the right guess. If the group makes the right guess, they get 10 marks. If they don't make the right they do not get marks.
7. The next chance is for group B. Continue the game.

*Note: The teacher may make changes in the game and the rules per the need of the class.*

### 1.4.2 Teaching Learning Materials (TLMs)

Teaching Learning Materials (TLMs) are educational materials that teachers use in classroom. They help in achieving the specific learning objectives in their lesson plans.

#### Purpose of Using TLMs

TLMs are used to enhance the learning of students in classrooms. A teacher uses TLM to

- capture the attention of learner, to provide a variety of stimuli, which helps in making classroom teaching most effective. For example watching the video of story which has been read as a lesson in the textbook.
- help in longer retention of information. For example, the use of flash cards for learning shapes of words
- facilitate holistic learning by providing varied learning experiences
- help show application of theoretical knowledge into practical applications.
- to make learning fun – TLMs help in making learning fun in the classroom. Students enjoy the novelty of handling new objects and learn new concepts through them.

#### Types of Teaching Learning Material

TLMs is based on the senses they stimulate in learners, which, in turn affect the effectiveness of teaching learning process. TLMs can broadly be classified into three categories.

- i) Audio TLMs: Examples- songs, poems, dialogues, audio version of the lessons in the textbooks
- ii) Visual TLMs : Examples-? Print materials like Textbook, Supplementary book, Reference books, encyclopedia,, Magazine, Newspaper, blackboard writing and drawing Charts,

Posters, Maps, Diagrams, Graphs, Photographs, Cartoons, Comic strips ; Projected materials like still pictures, texts etc. objects like models, globe, relief map, Specimen and puppet

iii) Audio Visual TLMs: videos motion picture film, television, multimedia computer

### **Characteristics of Good TLM:**

Given below are some characteristics of a good teaching learning material.

1. The TLMs need to be *attractive* to the children. Size, colour (multi-colour or brilliant or appealing colour combination), movement (like moving toys) and in some cases the smell or/and taste or sound are some of the attributes of the materials which attract the attention of young learners.
2. *Familiarity* of TLMs will help to introduce new concepts. The children can also manipulate these materials with ease for meaningful learning of new concepts.
3. *Novelty* of the material also attracts the children. Unusual materials or novel use of the familiar materials are the attractive features of good TLMs.
4. The material should have *utilitarian* value. No material is a good or bad TLM, it is in the proper use that makes the material good or bad. A beautiful and attractive flower increases the aesthetic sense but is not a good material to teach the properties of a square.
5. Materials of *multiple utility* like dice, sticks, marbles, cubes and flash cards can have multiple uses in nearly all subject areas of elementary school curriculum and are hence more in demand as TLMs in the schools.

### **HOW TO ENSURE THE USE OF TEACHING LEARNING MATERIALS**

1. Ensure availability of sufficient TLMs in the classroom for the free use of the students.
2. While preparing your lesson notes in a subject for a specific period, plan for the TLMs to be used for demonstration, for group work and for individual work.
3. These lesson notes should be prepared well in advance much before the beginning of the period.
4. If you are planning to use the locally available perishable materials, entrust some students to collect those from the locality and come with them to the class.
5. Before the commencement of the period, collect all the materials from the school store or from other sources.
6. Ensure that the TLMs selected are relevant to the topic and within the understanding level of the students.
7. Use wall activities, floor activities, materials prepared inside and outside the classroom like garden, playground etc. as sources of learning.
8. Create a small group of students in your class who would be the leaders in collection, preparation, and maintenance of the TLMs in the classroom. For better maintenance, keep a record (stock book) of TLMs in your class.
9. Once in a month the TLM stock should be checked and the store cleaned up properly.
10. Keep these materials within easy reach of the students and teachers that is within the classroom. The concept of '*Learning Corner*' or more specifically '*TLM Corner*' has

hence developed which can be seen in several schools and is expected to be in every classroom in future. Let us understand this concept.

### **TLM Corner and its Use**

A *TLM Corner* is a corner or a place in the classroom convenient to all where all the TLMs used for learning and teaching of different subjects are kept systematically so that both teachers and students can use it with ease.

All the materials may be arranged subject or theme-wise in such a manner that all students can fetch and replace them easily.

### **1.4.3 Use of ICT in the Teaching–Learning of English**

To teach English and develop English language skills, various approaches and methods are in use in our country. But most of them are traditional, less interesting, ineffective as well as less motivating. So, it is necessary to use modern approaches and tools of ICT (Information and Communication Technology) to develop better understanding and acquisition of basic skills i.e. LSRW (Listening, Speaking, Reading and Writing) of English language among the students at school level.

Some of these approaches, facilities and tools are CAL ( Computer Assisted Learning), CALA (Computer Assisted Language Assessment), CALI ( Computer Assisted Language Instruction), CALL (Computer Assisted Language Learning), MALL (Mobile Assisted Language Learning) , TELL (Technology Enhanced Language Learning), Blogs, Wiki, e-mail facility, Digital libraries, Multimedia, Mobile learning, free and open source software and social media, MOOCs (Massive open online courses), Virtual classrooms, Documentaries, Digital storytelling, Mobile Applications, i-Pads, Digital Notebooks, Tablets, Smart Phones, Recorded audio- video materials, Online spoken tutorials, Digital pronunciation dictionaries etc. Modern studies and researches show positive results of integration of ICT in the field of ELT and development of English language skills.

Some of the important ICT tools and applications used in the field of English Language Teaching are following:-

- (i) Computers: It is helpful in storing, preparing, collecting and preparing of data for communication. It is helpful in the development of listening and speaking skills.
- (ii). Over head projector: It is an important tool of displaying information and processes to a large number of people simultaneously.
- (iii). Lingua phone: It is especially useful in the training of English language listening and speaking skills.
- (iv) Radio: It is very useful in education and training of the students of rural areas. Many distance and open education programmes are being conducted with the help of radio.
- (v) Television: It is useful in education as well as entertainment of the people. Many distance and open universities are running their educational programmes on television.
- (vi) Internet: It is the most important facility of communication. All the modern communication takes place through this. It has made the communication facility very fast, convenient, economic, and attractive. There are lots of facilities available for communication on internet. Some of them are following:-
  - (a) Social media: Social media has become an important tool of communication. It provides a platform for sharing thoughts and ideas. Blogs are made on it. Lots of social sites are available on it like, Face book, Twitter, Instagram etc. It is very helpful in learning situational language.



- (b) Online facilities for English language learning: A lot of online facilities are available on internet for the development language skills. Some of them are e-guidance, e-tutoring, e-teaching, e-journals, e-magazines, e-books, e-library, online training, virtual classes etc.
- (c) Online language related courses: These courses are available on internet. Some of them are free and some of them are payable. Students can enroll themselves in these courses and get education and training easily on their own place. Some of the agencies which are providing on line courses are following MOOC, Future Learn, NPTEL, and IIT's, Concordia University etc.

### **Uses of ICT for an ELT teacher:**

We cannot think of better educational environment without a better teacher. In earlier times the teacher was the focal point of education, but now the role of teachers has changed a lot. He is considered as a guide and friend of students who helps in learning, does not provides knowledge. To teach better a teacher needs to be update with the changes. For this ICT helps a lot. ICT can be useful for a teacher in the following ways.

- (i) It is helpful in the professional development of the teachers. A teacher can learn various language skills with the help of information and communication technologies. He can do various certification programmes in English language teaching run by the famous worldwide educational institutions. These programmes help in enhancing his capacity to teach English language and to make his subject content easy, economic and more understandable.
- (ii) A teacher can increase his domain of Knowledge English language with the help of e-journals, e-magazines and e-library that can be achieved only through the use of ICT. He can also participate in discussions and conferences with the experts of his English language teaching to improve his knowledge and skills ELT through audio and video conferencing.
- (iv) ICT helps a teacher to learn innovative methods of teaching. He can work with the students on various project and assignments. It also helps him in providing teaching contents, home works etc.
- (v) He may participate in various in-service training programmes and workshops which are essential for his professional development with the help of information and communication technologies.
- (vii) ICT helps a teacher to guide his students about the English language learning materials available on internet, e-books, e-journals, e-magazines and social sites like linked-in which are helpful in better learning of English language skills.
- (viii) ICT also helps him framing curriculum of English language learning. He can study curriculums ELT of different countries to study their pros and cons, challenges as well as sociological and psychological issues related to English language learners. All these things help him in framing a curriculum that leads to achieve the aims and objectives of English language teaching.

**Limitations of ICT tools:** Though ICT tools are very helpful in the teaching and learning of English language, still these tools have some limitations. Some of the limitations are discussed below:-

- (1) Often students fail to learn the targeted objectives of the English language teaching.
- (2) Due to freedom of time and space often students become careless about their targets and indulge themselves in meaningless works.

- (3) Repeated use of recorded programmes creates boredom in the students that leads to the problem of indiscipline in the classroom.
- (4) Most of the times students remain passive and inactive in the teaching learning process because they get less opportunities to participate actively in the teaching learning process.
- (5) The use of ICT tools needs technically trained teachers that lacks and create problems in the Teaching Learning Programme.

From the above discussions it is clear that ICT tools have changed the paradigm of English language teaching learning process. So it is essential for a teacher to be familiar with modern ICT tools and use it properly to achieve the aims of English language teaching.

#### **1.4.4 Use of Literature in the English Classroom**

Literature in all forms is everywhere in today's society whether it is studied in the classroom, read for pleasure or purpose. Literature is a central part of many lives.

##### **Reasons for Using Literary Texts in Foreign Language Classes**

There are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

##### *1. Valuable Authentic Material*

Literature is authentic material. Most works of literature are not created for the primary purpose of teaching a language. Thus, in a classroom context, learners are exposed to actual language samples of real life / real life like settings

##### *2. Cultural Enrichment*

Though the world of a novel, play, or short story is an imaginary one, it presents a full and colourful setting in which characters from many social / regional backgrounds can be described. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings.)

##### *3. Language Enrichment*

Literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language. They learn about the syntax and discourse functions of sentences, the variety of possible structures, the different ways of connecting ideas, which develop and enrich their own writing skills.

##### *4. Personal Involvement*

Literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text, he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process.

### Criteria for Selecting Suitable Literary Texts in Foreign Language Classes

When selecting the literary texts to be used in language classes, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students. Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Language difficulty has to be considered as well.

### 3. Literature and The Teaching of Language Skills

Literature plays an important role in teaching four basic language skills like reading, writing, listening and speaking. However, when using literature in the language classroom, skills should never be taught in isolation but in an integrated way.

#### 3.1 Literature and Reading

ESL / EFL teachers should adopt a dynamic, student-centered approach toward comprehension of a literary work. In reading lesson, discussion begins at the literal level with direct questions of fact regarding setting, characters, and plot which can be answered by specific reference to the text.

#### 3.2 Literature and Writing

Literature can be a powerful and motivating source for writing in ESL / EFL, both as a model and as subject matter. Literature as a model occurs when student writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and style. However, when student writing exhibits original thinking like interpretation or analysis, or when it emerges from, or is creatively stimulated by the reading, literature serves as subject matter

#### 3.3. Literature, Speaking, and Listening

The study of literature in a language class, though being mainly associated with reading and writing, can play an equally meaningful role in teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, re-enactment, discussion, and group activities may centre on a work of literature.

#### 1.4.5 Use of Authentic Materials for Teaching-Learning of English Language

Authentic material means the material that is real and not fake. Our textbooks are designed according to the grade keeping in view the mental level of our students. These are called graded materials. The level of the textbooks goes higher with each next level whereas authentic material is not specifically designed or produced with the purpose of language teaching and this easily differentiates it from course-book materials. For example, Newspaper, Magazines, Articles, Reviews, Reports etc.

#### DIFFERENCE BETWEEN AUTHENTIC & NON-AUTHENTIC MATERIALS

Authentic Materials	Non- Authentic Materials
Real	Artificial
Spontaneous	Contrived
Motivated	Static
Produced in real life for Communicative purposes	Written by authors as a text for teaching-learning purposes

#### WHY WE USE AUTHENTIC MATERIAL?

- To make students familiar with the language that exists in its real form in the real world.

