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NOTES PAPER- IV & V

PEDAGOGY OF ENGLISH



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# UNIT 1 LANGUAGE: CONCEPT, ITS NATURE ...

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## 1.1 INTRODUCTION

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The world is shrinking rapidly today. Advances in information technology, scientific knowledge and applications have transformed a sprawling earth into a global village. People of various cultures and nationalities now meet, interact, trade, socialize with ease on a daily basis. English becomes official language of the administration, medium of instruction, and subject of study in the Indian Schools and University. A knowledge of English is considered as necessary for activity, thought and employment.

Making this possible is the use of a common language-English. English is used by over 500 million people across the globe. One person out of every four persons in the world can be reached through English. 50% of the world's newspapers, scientific and technical journals and over 60% of the world's radio stations use English as a means of communication. It is also the official language of the UNO.

Speaking English became a fashion. It is an important foreign language that has attained the status of link language in different countries of the world. It holds important place in education system. Even, we can say, that it holds unique position in India. Besides, being a link, it is our major window to the modern world.

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## 1.2 OBJECTIVES

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- To understand the different role of language
- To familiarize with the nature of language
- To enable the students to understand the place of English.
- To enable the students to understand the need and importance of the language.
- To enable the students to understand the significance of the language in human life.
- To enable the students to know the basic characteristics and functions of the language.
- To enable the student-teachers develop linguistic skills among their pupils.
- To assess the status of English language.
- To view the central role of language in human society.

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## 1.3 ROLE OF ENGLISH LANGUAGE

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English has been playing an important role in our educational system as well as in our national life. It was supreme in the pre-independent India. Though, In free India, English could not be allowed to occupy the position of privilege. This was acknowledged by all the persons consequently. It was decided that regional languages should be developed and that Hindi should replace English. Nothing can be said against these things. Independent India must have its own national language.

### 1.3.1 Meaning of the Term

Derived from Latin *Lingua* which means tongue and the French term *langue*, language is the "entire complex of phenomena associated with human vocal and auditory communication of emotions and ideas."

Language is called a social phenomenon, because it has relevance only in a social setting. Language undergoes a continuous, though unnoticed, process of growth and change. It becomes sharp, crisp, refined and versatile with the passage of time. Pick up the historical background of any language; you will be astonished to notice the major changes in spellings, meaning, pronunciation and its connotation and denotation. Hence, language is a living phenomenon.

In its broadest and most general sense, "language may be said to be any means of expression or mental concepts by any living beings whatsoever and of communicating them to, or receiving them from, other living beings."

Language is a very complex human phenomenon; all attempts in define it have proved inadequate. In common parlance it may be said that language is an *organised noise* used in actual social situations. That is why it is defined as *contextualised systematic sounds*. **Patanjali** defined it as that human expression which is uttered out by speech Organs. **Encyclopaedia Britannica** defines language as "a system of conventional, spoken or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate".

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## 1.3.2 Definition

1. "Language is a primarily human and non- instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols" (**Sapir**).
2. "Language, in its widest sense, means the sum total of such signs of our thoughts and feelings as are capable of external perception and as could be produced and repeated at will" (**A. H. Gardiner**).
3. "Language may be defined as the expression of thought by means of speech-sounds" (**Henry Sweet**).
4. "A system of communication by sound i.e., through the organs of speech and hearing, among human beings of a certain group or community, using vocal symbols possessing arbitrary conventional meanings." (**Mario A Pei & Frank Gaynor**).
5. Language is human...a verbal systematic symbolism... a means of transmitting information...a form of social behaviour... (with a) high degree of convention" (**J. Whatmough**).
6. "A language (is a) symbol system... based on pure or arbitrary Convention... infinitely extendable and modifiable according to the changing needs and conditions of the speakers" (**R. H. Robins**).
7. "A language is a device that establishes sound-meaning correlations, pairing meanings with signals to enable people to exchange ideas through observable sequences of sound" (**Ronald W. Langacker**).
8. "A language is "audible, articulate human speech as produced by the action of the tongue and adjacent vocal organs... The body of words and methods of combining words used and understood by a considerable community, especially when fixed and elaborated by long usage; a tongue" (**Webster**).

## 1.3.3 Place of English Language in India

**Pandit Nehru** was certainly correct when he said, "English is our major window on the modern world". Its importance as an international language can be denied by none. It is only through English that we can establish social, economic, cultural and political relations

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with other countries of the world. It opens a wide window of international relations for us. If we close this window, we will shut ourselves up in the four walls of our nationality. This will certainly bring about our decay and downfall, because modern science has reduced the vast dimensions of the globe to the size of a small ball. Under, such circumstances we cannot ignore English we should give Hindi the place of national language. But this never means that English should be completely eradicated from the Indian curriculum.

"English is a language which is rich in literature, humanistic, scientific and technical. If under sentimental urges we should give up English, we would cut ourself off from the living stream of evergrowing knowledge."

## **-University Grant Commission**

"No language ancient and modern can be compared with English in the number of its speakers, writers and readers all over the world."

**-F.G. French**

"English literature in quantity and quality is second to none in the world." **-Champion**

## **1.3.4 Development of English**

This can be traced back to the period 1150 to 1400, ending with authors such as Chaucer and Gowen. Thus, upto the 15th century it was a period of middle English with Chaucer "**the unclipped sun of modern English began to rise and shine.**" The origin of the language can be related to Germanic Languages, although it plainly differs from them. Historically, it came to Britain, as the language of the invaders, the Angels Soxons and the Jutes. Hence, it is felt that English is an offshoot of the Anglo-Frisian Group. Initially there were about 170 million native speakers in 1920 and to date 10% of the world population speak the language. It has become a language of universal culture embracing many aspects of knowledge. This has been mainly due to its *flexible* and *liberal* nature to *adapto* new changes. In the 16th century, the language was more subjective. Long sentences were used to explain simple things. In the 18th century, the language became /very laborious. The more difficult words and phrases were used the better it was. But now the trend has changed, it is more simplified and the use of foreign words and phrases is prevalent.

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## 1.3.5 Importance of Teaching English

The importance of teaching English in India as a modern foreign language lies in the following things:

**1. International Importance** - English claims to be the first rate international language.

It can even be called a universal language. Hence, its knowledge promotes international understanding. Thus, it is very helpful in fostering true internationalism and co-operation among the nations of the world.

**2. Educational Importance** - English is a direct medium of acquiring a knowledge of modern arts, science, humanities, technology, etc. It is equally important for statesmen and politicians, scientists and doctors, engineers and educationists, businessmen and research workers. They enrich their knowledge and experience by reading English books and journals. Consequently, they contribute to the progress of their country particularly when it is underdeveloped like India.

**3. Vocational Importance** - Study of English as a modern foreign language has tremendous vocational importance for us. It offers opportunities for many and varied vocations, like diplomatic and foreign services, business, commerce, medicine, teaching law, etc.

**4. Cultural Importance** - English widens one's cultural and intellectual horizon. It develops scientific, technical and commercial relations with other countries. It imparts a knowledge of foreign nations and cultures. Thus, it further requires mutual understanding and co-operation.

**5. Disciplinary Importance** - The study of English enables a person to compare and contrast the good and bad things of his country with those of other nations.

Thus, he acquires a new insight into various resources of thought and expression.

**6. Recreational Importance** - English is a good source of recreation and useful employment of leisure. Persons knowing English can enjoy the best stories, drama, novels, etc. written or translated into English.

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## 1.3.6 Impact of other Languages on English

English is universally renowned for its power of expression. It is the most effective medium for expressing even the most abstract and subtle thoughts and ideas. It enjoys this uniqueness because of its capacity to absorb words and expressions of other languages of the world.

Of all the languages it came in contact with, the influence of Latin, The language of Homer, seems to be rather strong. Latin came into contact with, or one may like to say the other way around, English came in contact with Latin roughly between 15th to 17th centuries. **This** was the peak of the Latin influence on world literature.

1. **Latin was a mark of aristocracy and power.** English absorbed a lot of Latin words.

Some of the words are **vindicate**; 'sedate', 'semblance', 'incomparable', 'garrulous', 'intone', '**crescendo**', 'dulcet', 'resolve', 'modulate', etc., are all words borrowed **from** the Latin language and spoken as English by all its speakers.

2. **Open A French Window** —Another foreign language that has influenced the language of English a '*outrance*(to the utmost) is the **French** —the language of the '*beau monde*' (fashionable world) of **France**. It has lent a classical and ethereal vocabulary to English **because** of its soft and dulcet pronunciation. Though, unlike the words **of the** Latin language, the French words do not occur often in everyday **use** of English yet they have to be used deliberately as the occasion **may** demand.

3. **The Greek Avalanche** —Whereas foreign languages like Latin and French have given whole new words to the dictionary of English language, the Greek has lent valuable roots that have resulted in an abundance of rich and meaningful words that are part of pure English. Due to these roots, the influence of Greek on the language of English is proof enough to the major impression of Greek in modern English.

4. **American Onslaught**—Besides the Latin, Greek and French languages (also termed as the 'classical languages' of the world), there has been a distinct influence of the *American* English on the English language. In fact, English is becoming increasingly Americanised as the present day fashion is to speak colloquial or slang language that is so common among the Americans.

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American English is here to stay and due to its immense popularity, pure English is slowly fading out-its use being restricted only to the elite and sophisticated classes of the world and also to political gatherings where it is part of the protocol.

- 5. The Indian Influence**—Having ruled India for almost two centuries, the impact of the English language on India and its people has been so strong and permanent, that even today after about five decades of political, social and economical freedom, we are still in awe of the British tongue. But it has also been noticed that if English has left an idelible impression on our mother-tongue, it in turn has picked up various purely Hindi (and often Sanskrit) words that are part of the language.

Many words of the Hindi language adopted by modern English speakers. Although, many of these words have Persian or Arabic origins (shawl, fakir, etc.) and most of them are of the Urdu language, still they can be said to *be* the Indian influence on the English language as at the time when the British ruled India a combination of Persian, Arabic and Urdu was spoken by the Indians especially by the kings of that era who were Persians or Moghuls. In fact, Urdu, was then the mothertongue of Hindustan that the Britishers had to learn it in order to enable communication with the natives. Urdu was the Court language. Thus, we find traces of our ancient heritage on the modern English language.

- 6. Russian Defence-** RUSSIA'S PARLIAMENT has drafted a law aimed at stopping the latest foreign invasion of the homeland : the rapidly-growing number of English words and slang expressions infesting the Russian language.

"We must have a way to punish the mass media, educators and politicians for corrupting the Russian language," says Mikhail Fyodorov, an adviser to the Culture Commission of the State Duma, which is preparing the law.

Besides being affected by various foreign tongues, modern English has developed many trends that have been brought about by modern English speakers.

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## 1.3.7 English as an International Language

English is rapidly becoming a world language. It is the first language of the United Kingdom, the United States of America, Canada and Australia. In addition, it is spoken and read by many millions of Europeans, Africans, Chinese, Indians, Japanese and South Americans as a second language. It is widely known in India, Pakistan, Burma and Sri Lanka, almost every country of the world. In short, one person out of every ten in the world is a native speaker of English. One out of every four on earth can be reached with it.

Everything of importance which happens day by day is printed in English in newspapers or spoken in English over the radio all over the world. 50% of world's newspapers, over 50% of the world's scientific and technical periodicals and more than 60% of the world's radio stations use English as a medium.

The above facts point out that English is an international language. No language, ancient or modern, can be compared with English in respect of its international status. It is interesting to note that about one-half of mankind have chosen English to communicate with those who do not speak their own language. It is in this way that English helps in establishing international relations. It is a source of better understanding among different nations of the world.

**F.G. French** in his book "Teaching English as an International Language" says that because, of the rapid spread of industrial development, science and technology, international trade and the closer inter-dependence of nations, English has become a world language. It is the means of international communication; there is no other. English is international in the sense that it helps in interlinking the people living in different countries of the world.

### Check Your Progress

Notes : a) Fill in your answers in the space given below.

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

1. English is a \_\_\_\_\_ language.

## 1.4 THE STATUS AND NATURE OF ENGLISH LANGUAGE TEACHING IN INDIA

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According to the constitution of India, English is a second language. But what is it in fact?

### Activity A

Think about how English is used in your state. Does it have the status of a second language or a foreign language?

Educators define a 'foreign' language as one which is studied for the insight it affords into the life of another nation, and a 'second' language, as one which is studied for more utilitarian purposes, because of its direct value to the speaker or writer as a citizen of his own country.

To answer the above question you should think about the purposes for which you and the people you know use English.