- To enable students to learn about the culture of the country where the target language is spoken.
- To make the language learning experience more meaningful and relevant;
- To make language learning more enjoyable;

### **The Types of Authentic Materials**

There are three type of authentic materials as follows:

#### **1. Authentic Listening/Viewing Materials**

It includes silent films; TV commercials, quiz shows, cartoons, news comedy shows, dramas, movies, and soap operas; radio news, dramas, and ads; children’s songs; home videos; professionally videotaped, travelogues, documentaries etc.

#### **2. Authentic Printed Materials**

It includes newspaper articles, cartoons, advertisements, movie advertisements, sport report, weather report, TV guides, Tourist Information, etc.

#### **3. Realia Used in EFL/ESL Classrooms.**

It includes photographs, art works, signs with symbols, postcards, picture books, etc.

### **The Advantages of using authentic materials**

The main advantages of using authentic materials in the classrooms therefore include:

- Exposing students to real language
- Relating more closely to students’ needs
- Supporting a more creative approach to teaching

### **Example:**

Look at the picture of a wrapper given below.



**This is how you can use the wrapper to learn English language:**

**Grammar: Word hunt exercise like:**

Find nouns written in the wrapper.

Find verbs written in the wrapper.

**Reading:** Quiz questions like:

What is the flavor of the biscuit?

What can you win if you buy the biscuit?

For what period is the offer valid?

#### 1.4.6 Reflection:

1. 'A textbook is not complete in itself. So teaching learning materials are unavoidable.' Discuss.

#### 1.4.7 Assignments

1. Collect authentic materials, identify language learning points in it, design language learning activities. Prepare a display of the material and write down the strategy to use the material on a chart paper.
2. Identify literature texts in the textbooks of classes 6 to 8.

#### 1.4.8 Review Questions

1. Given below is an excerpt from the internet. How would you use the text to help students learn English?
2. Give a list of TLM which can be used in the elementary level to teach listening. Give suitable examples also.
3. Give the full form of :
  - i. ICT
  - ii. CAL
  - iii. TLM
  - iv. A-V Aids
4. Define:
  - i. Teaching-Learning Materials
  - ii. Authentic Materials
5. Describe a language game for practicing grammar.

## Unit-2

### LEARNING AND TEACHING OF ENGLISH AS A SECOND LANGUAGE (CONCEPTS, DEVELOPING TEACHING PLANS AND MATERIALS)

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#### 2.1 Principles of Designing Teaching Plans and Formats

*“If you fail to plan, you are planning to fail!” – Benjamin Franklin*

##### 2.1.1. Introduction

We need to prepare teaching-learning plans:

- to meet the students' needs and cater for different styles
- to keep a record of what we have done
- to organize the time
- to assess students' performances
- to create interesting classes and surprise the students
- to fulfil the curriculum and syllabuses
- to set targets
- to develop as a teacher
- to structure your lesson: lead-in, task, revision
- to collect materials
- to plan for scaffolding
- to help develop the LOTS and HOTS
- to ensure quality
- to incorporate different methods and resources

##### 2.1.2. Objectives

By the end of this subunit, the participants will be able to:

- Understands the how to plan a lesson for second language learning
- Develop different kinds of lesson plans

##### 2.1.3. Concept

A lesson plan is a framework for a lesson. If you imagine a lesson is like a journey, then the lesson plan is the map. It shows you a clear destination, where and how to start and the route to take to get there.

Essentially the lesson plan sets out what the teacher hopes to achieve over the course of the lesson and how he or she hopes to achieve it.

## 2.1.3.1

**PRESENTATION, PRACTICE AND PRODUCTION AT A GLANCE**

Carol Read

	PRESENTATION	PRACTICE	PRODUCTION
Purpose	<ul style="list-style-type: none"> <li>- to give students opportunity</li> <li>- to realise the usefulness and relevance of a new language item.</li> <li>- to present the meaning and form (grammar)</li> <li>- to check understating</li> </ul>	<ul style="list-style-type: none"> <li>- to provide practice within controlled, but realistic and contextualized framework.</li> <li>- to build confidence in using new language.</li> </ul>	<ul style="list-style-type: none"> <li>- to provide the opportunity for students to use new language in freer, more creative ways to</li> <li>- to check how such has really been learnt</li> <li>- to integrate new language with old</li> <li>- to practice dealing with the new language items</li> <li>- to motivate students</li> <li>- can be used for revision or diagnostic purposes</li> </ul>
Important Features	<ul style="list-style-type: none"> <li>- clear, activating, natural and relevant context.</li> <li>- model (or sample) sentence</li> <li>- concept checking</li> <li>- grammatical explanation if necessary</li> </ul>	<ul style="list-style-type: none"> <li>- framework provides guidance for utterances, reduces scope for errors</li> <li>- clear and realistic prompts</li> <li>- Student Talking time maximised</li> </ul>	<ul style="list-style-type: none"> <li>- Purposeful tasks</li> <li>- Students work together at their own place</li> <li>- Clear instructions</li> <li>allowance of possibility of making mistakes</li> </ul>
Typical Activities	<ul style="list-style-type: none"> <li>- build up of appropriate situational and linguistic contexts for new language</li> <li>- listening to and initial repetition of model sentences</li> </ul>	<ul style="list-style-type: none"> <li>- drills (choral and individual)</li> <li>- 2, 3 or 4 line dialogues</li> <li>- Information and opinion gap exercise etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Games, role plays, discourse, chains, discussions, information gaps etc.</li> </ul>
Role of Teacher	<ul style="list-style-type: none"> <li>- informant</li> </ul>	<ul style="list-style-type: none"> <li>- conductor</li> <li>- corrector</li> </ul>	<ul style="list-style-type: none"> <li>- monitor, advisor, encourage, mistake hearer, consultant</li> </ul>
Type of Interaction	<ul style="list-style-type: none"> <li>- Teacher-Students choral</li> <li>- Teacher-student individual</li> </ul>	<ul style="list-style-type: none"> <li>- T-S</li> <li>- S-(open pairs)</li> <li>S- (close pairs)</li> </ul>	<ul style="list-style-type: none"> <li>- Student pairs</li> <li>groups</li> <li>singles</li> </ul>
Degree of Control	<ul style="list-style-type: none"> <li>- highly controlled, T model</li> </ul>	<ul style="list-style-type: none"> <li>- Very controlled, Students have limited choice</li> </ul>	<ul style="list-style-type: none"> <li>Greater element of freedom</li> </ul>
Correction	<ul style="list-style-type: none"> <li>- important to correct so that Ss have correct grasp of form (of the new language item) , mostly by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>- By teacher, other students or self correction</li> </ul>	<ul style="list-style-type: none"> <li>Generally non-interference by Teacher</li> </ul>
Length and Place in Lesson	<ul style="list-style-type: none"> <li>Usually in the beginning</li> </ul>	<ul style="list-style-type: none"> <li>- follows presentation, or at the beginning for revision</li> </ul>	<ul style="list-style-type: none"> <li>- depends on level of Ss and type</li> <li>- after presentation and practice within or across lessons.</li> </ul>

### 2.1.3.1 A Teaching Plan

Teaching Point : Present Simple Tense'

Language Function : Asking Information, Giving information

Objectives : Learners will be able to

1. describe thing/animals.
2. use present simple tense in real life situations.
3. ask questions, answer questions, carry out real conversation.

Class Room Setting : Groups of four or five students

Material Needed : Drawing sheets and sketch pen sets according to the number of groups.

Procedure (Classroom Implementation)

Stage1:Presentation



Example: Teacher will draw the given picture on the board.

Teacher will write the following points:

- |    |              |   |                        |
|----|--------------|---|------------------------|
| 1. | Name         | - | Ducat                  |
| 2. | Size         | - | medium/average         |
| 3. | Colour       | - | white and yellow       |
| 4. | Food         | - | milk, bread, insects   |
| 5. | Living Place | - | pond and people's home |

Teacher, with the help of the learners will describe the animal using the hints given on the board. The description would be like:

The name of this animal is Ducat.

It is medium in size.

Its colour is white and yellow.

It eats milk, bread and insects.

It lives in ponds and in people's home.

Stage 2 : Practice Stage

Distribute the drawing sheets and pens among the groups.

Language learning is acquiring the skills of listening, speaking, reading, writing, and thinking in an integrated manner. Language learning becomes meaningful when it is connected with the immediate environment of the children.

The activities need to be linked to life outside. Language learning does not necessarily take place only in the language classroom. Mathematics or an EVS class can very well be used as a language class before we focus on the content assessment of the subject. Textual materials and exercises from EVS or Mathematics textbooks can very well be selected for organizing and conducting language activities and assessing children's language skills in any class.

Teaching-learning of English, therefore, needs to be flexible in such a way that children use their first language along with second language to express themselves wherever needed. The teacher can also use the first language to provide background information and then move on to read the lesson the children in English. An input rich communicational environment to facilitate language learning can be enhanced through textbooks, story books, magazines, newspapers, audio/video material. All modalities like visual, auditory and kinesthetic can be used in the pedagogic process.



Give them the following instructions:

- You are going to draw the picture of a new creature.
- You can combine two animals, or two birds, or birds and animals as given in the example.  
Don't write anything on the drawing sheet.
- Try to describe your creature on given five points in your note book as given in the example.
- Allot 15 minutes for it.
- Ask the group – To come forward, show the picture to the class.
- Ask the other students to ask the questions only related to the five points beginning with 'what'.

**Examples :**

1. What is the name of this creature? (Example: Ducat)
2. What is the size of the creature?
3. What is the colour of.....?
4. What is the food of.....?
5. What is the living place of.....?

(The group will answer the questions)

**Stage 3 : Production Stage**

Ask the learners to write the paragraph on the creature they have produced.

Ask them to exchange their written work (group wise) and read it aloud to the group.

**Variation :**

1. Change the question form:
  - What is the name of this creature?
  - What does it eat?
  - Where does it live?
  - Where can we see it?... etc.

2. Ask them to write five sentences about their fiends.

Note: Notice how all the language skills – Reading, writing, listening and speaking are integrated in a single task.

**2.1.4. Reflective Exercises**

1. Study the lesson plan and describe the features of the plan.

**2.1.5. Assignments**

1. Find out different formats for teaching plans.
2. Select/design a format for teaching reading.

### 1.5.6. Review Questions

1. Why should we prepare lesson plans?

#### 2.1 Listening

*“The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them”*

*(Dr. Ralph Nichols)*

##### 2.1.1 Introduction

“Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers” (Rebeccal, 1993)

One can learn any language only if s/he gets proper exposure of that language. Many teachers confess that they do not teach English through English because the learners would not be able to follow them. This is how the environment to develop the skill to communicate in English is destroyed at the root.

As English language teachers you should not give in to the demands of the children and explain everything in regional language.

##### 2.1.2 Objectives

By the end of this subunit, you will be able to:

- understand the difference between listening and hearing
- appreciate the importance of listening in communication
- understand the different types of listening situations one comes across in real life
- identify some major problems in the development of listening skill
- know about different types of listening skills
- understand the process of listening( three phases of listening)

##### 2.1.3 Concept

###### 2.1.3.1 What is listening?

Listening is a vital mental capacity. It is one of the principal ways through which we understand and take part in the world around us. Listening is the ability to identify and understand what the speaker is saying. To listen and understand, one needs to understand the accent, pronunciation, grammar, vocabulary and thus get the meaning. Listening is an active process in which a conscious decision is made to listen to and understand the messages of the speaker.

The sub skills of listening are well explained by (Rost, 1994) as he draws a particular list of components to master when dealing with this skill:

- Discriminating between sounds
- Recognizing words
- Identifying functions (such as apologizing )in conversations
- Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non linguistic cues (gestures and relevant objects in the situation) in order to construct meaning

- Using background knowledge and context to predict and then to confirm meaning
- Recalling important words, topics and ideas.
- Giving appropriate feed back to the speaker.
- Reformulate (understand and express) what the speaker has said.

### 2.1.3.2

#### **The difference between “Hearing and Listening “**

As a suitable starting point for dealing with the listening skill in foreign language teaching is to consider the following question: How is “hearing” different from listening?

The two terms “hearing and listening are often used interchangeably, but there is an important difference between them.

So listening and hearing are not synonymous. Hearing occurs when your ears pick up sound waves. Listening involves making sense out of what it means.

“Hearing is with the ears, listening is with the mind “ - (Hamilton, 1999)

#### **Real listening is an active process that has three basic steps.**

- **Hearing:** Hearing just means listening enough to catch what the speaker is saying. For example, say you were listening to a report on zebras, and the speaker mentioned that no two are alike. If you can repeat the fact, then you have heard what has been said.
- **Understanding:** The next part of listening happens when you take what you have heard and understand it in your own way. Let’s go back to that report on zebras. When you hear that no two are alike, think about what that might mean. You might think, “Maybe this means that the pattern of stripes is different for each zebra.”
- **Judging:** After you are sure you understand what the speaker has said, think about whether it makes sense. Do you believe what you have heard? You might think, “How could the stripes be different for every zebra? But then again, the fingerprints are different for every person. I think this seems believable.”

### 2.1.3.4 Enabling skills of Listening?

There are a few enabling skills or ‘strategies’ that English learners should use while dealing with Listening

#### **1. Predicting/Guessing content**

If there are words like sun, clouds and thunder in news, Can you guess the topic? Most likely, this is going to be a weather forecast.

Depending on the context – a news report, a university lecture, an exchange in a supermarket –the topic can be predicted by the kind of words and style of language the speaker will use.

#### **2. Listening for gist**

When listening, it is also possible to get the ‘whole picture’ through the information that comes in a sequence. And in that sequence of information, there are **content words** (the nouns, adjectives and verbs) that can help you form that picture. We often call this ‘listening for gist’.

For example, the words ‘food’, ‘friends’, ‘fun’, ‘park’ and ‘sunny day’ have their own meanings, but when you hear the words in sequence, they help form the context of a picnic.

### 3. Detecting signposts/recognizing discourse markers/ cohesive devices/intonation patterns

Just like the traffic lights on roads, there are signposts in language that help us follow what we're listening to. Words like 'therefore', 'but' which link ideas and help us to understand what the speaker is talking about and where they are taking us.

### 4. Listening for specific information

When listening for a specific kind of information – perhaps a number, name or object, you can ignore anything that does not sound relevant. In this way, you are able to narrow down the search and get the information needed.

In a listening test, if the question is to write down the age of a person, the attention is more on the words related to age ('old', 'young', 'years', 'date of birth', etc.) or a number that could represent that person's age. If it is a conversation, then the question word/ phrase 'How old...?' is given attention to.

### 5. Inferring meaning

We can infer the relationship between people from the words they use, without having to find out directly. Take the following conversation:

*A: Samir, did you do your homework?*

*B: I did, Madam, but the dog ate it.*

*A: That's a terrible excuse. You'll never pass your exams if you don't work harder.*

We can infer from the use of the words 'homework', 'Madam' and 'exams' that this is a conversation between a student and his teacher. By using contextual clues and our knowledge of the world, we can work out what's being said, who is speaking and what's going on.

#### 2.1.3.4 Stages of Listening

Stages in the listening tasks:

In order to help students to practice listening abilities in classroom, it is helpful to divide a listening activity into three distinct stages: the pre-listening, the while listening and the post listening.

#### 1. The pre-listening stage:

In this stage called "introductory or preparatory", students should be given a reason to listen, a chance to discuss and predict what they are going to hear. In addition, pre-teaching of some vocabulary can also be a useful part of the pre-listening stage.

Pre Listening Activity: "Predicting content from the title of a talk, talking about a picture which relates to the listening text, discussing the topic, answering a set of questions about the topic and agreeing or disagreeing with opinions about the topic"

#### 2. The while listening stage:

While the learners listen, they do activities like

- i) Listen and fill in the blanks
- ii) Listen and Draw
- iii) Listen and put tick mark on the right option

### 3. The post listening stage:

In this stage the students verify their responses to the given task.

#### **SOME TIPS FOR LISTENING SESSIONS**

- 1. The students books should not be opened during any Listening Activity i.e the text ( in written form) should not be in the hands of the students.*
- 2. The text should be read at least three different speeds while giving practice. ( starting from slow to medium to fast)*
- 3. The text should be read at least from three places during the practice sessions.*
- 4. The teacher or the one who is giving practice should not stop in between even if the students say that they missed some points. ( The teacher should stop only after completing reading (aloud) the complete content.*
- 5. Don't give the readymade answers to the students to save time instead read the passage for the students till they come up with correct answers.*

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#### **2.1.3.7 Ideas and Activities for Teaching Listening**

##### **A. Listening and Performing Actions and Operations**

1. drawing a picture, figure, or design
2. locating routes of specific points on a map
3. selecting or identifying a picture of a person, place, or thing from description
4. performing hand or body movements as in songs and games such as “Simon Says”
6. carrying out steps in a process, such as steps solving a math problems, a science experiment, a physical exercise etc. .

##### **B. Listening and Transferring Information**

1. listening and writing down notes
2. listening and filling in the blanks to complete the story game (in order to complete the story)

3. listening and completing a form or chart
4. listening and summarizing the gist of a short story, report, or talk

### **C. Listening and Solving Problems**

1. “minute mysteries” in which a paragraph-length mystery story is given by the teacher (or a tape), followed by small group work in which students formulate solutions
2. Solving riddles, logic puzzles, intellectual problem-solving like number puzzles, oral maths tasks etc.

### **D. Listening, Evaluation, and Manipulating Information**

1. writing information received and reviewing it in order to answer questions or to solve a problem
2. evaluating information/arguments in order to make a decision or construct a plan of action and develop a position for or against
3. evaluating cause-and-effect from the information in the listening text
4. projecting from information received and making predictions
5. combining information & condensing information
6. evaluating and elaborating or extending information
7. organizing unordered information received

### **F. Listening for Enjoyment, Pleasure, and Sociability**

listening to songs, stories, plays, poems, jokes, anecdotes, teacher chat.

#### **2.1.3.6 Barriers of Listening**

##### **1. Lack of concentration and attention**

The brain is incredibly efficient. As it is proved scientifically, any person talks at a rate of 120 to 150 words a minute and the brain can process about 400 to 800 words a minute. So the listener tends to entertain other thoughts and may even stop listening for some time.

“Many pupils have difficulties following instructions owing to apparent deficits in attention and concentration. Such pupils may not be adapting well to the numerous distractions in a typical classroom” – Rost (1994)

##### **2. Lack of prior knowledge and proficiency**

The concerned knowledge in this context is the socio-cultural, factual or the contextual knowledge of the target language. These types of knowledge can present an obstacle to comprehension because according to Anderson and Lynch (1988), this background of non linguistic clues are very essential in helping students to understand the target language and this latter which is the mean to express its culture. “Gaps in our knowledge of the L2 culture, of the associations and references available to native users, can present obstacles to comprehension” (Anderson, Lynch, 1988, 35)

##### **3. Problems related to the message:**

###### **3.1. Related to the content:**

Students should be familiar with topics used in the listening comprehension practice. Familiarity with the topic reduces the level of difficulty in listening comprehension.

### 3.2. Related to the speaker

Among the difficulties related to the speaker we notice that our learners may not be well acquainted to certain accents and pronunciation.

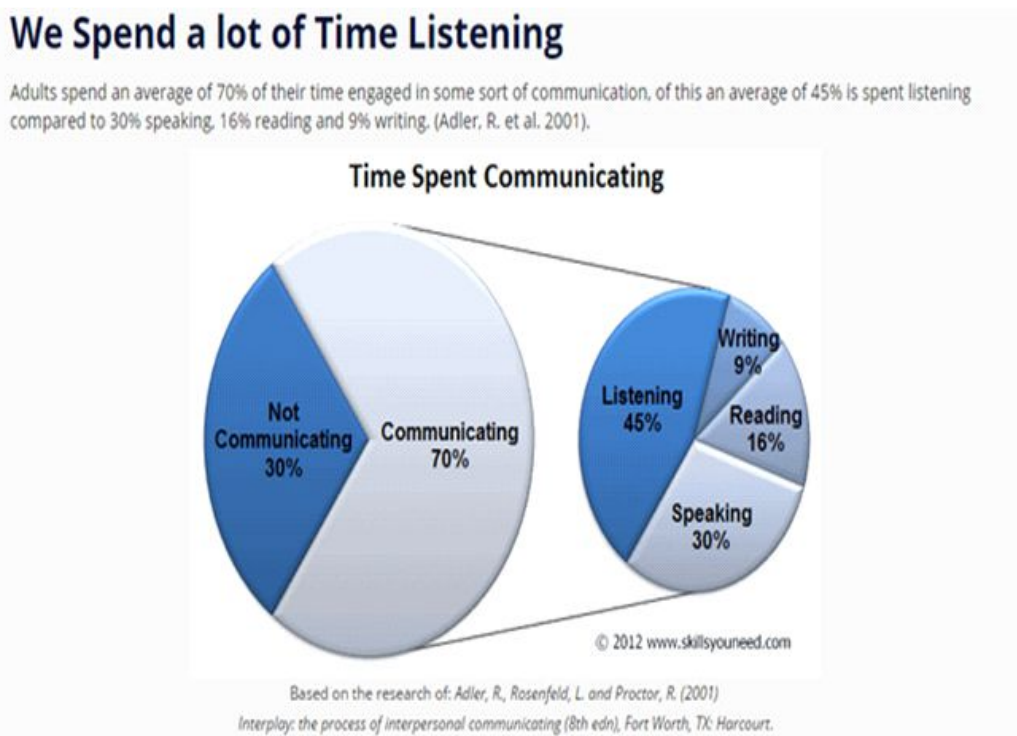
The level of difficulty in comprehension is also noticeable when the process is characterized by the non-visibility of the speaker. A visible speaker with the existence of many paralinguistic features such as facial expressions, hand and body gestures... can enhance positively student's comprehension.

### 3.3. Related to physical setting:

Difficulties related to this factor can be found in the classroom or the laboratory noises whether noises on the recording or environmental ones. This may prevent the learner to listen well In addition to the unclear sounds resulting from poor quality equipment. (Yagan, F, 1993, 16).

#### 2.1.4 Reflective Exercises

1. Which one of the two do you prefer and why?
  - i. Read English
  - ii. Listen to English
2. List out some real life situations where you listen to English.
3. Lectures are best ways to develop listening skills in the second language at the elementary level. Discuss.
4. Do you of remember any advertisement, a game or a song which has English and you love it? If yes write it down and give one reason why you like it.
5. Study the diagram and explain what it conveys about the importance of developing the skill of listening.



**2.1.5 Assignments**

1. List out five activities which you would like to implement in your class rooms? Give the reasons why you would like to implement them.
2. Observe a listening class and Categorise the students on the basis of levels of listening and types of listeners. Prepare a report on the basis of your observations.
3. Listen to English News and take notes.

( Please go through the study skills section-D.El.Ed 1<sup>st</sup> year)

**Suggested Format**

**DATE** -.....

**NEWS READER**-.....

**CHANNEL**-.....

1. ....( **Main news-1**)
  - a. ....(support ideas)
  - b. ....(support Ideas)
  - c. ....(support Ideas)
2. ....(Main news-2)
  - a. ....(support ideas)
  - b. ....(support Ideas)
  - c. ....(support Ideas)
3. ....(Main news-2)
  - a. .... (support ideas)
  - b. .... (support Ideas)
  - c. ....(support Ideas)

4. Go through the text books of English (one from primary and one from upper primary) and list out the listening activities in them and complete the form given below:

	CLASS-.....			
	LIST OF LISTENING ACTIVITIES			
S.No	LISTENING ACTIVITY (Page No.)		Sub Skills	Your Opinion
	TEXT (story/dialogue/announcement)	EXERCISE		
1.				
2.				
3.				



### 2.1.6 Review Questions:

1. List out five barriers of listening giving examples?
2. How is listening different from hearing ?
3. What are the different levels of listening?
4. What are barriers of listening?
5. What are the points that you would keep in mind while dealing with listening skills?
6. What are the different situations and purpose of listening? State five of them.