1. What language is most commonly used in offices?
2. What percentage of people (approximately) read newspapers (a) in English and (b) in the regional language/MT (Mother tongue)?
3. Which language do people generally use in restaurants, at railway booking counters, when shopping, etc.?
4. When people meet people from other states do they use English/Hindi/some other language?
5. What is the language you find used most often in advertisements and hoardings in (a) towns and (b) in cities?
6. What are some of the most popular TV programmes? Which language(s) are they in? Has the Cable TV, become popular among people? If yes, what are the most popular channels? If people watch programmes in English, do they have any difficulty in understanding the language?
7. To what extent does the man in the street use and understand English? For example, if you asked an autorickshaw driver or a shopkeeper in your town a question in English

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would he be able to understand it easily/with difficulty/not at all? Would he be able to answer in English? Generally/occasionally/not at all?

Answers to these questions will help you to build up a picture of what the status of English is in your state, its importance, and normally, then the extent to which its development is possible.

The question of the status of English in India is important if you want to think about your teaching situations 'effectively' because your language teaching situation cannot be separated from the language learning environment outside the classroom. We need to consider the language environment if we are desirous of making a change in the classroom.

## **Discussion**

Be realistic about the general English learning environment faced by your learners, and then you will find your teaching of English will be much more effective. You should think of using all your resources, and supplementing these resources, if necessary.

For example, you may make effective use of newspaper clippings, magazine advertisements official forms (rail reservation form, money order form, telegram form), billboard messages to motivate the learners to use English in authentic/real life situations.

Though English does not have a uniform status in various parts of our country the following are some of the common 'roles' or functional capacities in which 'English' is present in India:

English is the associate official language in our country. It is taught as a part of school curriculum for 6 to 12 years, either as a subject or both as a subject and a medium of instruction.

In context of a global society and especially since the opening of the Indian markets to foreign investment, competence in the use of English has become the passport not only to higher educational opportunities but also to better economic gains. As a library language it wields considerable presence in the arena of higher education. It is thus that in school the emphasis has shifted from learning the content of the English lessons to trying to acquire the language skills which will enable the learners to 'use' the language.

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## 1.4.1 The Status of English within the Formal Instruction System

In Activity A, you examined the status of English in your state; now let us examine the status of English language which is set within a formal instruction system. However, before examining a formal language learning situation, let us attempt to look at an informal language learning situation. An informal language learning situation is one when language is not taught or learnt for grammar but for communication. For example, a young child learns to use language functionally, i.e., to get things done or to express himself/herself. This expression could be transactional or self-expressive in nature. Through play and chat, which constitute easy, spontaneous use of language, the child develops language skills. Thus by using language, the child develops language skills, i.e., he/she learns to speak, read, listen, write effectively and-independently.

The formal instructional system is, however, very different. Here we are referring to organized learning on a large scale, with the instructional system providing certification at the end of a learning programme.

We must examine carefully the differences in the teaching and learning of languages in formal and informal situations. Early language learning involves learning of the MT (mother tongue) or LI (first language). Learning English for most Indians is learning a second language (L2)

|                        | Informal Language Learning                                      | Formal Language Learning                                     |
|------------------------|---|--|
| 1. Language taught     | MT, LI  | L2, L3, etc. from CLASS I (English medium)                   |
| 2. Age                 | From birth onwards, in informal situations of language learning | From CLASS III, IV, V, VI (vernacular language medium)       |
| 3. Use of Language     | Functional  | More formal language descriptions, formal grammar learnt     |
| 4. Treatment of errors | Parents repeat, encourage and correct                           | Teacher may comment, focus on errors or sometimes reprimand- |
| 5. Exposure            | Oral  | Pre-dominantly in the written form                           |

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However, these 'characteristics' of formal and informal language learning situations should not be seen as exclusive to each other. Modern language learning pedagogy, in fact, attempts to organise second language Learning situations as closely as possible to its language acquisition so that the second language is learnt as 'naturally' as possible and enables the learner to become an independent user of it.

## Check Your Progress

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

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

1. Does the language teacher need to assess the need(s) of the language learners to learn the language? Give reasons for your answer.

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## 1.4.2 Nature of Language

A language consists of words, idioms and syntax. It is through language that we think, feel, judge and express. Hence language is one of the most important and characteristic form of human behaviour we use words and idioms as tool to perform and share experience among a people possible.

**1. Language is speech** - Language is speech and is distinct from the signs, gestures and sounds produced by animals or pets to convey a particular feeling or emotion. It is distinct from the sign language even amongst the humans at any point of social and

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biological evolution. It restricts itself to recognised expression and communication to or from human beings by means of speech and hearing. This communication, therefore, has to be from man to man, from a person to another person by means of speech, and hearing. Speech, therefore, is language.

- 2. Living Language** - As seen earlier, a language undergoes a continuous and un-noticed change for its refinement and depth. It responds to the demands and requirements of the group that it represents. As the human utterances became complex and varied, a language to be living must move with the group, must grow with the group, should be alive to their needs and aspirations. In this process of change and growth, language acquires new shape, new approach, new significance and new application.
- 3. Language and Society** - "Language is one of the most important and characteristic forms of human behaviour". With widening range and horizon of human thought and action, the language has to keep in step with its social calling. As "language is activity, a purposeful activity", it must help man to express himself in a variety of new and different kinds of situations. It is the society, that in its turn, bestows meaning towards and idioms by conventionalising them to mean what they mean today to a group or a community, in a variety of complex contexts.
- 4. Operation of Language** - As language has relevance only in social context, it is necessary for its operation, that a social necessity or scenario exists. There should be a corresponding situation for the language to operate upon. It is a conventional arrangement between the speaker and the listener.
- 5. Sounds and Signals** - Sounds produced by human beings differ from the 'signal-like' sounds and actions of the animals. A lot of research is going on to establish if the animals also have similar conventionalised arrangement in their expression. **According to Bloomfield**, "In human speech, different sounds have different meanings. To study this coordination of certain sounds with certain meanings is to study language". In other words, a study of a language consists in giving meaning to a meaning. The meaning already exists, we have to give it a meaning to be intelligible to us as a language.

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## 1.5 CHARACTERISTICS AND SIGNIFICANCE OF LANGUAGE IN HUMAN LIFE

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Language is a learned arbitrary system of vocal symbols by means of which human beings interact and communicate in terms of their common cultural experience.

### 1.5.1 Characteristics of Language

1. Language is **learned** — The learning process may be natural or structured.
2. Language is a **system**—The complexity of the various facets of it are organically inter-related, such as, sounds, words and structures in integrated with one another and constitute the complex and organic whole which is called language.
3. Language is a system of **symbols** —Its effectiveness consists in its usage when the symbols are commonly shared and known to all those who are sharing a common experience.
4. The system is **arbitrary**—There is no logical relation between the words and the objects they stand for except for the Chinese and the other pictorial languages. Here again, the characters, though pictorial, do have any resemblance with the reality that they stand for. However, in sound languages, it is necessary that the sounds have a specific meaning.
5. Language symbols are **vocal**—Language is primarily speech-Oriented. Its graphical representation comes later. In many languages there is no graphical expression at all. They are only spoken and are considered adequate as they perform the basic function of communication.
6. Language is relevant in a **social** setting and has meaning in as far as it expresses common cultural experiences. Languages, therefore, differ because cultures differ.

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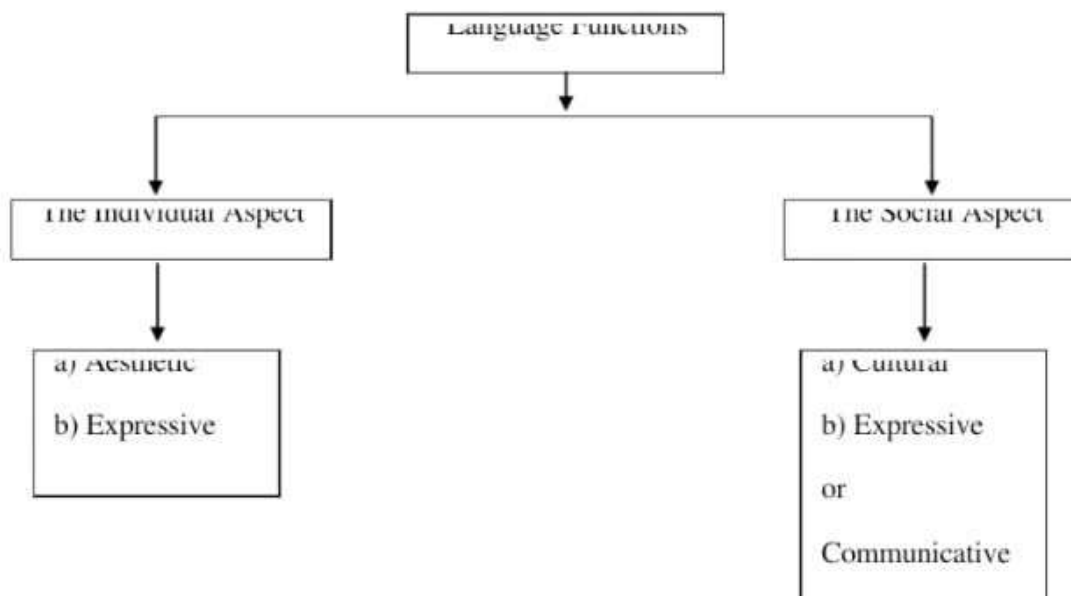
7. Language **changes** - "We live in a changing world. We cant possibly think in terms of static state of affairs in language or any thing else."

- **Jawaharlal Nehru**

Every language, may be English is a living language. With the needs and requirements of speakers it changes constantly and developing. Words are practically being borrowed and absorbed in the language from time to time.

## 1.5.2 Significance of Language in Human life

Language covers the entire expanse of life. It preserves the best human thoughts and achievements which enriches life. The scope of language widens with the enlargement of human activities : the larger the field of human functioning, the wider the extent of a language.



**1. Social Function** - It has been said time and again that language is social' it operates in a social setting; it acquires meaning and significance in a social interaction. It is a means of communication between members of a community, or between a community and community. It is "capable of handling all references and meanings" (Sapir) of a given culture. It is a means of expression.

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2. **Cultural Function** - As a "language is a part of the culture of a people and the chief means by which the members of a society communicate", it is wedded to culture, is inseparable from it and, hence performs a cultural function. The content of every culture is expressible in its language.
3. **Language and the Individual** - As a symbolic system, language either reports to, refers to or substitutes for, direct experience. Whatever the case may be, language cannot "stand apart from or run parallel to direct experience, but completely interpenetrates with it."
4. **The Expressive Function** - Language is a great force of socialisation. "language is primarily a vocal actualisation of the tendency to see realities symbolically". There cannot be any meaningful social interaction without language. The language binds the people into one large group called nation. The national language socialises the behaviour of the whole nation, whereas, the regional languages help integrate regional groups. Language is the greatest and most potent force of integration.
5. **Aesthetic Aspect**- Language helps store culture experiences in the form of literature and other written records for the posterity. These cultural experiences form the nexus of individual realisation. It breathes life into our poets and dramatists. Short of a language, such fine arts were not possible. Aesthetic experiences are the treasure for the posterity to feel proud of it as a national treasure-house.

## 1.5.3 Misconceptions about Language

After discussing the characteristics of a language we might as well dispose of the following misconceptions about a language.

### 1. Languages are logical

We have already discussed that the symbols of a language are arbitrary and there is no logic in their representation. The sounds and spellings arrangements a fleet each other according to usage and NOT logic. The famous quote that b-u-t is *but*, p-u-t is *put*. Now there is no logic. Similarly, the sound of T changes according to its usage as may be seen in the words lieutenant, enough, far, philosophy, etc. The sounds of ch again differs. Whereas, it

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remains **ch** in *chair*, it becomes **sh** in *champagne*, etc. Now, where is the logic? Various sounds acquire different character depending on its origin, usage and words arrangement.

## 2. Some languages are unlearnable

The existence of vocal organs group help a language to evolve. As all human beings are gifted with similar vocal organs, any language produced by these vocal organs can be learned if one has adequate will and perseverance. Even Chinese, which is considered to be a difficult language generally because of its sound patterns, can be learned with proficiency. The dependence of the world order on its various constituents necessitated learning of languages of even the remotest of lands and peoples.

## 3. Some languages are better than others

As all languages perform the function of communicating a common cultural experience, there is no distinction of grading amongst languages. However, languages may differ as to their refinement, growth and application. Larger the application, larger the extent of its communication. Besides that, languages should not be graded and compared. Each language is the best manifestation of the culture of the peoples that it represents.

## 4. There are exact equivalents in languages

As languages are the expression of a variety of cultural experiences, they express their respective socio-cultural pattern the best. Hence, there are no exact equivalents. Yes, it may be translated to its nearest approximation.

## 5. There are exact equivalents within a language

This is also a misconception. It will pose a language in a poor situation if it has sets of equivalents. Language should be rich in that one word symbolises one exact experience. There will be shades of difference in their meanings and, in that lies the richness of language. In easy comprehensions we might have words having similar meaning, but not exact equivalents, such as, sick-ill.

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## 6. Language must have graphical expression

As seen earlier, speech is primary and that there are many languages which have no script. These are oral languages and are only spoken.

### 1.5.4 Modern English Usage

Man's greatest achievement and major distinguishing factor from the great ape has been language, having built a world of words he has learnt to feel, to judge through the use of words, idioms and syntax of language. Language makes possible the communication of meanings and sharing of experiences among people, enabling them to form an enduring society and to create and transmit a distinctive culture.

The origin of the word 'language' can be traced down to the Latin word 'Lingua' which implies 'tongue.' French terms 'langage', 'langue' and 'parole' also bear impressions on 'Language'. These terms imply 'a *specific form of speech*'. **Edward Sapir defines** Language as "a purely human non-instinctive method of communicating our ideas, emotions and desires by means of a system of voluntarily produced auditory symbols and the symbols are originally arbitrary". Hence language is stated as documentary and non-instinctive. We acquire it by living in the society and our family. Every language has a system established through convention and is said to "live on the lips and ears of the people". Language has its own words, system sounds etc, It is symbolic, a physical and mental manifestation of a non-physical (emotional, intellectual, spiritual) and internal state. An articulated system of signs, primarily realised in the medium of speech.

There are innumerable languages prevailing all over the world. In India itself, there are as many as 845 spoken languages. Hence, in the world over the problem of a common language, is being felt, as it integrates the different strands of human thought into a whole. Such a language will be above the barriers of nationality, political interference and other dividing barriers.

### 1.5.5 Future of English as a Window on the World

It is rightly said that English is our major window on the world. It informs us about the advancement taking place throughout the world. In fact, English is the only window through which we can see the day-to-day progress being made in the scientific, technological,

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agricultural, cultural, literary, political, social and economic fields. Knowledge of English helps us keep in touch with the world's ever-increasing explosion of knowledge and technological advancement, which are so important to a developing young nation like India. The study of English will continue in the country, for we aim at the progress of our country.

## 1.6 CHECK YOUR PROGRESS

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1. Define language
2. What are the misconceptions about a language?
3. Write an essay on the status of English-language in present day India?
4. Write a note on the functions of language in human life.
5. Write a brief note in modern English usage.
6. Discuss the impact of French on English language?
7. Briefly state the future of English in India?

## 1.7 LET US SUM UP

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- English holds important place in education system.
- Advancement in information technology, scientific knowledge and applications have transformed earth into a global village.
- In India, English becomes official language of the administration, medium of instruction, and subject of study.
- A knowledge of English is considered as necessary for activity, thought and employment.
- English has attained the status of link language in different countries of the world.
- English establishes social, economic, cultural and political relation with other countries of the world.
- Knowledge of English promotes international understanding and co-operation among the nations of the world.

# UNIT 1 LANGUAGE: CONCEPT, ITS NATURE ...

- It develop scientific, technical and cultural relative with other countries.
- It offers opportunities for many and varied vocations like diplomatic and foreign services.
- English is a good source of recreation and useful employment of leisure.
- It is through language we think, feel, judge and express.
- Language as one of the most important characteristic form of human behaviour.
- It restricts itself to expression and communication to or from human beings by means of speech and hearing.
- It helps man to express himself in a variety of new and different kinds of situations.
- It is a conventional arrangement between the speaker and the listener.
- Language acquire new shape, new approach, new significance and new application in the process of growth.
- It preserves the best human thoughts and achievements which enriches life.
- The language

## ~~1.8 ANSWER/CLUES TO ANSWERS OF CHECK YOUR PROGRESS~~

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I. 1. English is a progressive language.

2. Derived from Latin word lingua means tongue.

II. The language teacher not only needs to assess the need of the language learners to learn the language but also needs to evaluate their existing competence in the target language in order to be able to organize the language learning activities and materials to fulfill these needs. If these needs are catered to, the learners will be extremely motivated to learn the language.

## 2.1 Introduction

In any society, language is important to communicate productively. Without an intelligible language, the geometrical progression of any society is impossible. The best example is the story of Babel in the Holy Bible.

Briefly, during the time of Noah, people were wicked and God punished all of them with the great flood except Noah, his family members, and male and female from every species in the animal kingdom.

After the great flood, the people became sinful once again and they knew God would be angry with them and He would punish them once again with the destructive flood. Therefore, they wanted to escape from the anger of God by constructing a tower. God knew their plan and He confused the tongues of the people and they could not build the tower anymore due to the incomprehensibility of the language they were speaking to one another.

This incident proves the point that our lives would become terrible if we do not know or comprehend a language. In addition to political, economic, social and religious reasons, we need language(s) to communicate and to lead our lives well; Hence, we learn as many languages as possible and that's where the method(s) and approaches to language teaching come into action.

In this unit, we shall know about various methods and approaches that are used in language teaching – starting from the Grammar-Translation method to the Natural approach – Traditional to Humanistic approaches.

## 2.2 Objectives

At the end of the unit, the student-teacher:

1. knows the history of English language teaching;
2. understands various approaches and methods comprehensively;
3. understands the method(s)/approach(es) s/he should use in his/her English classroom;

4. comprehends important terms related to English language teaching.

### **2.3 A Brief History of Language Teaching**

Before we learn some important theoretical aspects of English language teaching, it is imperative to know the history of language teaching, in brief.

Latin was a popular and an important language which was widely learnt in most parts of Europe and middle-east region for many centuries. However, due to various religious, political, and economic phenomena Latin slowly lost its importance among masses. French, Italian, and English gradually gained popularity during the sixteenth century in Europe.

Latin gradually faded away but the study of Latin has become a model to learn a foreign language - analysis of its grammar and rhetoric - from the seventeenth to the nineteenth centuries. Learners studying at grammar schools in England were introduced to Latin grammar. Children learnt grammar rules, declensions and conjugations, etc through rote learning (Kelly, 1969; Howatt, 1984). After the learners attained required levels of proficiency, they were taught advanced grammar and rhetoric.

In the sixteenth and seventeenth centuries Roger Ascham, Montaigne, Comenius and John Locke had tried reforming curriculum and suggested how Latin should be taught (Kelly 1969; Howatt, 1984). By the nineteenth century, the approach to studying Latin had become an established practice to study a foreign language. A foreign language textbook in mid-nineteenth century had lessons planned around grammar points. Grammar points were identified, and rules were explained using illustrations.

In the nineteenth-century, a foreign language textbook laid stress on rules regarding word formation and sentence structure, which the teachers explained and the learners memorized later on. The oral exercises were minimal and a few written exercises were given to explain the rules. Books published by Seidenstucker and Plotz during this period were note-worthy. The textbook of Seidenstucker had detached sentences to demonstrate rules. He divided his text into two parts.

The first part had rules and necessary examples. The second part had French sentences for translation into German and vice-versa. Plotz too followed the same kind of a pattern. Teaching a foreign language in this manner was known as Grammar-Translation Method or Classical Method.

The three major views related to language are:

1. The **structural** view: language comprises structures they carry meaning (e.g. grammar).
2. The **functional** view: language is a medium to complete a certain function (e.g. requesting, enquiring, etc.).
3. The **interactive** view: language is a means to make and maintain social relations in society, concentrating on *patterns of moves, acts, negotiation and interaction found in conversational exchanges*. This view has been influential since the 1980s.

**Activity 1**

What is your view about language?

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Definitions of *approach*, *method*, and *technique*

Anthony (1965) put forth the idea of *approach*, *method*, and *technique* in the following way:

*An **approach** is a set of...assumptions dealing with the nature of language teaching and learning.*

*A **method** is an overall plan for the orderly presentation of language material... and all of which is based upon, the selected approach.*

*A **technique** is that which actually takes place in a classroom. Techniques must be consistent with a method, and therefore in harmony with an approach as well.*

## **2.4 Grammar–Translation Method**

The grammar–translation method originated in the 1500s when Latin was extensively studied as a foreign language due to its importance in various fields like academia, business, etc. but the use of Latin gradually declined during the century, and it was substituted by English, and other European languages. Eventually, people studied Latin as a subject rather than a language for communication.

Modern languages also appeared in school curricula in the 19th century and language teachers used the same grammar-translation method to teach the languages. In the 19th century, grammar-translation textbooks had target language grammar. It had separate and disconnected grammar rules for learners to memorize, a bilingual vocabulary list, and sentences were provided to learn and translate.

### **2.4.1 Principles of Grammar-Translation Method**

The following are the principles of grammar-translation method:

- a. Emphasis is on reading and writing consequently;
- b. L1 is used while teaching;
- c. Learners learn grammar rules deductively;
- d. Rote learning is encouraged;
- e. Grammar drills and translation from L1 to L2 are common;
- f. “Form” is more important than “content”;
- g. Evaluation is based on translation of texts; and
- h. The textbook is the only teaching-learning material.

Roger Ascham, Montaigne, Comenius and John Locke attempted to reform grammar-translation method. Later, Berlitz, Passy, Viëtor, and Jespersen shed light on the problems of grammar-translation. They supported teaching L2 in L2 itself – supporting speech and text.

#### 2.4.2 Merits of Grammar-Translation Method

1. Both the teacher and the learner use L1 while teaching and learning respectively;
2. Translation of new words provides clear understanding to the learner;
3. The teacher need not strive for accuracy;
4. The philosophical principle, known to unknown is followed. Hence, the learners easily comprehend teaching points;
5. The teacher is relaxed while teaching, as the efforts she has to put in is minimal, and
6. The teacher can evaluate the learner's comprehension easily

#### 2.4.3 Demerits of Grammar-Translation Method

1. It does not improve the oral fluency in English;
2. It is tedious and uninteresting as the learners have to memorize words and rules;
3. It does not build confidence in the learners;
4. There is no restriction in using L1 in class;
5. Language items learnt are away from real life situations;
6. The learner is unable to use English in day to day communication; and
7. This method focuses only on reading and writing. Speaking is ignored.

#### Activity 2

Do you think you can use this method in your English classroom? Give reasons

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## **2.5 Direct Method**

This method was developed at the end of the nineteenth century and it challenged the views on Grammar-Translation method. Gouin and others tried to put forth a method based on scientific observations of children's language learning.

Franke (1884) put forth a proposition that monolingual language teaching could be effective by associating form and meaning. Target language should be used actively in class and grammar rules must not be explained. The learner has to pick up the grammar of L2 as in the case of their L1, by exposing themselves to the language, inductively (Thornbury 2000). The textbook is not used in the initial years of learning and teacher decides what to teach. Direct Method lost its popularity by 1920s in Europe and it was the first teaching method recognized by language teachers and experts. It moved language teaching into the 'methods era'.

### **2.5.1 Principles of Direct Method**

The language learning principles of the direct method are:

1. Teaching is done in the target language. Mother tongue/native language of the learners is neglected;
2. Everyday vocabulary and sentences are given importance while teaching;
3. Target language grammar is taught inductively;
4. Teaching items of the lesson are introduced to the learners orally;
5. Teacher and learner communicate orally in question and answer form;
6. Realia, pictures or demonstration is used to teach vocabulary. The technique of association of ideas is used while teaching abstract vocabulary;
7. Listening and speaking skills are given importance; and
8. Pronunciation and grammar are crucial.

### **2.5.2 Merits of Direct Method**

1. L2 is learnt just like learner's L1
2. Learner avoids L1 and thinks in L2
3. Audiovisual teaching aids are used to make learning easier

4. Emphasis is on speech. Hence, errors are corrected as and when they made.

### 2.5.3 Demerits of Direct Method

The Direct Method failed to consider the ground realities like:

1. English teachers must possess native-like fluency in English.
2. It is “the product of enlightened amateurism” (Richards & Rodgers 2007: 13).
3. Using only the target language to explain vocabulary is like *performing verbal gymnastics*.

#### Activity 3

Can you use this method in your English classroom? State reasons.

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### 2.6 Audio-Lingual Method

As Direct method had serious drawbacks the Audio-Lingual Method came into existence. It was popular during the 1960s, especially in the United States. The other reason for the development of the Audiolingual Method was that the United States emerged as a major international power after the II World War and the demand for teaching English to immigrants and foreign learners also grew up.