## Unit 2.2. Speaking Skills

### 2.2.1. Introduction

As learners of English we must develop four language skills - viz. listening, speaking, reading and writing - along with two components grammar and vocabulary of English language. Among all these, speaking English is considered to be most challenging throughout the world, not only for learners but for teachers also who use English as a second language.

Language is mainly to be spoken. Listening forms the foundation of speech; speaking is built on listening. Therefore, if we wish to speak English efficiently, we must listen to good English a lot.

### 2.2.2. Objectives

By the end of this unit you will be able to

- get familiar with various processes and techniques for enhancing the speaking skills
- develop effective language activities and tasks.

### 2.2.3. Concept

#### 2.2.3.1. What is speaking?

Speaking – one of the productive skills, the other being writing – is an act of making vocal sounds. We can say that speaking means to converse, or to express one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address.

#### 2.2.3.2. Speaking Skills

Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. Speaking skills also help to assure that one won't be misunderstood by those who are listening.

#### 2.2.3.3. Speaking Sub skills

Depending on the level and ability of the students, a few important sub-skills of speaking are as follows

- pronunciation
- using stress, rhythm and intonation to be understood
- word order
- using appropriate vocabulary
- using the appropriate language register
- building a conversation

These sub-skills go towards the main goal of teaching speaking: being able to hold a steady, understandable conversation.

#### 2.2.3.4. Barriers to speaking

- Unclear messages
- Fear of making mistakes
- Lack of consistency in the communication process

- Not understanding the receiver
- Words can have different meanings to different listener
- Use of negative words

#### 2.2.3.5. How to improve speaking skills

- Practice where you can, when you can. Any practice is good whether you speak to someone who is an efficient English speaker or not.
- It's important to build your confidence. If possible, use simple English sentence structure that you know is correct, so that you can concentrate on getting your message across.
- Try to experiment with the English you know. Use words and phrases you know in new situations. Good English speakers are more likely to correct you if you use the wrong word than if you use the wrong grammar. Experimenting with vocabulary is a really good way of getting feedback.
- Try to respond to what people say to you. You can often get clues to what people think by looking at their body language. Respond to them in a natural way.
- Try NOT to translate into and from your own language. This takes too much time and will make you more hesitant.
- If you forget a word do what native English speakers do all the time, and say things that 'fill' the conversation. This is better than keeping completely silent. Try using '...um', or '...err', if you forget the word.
- Don't speak too fast! It's important to use a natural rhythm when speaking English, but if you speak too fast it will be difficult for people to understand you.
- Try to relax when you speak. You'll find your mouth does most of the pronunciation work for you. When you speak English at normal speed, you'll discover that many of the pronunciation skills, such as linking between words, will happen automatically.
- Remember, when speaking English try to become less hesitant and more confident. Don't be shy to speak. The more you speak, the more confident you'll become.
- Remember to be polite use "please" and "thank you" if you ask someone to do something for you.

#### 2.2.3.6. Teaching Speaking

These activities are very useful to develop speaking skills of the learners.

##### **Discussions**

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best

way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

### **Role Play**

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that “You are David, you go to the doctor and tell him what happened last night, and...” (Harmer, 1984)

### **Simulations**

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

### **Information Gap**

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

### **Brainstorming**

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

### **Storytelling**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students’ speaking ability, but also get the attention of the class.

## Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and “introduce” his or her partner to the class.

## Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

## Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

## Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- **Diamonds:** Earning money
- **Hearts:** Love and relationships
- **Spades:** An unforgettable memory
- **Clubs:** Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic “Diamonds: Earning Money” is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

## Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

## Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each

group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

### **Find the Difference**

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

### **2.2.3.6. Suggestions for Teachers in Teaching Speaking**

Here are some suggestions for English language teachers while teaching oral language:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

### **2.2.3.7. Conclusion**

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive

skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

#### 2.2.4. Reflective Exercises

1. We can speak fluently only if there are no mistakes in our pronunciation and grammar. Do you agree? Hold a group discussion.
2. 'Listening forms the foundation of speech.' Discuss.
3. 'Oral language is a foundation of all languages development and, therefore, the foundation of all learning.' Discuss.

#### 2.2.5. Assignments

Select any one speaking activity from a textbook of elementary level. Demonstrate among your peer how you would carry out the activity in the class.

#### 2.2.6. Review Questions

1. Describe any three barriers to speaking.
2. Match the following:

A	B
Simulation	circumstances that mirror real life and participants act as instructed
Reporting	give a spoken or written account of something that one has observed, heard, done, or investigated
Interview	A conversation for broadcast, oral test or selection
Brainstorming	hold a group discussion to produce ideas
Information gap	Find the missing information is to complete a task
Discussion	talking about something in order to reach a decision or to exchange ideas
Barrier to speaking	something that makes it difficult for people to speak
speaking	converse, talk to communicate

#### Recommended Reading

- Harmer, J. & Arnold, J. (1978). Advanced speaking skills. Harlow: Longman.
- <https://busyteacher.org/16703-how-to-introduce-classroom-language-7-speaking.html>
- <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>
- [https://www.slideshare.net/zeal\\_eagle/speaking-skills-24884424](https://www.slideshare.net/zeal_eagle/speaking-skills-24884424)

## 2.4 READING

### 2.4.1 Introduction

Readiness is one of the most effective means of language learning. It expands one's proficiency in the use of the language. It gives the skills necessary to acquire more knowledge. One's quality and quantity of education depends on the quality and quantity of reading.

### 2.4.2 Concept

Reading is a **receptive skill**, like listening. This means it involves receiving thoughts from a text, rather than producing it. In other words, reading involves making sense of a text. To do this we need to understand the language of the text at word level, sentence level and whole-text level. We also need to connect the message of the text to our knowledge of the world. Look at this sentence, for example:

'The boy was surprised because the girl was much faster at running than he was'. To understand this sentence, we need to understand what the letters are, how the letters join together to make words, what the words mean and the grammar of the words and the sentence. But we also make sense of this sentence by knowing that, generally speaking, girls do not run as fast as boys. Our knowledge of the world helps us understand why the boy was surprised.

#### Objectives:

By the end of this subunit you will be able to develop a clear understanding about the:

- skill of reading.
- types of reading
- levels of comprehension

#### 2.4.2.1 Reading skills

The reading skills to be developed in students are:

- i. skimming to grasp the general theme/central idea
- ii. rapid reading for a broad understanding of the main points
- iii. study reading for a close understanding of all details.

#### 2.4.2.2 Types of reading:

- i. **Intensive:** for quality
  - getting at the central idea
  - understanding the meaning of the passage as a whole
  - understanding the meaning of the individual sentences
  - understanding the meaning of words and phrases
  - understanding the sequence
  - interpreting the information
- ii. **extensive:** for quantity (lengthy texts like novels)
  - for pleasure



### 2.4.2.3 Silent reading and reading aloud

Reading aloud	is relevant at the primary level demands less attention to comprehension slows down speed in reading tends to be noisy
Silent reading	is the reading skill to be aimed at demands full attention to comprehension increases speed in reading relevant and most needed in life develops concentration

### 2.4.2.4 Materials:

Intensive reading:	The Textbook - Main Reading Passage, graphs, charts
Extensive Reading:	The supplementary Readers and library books.

### 2.4.2.5 Levels of Reading Comprehension:

The tasks for developing reading skills can be for helping to develop the skills of

1. Finding facts –factual comprehension
2. Making inferences ( making conclusions from facts given in the text) –inferential comprehension
3. Evaluating ( connecting the text to one’s experience/previous knowledge ) - evaluative comprehension

### 2.4.2.6 Suggested procedure for teaching passages in the Reader

- The teacher motivates pupils to read through a brief introduction or give a brief introduction orally.
- He gets the pupils to read silently through the whole passage.
- He asks broad comprehension questions about the main points.
- He gets pupils to read silently a unit of the passage ( 1 or 2 paragraphs) closely.
- He asks comprehension questions on the details of the passage:
  - i. Lower order questions (information seeking)
  - ii. Middle order (interpreting)
  - iii. Higher order (evaluative)
- Pupils give/write answer. Teacher discusses them.
- For developing speed-reading skills
  - Teacher sets pupils to read a passage ( 1 or 2 paragraphs) rapidly within a set time.
- Asks comprehension questions.

### 2.4.3 Reflective Exercises

Find from the textbook of class-8, examples of comprehension questions based for developing factual, inferential and evaluative comprehension.

### 2.4.4 Assignments

Select some product wrappers (like the wrapper of toothpaste). Prepare an activity for developing reading skills by using the wrappers.

### 2.4.5 Review Questions:

Frame reading comprehension questions based on the given railway time table.

Schedule For Rajdhani express

Train Number	Train Name	Source Stn	Source Dep. Time	Train Destination Stn	Dest. Arr. Time	Dep	Days / Runs On
<b><u>12235</u></b>	DIBRUGARH - NEW DELHI Rajdhani Express	DIBRUGARH	18:15:00	NEW DELHI	13:55:00	THU	<b><u>12235</u></b>
<b><u>12301</u></b>	HOWRAH JN - NEW DELHI Rajdhani Express	HOWRAH JN	16:55:00	NEW DELHI	10:00:00	MON,TUE, WED,THU, FRI,SAT	<b><u>2301</u></b>
<b><u>12302</u></b>	NEW DELHI - HOWRAH JN Rajdhani Express	NEW DELHI	16:55:00	HOWRAH JN	09:50:00	MON,TUE, WED,THU, SAT,SUN	<b><u>12302</u></b>
<b><u>12305</u></b>	HOWRAH JN - NEW DELHI Rajdhani Express	HOWRAH JN	14:05:00	NEW DELHI	10:00:00	SUN	<b><u>12305</u></b>

## 2.4 Writing

### 2.4.1 Introduction

Writing is a high order language skill. But the main advantage of writing over speaking is that the process allows more time for thinking and there is lot of scope for editing. Writing is very closely related to speaking; both require you to think for yourself and express in your own sentences. Writing thus, is like speaking in slow motion.

### 2.4.2 Objectives:

By the end of this sub unit you will be able to:

- 1 understand the concept of writing.
- 2 understand the sub skills of writing.
- 3 adapt materials for developing the skills of writing.
- 4 understand the process of writing and the process of teaching writing.

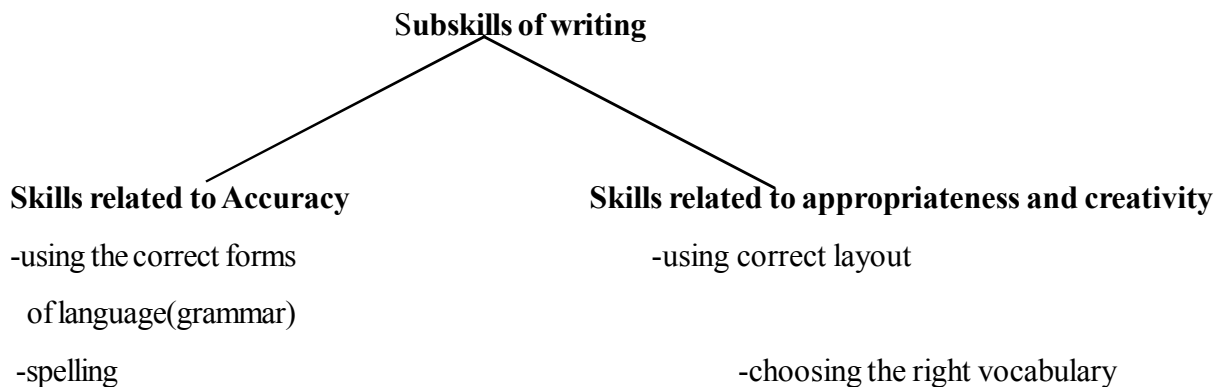
### 2.4.3 Concept

#### 1.4.3.1 What is writing?

(Tick the options which answer this question.)

- Writing is one of the four language skills
- Writing is a productive skill ie. skill used to express thoughts.
- Writing involves communicating a message (something to convey) by making signs on a page.
- Writing is putting on paper what one has learnt by heart.
- To write we need a message or thought to convey.
- Writing is not about expressing thoughts. It is about copying from somewhere.
- We write to communicate our thoughts to someone.
- To write we need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences. The sentences have to be linked together to communicate the message.
- Writing is a creative process.