This method stressed the need for oral drilling, pronunciation, and “mastery of the formal properties of language”, which implies good grammatical habits (Dendrinis 1992: 113) or ‘structure’ (Richards & Rodgers 2007: 52).

The Audiolingual Method declined as the learners could not apply skills learned in the class in real life situations. Theoretically, Noam Chomsky, a noted linguist, argued that languages were *generated* from the learners underlying knowledge of abstract rules (Chomsky 1966: 153).

### **2.6.1 The Principles of the Audio-Lingual Method**

1. Language is for communication;
2. Language is learnt using the natural order: listening, speaking, reading and writing;
3. Language is learnt contextually;
4. Repetition and drilling are common as language learning is a part of the habit;
5. Substitution drills are common to make learners know how language is used;
6. Grammar structures are taught first, then vocabulary;
7. Rules are taught using examples;
8. Errors are corrected immediately;
9. Teachers are the role models of language usage; and
10. Teachers teach the culture of the target language.

### **2.6.2 Merits of the Audio-Lingual Method**

1. It is grounded on a solid theory of language learning;
2. The method is easy and functional to teach a large group of learners;
3. This method emphasized listening and speaking skills more;
4. Visual aids are used for effective vocabulary teaching; and
5. It lays stress on correct pronunciation and structure.

### **2.6.3 Demerits of the Audio-Lingual Method**

1. ELT practitioners and scholars have disregarded this type of learning as this method is based on behaviourism.
2. Communicative competence is not given due importance;
3. The four basic skills are not given equal importance;
4. “Form” is given more importance than “meaning”; and
5. Pattern practice, drilling, and memorization are mechanical in nature. The functional aspect of a language and its *organic usage* are ignored.
6. Teacher dominates the method.

**Activity 4**

How does Audio-Lingual Method differ from Direct Method?

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**2.7 Structural Approach**

This method encourages a learner to master the structures of English. A structure is an arrangement of phrases in a sentence. This approach presupposes English comprises 'structures' and they can be taught by systematic selection and gradation of the structures and vocabulary. Grammatical structures are learnt by language drills and repetitions in the early stages. Learners have to attain mastery in using 275 graded structures and 3000 root words.

This method uses the following for teaching English:

1. Word order: Word order or sentence structure can change the meaning
2. Function words: Function words modify the meaning of a sentence.
3. Inflections: an affix (prefix or suffix) can change the base form of a word.

**2.7.1 Principles of Structural Approach**

Prof. F.G. French has put forth the following principles:

1. Learners have to fix up habits of the English language patterns;
2. Learners' activities are more important than those of the teacher;
3. Oral work is the base for the other language skills are built up;
4. The structures of English are mastered – they are to be picked up, practised and fixed in mind;
5. Meaningful situations are created by dramatization to teach language skills and
6. The teacher teaches one language item at a time.

### 2.7.2 Selection of Structures

As the structures of English are the basic teaching points in this approach, the teacher selects the structures based on the following principles:

- a. Usefulness: the structures, which are used frequently.
- b. Productivity: the structures which entail the other structures.
- c. Simplicity: the structures which are simple in terms of form and meaning.
- d. Teach-ability: the structures which are easy to teach.
- e. Frequency: the structures with a high rate of occurrence.
- f. Range: the structures which occur in various contexts.
- g. Coverage: the structures which cover a number of meanings
- h. Learnability: the structures which are easy to learn.

### 2.7.3 Gradation of Structure

Structures of English are graded based on the following patterns which are taught together or separately during English language teaching course:

#### A. Grouping

- a. Phonetic grouping: based on sound. For example: cat, rat, mat etc.
- b. Lexical grouping: based on words used in the same context.
- c. Grammatical grouping: based on similar sentence pattern.
- d. Semantic grouping: based on words having a similar meaning.
- e. Structure Grouping: based on structures which fit each other.

#### B. Sequencing

- a. Grammatical sequencing they are placed one after the other depending on their context.
- b. Semantic sequencing they are sequenced depending on their meaning.
- c. Lexical sequencing it depends on the phrases which go together

### C. Types of sentence pattern

There are different patterns of sentences. They are:

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|---|--|
| a. Two-part patterns                                      | Birds fly (birds/fly)                                      |
| b. Three-part patterns                                    | She is sleeping (she / is / sleeping )                     |
| c. Four-part patterns                                     | Sresta went to shop ( Sresta/went/to/shop)                 |
| d. Patterns beginning with 'there',<br>'Wh' type question | There are two chocolates in my bag. Where is your college? |
| e. Patterns of command/request                            | Come here, Go there, etc.                                  |
| f. Formal pattern   | Good afternoon, Thank you etc.                             |

### D. Sentence types

The structures have the following sentence types:

- |                                   |   |
|-----------------------------------|---|
| a. <b>Declarative sentence:</b>   | It makes a statement.<br>Example: I want to be a good teacher.  |
| b. <b>Imperative sentence:</b>    | It gives a command or makes a request.<br><b>Example:</b> Please write it down.                           |
| c. <b>Interrogative sentence:</b> | It asks a question.<br><b>Example:</b> Where are you going?   |
| d. <b>Exclamatory sentence:</b>   | It expresses a feeling such as surprise, happiness, etc.<br><b>Example:</b> Hurrah! We have won the game. |

#### 2.7.4 Merits of Structural Approach

- The controlled practice of structures leads to improvement of accuracy over a period of time;
- Structures are taught based on the principles of selection, gradation, patterns of sentences and types of sentences. Hence, a lot of time is saved;
- English is taught in meaningful contexts; and
- Speech is given importance.

### 2.7.5 Demerits of Structural Approach

- a. Learners' LI is not utilized in teaching and learning;
- b. Language use is a matter of creativity. Teaching a limited number of structures may restrict learner's potential to use the language; and
- c. Language drills and repetitions are mechanical.
- d. In order to teach English using structural approach, teachers should be well-versed with linguistics, especially syntax.
- e. Oral work is overstressed.

#### Activity 5

What is your opinion about the structural approach?

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How do you select and grade the structures?

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### 2.8 Situational Approach

The situational approach had been developed from the 1930s to the 1960s by British Applied Linguists, Harold Palmer and A.S. Hornsby. These two people knew the direct method and the work done by 19<sup>th</sup> century applied linguists like Otto Jespersen and Daniel Jones, and they tried to develop a positivist approach to teaching English.

The situational approach ensures that the language taught is practical. The vocabulary and sentences are used in real situation or simulated situation so that the meaning of words are

associated with situations. For an example, learners know the meaning of “pencil”, not because they have looked it up in a dictionary, but by hearing sentences like: “Write with a pencil!”, “Sharpen the pencil!” etc. Even if the classroom environment is irrelevant, teacher’s innovativeness helps learners to comprehend it in a situation outside the classroom.

The objective of teaching English is to make learners use it in their daily life. Therefore, translation and mechanical drills cannot help learners connect language to real-life situations. They, in fact, lead to boredom, and there is no relationship between what is being learnt and practised in daily life. *Meaning, context and situation* are very important to teach a language. The vantage point of situational approach is its principle of variety and simplicity. It is due to this characteristic feature, even slow learners are engaged in what teacher or peers do and say in the classroom. Learners cooperate with one another and they are excited to learn English using it in imaginary situations, especially when they enact a situation in class. Besides all these, a noteworthy point is that situational approach demands much from the English teacher. S/he must be fluent in English, *have a reading invention*, be able to evaluate learners’ comprehension level and offer a revision.

### **2.8.1 Principles of Situational Approach**

1. Language learning is habit-formation;
2. Mistakes should be avoided;
3. Language skills are presented orally first, then in written form- to improve the effectiveness of learning;
4. Examples are better than *analysis* for language learning;
5. Meanings of the words are presented in *linguistic* and *cultural context*;
6. Opportunities are created for learners to associate the meaning of new words with parallel situations;
7. New words are introduced as and when it comes in the class;
8. Language materials are used to create appropriate situation;
9. Continuous repetition of language items;
10. The teacher raises questions related to created situation and s/he answers them;
11. Revision is important;
12. There is a continuous chain of actions from the teacher; and

13. Teachers' statements and actions go together continuously.

### 2.8.2 Merits of Situational Approach

1. Meaning well as the structures, are used in an appropriate situation;
2. Learning is easy and effective. English is real and interesting; and
3. The learner gets good exposure to English, L1 is discouraged.

### 2.8.3 Demerits of Situational Approach

1. Only limited vocabulary and structures are taught;
2. It is useful for teaching lower-class learners;
3. Drilling makes the class uninteresting and weary; and
4. This approach demands highly competent teachers.
- 5.

#### Activity 6

Compare and contrast structural and situational approaches.

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### 2.9 Dr. West's New Method

Dr. West had done research on teaching English as a foreign language in India and developed this method as a response to the Direct Method. This method focuses on the English language needs of Indians. He states that learners in India need to read English, write it, speak it and comprehend it when spoken.

According to Dr. West, teachers should teach silent reading skills first to improve reading comprehension skills. So, teachers lay more emphasis on the habit of silent reading. In order to



### 2.9.2 Merits of Dr. West's New Method

1. Learners improve their silent and extensive reading comprehension skills phenomenally by using different types of questioning – local, global and inferential; and
2. Any teacher can teach this skill, especially silent reading.

### 2.9.3 Demerits of Dr. West's New Method

1. Too much of attention is given to silent reading and it is difficult to evaluate;
2. Reading in the initial stage is dull and uninteresting;
3. Reading has been given an exaggerated status; and
4. The order of acquiring basic skill has been challenged.
5. It does not help Indian learners to achieve the four-fold objectives of language learning.

#### Activity 7

Do you agree with Dr. West regarding the New Reading Method that he had proposed? Give reasons.

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### 2.10 Bilingual Method

C.J. Dodson (1967) was the proponent of the bilingual method. It is used for teaching a foreign language and it is complementary to the audiovisual method. From the beginning, the sandwich technique is used to convey the meaning bilingually. The mother tongue is used for bilingual pattern drills.

The bilingual method follows three stages (presentation, practice and production) while teaching English but ELT practitioners and scholars have neglected it. Butzkamm & Caldwell (2009) have taken forward Dodson's ideas and Hall & Cook (2012: 299) supported it.

#### 2.10.1 Principles of Bilingual Method

1. Meaning of new words, phrases, idioms, sentences and grammatical rules is conveyed through L1 in the initial stage of the lesson;

2. Pattern practice is given only in English; and
3. L1 is used only by the teacher to explain vocabulary and phrases.

### 2.10.2 Merits of Bilingual Method

1. Learners' L1 scaffolds L2 learning;
2. Learners become functional bilinguals;
3. Avoids meaningless and tedious parroting of the learning input;
4. Learner comprehends grammar and vocabulary easily with L1. Time is saved; and
5. Importance is given to L1 and its culture.

### 2.10.3 Demerits of Bilingual Method

1. If the teacher fails to understand this method, there is a danger of making this method into translation method;
2. There is every chance to get confused while differentiating the features of the L1 and foreign language;
3. The teacher must be fluent in L1 and L2 also; and
4. Learners may rely more on their L1.

#### Activity 8

Critically analyze the method and give your opinion along with reason whether it can be used in your classroom to teach English.

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## 2.11 Total Physical Response

James Asher developed Total Physical Response (TPR) based on his experiences. This method is based on the coordination of language and physical movement. Learners act according to commands given by the teacher. The learners learn 12 to 36 words in an hour of teaching. Teachers are advised to treat learners' mistakes empathetically - like a parent. Total physical response lessons use a wide range of realia, posters, etc. In the beginning, teaching-learning aids

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are not necessary to teach lessons. As learners progress in terms of proficiency, a teacher may use items s/he finds in the classroom.

Asher proposed three hypotheses based on his observations:

1. Learning language should be free from stress;
2. Language learning engages the right hemisphere of the brain; and
3. Basically, language is learnt by listening;

The total physical response is often used with other approaches/methods/techniques. It is popular among beginners and young learners.

#### **2.11.1 Principles of Total Physical Response**

1. Listening is stressed upon; speaking is not important in the early stages of learning;
2. In the initial stages, learners can respond to the teacher in L1;
3. Listening comprehension skills are the most effective strategy to develop speaking skills;
4. Learners are given enough time to acquire speaking skills through listening;
5. The objective of the method is to develop fluency;
6. Lessons are developed around grammar, especially around the verb;
7. Grammar is learnt by induction – through *code breaking*;
8. ‘Meaning’ is at the heart of a lesson. Therefore, learners learn vocabulary and commands based on verbs;
9. Teachers are solely responsible for deciding the listening input; and
10. Teachers have the freedom to use other techniques along with TPR.

#### **2.11.2 Merits of Total Physical Response**

1. TPR is criticized for being suitable only for beginner level learners;
2. The teacher need not prepare too much to teach the lesson;

3. Mixed ability class benefits more;
4. It uses the participatory approach; and
5. It is useful for teaching learners with dyslexia.

### 2.11.3 Demerits of Total Physical Response

1. It uses commands, which are inadequate to learn English;
2. Learners do not get the chance to use English creatively; and
3. It takes too much of time before moving to full communication situations.

#### Activity 9

Reflect on the merits and demerits of Total Physical Response and give your comments on it.

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## 2.12 Whole Language

The "whole" language has its origin in a "holism". Holism is a response against behaviourism, which emphasizes that learning takes place with stimuli and responses. Holists regarded it as a *reductionist* perspective, which does not recognize that "the whole is greater than the sum of its parts." Further, holists argue, analysis of individual behaviour cannot help us determine how the human mind works and learning is impossible by analyzing chunks of the learning system. This is the theory behind *the whole language*.

The activities used for Whole Language instruction are: dialogue journals, portfolio-writing, learner-made books, story writing, writing conferences (Richards and Rodgers, 2001)

The whole language rose to popularity in the late 1980s and the 1990s and it became an alternative educational paradigm to many methods and approaches. Though it was admired during this period, educators who believed that skill instruction was essential for learning and some researchers in language education were doubtful about the claims made by the approach.

### 2.12.1 Principles of the Whole Language

1. Stress is laid on comprehension in reading and express meaning in writing;
2. knowledge is created using constructivist approaches - learners interpret the text and freely express their ideas in writing;
3. Importance is given to high-quality culturally diverse literature;
4. Integrate literacy into other domains of the school curriculum,
5. Frequent reading in the form of guided reading, reading aloud and independent reading
6. Reading and writing for real purposes;
7. Emphasis is on understanding the meaning-making role of phonics, grammar, spelling, capitalization and punctuation in diverse social contexts;
8. Concern for learner's attitude; and
9. Supporting cooperative learning among learners.

This approach is primarily dependent on the learners' cognitive skills of reading. They are as follows:

#### a. Sub-lexical reading

It is a type of reading which associates character/s or with sounds.

#### b. Lexical reading

It is a type of reading which acquires words or phrases without giving attention to the characters or groups of characters that form them.

Ken Goodman, in 1967, wrote a widely cited article in which he stated that reading is a "psycholinguistic guessing game". He proposed four "cueing systems". These cueing systems help learners to guess which one comes next:

1. graphophonemic: refers to the shapes of the letters, sounds and what would come next.
2. semantic: refers to word expected next based on the meaning of the sentence.
3. syntactic: refers to word class which would make sense based on the grammar.
4. pragmatic: refers to how the text works, the purpose for reading and predict

meaning as learners read.

### 2.12.2 Merits of Whole Language

1. Learner gets enough freedom to construct his own meaning of what he reads;
2. As language is associated with culture, learners are exposed to English culture through native English literature to learn it quickly;
3. Language exists in every discipline. Hence, language integration across the curriculum helps learners to learn English fast; and
4. Cooperative learning among learners helps learners to learn collaboratively.

### 2.12.3 Demerits of Whole Language

1. Too many reading activities are used.

#### Activity 10

How sound is the theoretical perspective of Whole Language approach?

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### 2.13 Communicative Language Teaching (CLT)

It accentuates *interaction* as the means and the definitive objective of learning. Language learners in CLT learn and practice English through interaction with one another and the teacher. Learners talk about personal experiences with peers, and teachers teach topics which encourages language skills related to various situations. The most important goal of CLT is to enable the learners to communicate in the target language. This approach does not use a textbook to teach English but develops oral skills before moving to reading and writing.

In addition, teachers select classroom oral activities which are effective for developing communicative abilities and fluency in the target language. These activities include active

conversations and creative responses from learners. Language activities differ depending on the level of language class.

Six kinds of activities are used commonly in communicative language teaching classrooms. They are: group work, role-play, interviews, information gap, opinion sharing scavenger hunt, etc.

One of the prominent aspects of this approach is the role the teacher assumes in the classroom. Breen and Candlin put forth the roles teacher assume in a CLT class. They are as follows:

- i. Facilitator: facilitates the communication process among learners in the classroom.
- ii. Independent participant: act as an *independent participant* in the classroom to promote teaching and learning.
- iii. Needs analyst: teacher decides and takes initiatives to address language needs of learners.
- iv. Counselor: the teacher is a model communicator and coordinates speaker's intentions and listener's comprehension.
- v. Group process manager: Teacher sets the classroom as a place for communication and communicative tasks.

Initially, language teaching was regarded as a cognitive task, which involves memorization. Afterwards, it was considered to be socio-cognitive, which involves both the cognitive abilities and language associated with social customs, tradition and circumstances.

During the 1960s, Noam Chomsky focused on *competence* and *performance* in language learning, which gave birth to CLT. In the 1970s, linguists, Michael Halliday and Dell Hymes laid down the conceptual foundation for CLT. Communicative language teaching sprang to popularity in the 1970s due to the failure of conventional language teaching methods, and rise in demand from society for effective language learning.

Prior to CLT, the major language teaching method/approach was situational language teaching. This method gave less importance to direct communication. Applied linguists in Britain, were

skeptical about the efficacy of situational language teaching and Chomsky challenged the structural theories of language and stated that those theories were unable to explain diversity that exists in actual communication. Candlin and Widdowson too observed that the other language learning methods/approaches were ineffective in language classrooms.

Dell Hymes' concept of *communicative competence* originated from Chomsky's idea of the linguistic competence of a native speaker. Subsequent scholars, particularly Michael Canale, developed the concept fully.

Canale and Swain (1980) defined communicative competence in terms of four components:

- a. grammatical competence: competence of learners related to rules of language – grammatical and lexical.
- b. sociolinguistic competence: competence of learners related to understanding the social context in which communication takes place.
- c. strategic competence: competence of learners related to strategies that interlocutors make use of, to initiate, terminate, maintain, repair and redirect communication.
- d. discourse competence: competence of learners related to the interpretation of individual message elements - cohesion and coherence.

### **2.13.1 Principles of CLT**

The principles of CLT are as follows:

1. Fluency and accuracy are essential;
2. Along with listening comprehension and speaking, reading and writing can also be taught;
3. Contextualization of language and meaning are important;
4. The learner should be able to communicate;
5. LI is used judiciously; and
6. The class is made lively and interactive with pair and group work.

### **2.13.2 Merits of CLT**

1. Learners acquire fluency and accuracy;
2. Pair and group work build learners' confidence and learning is interesting;
3. Learners get sufficient opportunities to practice language through tasks; and
4. Learning is motivating and meaningful.

### 2.13.3 Demerits of CLT

1. Teacher's involvement in teaching is less.
2. This approach may not work well with large classes; and
3. This approach will be successful only with those teachers, who are fluent and accurate in English.

#### Activity 11

What are the advantages of Communicative Language Teaching?

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#### Activity 12

What are the different types of competences? How are they useful to a speaker of English?

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### 2.14 Natural Approach

Stephen Krashen and Tracy Terrell developed this approach during the late 1970s. After its formulation, they further developed the theoretical basis of this method. Terrell and Krashen published the results of their work in, *The Natural Approach* in 1983. It was mainly intended for learners at basic / beginners level.

The main objective of the approach is to promote language acquisition in a classroom in a natural way. Therefore, it gives more importance to vocabulary, creating intrinsically motivating

situations, communication, exposure to English input, reducing learners' anxiety than on grammar-learning and error-correction of learners. The learning environment is made comfortable. The learner's produce language as when they feel comfortable after receiving sufficient comprehensible language input. This approach has been linked with Krashen's monitor model.

The approach uses activities which promote subconscious language acquisition. Some of them are:

- |                                      |   |
|--------------------------------------|---|
| a. content activities:               | these activities help learners to learn a culture, a new subject, reading in English.               |
| b. affective-humanistic activities:  | these activities help learners to learners' own ideas, opinions, experiences about something.       |
| c. personalized language activities: | these activities help learners to use English while playing language games.                         |
| d. problem-solving activities.       | these activities help learners to communicate with each other while finding solutions to a problem. |

### **2.14.1 Principles of Natural Approach**

Terrell puts forth three principles:

- a. The focus of teaching is on communication. The form is not given importance.
- b. Speech develops slowly and it is never forced.
- c. The early speech follows natural steps (yes/no response, one-word answers, list of words, short phrases, complete sentences.)

Terrell states that there are stages for the emergence of language

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|---------------------|--|
| Early speech stage: | Learners' speech will come out after enough communicative input. Learners give answers to simple questions, using single words and phrases in English. |
|---------------------|--|

Speech emergence stage: learners do activities, which need advanced English, such as role-plays, problem-solving activities, etc.

The natural approach is often regarded as a language teaching application of Krashen's monitor model. Krashen proposed five hypotheses in monitor model:

- a. Acquisition-learning hypothesis: there is a clear distinction between Learning (conscious) and acquisition (subconscious) of language. Only acquisition leads to fluency.
- b. Monitor hypothesis: consciously learnt language is used only to monitor output.
- c. Input hypothesis: comprehensible input given should be one step higher than (+1) that of the learner's present level of knowledge ( i ). Only then, language is acquired. It is known as comprehensible input, "i+1".
- d. Natural order hypothesis: learners acquire grammar of English in set order, and it is unaffected by teaching.
- e. The affective filter hypothesis: learners acquire English, with little or no effort, when they are *relaxed* and *open* to learning.

#### 2.14.2 Merits of Natural Approach

- 1. It is simple to understand
- 2. It coincides with the knowledge about the L2 acquisition.
- 3. It could be tried along with the prevailing English classroom practices.

#### 2.14.3 Demerits of Natural Approach

- 1. It may take a lot of time before language emerges naturally; and
- 2. In language acquisition, the grammar may not be picked up in the order of difficulty level.

#### Activity 13

Critically analyze the approach and give your comments.

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## **2.15 Other Methods and Approaches in Brief**

### **2.15.1 Deductive Method**

It is one of the methods to teach grammar. It is used with learners who have acquired some English. In this method, the teacher explains the rule first and then gives examples. Later, the teacher helps learners to apply the rule showing pictures, asking them to do some tasks, etc. Attention is paid to subject and predicate agreement. There are no activities to practice the grammar item.

### **2.15.2 Inductive Method**

It is one of the methods to teach grammar. In this method, the teacher provides examples first, and then, formulates rules based on the examples given. Teaching and learning are made interesting using contextualized situation. Plenty of practice is given. Teachers must be accurate in English and competent in teaching.

### **2.15.3 Multilingual Education (MLE)**

It refers to "first-language-first" education. Learners must study in their mother tongue first and learn other languages later, during schooling. Proponents of MLE state that the second language acquisition is like a "two-way" bridge. The learners know how to move back and forth between their L1 and L2 or other languages. They take their socio-cultural experiences to the classroom and connect them to second foreign language learning. Multilingual Education thrives on the foundations of Freire's critical pedagogy, Lev Vygotsky's scaffolding, Piaget's theory of cognition and Gramscian theory on education. MLE involves the community to create their curriculum and restrict the theoretical hegemony.

#### **2.15.4 Multilingual Pedagogical Approach**

It is a set of principles used to different degrees in various approaches or methods depending on learners, curriculum and teaching context. In this approach, firstly, teachers help learners utilize their present knowledge. Secondly, learners use previous language learning experiences while learning a new one. Finally, learners evaluate and transfer previously employed learning strategies, to the extent useful, to a new language learning context.

This approach needs competent teachers to:

1. understand learners' *cognitive* and *affective* differences.
2. know how to advance learners' multilingualism
3. team up with other language teachers to improve learners' multilingualism.
4. be multilingual and be an example for their learners.
5. be aware of *cross-linguistic* and *metalinguistic* aspects.

#### **2.15.5 Constructive Approach**

This approach represents the move from education based on behaviourism to education based on cognitive theory. Constructivism enables active learning and learners make their own meaning and construct their own knowledge regarding a concept in a lesson.

One of the main objectives of constructivist teaching is that learners are taught how to take initiative for their own learning experiences. It is learner-centred and supports individualization of learning and autonomy. Action-oriented constructivist language learning is encouraged through collaboration, creation, projects and self-teaching. It develops awareness regarding learning, about language and intercultural aspects. *It is holistic with content-oriented perspective, authentic and complex learning environment.*

## Thematic Learning

It is a method, which lays emphasis on selecting a precise theme for teaching one or more concepts. In this, information is integrated and it is used for demonstrating the topic. This method enables learners to recognize how language is used across various subjects in terms of vocabulary, tense, structure, etc.