#### 2.4.3.1 Sub skills of Writing



- handwriting sequence
- punctuation
- indenting (distance from the margin)
- putting thoughts in proper
- selections of thoughts (points)

### 2.4.3.2 The Process of Writing

The process of writing involves three stages:

1. Pre Writing (planning stage)
2. Writing ( writing the first draft)
3. Rewriting (revising and editing)

### 2.4.3.3 Teaching Writing

Means of developing writing skills:

- i. by providing them with constant practice (reason: a skill is acquired only by practice)
- ii. by making the pupils involve themselves directly in composing (reason: a skill is acquired by one's own practice)
- iii. by taking the pupils through a graded course of composition exercises (reason: composition involves several skills, which have to be acquired gradually starting with the simpler ones and moving to the more complex ones).

### Grading

Grading in a composition course should be controlled composition to guided composition to free composition.

Pupils at the elementary school level are not yet ready for free composition as they do not possess the required language to attempt a free composition. If they did they would make more and more mistakes.

So, at the elementary school level composition work is more a 'guided' exercise than a 'free'.

Guidance is provided in the form of oral preparation. The principle is that oral preparation should precede actual writing.

The aims of oral preparation are:

- i. to provide motivation
- ii. to give the pupils a clear idea of what they are going to write.
- iii. to help them with the necessary language
- iv. to guide them in organizing and arranging the content in proper sequence.

### A Suggested Procedure

Before the class

- i. limit the scope of the subject of writing.
- ii. Have an idea of the finished composition (its content, its form).
- iii. Decide in advance the language that should go into the composition structure/lexis)
- iv. Prepare questions which will help in building up the composition.

In the class

- v. The teacher motivates the class by introducing the topic and subject matter in an interesting manner as possible.
- vi. He makes the pupils think about the subject and build up the content.
- vii. He asks questions in such a way that it leads the pupils towards the sentences required.

He varies the questions so as to get different kinds of answers and chooses the best ones. Short answers given by pupils can be combined to make more effective sentences. He suggests the beginning of a sentence and then makes pupils complete it. He invites pupils to modify sentences.

- viii. As the piece is built up, he writes the key words and sentences on a blackboard.
- ix. After oral preparation, he gets pupils to write the composition (preferably in class).

After the class

- x. The teacher corrects the exercises.
- xi. The teacher classifies the common errors relating to structure, vocabulary, spelling, ideas, organization etc.
- xii. The teacher plans remedial teaching.

(-from *Impact-2, Central Institute of English and Foreign Languages, Hyderabad*)

### 1.4.3.3 Correcting Written Mistakes

Children learn through the mistakes and errors they make. – NCERT document : Learning Outcomes at the Elementary Stage 2017

Look at the student's written work and how the teacher has pointed out the mistakes.

My Best Friend	
^	I going to tell you about my best friend. Her name is Betty. She is tall
WO	and has got long hair dark. Her favourite food is chocolate and her
Sp	favourite drink is cola. Her hobbles are writting short stories and
V	looking at TV. At the weekend we go shopping in the mall and meet our
P	friends. It's fun!

The teacher has used a **correction code** to indicate the types of mistakes. This enables learners to make their own corrections. Here is an explanation of the letters and symbols:



= Word missing

There is a word missing in the first line. The learner has written 'I going' when it should be 'I am going'.

**W** = Wrong word order  
 There is a word order mistake in line 2. The sentence ‘She is tall and has got long hair dark’ should be ‘She is tall and has got long dark hair.’

**Sp** = Wrong spelling  
 There is a spelling mistake in line 3. The word ‘writing’ should be ‘writing’. And hobbles should be hobbies.

**V** = wrong vocabulary  
 There is a vocabulary mistake in line 4. The learner has used ‘looking at’ when the correct word is ‘watching’.

**P** = **punctuation** (comma, full stop, etc.)  
 The learner has used the wrong punctuation in line 5. Full stop should be used in place of colon.

Other common categories in a correction code are:

**✓** = good sentence or expression                      **?** = Ask me (I don’t understand)

**prep** = wrong preposition                                      **T** = wrong verb tense

**A** = wrong agreement, for example *she like*                      **/** = too many words

Caution: It makes learners lose motivation if we correct every mistake they make.

Here is another example of a learner’s writing. Look at the underlined words and decide which symbol in the correction code you would use for each one.

*In the past people used to travel on train or on foot. Now they usually travel by plane and by car. I like trains. Train are very confortable and you can to read or talk to your friends. Planes are fast and they were more expensive.*

Match the examples of learner mistakes in written work with the types of mistake listed A-G. There is one extra option which you do not need to use.

Learner mistakes	Types of mistake
1 She arrived to the station early.	A wrong punctuation
2 We listened the music before we went out.	B wrong spelling
3 I live in very cheap accommodation near the school.	C wrong word order
4 This is a picture of my uncles sister.	D wrong preposition
5He hurt one of his foot fingers.	E word missing
6He wore a coat black.	F wrong agreement
	G wrong vocabulary

*(Correcting Mistakes from The TKT Teaching Knowledge Test Course-Mary Spratt, Cambridge University Press)*

### 1.4.4 Reflective Exercises

1. Given below are two different processes of teaching writing. Which process do you agree with? Is the same view suitable for teaching handwriting as well as free writing? Discuss.

Traditional view: Model → Imitation → Practice → Free → Writing → Evaluation

Current View: Produce text → Compare with a good sample → Evaluate

2. How did you learn to write? Do you think that the strategies used by your teachers and you for teaching and learning to write was good? Why do you think so?
3. Which of the given exercises for developing sub skills of writing would you teach to the students of class-3, class-5 and class-8? Complete the table and discuss.

Exercises	Class
<ul style="list-style-type: none"> <li>◆ Writing letters of the alphabet correctly</li> <li>◆ Writing three letter words</li> <li>◆ Using initial capital letters and full stops to indicate sentences</li> <li>◆ Using a range of connectors to express sequence (e.g. next, then)</li> <li>◆ Selecting pictures to show one's routine and naming the pictures</li> <li>◆ Making simple greetings cards and invitations based on models</li> <li>◆ Writing a message</li> </ul>	

4. In 2.4.3.3 of this unit, a suggested procedure for teaching writing has been given. Work in groups and give at least one example for each step in the procedure. Give examples suitable for class 3, 5 or 8.

### 1.4.5 Assignments

1. Collect some sample of written work from the students of class-6. Practice the skill of correcting mistakes.
2. Find expected outcomes in writing for classes 1 to 8.
3. From the textbooks of classes 6 to 8, find exercises on writing. How would you simplify these exercises to suit the students who need simpler exercises?

### 1.4.6 Review Questions:

1. How is the skill of writing similar to the skill of speaking?
2. These are the things that we often write:
  - o a shopping list
  - o an sms or whatsapp message

- o a complaint
- o some emails
- o your diary
- o some notes

How are the texts different in these different forms of writing?

2. Match the instructions with the sub skills. There is one extra option.

<p>1. Put your hand in the air and write d-o-g in the air.</p> <p>2. A letter in which the receiver’s address and date is missing is given in the question paper.</p> <p><u>Instructions for the students:</u> Put tick mark in the correct place in this letter for the address of the receiver and put star mark on the correct place for the date.</p> <p>3. This letter has no commas or full stops. Put them in correct places.</p> <p>4. Join these pairs of sentences by using the best conjunction from the following: because, after, while.</p> <p>5. Look at the list of ideas for composition. Number them in the order you would write about them in your composition.</p> <p>6. Check your work for language mistakes if you have finished writing.</p>	<p>A. punctuating correctly</p> <p>B. planning</p> <p>C. forming letters</p> <p>D. linking</p> <p>E. using appropriate layout</p> <p>F. paragraphing</p> <p>G. proof-reading</p>
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( from The TKT Teaching Knowledge Test Course-Mary Spratt)

**Recommended Reading:**

1. Hedge, T., Writing , (Oxford: Oxford University Press, 1988).
2. Inthira, S.R. and V. Saraswati, Enrich your English: Academic Skills (New Delhi: OUP)
3. *Freeman, Sarah*, Written Communication in English (Orient Longman, 1979)

**2.6 Vocabulary**

2.6.1 Introduction

“The critic Edmund Wilson was not a self-conscious letter writer or one who tried to sustain studied mannerisms. Nor did he resort to artifice or entangle himself in circumlocutions. ....”

This is the beginning of one of the very challenging short reading passages in English. Have you understood this? No? Neither did I. If I learn the meaning of the difficult words in the passage then, up to some extent, I will succeed in understanding it. Therefore, we must bear in mind that vocabulary learning is an essential component of language learning.



## 2.6.2 Objectives

By the end of this sub unit you will be able to:

- describe briefly what vocabulary means
- understand the purpose of learning and teaching vocabulary
- understand the shape, sense and sound of words
- practice and reinforce known and unknown vocabulary
- develop materials for learning and retaining vocabulary items.

## 2.6.3 Concept

## 2.6.3.1 What is vocabulary?

Vocabulary is all about words — the words in a language or a special set of words you are trying to learn. Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

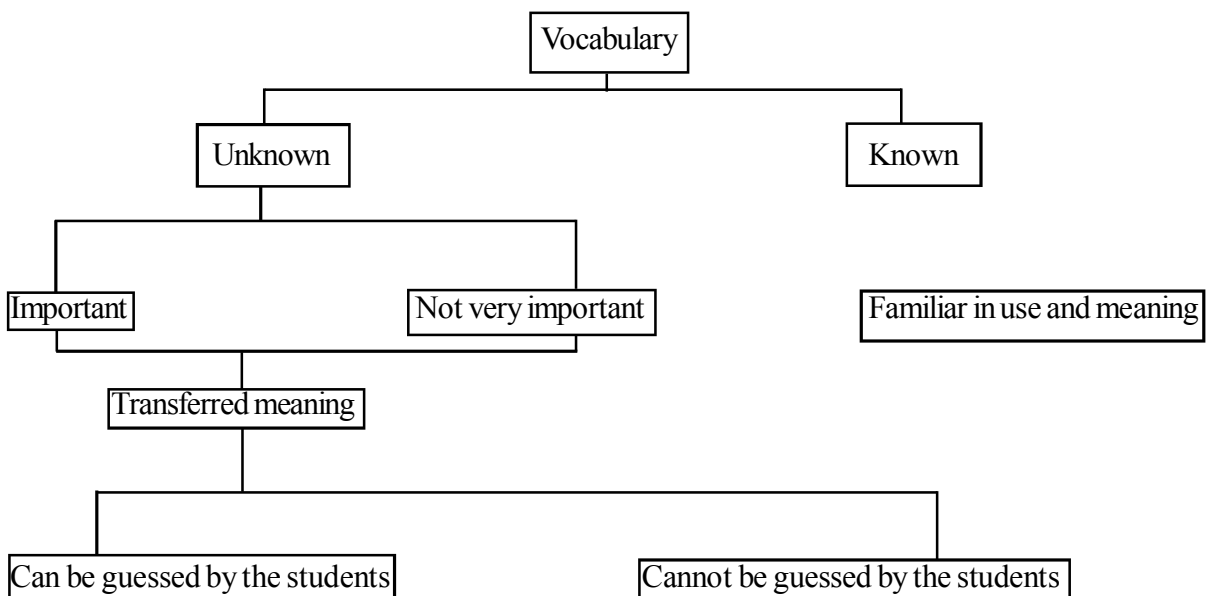
## 2.5.3.2 Active and Passive vocabulary

The vocabulary you know can be divided into two groups - passive vocabulary and active vocabulary.

Passive vocabulary contains all the words that you understand when you read or listen, but which you do not use (or cannot remember) in your own writing and speaking.

Active vocabulary is all the words you understand, plus all the words that you can use yourself. Your active vocabulary, in English and your own language, is probably much smaller than your passive vocabulary.

The more you work on learning a word, the more likely it is that it will become part of your active vocabulary.