Thematic learning assists learners to acquire knowledge contextually and holistically and they could associate their classroom tasks to their real-life situations. It is an experiential learning.

Thematic learning empathizes with the interests of learners and their talent. It promotes teamwork in the heterogeneous group.

### Activity 14

How do constructivism and multilingual pedagogical approach help learners to acquire the language? What are their merits?

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## 2.16 Points to Remember

We have discussed principles, merits and demerits of some important methods and approaches in this unit and we have learnt that each method/approach is based on certain theoretical principles and practical experiences. But we have to understand that we cannot use as any of these methods/approaches as per our likes while teaching English to our learners. It depends on learners as to which method/approach should be used by the teacher. Therefore, a teacher selects a method or methods, approach or approaches or eclectic method depending on his/her learners – their needs, previous knowledge, social background, mother tongue, parental and societal expectations, and job requirements. Another important point is that if these methods/approaches do not work, you can use your own methodology, being innovative.

## 2.17 Glossary

First language (L1): learners' mother tongue or native language or the language which is acquired first.

Second language (L2): Besides the mother tongue, a second language is learnt/acquired for practical purposes.

Foreign language: a foreign language is one which is learnt/acquired for a specific purpose; for job, commerce and trade, to know their culture, etc.

Target language: the new language which an individual is learning. It could be a second or a foreign language.

## 2.18 Unit End Exercise

### Very Short-answer type questions

1. In the sixteenth and seventeenth centuries who tried to reform curriculum?
2. "Form" is more important than \_\_\_\_\_ in grammar-translation method
3. In structural approach \_\_\_\_\_ are graded.
4. Semantics refers to \_\_\_\_\_.
5. What is the syntax?
6. What is speaking vocabulary?
7. What is reading vocabulary?

### Short-answer type questions

1. Write down the principles of Grammar-Translation Method
2. What were the reasons for the decline of direct method?
3. What are the sub-categories of communicative competence? Explain.
4. How does Constructive Approach help learners acquire language?
5. Why does Dr. West's New Method lay more emphasis on "reading"?
6. What is the importance of "Natural Approach" in English Language Teaching?

### Long-answer type questions

1. If you have to use the Bilingual method in your English classroom, what could be the reasons for using it?
2. What is your understanding regarding the Whole Language Approach?
3. Critically analyze the Communicative Approach.
4. What are the principals and merits of Natural Approach?

### 2.19 Suggested Reading

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## **Unit 3      Acquisition of Language Skills**

### **Structure**

#### **3.1      Introduction**

#### **3.2      Objectives**

#### **3.3      Listening and Speaking**

3.3.1      Sub-skills of Listening

3.3.2      Sub-skill of Speaking

3.3.3      Tasks, Materials and Resources for Listening Skills

3.3.4      Tasks, Materials and Resources for Speaking Skills

3.3.5      Conclusion

3.3.6      Listening and speaking activities and tasks

#### **3.4.      Reading Skills**

3.4.1      Subskills of Reading

3.4.2      Importance and development of reading skills

3.4.3      Types of Reading

3.4.4      Extensive and Intensive Reading

3.4.5      Referencing/Study Skills

3.4.6      Conclusion

3.4.7      Activities

#### **3.5      Writing Skills**

3.5.1      Stages of Writing

3.5.2      Process of Writing

3.5.3      Note taking and Note-Making

3.5.4      Formal and informal writing

3.5.5      Higher Order Skills:

3.5.6      Conclusion:

3.5.7      Activities

#### **3.6      Introduction to Phonetics**

3.6.1      Basics of Phonetics

3.6.2      Phonetics

- 3.6.3 Stress
- 3.6.4 Intonation
- 3.6.5 IPA
- 3.6.6 Conclusion
- 3.6.7 Activities

### **3.7 Role of Language Laboratory in Acquisition of Language Skills**

- 3.7.1 Language Laboratory
- 3.7.2 Benefits of Language Laboratory
- 3.7.3 Conclusion
- 3.7.4 Activity

### **3.8 Points to Remember**

#### **3.9 Glossary**

#### **3.10 Unit End Exercise**

#### **3.11 Suggested Reading**

## **3.1 Introduction**

English language teaching in India has been facing multiple and complex challenges due to the diversified schools and its extremely diversified learners. Usually, methods and skills of language teaching are limited and entry behaviour of the learners in the classroom is unlimited in terms of their background and mental level. Here, the role of teachers of English language becomes much courageous in order to deal with such diversified children in a limited resource environment. Reading and listening are considered as receptive skills and writing and speaking are considered as productive skills in language teaching and learning. On the other hand, listening skill complements speaking skill and reading skill complements writing skill. The majority of the schools in India still dominantly practice reading and writing as a core component of teaching and listening and speaking as a peripheral activity.

This unit largely deals with the development of different linguistic skills used for communication, such as Listening, Speaking, Reading and Writing.

## **3.2 Objectives**

The present unit will enable the learner to:

- know the sub-skills of listening
- know the sub-skills of speaking and different strategies to improve speaking skills
- know the sub-skills of reading and also about the study skills
- know various stages and process of writing along with reference skills
- familiarise themselves with the basics of English phonetics
- know the role of language laboratory in English language teaching and learning.

### **3.3 Listening and Speaking**

This subunit first deals with listening skills and followed by speaking skills.

**3.3.1 Sub Skills of Listening:** The real-life communication provides several supplementary skills for listening; some of the widely used listening skills are described here.

- Intensive Listening
- Extensive Listening
- Critical Listening

Although there is watertight compartment to differentiate among above-discussed types of listening, for specific understanding of listening skill based on the popular use are discussed as follows.

#### **Intensive listening**

It is a listening activity with a particular purpose/objective. In this listening activity, in order to get specific information, a listener fully concentrates to receive the text/materials. For example, classroom listening activity by the learners for examination purpose; instructions given by the guardians at home; or given by the coach at the playground, etc. is the process of intensive listening.

### **Extensive Listening**

It is a listening activity which is casually performed by the listeners with a low level of concentration, motivation and without specific objectives. A listening activity which is long and exhaustive is considered as extensive listening. For example, routine classroom listening activity, listening in the day to day communication, simple chat while walking, etc. are the process of extensive listening.

### **Critical Listening**

It is intensive listening along with judging the listening materials with a positive and negative aspect of listening materials. Many textbooks refer critical listening as a part of intensive listening, but the evaluation of listening material beyond the level of mere intensive listening makes it critical listening. For example, after intensive listening the class teacher, playground coach or the guardians, an analysis of what is right or wrong to be judged by the listener based on the previous readings and experiences can be considered as the process of critical listening.

### **3.3.2 Sub-skill of Speaking**

There are several sub-skills used for effective oral communication and some of these are discussed here as an activity for speaking skills.

#### **Story-Telling**

Story telling is an activity in which a speaker narrates the story before the listeners in an efficient way so that listeners understand up to a maximum extent. There are some strategies for good storytelling, such as keeping listeners motivated and concentrated on speakers and speaking. For example, the style adopted by the teacher of English literature class can be the most suitable to comprehend this subskill.

#### **Role Play**

Roleplay is again an essential activity of speaking skill in which, a learner acts and behaves like an other person with the help of dialogue and speech mimicry. This is so effective that one act of

role play for five minutes can transact the text and communication of fifty minutes as well. Role play is practised in the literature as well as language classroom, in order to make learners understand better communication.

### **Speech and Conversation**

The formal speech is one of the most popular forms of standard oral communication. It is widely used across the classes in school education to familiarise the learners with the formal and standard use of English language. On the other hand, the formal conversation between two or more learners based on certain topics/ objectives helps learners to learn the delicacies and nuances of oral communication. It also helps learners to learn effective and convincing ways of speaking in the English language.

#### **3.3.3 Tasks, Materials and Resources for Listening Skills**

There are numerous types of listening material and resources available for listening to the English language. It depends on the situation, location, context of the learners to use listening materials and resources. For example, listening materials in the English language for learners from rural India would be entirely different from listening material of urbanised location, schools of metropolitan cities or the schools of CBSE/ICSE board. It varies in India due to a diverse population and their socio-educational background. There are three major sources of listening material available for English Language Teaching and Learning which are described below.

- Authentic Listening Materials
- Pre-Recorded Listening Materials
- Live Listening Materials

#### **Authentic Listening Materials**

It consists of the listening items not spoken for the purpose of teaching listening. In another way, the recordings of the live announcements, speeches or discussions, etc. which was recorded in real life situation are called authentic listening materials. For example, recording of live English

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classroom without the knowledge of teachers, cricket commentary, debate and discussion of the meetings, recordings of the street communications among locals, etc. to feel the real-life listening in unreal or classroom conditions are considered as authentic listening materials. It helps learners to prepare for the real world listening.

But, there are some limitations to authentic listening materials, such as difficulty is understanding the variety of sounds and speeches due to the use of language for non-standards listening purposes.

### **Pre-Recorded Listening Materials**

It consists of a variety of listening materials used by standard speakers available in recorded format. Recorded listening materials are made for teaching listening in the classroom situations. For example, the CD/DVD attached with a book of listening activity, Oxford/Cambridge Dictionaries are the classical way of teaching-learning listening skills.

There are numerous advantages of using authentic listening materials; some of these are discussed here:

- Opportunity of listening to standard language used by the authentic or native speakers
- Minimise the scope of listening to dialect influenced/mixed language
- Scope of repeated listening practice for better understanding
- Provides highly careful English listening material because it is meant for public purposes.

### **Live-Listening Materials**

It consists of actual listening activities done by the listeners inside/outside the classroom. This is one of the most suitable listening materials for the learners and teacher of listening skills. It provides the opportunity to control over the listening materials by stopping and clarifying the doubts by the live speaker. On the other hand, due to the higher speed of delivering text by the speakers, sometimes it is hard to comprehend the listening text, especially from the unknown speakers.

### **3.3.4 Tasks, Materials and Resources for Speaking Skills**

There are various resources and study materials available for developing speaking skill. Good command over listening leads to good command over speaking skill. Therefore, it is suggested to have listening materials as a supplement to speaking materials. The recording devices, such as Audio Recorder, CD-based recorder, MP3 recorder, etc. helps in recording the speech and conversation. Recording helps to improve speaking skills in a later stage. Audio-visual resources, such as OHP, Projector, Desktop, Laptop, etc. also supplement in developing effective oral presentation and speech.

Apart from these, the British Council of India, Cambridge India Press, Oxford University Press, Orient Blackswan Publication, IGNOU, The EFLU, etc. have constructed multiple audio-visual aids for a diverse group of learners in order to help learners of different grades in understanding better speaking skills. They have also prepared graded series of speaking activities books/materials along with CD/DVD attached.

Some of the popular tasks for speaking as well as listening are given below:

#### **Story-Telling**

Storytelling is a narration of the social and cultural experiences from one individual to another. Learners are eagerly engaged in such activity.

#### **Dialogue**

Dialogue is a conversation between two or more people for the purpose of communication. It is the most popular communicative activity that people are mostly engaged with in everyday life.

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### **Situational Conversation**

Situational conversation is practised in the classroom to engage learners' mind to think over particular idea actively. A particular situation is given to the learners to speak and deliberate upon.

### **Role Play**

Roleplay is an interesting activity among learners. It offers to act on behalf other's character/role. Here learner assumes him/herself to be somebody else and acts accordingly.

### **Simulation**

Simulation is to behave based on some real-life activity, such as acting like Doctor in hospital emergency, acting like traffic police on the road, etc.

### **Speech**

The ability to express feelings, ideas and thoughts in a formal setting with a live audience is called Speech.

### **Games**

The physical activities for the purpose of pleasure - individual, pair or group is called games.

## **Pictures**

The portrait/sketch which is mostly used as teaching aids in the school setting is also called Picture.

## **Multimedia Resources**

It consists of audio, visual, computer, ICT and other allied materials used for teaching-learning in institution.

### **3.3.5 Conclusion**

Listening and speaking are the most frequent activities in human communication/conversation. This language skill was neglected from the course content of English language until communicative approach became popular during the 1970s and 1980s. Listening skills can be considered as most vital to develop speaking skills as well as for communicative purposes. In recent years, the advancements in multimedia, information and communication technologies and modern language labs have paved positive ways towards English language communication. Use of advanced technologies will certainly motivate learners in developing better command over listening skills leading to language communications. Speaking is one of the most demanded language skills in modern India. Since language is basically speech, therefore language can basically be considered as a spoken language. Unfortunately, speaking is a skill largely neglected in Indian classrooms. The importance of English has grown in India due to its increasing use in day to day life. When it is said that English is a global language, it also means that spoken English has largely made English as a global language. The present requirement of encouraging the use of English language in India can be better initiated with the school level education.

### **3.3.6 Listening and Speaking Activities and Tasks**

There can be numerous ways in which listening activities can be initiated; some of the activities are given below.

- Listen to the local English news on television or radio and try to write down main themes of the news items.

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- Listen to the recorded news items in slow motion and write the complete news as it is spoken.

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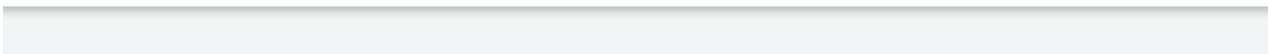
- Listen to your favourite television show in English and create a dialogue situation in your peer group.

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- Prepare an authentic material and resource for second language speakers of English.

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- Record your speech for presentation with prior practice and proper practice. Now find the difference in your speaking confidence.



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- Suggest the strategies to improve speaking skill to the learners of poor English language background.

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- Was speaking skill neglected during your schooling? If yes, then how?

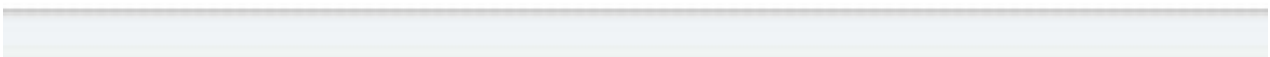
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- Classroom instruction does not provide enough scope for speaking, do you agree with the statement, if yes, why?

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- What is the most important factor of the negligence of speaking skill in school? How will you resolve this issue?

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### 3.4 Reading Skills

“Reading is a process that negotiates the meaning between the text and its reader”

<http://study.com/academy/lesson/what-is-reading-definition-process.html>

#### 3.4.1 Sub-Skills of Reading

There are several sub-skills of reading which vary from grade to grade and orientation (rural/urban) of the learners. Two of the most popular sub-skills of reading i.e. skimming and scanning are described below.

**Skimming:** Skimming is a style of reading in which the reader just takes a glance at the text available to him/her. It is also called as casual and reading without a particular objective. For example, reading newspapers, magazines, novel/fiction reading, etc.

**Scanning:** Scanning is a style of reading in which the reader looks for some particular piece of information out of large texts. It is also called as serious and focused reading. For example, reading newspaper or magazine for getting certain information useful for the reader. Reading the book for getting answers to particular question or research paper and article reading can be considered as scanning.

#### 3.4.2 Importance and Development of Reading Skills

“Reading is basic to Democracy” opined Prof. Krishna Kumar (Former Director, NCERT).

Reading is a cognitive process of language development by glancing at written text for knowing its meaning. Reading is one of the most used skills in conventional language teaching. Reading is an active process, although it is called receptive skill, for language acquisition. The activity of reading is primarily practised for getting information from the written texts. India is a multilingual country yet English language plays a central role in almost every affair of Indian life. The first activity in language teaching begins largely with reading which is widely practised as well. The importance of English language is paramount in the era of globalisation in India.

### **3.4.3 Types of Reading**

Generally, there are two types of reading used in Indian schools and by the Indian learners i.e. reading aloud with adequate production of voice, and silent reading is in which sound is not produced. A brief description of both the types of reading is given below.

**Loud Reading:** Loud reading is a type of reading conventionally practised for reading in India. Higher pitch and voice production for uttering words and sentences are considered as loud reading. It also helps learners to understand the content in a better way, especially in the case of the poor power of attention. It also promotes rote learning.

**Silent Reading:** Silent reading is a type of reading mostly practised by the mature readers. Here production of high pitch and voice is not required, rather an utterance of sound and words are kept unheard by others. It is helpful for fast reading and a better understanding of the concept.

### **3.4.4 Extensive and Intensive Reading**

Extensive reading is for the sake of pleasure and it is usually a long and exhaustive text of reading, such as novel reading, story reading, etc.

Intensive reading is a reading activity for gaining detailed and specific knowledge about a particular subject, such as reading a text book for getting an answer, reading the newspaper for editorials, etc.

### **3.4.5 Referencing/Study Skills**

Referencing skill mostly consists of the use of dictionary skill, thesaurus skill and use of encyclopaedia while reading and its comprehension.

Dictionary Skill: Use of dictionary for better reading comprehension has been widely practised by new language users especially while reading. In modern times, the new technologies have offered various type of dictionary, such as Electronic Dictionary, Mobile App based dictionary, computer-based dictionary, an inbuilt dictionary with MS Word, etc. These electronic and ICT based dictionaries have revolutionised the perfect use of English language.

Thesaurus Skill: Thesaurus is another form of a dictionary with an advanced version of synonyms, antonyms and, its usage for a better understanding of the word and its contextual meaning. The thesaurus is used at an advanced level of language learning. Thesaurus is popularly used for higher education in India, but modern English medium schools have also started usage of a thesaurus in its ELT syllabus.

Encyclopaedia Skill: Encyclopaedia is a higher and advanced form of the dictionary for a conceptual and theoretical understanding of the word and its concept. It provides the detailed and historical origin of the word along with meaning and illustrations which help advanced level learning to comprehend the subject-specific concept, not merely the word meaning.

### **3.4.6 Conclusion**

Reading is one of the most popular learning activities among all language skills, because most of the time learners use their visual sense, and reading is the immediate follow-up activity of visual experiences. Therefore, reading is no more considered a passive activity rather an active process of reading comprehension. Prior knowledge of the language, grammar and vocabulary are core to reading comprehension. Inference and prediction of words and its meanings in the texts are important for a learner to understand the writing in a complete sense. In another word, encoding and decoding of the written text by the reader which is intended by the author/writer is called reading in the real sense.

### **3.4.7 Activities**

- Read a passage from the newspaper, magazine, research paper etc. and find the major difference in terms of language usage, structure, style, etc.

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- .....
- Why is reading in English important to the non-English medium learners?

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- Enlist the reading materials which require silent reading and loud reading. Perform this activity with learners who study English as a first language and as a second language.

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### 3.5 Writing Skills

Writing is one of the most important productive skills in language teaching and learning. Popularly, writing and speaking are considered as a final product, but writing is also an essential part of the process of language production. Therefore, the successful production of language in terms of writing can only be conceived with good command over the process and background work for a final piece of writing.

#### 3.5.1 Stages of Writing

Pre-Writing: Pre-writing is the first stage of writing which begins with planning. This stage requires thorough background knowledge about the topic and a proper direction towards the execution of writing plans.

**Writing:** This is the actual stage of putting the ideas into the paper with the help of topic planning, using adequate vocabularies and grammatical arrangements. It also requires a proper combination of coverage of topic with an introduction, central theme and concluding the topic. The last stage of writing consists of editing and proofreading before coming to the final draft of the writing.

**Publishing:** Publishing is the final stage of writing which is done after an edited version of written texts. It requires consultation with the publishing house/agency and bringing out with the printed version of written texts for public use.

### **3.5.2 Process of Writing**

Writing is considered as a process as well as product in the expression of language. A learner has to follow the steps given below before completing a writing task.

**Conceive the idea:** Conceiving the idea is the first process to begin the writing where previous knowledge of the writer and proposed topic for writing is amalgamated.

**Planning to execute writing:** This is the process under which the writer plans to describe the different parts of writing. It includes the structure for introduction, the main body of the theme of topic and conclusion which are done in paragraphs and stepwise.

**Actual writing:** This is the phase of the drafting under which the writer actually writes with the help of adequate use of vocabulary and grammar. It requires thematic clubbing of ideas into an essay or article form. This phase is a rough draft of the writing subject to revision in the next part.

**Reviewing and Editing:** This is the process of writing considered as most important because it applies proofreading, language and content editing and

finalisation of the draft as well. It can also be considered as the pre-stage for publication.

**Final draft:** This is the process of providing finishing touch, modification and beautification stage of an article or essay to be sent for publication.

### **3.5.3 Note-Taking and Note-Making**

**Note taking:** Note taking is a writing activity based on listening or reading stages. It is brief and pointed in nature which helps the writer to jot down important items for future use. This is an important activity but mostly considered incomplete without note making activity.

**Note Making:** Note making is another important activity in the process of writing. It requires the writer to revise the points taken during note-taking with the help of other related resources. It can also be considered as a revised activity of important points made while reading or listening.

### **3.5.4 Formal and Informal Writing**

**Formal writing:** Formal writing is performed for structured and professional purposes. Writing letters to the authority for official purposes is considered as formal letter writing. A letter to the Principal, Vice Chancellor, Head of the Department, etc. is an example of formal writing.

**Informal writing:** Informal writing is performed as writing for casual purposes. It can be considered as a written form of spoken conversation language. For example: letters written to parents and friend.

**Poetry:** It is a part of literature, it helps in creative poem writing.

|                |  |
|----------------|--|
| Short Story:   | It is also a part of literature which engages learners in writing limited narratives.                              |
| Diary:         | It is a very creative and real-life expression activity which people do to documents one's experiences.            |
| Notices:       | It is a short intimation used in the offices for formal communication purposes.                                    |
| Articles:      | It is a detail writing on some particular idea or thought relevant to the stakeholders of a particular discipline. |
| Report:        | It is a written a document of any formal meeting, seminar, conference, etc.  |
| Dialogues:     | It is a communicative activity between two or more people.   |
| Speech:        | It is an oral as well as written activity meant to address the public of defined audience.                         |
| Advertisement: | It is a promotional activity in which a written or visual piece of information is spread to the mass.              |

### **3.5.5 Higher Order Skills**

|                            |  |
|----------------------------|--|
| Creative thinking-writing: | Writing a piece of paper with divergent ideas which include imagination, fantasy, creativity, etc. is considered as creative thinking or writing.  |
| Questioning:               | Questioning is again considered a higher order skill because it engaged the individual or group to think over, understand, comprehend and then make some query in terms of oral or written form. |
| Critical writing:          | Critical writing is considered as higher order activity because it demands creative writing regarding bias-free, negative, positive and neutral ideas related to a particular topic/subject.     |

### 3.5.6 Conclusion

Writing is a comprehensive skill used for the final production and expression of thoughts. It has been the foremost powerful mode of expression to reach the wider audiences. The effective writing skill is considered as an agent of change in the society and, its illustrations can be observed through almost every significant movement in the world. As writing is also regarded as one of the most challenging language skills, the core of writing is the mastery of vocabulary, grammar and a sound reading habit in the related area. Writing is the expression of the writer on particular topic/thought but, it should always be reader-friendly and targeted to the audience.

### 3.5.7 Activities

Sit down with a friend and have a slow chat. Comprehend the conversation and write down in a notebook. At the end of the conversation try to match each other's written texts. Look for similarities and differences.

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Write a paragraph on "introduction" and "conclusion" of a topic.

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What are the stages of writing? What are the stages you have followed while writing?

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Discuss with your friends on the importance of note-taking and note-making. Identify the different situations when these writing activities are very important to practice.

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Identify the best writer you think about and enumerate his/her writing strategies. Write an essay/paragraph using a similar style of writing.

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### **3.6 Introduction to Phonetics**

#### **3.6.1 Basics of Phonetics**

Speaking English with correct pronunciation is one of the most challenging tasks with Indian learners also because language is considered primarily as speech. Multiple influences of several languages and dialects have also hindered in getting standard English language in India.

#### **3.6.2 Phonetics**

The scientific study and classification of sounds is called phonetics. The English language has 44 sounds, which consist of 20 vowel sounds and 24 consonant sounds. Out of 20 vowel sounds, 12

are pure vowel sounds and 8 are diphthongs. The details of vowels and diphthong are illustrated and described with examples

**Vowels:** Vowels are sounds produced with open vocal track without any interruption of the tongue. Example: /u/, /e/, /i:/, etc.

**Consonants:** Consonants are sounds produced with obstruction from different organs of mouth, it may be a partial or full obstruction or combined with a vowel sound. Examples: /b/, /p/, /t/, etc.

### 3.6.3 Stress

While producing sounds, words or sentence, special emphasis in terms of loudness is given to particular syllable is called stress.

### 3.6.4 Intonation

The modulation, rise and fall in pitch in a speech based on the importance of words are called intonation.

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A new learner of English often confuses with sounds and alphabet of English. It is to clarify that sounds and letters are different and one letter may consist of one or more than one sound.

### 3.6.5 International Phonetic Alphabet (IPA)

In the chart given below phonemes of English and their examples are given.