### 2.5.3.3 Things to know about the words you learn

Usually the first things taught about a new English word are what it means and their translation in you're the learner's first language. But there are other things the learner needs to master before claiming that (s)he knows the word like the native speaker does. For example, you have to know:

- *What it means*

It is important to understand the meaning of the word clearly and to ensure that your students have understood correctly. Sometimes it may be important to know other meanings of the new word.

- *The form*

Students need to know if it is a verb / a noun / an adjective etc to be able to use it effectively.

- *How it is pronounced*

This can be particularly problematic for learners of English because there is often no clear relation between how a word is written and how it is pronounced. Don't forget to drill words that you think will cause pronunciation problems for your students.

- *How it is spelt*

This is always difficult in English for the reason mentioned above. Remember to clarify the pronunciation before showing the written form.

- *If it follows any unpredictable grammatical patterns*

For example, man-men / information (uncountable) and if the word is followed by a particular preposition (e.g. depend on)

- *The connotations that the item may have*

There are a number of different word combinations that can make up a collocation. For example, there are verb + adverb collocations (agree completely) and adverb + adjective (fully aware). Strong coffee is an example of an adjective + noun collocation

- *The situations when the word is or is not used*

Is it formal/neutral/informal? For example, spectacles/glasses/specs. Is it used mainly in speech or in writing? To sum up is usually written whereas mind you is spoken. Is it outdated? Wireless instead of radio.

- *How the word is related to others*

For example, synonyms, antonyms, lexical sets.

- *Collocation or the way that words occur together*

You describe things 'in great detail' not 'in big detail' and to ask a question you 'raise your hand' you don't 'lift your hand'. It is important to highlight this to students to prevent mistakes in usage later.

- *What the affixes (the prefixes and suffixes) may indicate about the meaning*

For example, substandard sub meaning under. This is particularly useful at a higher level.

Which of these areas you choose to highlight will depend on the item you are teaching and the level of your students. Now it's time to think about how we can get the meaning across.

### 2.3.5.4 Ways to present vocabulary

There are lots of ways of getting across the meaning of a lexical item.

· *Illustration*

This is very useful for more concrete words (dog, rain, tall) and for visual learners. It has its limits though, not all items can be drawn.

· *Mime*

This lends itself particularly well to action verbs and it can be fun and memorable.

· *Synonyms/Antonyms/Gradable items*

Using the words a student already knows can be effective for getting meaning across.

· *Definition*

Make sure that it is clear (maybe check in a learner dictionary before the lesson if you are not confident). Remember to ask questions to check they have understood properly.

· *Translation*

If you know the students' L1, then it is fast and efficient. Remember that not every word has a direct translation.

· *Context*

Think of a clear context when the word is used and either describe it to the students or give them example sentences to clarify meaning further.

Again which you choose will depend on the item you are presenting. Some are more suitable for particular words. Often a combination of techniques can be both helpful and memorable

### 2.5.3.5 Alternative ways of teaching vocabulary

- Give your students a few items of vocabulary and tell them to find the meaning, pronunciation and write an example sentence with the word in it. They can then teach each other in groups.
- Prepare worksheets and ask your students to match words with definitions.
- Ask students to classify a group of words into different categories. For example, a list of transport words into air/sea/land.
- Ask students to find new vocabulary from reading homework and teach the other students in the class.

### 2.3.5.6 Other things to consider

- Review the vocabulary you teach through a game or activity and encourage your students to do the same at home.
- Encourage autonomy in your learners. Tell them to read, watch films, listen to songs etc and note the useful words.
- Have a section of your board for vocabulary items that come up as you are teaching. Use different colours for the word / the phonemics / the prepositions / the part of speech.
- It is a good idea to teach/learn words with associated meanings together

- Encourage your students to purchase a good dictionary and use class time to highlight the benefits of one
- Teach your students the grammatical names for the parts of speech and the phonemic script.
- Always keep a good dictionary by your side in case a student asks about a word you don't know. You can also download it in your smartphone.
- If you don't and have never heard of the word, tell the student you will check and get back to them. Do get back to them
- Give extra example sentences to the students if they are unsure and encourage them to write the word in an example sentence (maybe for homework)

**2.3.5.7 Activities for teaching vocabulary**

1. Words within a word

You can find a number of words hidden in another word. Eg in the word ELEPHANT there are a number of words hidden - ANT, PANT, PAT, LET, PAN etc.

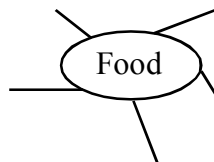
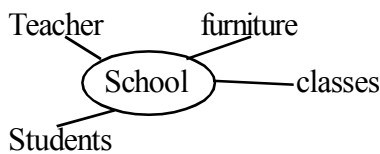
Similarly, find out the words hidden in following words –  
COMPUTER, TRADITION, EDUCATION etc.

2. Rhyming words

Add a few more words which rhyme with the following words.

eg.	bin	pin	sin	tin
	light	.....	.....	.....
	dry	.....	.....	.....
	tall	.....	.....	.....

3. Complete the word web.



4. Wordstair

ROSE  
Y  
EAGLE

5. Wordbox

Find out the names of 5 animals from the given wordbox.


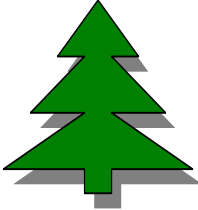


P	T	I	G	E	R
O	R	S	O	J	A
IE	D	A	K	B	
U	C	A	T	Z	B
T	W	F	H	C	I
L	I	O	N	V	T

6. Crossword puzzle

- Horizontal
- 1. Name of a bird
  - 3. Past tense of sell
  - 5. Synonym of neat
- Vertical
- 2. Name of a flower
  - 4. Masculine of cow

1. P		2. R			5. T
		3. S		4.	

7. Match the pictures with words

	Flower
	Tiger
	Rabbit
	Tree

8. Match the words which are opposite in meaning.

Tall     small

Up     short

Big     slow

Fast     down

9. Fill in the blanks with the correct word given in the bracket.

a. I ..... to the market yesterday. (go/went)

b. Mukesh likes ..... school very much. (his/him)

10. Put the letters in correct order to get meaningful words.

S A R T     ..... (It shines in the sky at night)

I R A     ..... (We breathe this)

11. Make new words by adding suffix/prefix

e.g     beauty beautiful

possible     impossible

meaning, sufficient, legal, responsible, nation, judge

### 2.3.5.8 The sequence of a PPP lesson for Teaching Vocabulary

This EFL teaching method of presentation, practice and production is an approach that follows a definite sequence:

1. The teacher asks the students to guess the meaning of the new word from the context or presents the new vocabulary and explains the form of the language in a meaningful contexts.
2. The students practice this new vocabulary through controlled activities such as solving worksheets or vocabulary activities or games.
3. The students use or produce what they have learnt in a communicative activity such as a role-play, communication game, or question and answer session.

### 2.6.4 Reflective Exercises

1. Do you know the meaning of all the words that you read in the newspaper or book of your native language? If not, how do you understand the passage or article?
2. Wilkins (1972) once said, "Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed." Discuss.
3. A person may be judged by others based on his or her vocabulary. Do you agree?
4. Here are some statements made by teachers regarding teaching vocabulary.
  - I explain the word meanings to students before starting the lesson.
  - I ask them to guess the meaning.
  - I tell them to look up the meaning in dictionary.
  - I make them learn the meanings by heart.

Do you agree or disagree with these statements? Give reason for your answer.

### 2.6.5 Assignments

1. Select a paragraph from a textbook of upper primary level. Prepare test items to test vocabulary.

### 2.6.6 Review Questions

1. Should word meaning be explained in isolation i.e. without context? Why?
2. Explain by giving examples what material/resource you can use to teach vocabulary.

Put a tick mark against the expressions which help in teaching and learning a word .

- what it means
- improve handwriting
- how it is spelt
- rearranging sentences
- how it is pronounced
- how it is inflected (i.e. how it changes into a verb, noun or adjective)
- about its structure (grammar)
- using proper stress and intonation
- how it collocates (i.e. what other words are often used with it)
- understanding if it has a particular style or register
- the context in which it is most likely to be used

## 2.6 Grammar

### 2.6.1 Introduction

Given below are some views on the place of grammar in acquiring a language:

(Study of) grammar is neither necessary nor sufficient for learning to use a language.

A Chhattisgarhi may not be able to speak much English inspite of her knowledge of grammar.

A native speaker speaks her language without studying grammar.

It is often seen that native English speakers manage to speak grammatically without learning any grammar whereas the second language speakers ( of English) are unable to communicate fluently in English even after several years of practice in grammar.

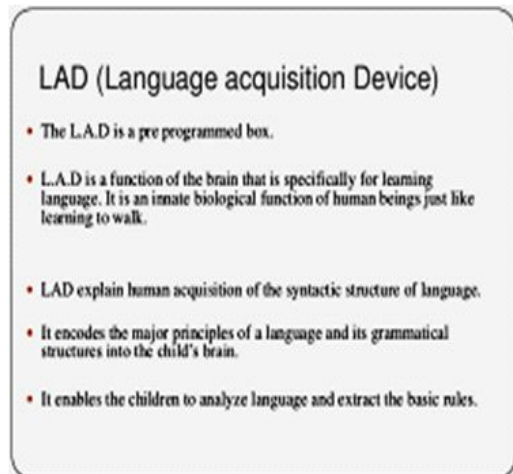
### 2.6.2 Objectives:

By the end of the unit you will be able to

1. develop an understanding about acquiring the grammar of a language
2. Prepare lesson plans for grammar practice.

### 2.6.3 Concept:

According to Chomsky, every human being has the Language Acquisition device (LAD). This device is a part of the human brain. It helps to acquire and produce language. It is the central processing unit (CPU) for language learning. LAD collects all language data, processes it and derives rules. Those rules are put into use when users of a language communicate.



### Things to be considered while teaching grammar:

The most common approach to grammar teaching is:

Tell the rules of grammar — provide practice through exercises — use the knowledge while communicating.

But now the trend is:

Help to observe real communication — find grammar rules used — give practice in communication

#### 2.6.3.1

- Second language learners need to be taught some grammar because they do not get the language in their environment.
- Learning grammar first and communication later does not seem to work. So we could start with communication and then find rules used.
- Grammar tasks should be contextualized. The tasks should integrate the learning of grammar with communication.
- Importance of context/ situation

To make the pupils understand the meaning of the structural item it is orally presented through a situation of a meaningful context. Only then it becomes meaningful, because

- a. an utterance derives its meaning only from its context
- b. language learning becomes interesting and purposeful only when the items are practiced in context
- c. the context/situation provides scope for meaningful drills
- d. the use of mother tongue is minimized.

#### • Sources of Situations

- a. Immediate environment/classroom situations
- b. Environment outside the classroom
- c. Contrived or simulated situations (artificial/ created)
- d. Verbal description of events
- e. Action, miming and gestures
- f. Reading passages provided in the text.



- English language uses four main devices to convey meaning:
  1. Word order/sentence structure
  2. Structural words/functional words ( pronouns, articles, auxiliary verbs, structural adverbs viz. often, usually, never, always, etc.,
  3. Heavy duty words (nouns, verbs, adjectives, adverbs etc)

### 2.6.3.2 A useful sequence for a formal grammar lesson

Grammar can be taught inductively (from examples to rules) or deductively (from rules to examples). It is generally agreed that the inductive method is more effective than the deductive as the learner is helped to discover the rules by himself. The inductive or heuristic method obliges him to think logically and constructively and formulate the rules from the given examples. With a view to making the deduction of rules easy, the teacher can follow the sequence below:

- a. Stage - 1: Study examples to illustrate the point of grammar. Where required, write them methodically on the black-board and underline the relevant words or clauses in coloured chalk. It would be good if the examples can be derived from a single situation.
- b. Stage - 2: Elicit more examples from the pupils and highlight the particular parts of the sentence that make the grammatical point clear.
- c. Stage - 3: Invite comments leading to generalization of the particular grammatical point. Use probing question and help them perceive the rule.
- d. 4.4 Stage - 4: Refer to passages in the Reader and other texts which contain similar examples and get the class to pick them out. Let the pupils also do written exercises which require them to apply the rule they have discovered.

#### Tips on Teaching grammar

1. The useful 'dictum' in a grammar lesson would be "language first, grammar next."
2. We don't use grammar to teach a language. Grammar helps in a deeper and better understanding of the language already learnt.
3. Grammar lessons should be based on genuine examples as far as possible.
4. Our aim in teaching grammar is to help pupils arrive at useful generalization
5. Generalisations should be followed by further practice.

### 2.6.4 Reflective Exercise

1. What is meant by context for grammar? Why should grammar be taught in context? Discuss.

### 2.6.5 Assignments:

1. Study the syllabus outline given in the appendix of the textbooks of classes 6, 7 and 8.

### 2.6.6 Review Questions

1. Prepare a teaching-learning plan for teaching irregular plurals. You can use the given context.

We'll begin with a box, and the plural is boxes;  
 but the plural of ox became oxen not oxes.  
 One fowl is a goose, but two are called geese,  
 yet the plural of moose should never be meese.  
 You may find a lone mouse or a nest full of mice;  
 yet the plural of house is houses, not hice.  
 If the plural of man is always called men,  
 why shouldn't the plural of pan be called pen?  
 If I spoke of my foot and show you my feet,  
 and I give you a boot, would a pair be called beet?  
 If one is a tooth and a whole set are teeth,  
 why shouldn't the plural of booth be called beeth?  
 Then one may be that, and three would be those,  
 yet hat in the plural would never be hose,  
 and the plural of cat is cats, not cose.  
 We speak of a brother and also of brethren,  
 but though we say mother, we never say methren.  
 Then the masculine pronouns are he, his and him,  
 but imagine the feminine, she, shis and shim.

## 2.8 TEACHING POEMS

### 2.8.1 Introduction:

Poetry at the elementary level is basically meant to use literature for enjoyment. However it also does offer wonderful opportunities for reading, writing, speaking, and listening practice for English Language Learners. Poetry also gives students a chance to expand vocabulary knowledge, to play with language, and to work with different rhythms and rhyme patterns.

### 2.8.2 Objectives:

By the end of this sub unit you will be able to:

- teach poetry (rhymes, songs, simple poems) at the primary level
- provide a wide variety activities practise speech rhythm
- appreciate the musical quality of poems
- teach for poems for understanding and enjoyment

### 2.8.3 Concept:

2.8.3.1 The teacher has to consider the following points:

- (a) Familiarity of the subject/theme and the cultural, social, and geographical background of the poem.
- (b) The vocabulary level of the learner.

2.8.3.2 In the classroom the following steps are suggested in teaching poetry:

- (a) The teacher introduces the cultural/social/geographical background of the poem to motivate the pupils. He may refer to another poem parallel in them in English or in the mother tongue. He may use pictures depicting the necessary background.
- (b) The teacher explains a few new words that are essential for the comprehension of the poem. Archaic words, inversion of normal order and culture-words should be explained.
- (c) The teacher reads or recites the poem two or three times with proper stress, pause and expression to convey its sense and rhythm. The pupils listen to the teacher with their books closed.
- (d) The teacher asks a few general questions on the poem.
- (e) The teacher asks the pupils to read the poem silently. He supplies the meanings of words/expressions on demand.
- (g) The teacher helps the pupils to comprehend the poem by asking a number of simple questions.
- (h) The teacher asks the pupils to read the poem aloud. Choral reading is preferable in lower classes and individual reading in higher classes.
- (i) The teacher initiates discussion for appreciation by directing the pupils' attention to the thought, imagery, etc., in the poem.

*(Adapted from 'Impact-2, Central Institute of English and Foreign Languages')*

#### 2.8.3.3 Poetry in the Lower Classes

The teacher should try to read, listen to and enjoy good poetry himself. It is difficult to arouse enthusiasm in others if you have no enthusiasm in yourself. The emotion aroused by poetry can be transferred from teacher to pupil. Indeed, if this does not take place in the first instance, there is little hope of the pupil's acquiring a feeling for it. The appreciation of literature is a matter of enthusiasm, of feeling strongly. If this is found in the teacher, it will be transferred, almost automatically to the pupil. If it does not exist, it will not be found spontaneously growing in the pupil. If you try to enjoy the poetry you select for you pupils, you will be able to convey the feelings of pleasure and appreciation that you feel yourself.

- A W Frisby

#### 2.8.4 Reflective Exercise

1. Why should the teacher talk about the cultural and social background of the poem as the first step in a poetry lesson?

### 2.8.5 Assignments

1. Read out a poem in English as best as you can and record it. Share it in your peer group and get their comments.

### 2.8.6 Review Questions

1. What are the objectives of teaching poetry at the elementary level?
2. How is teaching poems different from teaching prose? Compare the two in terms of the objectives, and difference in the text of poem and prose.

## 2.9 Planning Teaching-Learning Plan: Integrated Skills

Preparing lesson plans for integrated practice of skills (including L,S, R, W, V, G)

### 2.8.1 Introduction:

A Lesson Plan

Read the following sentences and write in front of them which skill is/are involved when you

1. watch a TV show
2. read a newspaper
3. talk to your friend on your mobile
4. send a What's App message
5. take a note while your teacher is giving lecture
6. raise your doubts in classroom
7. present your paper in a seminar

(Think at least 5 more such types of your life situations)

(Answer: 1. (L)2. (R)3. (L/S) 4. (W) 5. (L/W)6. (L/S)7. (L,S,R,W)

Though for the practice purpose we can use these skills in isolation, in our daily life we use these skills as a whole language - including vocabulary and sentence structures according to our need.

### 2.8.2 Objectives:

After completing this unit, the participants will be able to

- understand the meaning of language skills integration.
- Importance of language skills integration in language learning.
- Integrate language skills in a language lesson.
- Framing task/activities for language skills integration.

### 2.8.3 Concept:

The integration of skills in the language classroom can be defined quite simply as a series of activities or tasks which use any combination of the four skills - Listening (L), Speaking (S), Reading (R), Writing (W) in a continuous and related sequence. Given below is an excerpt from a teacher's grammar lesson plan. Take a close look and see how the teacher has integrated L,S,R and W with vocabulary and grammar.

T (Teacher) : asks students to think about any animal/bird. In a single sentence write its description on the following points.

- Name of (animal/bird)
- Colour
- Size
- Food
- Habit
- Living place

(use the structure This is a fan .....

it's colour is .....

it's colour is.....)

(S L skills)

Ss write the description following the instructions given by the teacher. (W)

Ss read the description one by one before tan class (R/S)

Ss compare how many new words they learn - and how much information was now to them - (S/L)

T Ask the students to write five sentences on any ..... animal/bird. and used before the class. (W/R)

Note that skills are not developed here in isolation. They are interlocked through various tasks.

### 2.8.3.1 Why integrate the skills?

(Importance/Advantages of Integrating Skills)

There are two main reasons for devising activity sequence which integrate the skills.

1. to practice and extend the students' use of a particular language structure or function. (The combination of skills used clearly depends on the item of language being taught and the mode - spoken or written to which it is most appropriate.)
2. to develop the students' ability) in two or more of the four skills within the context. (It depends on which skills are to be the principal focus of the teaching sequence.)

There are two points to note in relation to the above. Firstly, it is likely, although not necessary, that listening will precede speaking and reading will precede writing.

Secondly, a writing task usually comes at the end of sequence. Because it is a good way of concluding and giving final reinforcement to the activities that-have gone before.

### 2.8.3.5 Importance of combining language skills-

1. Continuity – It also allows in the continuity in the teaching learning process. Tasks and activities are not performed in isolation but - are closely related and dependent on each other.
2. Input before output:-

It helps to ensure that there is input-before output we cannot expect our learners to perform a task without orienting or motivating them to do so.

In an integrated approach, learners can be provided with a suitable input-which may be in the form of a direct mode.

**3. Realism:-**

It allows for the development of four skills within a realistic communicative framework. The use of such framework helps to promote awareness not only of how the different skills are related but also of how they lead naturally into each other as in real life.

For example:

Anil makes a telephone call to enquire about - train times (S/L)

Anil takes down information (W)

Anil gives Beena the information. They decide which train to take (S)

Anil writes an email to Sahil to conform travel plans (W)

**4. Appropriateness:**

It gives learners the opportunity to recognize that the language they are learning is presented in different contexts and modes. It helps the learners to understand the appropriateness of a particular language from.

**5. Variety:-**

Activities involving all four skills provide variety and can be involved in maintaining motivation. This is true, especially in primary classes where learners’ interest in any activities is likely to be short - lived .

**6. Recycling:-**

It allows naturally for the cycling and revision of language which has been already taught and is therefore helpful for remedial teaching.

**7. Confidence:-**

It may be helpful for the learners who are weak in a particular skill.

**2.8.4 Reflective Exercises**

1. Write the classroom activities given in the bracket to show the skills they cover.

(Dictation, Reading aloud, Telling story, Summarizing para, Taking notes, Making notes during the classroom lecture, Asking question and answering questions)

- 1. S L .....
- 2. L W .....
- 3. R W .....
- 4. S L .....
- 5. R L .....
- 6. L W .....
- 7. R W .....

2. Prepare a small activity for practicing Rand W for the students of class 5.

### 2.8.5 Assignments

1. Observe 5 English teaching-language learning classes. How many language skills have been used/ practiced in the class? Record your conclusions.
- 2.

### 2.8.6 Review Questions

1. What do you understand by language skills integration?
2. Write a paragraph on various activities combining language skills.
3. Prepare a sequence activities of using L S R W in order.
4. Which are the language areas usually covered in an integrated language lesson?
5. Frame an exercise for practicing L/S skills using the structure - I like ...../ what do you like?
6. Write a paragraph on the importance of using integrating approach in language classroom.

### References:

At the Chalk face: Practical techniques in Language Teaching - Alan Matthews, Mary Spratt, Les Dangerfield

Integrating the skills – Carol Read

## Glossary

### **Accuracy**

Accuracy describes the ability to write or speak a foreign language without making grammatical, vocabulary, spelling or pronunciation mistakes. It is often contrasted with fluency. Classroom activities are sometimes categorised into those that promote fluency and those that promote accuracy.

### **Acquisition**

The way in which languages are learnt unconsciously or ‘picked up’ by exposure to comprehensible input. In this definition, the term *acquisition* is used in contrast to *learning*, which is seen as a deliberate and conscious process of rule learning and self-monitoring of language use. However the terms *acquisition* and *learning* are used interchangeably by some writers.

### **Approach**

An approach to language teaching is the set of beliefs on which that teaching is based. The beliefs cover what language is, how it is used and learnt. From these beliefs a set of teaching practices are built.

### **Appropriateness**

This refers to the degree of fit or suitability that there is between a piece of language and the social context in which it is used. When the piece of language matches the social context it is said to be appropriate.

### **Assessment and testing**

These terms are sometimes used interchangeably to refer to the collection of data about and awarding of marks to learner performance. Sometimes, however, testing is used just to refer to evaluation involving tests, whereas assessment encompasses not only tests but also other means of assessment such as observation, portfolios, case studies, interviews etc.

### **Authentic text**

An authentic text is a written or spoken text produced to be read/heard by proficient language users and not altered in any way to aid language learning.

### **CLT**

This stands for Communicative Language Teaching. It is generally agreed that it refers to teaching language for use in communication rather than as an object of study.

### **Cognitive**

Related to mental abilities or skills.

### **Collocation**

Two or more words that occur together very often are said to collocate or to be collocations. Collocations may be strong e.g. *blond hair*.

### **Constructivism**

This is the theory that knowledge is actively constructed by individuals rather than being the fruit of passive absorption of facts. According to constructivist theory each individual interprets and organises the knowledge they receive according to their own prior knowledge and experience of the



world. This theory supports a learner-centred classroom in which learners are given the opportunity to explore, personalise and apply knowledge.

### **Context**

This term is used in ELT to refer either to the situational (where and when) context in which something happens, or to the language surrounding words in a sentence or utterance (sometimes called co-text). M.A.K. Halliday proposed that a situational context contains three components: field (subject matter), tenor (social relations between interactants) and mode (the way in which language is used), which strongly influence the register of language. The contexts in which languages are learnt and taught are also much discussed in ELT these days.

### **Debate**

A debate is an activity in which students are placed in two groups arguing for or against an issue.

### **Drilling**

Drilling is a teaching technique in which the teacher asks the students to repeat several times items of language that they are learning.

### **Eclecticism**

An approach to teaching and learning which does not adhere to any one recognised approach but selects from different approaches and methods according to teacher preference and also to the belief that different learners learn in different ways and different contexts, and that therefore no one approach or method is sufficient to cater for a range of learners.

### **EFL/ESL**

EFL stands for English as a Foreign Language. Generally speaking, it refers to learners learning English in an environment where English is not used.

### **Emergent language**

This is language which is a fruit of the learning process rather than taught language. It occurs as learners, in an effort to express themselves, experiment with language they haven't as yet fully mastered. Many experts suggest that teachers should support learners' emergent language.

### **Error/Mistake**

*A mistake* refers to the kind of *slip* we can all (including proficient speakers) make by chance. This is not due to lack of proficiency but due to the temporary effect on the speaker of particular circumstances.

*An error* refers to a systematic mistake made by a language learner that is due to lack of mastery of that part of the language system.

### **Evaluation**

This is the process of assessing the value of something by collecting data. Evaluation often leads to decision-making. Evaluation can be of teaching, learning, curricula, methods, exam impact, materials or other areas related to teaching and learning.

### **Exposure**

This refers to the beneficial effect of being surrounded by spoken and/or written language. A child growing up in a monolingual environment normally has a large amount of exposure to their native

language. Many language learning experts believe that learners must be exposed to adequate amounts of language used naturally and in context for acquisition to take place.

### **Feedback**

This term has two meanings in ELT. It refers to the responses that we, as listeners, give to a speaker e.g. eye contact, exclamations, interruptions, in order to encourage or discourage them from continuing.

Feedback also refers to the comments a teacher or other students make in class on a learner's / learners' performance. This feedback can be positive or negative.

### **Fluency**

Fluency is the ability to speak over stretches of language smoothly, naturally and without too much hesitation or pausing. Fluency is sometimes also used to refer to writing. In this case it means writing with ease – coherently and with flow.

### **Formative assessment**

Making judgments about the success of learning while it is taking place rather than once it is over. The purpose of formative assessment is to help the teacher (or learners) decide what should be taught next, and possibly how, based on analysis of the needs of the learners as revealed by the assessment. Formative assessment is often informal, with the teacher listening to or looking at learners' performance and possibly taking notes. Learners may be unaware that it is taking place.

### **Functions**

Functions are the communicative reasons for which we use language. For example, we say *hello* to greet someone, we say *because I was tired* to give an explanation, and *Go on – you can do it!* to encourage someone.

### **Higher Order Thinking Skills (HOTS)**

Thinking skills are often divided into higher order thinking skills (HOTS) and **lower order thinking skills** (LOTS). Higher order thinking skills include analysing, evaluating and creating. HOTS involve greater manipulation of information than LOTS do.

### **Inductive v deductive**

These terms are used to refer to ways of learning. Inductive learning takes place by the learner extracting or working out rules from examples or data whereas deductive learning works by learning rules then applying them to examples or data.

### **Inferring meaning**

When we infer meaning we work out from linguistic and contextual clues what a word, group of words or sentence might mean.

### **Information gap**

This term is used to refer to the situation in which one person or group has information which another person or group wants but doesn't have. For example, if a shopkeeper knows the price of an item you want to buy but you don't know the price, then there is an information gap between you and the shopkeeper.

### **Input**

The language in the learner's environment that the learner is exposed to through hearing or reading.

## **Method**

A method is a recognised and acknowledged set of teaching techniques and procedures that put into practice a set of beliefs about teaching and learning.

## **Mistake**

See **Error/Mistake**

## **Needs analysis**

Needs analysis is primarily a process of investigating the specific linguistic needs of learners in order to design or adapt a course specifically for them. Needs analysis can also be used to find out other information about your learners including motivation, preferences, and learner styles which can help design or tailor the course to the profile of the learner.

## **Portfolio**

A portfolio is a collection of a learner's work submitted as a whole and sometimes organised with an index, agreed assignment components and reflection sheets. In ELT, portfolios can contain written work such as essays, emails, reports or video and audio recordings, project work and PowerPoint slides. Portfolios are mainly used for assessment.

## **Pre-teaching**

This is a stage in a lesson in which the teacher introduces vocabulary that the learners will need in following stages of the lesson.

## **Realia**

Objects from outside the classroom that the teacher or learners bring into the classroom in order to illustrate meaning or prompt communication or learning. They include anything portable such as household items, clothing, things related to travel (tickets, brochures, credit cards, leaflets), toys, photos, newspapers.

## **Recall**

To remember something, often with the help of prompts or clues.

## **Receptive/Productive**

These are terms used in relation to the language skills of reading, listening, writing and speaking. The first two are said to be receptive as they involve absorbing language while the latter two are known as productive as they involve producing language.

## **Role play**

This is an activity in which learners take on roles (characters) and act them out in a situation. It is used to practise language, often as a free practice activity.

## **Substitution drill**

A substitution drill is one in which students replace one word in a sentence by another word/ other words of the same part of speech. The substitute word is given to the students as a prompt by the teacher.

## **Example**

Here is an example of a substitution drill:

Teacher: Can you repeat after me 'The girl is walking'.

Students: The girl is walking.

Teacher: singing

Students: The girl is singing

Teacher: doing her homework

Students: The girl is doing her homework

etc

### **Target language**

This term is used in two different ways. One use is to identify the language, e.g. Mandarin, Arabic, Spanish, English etc that a learner is trying to learn.

### **Task**

A task is a classroom activity that has a 'real-world' outcome e.g. a problem is solved, genuinely wanted information is exchanged. Tasks provide a purpose for the learning and use of language other than simply learning language items for their own sake. In the ELT literature the term *task* is sometimes used to refer to *activity*.

### **Teacher Talking Time (TTT)**

This is the class time the teacher takes up talking to the class, rather than allowing the students to talk or do activities. For many years it was recommended to teachers that they reduce their TTT so as to make their classes more learner-centred.

### **TPR**

TPR stands for Total Physical Response, and is a way of teaching language developed by James Asher. It involves learners in responding physically to instructions spoken or stories told by the teacher. Learners are not expected to speak until they feel ready to do so. TPR is often used for teaching younger children. Transformation drill

A transformation drill is one in which the teacher provides the students with a base sentence to repeat, then gives them a prompt to incorporate into the sentence.

### **Example**

Here is an example of a transformation drill:

Teacher: Repeat this sentence after me: They bought an apple

Students: They bought an apple

Teacher: eat

Students: They ate an apple

Teacher: sell

Students: They sold an apple

Teacher: lose

Students: They lost an apple

etc

**Utterance**

A word or group of words, normally in speech, that make sense by themselves but do not necessarily contain the grammatical requirements of sentences found in more formal written language.

**Classroom Research****(AN EXAMPLE)**

**1. Title** - Strategy to develop listening skills of students

**2. Introduction**- Listening is the skill of understanding spoken language. It is an essential skill, present in most of the activities we carry out throughout our lives. We listen to a wide variety of things, for example; what someone says during a conversation, face to face or on the telephone; announcements, giving information, for example, at an airport or railway station; the weather forecast on the radio; a play on the radio; music; a lecture; professional advice, for example, at the doctor's, in the bank; instructions, for example, on how to use a photocopier or other machinery; directions; a taped dialogue in class.

Students don't get enough exposure to English language. They hardly get any listening practice and they find it very difficult to understand spoken language. So, it is important to give exposure to listening of English language.

When we are practising listening in the classroom the best option is to think about how and what we listen to in real life. Teachers should give students the opportunity to listen actively. He/ She has to move from being a "teacher" to being a facilitator or guide.

**3. Objective of the study**

- To enhance listening skills of student-teachers in English language using mobile phones.

**4. Procedure**

***Pre-test***

A task was given to them. The task included 5 objective type questions (fill in the blanks or one word answer).

***Intervention***

Listening practice was given to students for 15 days. Some questions were asked to them every day to find out how much they had understood. This made them listen to story or poem attentively.

***Post-test***

A task similar to pre-test was given.

**5. Result and findings**

It was found that there was an improvement in listening skill of students. Earlier only ...% students could answer questions or do the given task but now .... % students can do it.

**Design of the Question paper**

- Weightage to content
- Weightage to type of questions
- Weightage to level of questions
- Blue print of question paper

## Weightage to Content

Unit	Topic	No. of questions	Marks	Percentage
1	Contexts of English Learning (Second Language)	10	20	50
2	Learning and teaching of English as a second language (Concepts, developing teaching plans and materials)	10	20	50
		20	40	100

## Weightage to types of questions

S.No	Type of questions	No. of questions	Score	Percentage
1	Objective	8	8	20
2	Very short answer	6	12	30
3	Short answer	4	12	30
4	Long answer	2	8	20
	Total	20	40	100

## Weightage to level of questions

S.No	Level	No. of questions	Marks	Percentage
1	Easy	4	8	20
2	Average	12	24	60
3	Difficult	4	8	20
		20	40	100

**Suggestive Blueprint**

*(Actual blueprint will be finalized by Chhattisgarh Board of Secondary Education)*

S.No.	Name of Unit	Type of questions				Total
		Objective (1 Mark)	Very short answer (2 marks)	Short answer (3 marks)	Long answer (4 marks)	
1	Contexts of English Learning (Second Language)	4(4)	3(6)	2(6)	1(4)	10(20)
2	Learning and teaching of English as a second language (Concepts, developing teaching plans and materials)	4(4)	3(6)	2(6)	1(4)	10(20)
	Total	8(8)	6(12)	4(12)	2(8)	20(40)

**Sample Questions**

Question	1	–	1 mark each
	2		2 marks
	3		3 marks
	4		4 marks

## Question 1

A) Choose the correct answer :

- i) Which of the following are receptive skills?
  - a) Listening, Speaking
  - b) Reading writing
  - c) Listening, Reading
  - d) Speaking, Writing
- ii) Teaching fractions in Mathematics in Class IV would be a part of
  - a) Curriculum
  - b) Syllabus
  - c) Both
  - d) None of the above
- iii) What type of mistake is there in this sentence ‘He wore a coat black’?
  - a) Wrong spelling
  - b) Wrong word order
  - c) Wrong agreement
  - d) Wrong vocabulary
- iv) If a paragraph has no commas or full stops which sub skill of writing needs to be taken care of?
  - a) paragraphing
  - b) proof-reading
  - c) punctuating correctly
  - d) planning

B) Match the following

<b>Column A</b>	<b>Column B</b>
Native language	Indicators of progress
Learning Outcomes	the first language learnt from the parents
Mother tongue	guage of the country/ region that someone is born in or native to

2

- a) What questions would you ask the students to make them speak about their hobbies, games or food preferences?
- b) We can teach grammar in context and explain it such as nouns, adjectives etc. *e.g. red rose*. Write a few more sentences/phrases in different contexts and explain what grammatical item you can teach using them.
- c) Write a few instructions that you can give in your classroom or school assembly.
- d) Why do we need to prepare teaching plans?
- e) What is the difference between hearing and listening?

3.

- a) “Use the textbook as a resource for students, but not the only resource.” Explain.
- b) Write an activity to facilitate pair/group work where children share their experiences.
- c) How can you improve your speaking skills?
- d) How is the skill of writing similar to that of speaking?

4.

- a) What is the difference between curriculum and syllabus?
- b) Prepare a teaching plan on the topic “Present Simple Tense”.
- c) Select the right options:

We need to prepare teaching-learning plans:

- to meet the students’ needs and cater for different styles
- to keep a record of what we have done
- to organize the time
- to please the school inspectors
- to assess students’ performances
- to create interesting classes and surprise the students
- to fulfil the curriculum and syllabuses
- to set targets
- to fight against injustice
- to develop as a teacher
- to decide teacher salary
- to structure your lesson: lead-in, task, revision
- to collect materials
- to plan for scaffolding
- to help develop the LOTS and HOTS



- to ensure quality
- to design the curriculum
- to incorporate different methods and resources

*(More sample questions are integrated with the sub units in the textbook)*