### vowels

| IPA | examples                        |
|-----|---------------------------------|
| ʌ   | c <u>u</u> p, l <u>u</u> ck     |
| a:  | a <u>r</u> m, fa <u>t</u> her   |
| æ   | ca <u>t</u> , bla <u>ck</u>     |
| ə   | a <u>w</u> ay, ci <u>n</u> ema  |
| e   | me <u>t</u> , be <u>d</u>       |
| ɜ:  | tu <u>r</u> n, lea <u>r</u> n   |
| ɪ   | hi <u>t</u> , si <u>tt</u> ing  |
| i:  | se <u>e</u> , hea <u>t</u>      |
| ɒ   | ho <u>t</u> , ro <u>ck</u>      |
| ɔ:  | ca <u>ll</u> , fo <u>ur</u>     |
| ʊ   | pu <u>t</u> , cou <u>ld</u>     |
| u:  | bl <u>ue</u> , fo <u>od</u>     |
| aɪ  | fi <u>v</u> e, ey <u>e</u>      |
| aʊ  | no <u>w</u> , ou <u>t</u>       |
| əʊ  | go <u>o</u> , ho <u>me</u>      |
| eə  | wh <u>er</u> e, ai <u>r</u>     |
| eɪ  | sa <u>y</u> , ei <u>gh</u> t    |
| ɪə  | nea <u>r</u> , he <u>r</u> e    |
| ɔɪ  | bo <u>y</u> , jo <u>in</u>      |
| ʊə  | pu <u>r</u> e, tou <u>ri</u> st |

### consonants

| IPA | examples                              |
|-----|---------------------------------------|
| b   | <u>b</u> ad, la <u>b</u>              |
| d   | <u>d</u> id, la <u>d</u> y            |
| f   | <u>f</u> ind, i <u>f</u>              |
| g   | <u>g</u> ive, fla <u>g</u>            |
| h   | <u>h</u> ow, he <u>l</u> lo           |
| j   | <u>y</u> es, <u>y</u> ellow           |
| k   | <u>c</u> at, ba <u>ck</u>             |
| l   | <u>l</u> eg, li <u>tt</u> le          |
| m   | <u>m</u> an, le <u>m</u> on           |
| n   | <u>n</u> o, te <u>n</u>               |
| ŋ   | si <u>ng</u> , fi <u>ng</u> er        |
| p   | <u>p</u> et, ma <u>p</u>              |
| r   | <u>r</u> ed, tr <u>y</u>              |
| s   | <u>s</u> un, mi <u>ss</u>             |
| ʃ   | <u>sh</u> e, cra <u>sh</u>            |
| t   | <u>t</u> ea, ge <u>tt</u> ing         |
| tʃ  | <u>ch</u> eck, <u>ch</u> ur <u>ch</u> |
| θ   | <u>th</u> ink, bo <u>th</u>           |
| ð   | <u>th</u> is, mo <u>th</u> er         |
| v   | <u>v</u> oice, fi <u>v</u> e          |
| w   | <u>w</u> et, <u>w</u> indow           |
| z   | <u>z</u> oo, la <u>z</u> y            |
| ʒ   | plea <u>s</u> ure, vi <u>si</u> on    |
| dʒ  | <u>j</u> ust, la <u>rg</u> e          |

Source: <https://www.google.co.in/search?q=ipa+linguistics+chart+with+example>

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### 3.6.6 Conclusion

Phonetics is one of the most neglected linguistic activities among all language skills. Indian schools have focused more on reading and writing skill. It is important to suggest that knowledge of the standard language can be achieved by correct pronunciation of sounds and words in the English language. This sub unit dealt with different sub-skills of Phonetics, such as Vowels, Consonants, Stress and Intonation along with an illustration of different sounds of English language.

### 3.6.7 Activities

Write down 10 vowel and consonant sounds of Urdu language and transcribe it into IPA symbols and sounds.

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.....

Write sentences in English, identify and mark stress and intonation with examples.

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### 3.7 Role of Language Laboratory in Acquisition of Language Skills

Language laboratory is a place in the school/institution which provides additional facility to learn and practice different skills of English language using technology. Language lab helps in learning the standard pronunciation of language items such as vowels, consonants, speech, etc. In recent time, language lab has become a popular tool for personality development which is

equipped with modern audio-visual recording device, ICT and other electronic media related instruments.

### 3.7.1 Language Laboratory



### 3.7.2 Benefits of Language Laboratory

- Language lab promotes enthusiasm and motivation among learners to learn new language
- Language lab helps in making an interactive environment
- It provides equal opportunity for learning to all
- It gives opportunity to listen to authentic and standard pronunciation
- It also helps in recording and listening to one's own voice which is very helpful in improving communication
- It limits the scope of miscommunication and transmission loss

### 3.7.3 Conclusion

Language laboratory is the most result oriented supplement in schools/institutions for the knowledge and practice of standard sound and language pronunciation. The recording and feedback mechanism in language laboratory is the point of attraction among teachers and learners of English language.

### 3.7.4 Activity

Identify which part of language lab is most beneficial for you, give reasons?

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### 3.8 Points to Remember

- Intensive listening is a listening activity with a particular purpose / objective.
- Extensive listening is a listening activity which is casually performed by the listeners.
- Critical listening is intensive listening along with judging the listening materials with a positive and negative aspect of listening materials.
- Good command over listening leads to good command over speaking skill.
- Reading is the immediate follow up activity of visual experiences.
- Writing is the expression of the writer on particular topic / thought.
- Knowledge of the standard language can be achieved by correct pronunciation of sounds and words in the English language.

### 3.9 Glossary

|                   |  |
|-------------------|--|
| Accuracy          | Use of <u>language</u> with fewer errors.  |
| Acquisition       | the process by which language skills are developed – particularly in infancy   |
| Audience          | The person or people who receive a message   |
| Audio-visual aids | Teaching aids such as audio, video, overhead projection, posters, pictures and graphics.   |
| Body language     | What your posture, gestures, and movements tell the audience   |
| Dialect           | The variety or form of a spoken language peculiar to a region, community, social or occupational group.  |
| Fluency           | Natural, normal, native-like speech characterised by appropriate pauses, intonation, stress, register, word choice, interjections and interruptions. |
| Intonation        | the use of pitch in speech to create contrast and variation  |
| Listening         | Listening is a linguistic activity in which deliberate and purposeful hearing takes place.   |
| Message           | The main point and supporting details, provided for a purpose  |
| Reading           | Reading is a linguistic activity in which one recognises the text and comprehend the intended meaning.   |
| Scan              | To read quickly for specific information; a reading stratagem.   |
| Skim              | To read quickly for the main idea or general information; a reading stratagem.   |
| Speaking          | Speaking is a linguistic activity, which involves communicating ideas and messages through commonly spoken oral language to others.                  |
| Speech            | the oral medium of transmission for language   |
| Tone              | The feeling or attitude the speaker has toward the topic   |
| Verb              | a term expressing an action or a state of being  |
| Vocabulary        | the particular selection or types of words chosen in speech or writing   |
| Vowel             | the open sounds made in speech – as (mainly) distinct from consonants  |
| Writing           | the use of visual symbols to represent words which act as a code for communication   |

Writing

Writing is a linguistic activity in which a writer put down text message into paper/electronic screen to communicate with others.

### 3.10 Unit End Exercises

Long-answer questions

- What are the strategies for good reading comprehension?
- Differentiate the extensive, intensive and critical listening.
- What will you suggest for good speaking skill to secondary class learners of Urdu medium school?
- Define and differentiate Note taking and Note-Making with suitable examples.

Objective/ Very short-answer questions

- LSRW stands for .....
- Hearing with intention and purpose is called.....
- IPA stands for .....
- Which of these is a productive skill: Listening..... Reading..... Writing.....  
None of these .....
- Which of these is receptive skill: Listening..... Speaking..... Writing..... None  
of these .....
- High and low pitch are the steps of .....
- Use of Encyclopedia is a part of: Listening skill..... Higher order skill.....  
Reference skill..... None of these.....
- The number of vowel sounds in English language 5..... 16..... 20..... 24.....
- The number of consonant sounds in English language 21..... 20..... 24..... 16.....
- Skimming is a sub-skill of Listening..... Reading..... Writing.....  
Speaking.....

Short-answer questions

- What do you understand by listening comprehension?

- Write three advantages and disadvantages of using different listening materials for listening skills.
- What is the difference between listening and hearing? Discuss it with suitable examples.
- What are the characteristics of good listeners?
- Why is teaching listening important in secondary schools in rural India?
- What do you understand by reading comprehension?
- Why is reading considered as a basic skill to language learning?
- Use of silent and loud reading for different kinds of readers, explain it.
- Define scanning and skimming with suitable examples.
- What do you mean by speaking skill? How is speaking different from reading?
- How is role-play different from storytelling? Provide suitable examples.
- What is the importance of IPA in the English language?
- Why is writing considered the most difficult language skill? Explain.
- Why is writing called as a productive language skill? Justify your argument.
- What is the importance of writing skill in English communication?
- What are the processes and stages of writing?
- Define “stress” and “intonation”.
- What are the characteristics of good writing skill?

### **3.11 Suggested Reading**

- Baruah, T.C. (2007) *The English Teacher’s Handbook*. New Delhi: Sterling Publication
- BROU. Study materials for Teaching English
- Brown, Y. G. (1983) *Teaching the Spoken language*. Cambridge: Cambridge University Press
- EFLU. DM (PGCTE, PGDTE) Study Materials

# REMEDIAL TEACHING IN ENGLISH LANGUAGE

**(i)** Remedial teaching is the teaching or instructional work carried out to provide remedial measures to help the pupils to get rid of their common or specific weaknesses.

**(ii)** Thus, depending upon the general or specific nature of the weaknesses or learning difficulties of the pupils, one has to take appropriate steps for the organisation of remedial teaching for the needy pupils.

**(iii)** Pupils usually may have one or more than one of the following learning difficulties

- Poor memory.
- Short attention span and are easily distracted by other things.
- Relatively poor comprehensive power.
- Lack of learning motivation.



- Lack of self – confidence and relatively low self – expectation.
- Weak in problem – solving power.
- Fail to grasp information effectively and mix things up easily.
- Have difficulty in understanding new / abstract concepts.
- Need more time to complete assignments or tasks.

**(iv)** Remedial teachers should design diversified: teaching activities and adopt various teaching methods to help pupils develop their potential and remove the obstacles in learning.

## **How to Learn English For Teaching Exams**

### **(1) Objectives of Remedial Teaching:**

Each pupil is different in terms of academic standards, classroom



# **(1) Objectives of Remedial Teaching:**

Each pupil is different in terms of academic standards, classroom learning, learning ability and academic performance.

- The main objective of Remedial Teaching Program is to provide learning support to pupils who are not as good as their peers in performance.
- With the help of school curriculum and teaching strategies, a teacher provides learning activities and practical experiences to pupils according to their abilities and requirements.
- Teacher also designs individualized educational programs with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of



and enhance the effectiveness of learning.

- Teacher should provide systematic training to develop pupils' generic skills, including interpersonal relationship, communication, problem – solving, self – management, self – learning independent thinking, creativity and the use of information technology.
- Remedial teaching lays the foundation for pupils' life – long learning, helps them develop positive attitudes and values, as well as prepares them for future studies and career.

**(I) Principles of Helping Pupils' with Learning:** Difficulties Principles of helping pupils' with learning difficulties are

**i. Teaching Preparation-** Before preparing their lessons, teachers should identify pupils' diverse learning needs as

**i. Teaching Preparation-** Before preparing their lessons, teachers should identify pupils' diverse learning needs as soon as possible, so that they may design appropriate teaching plans to facilitate pupils' effective learning.

**ii. Devise Various Learning Activities-** Teachers must devise different learning activities with the same teaching objective to develop pupils varied abilities and skills in problem solving. It is more effective for teachers to adopt a series of relevant and simple teaching activities than assigning one long teaching activity.

**iii. Design Meaningful Learning Situations-** Teachers should specifically design meaningful learning situations, language environment (especially for English), games or activities so as to provide personal learning experiences for pupils and stimulate their interest and

for pupils and stimulate their interest and initiative in learning.

**iv. Teaching Approaches-** Teachers should give concrete and valuable examples before proceeding to abstract concepts by way of simple and easy steps at a pace in line with the learning abilities of pupils. Teachers should encourage pupils' active participation by more frequent use of teaching aids, games and activities. They can also make use of information technology and all the teaching resources available to help pupils understand the main points.

**v. Provide Clear Instructions-** Pupils with learning difficulties are less competent in understanding written language. Therefore, teachers should give pupils' short and clear instructions to avoid confusion. They must explain clearly the arrangement of each learning activity.



**vi. Summarize the Main Points-** At the course of teaching, teachers should always sum up the main points in teaching and write the key phrases on the board to enhance pupils' audio and visual memories. Teachers can guide their pupils to link up the knowledge they learn from class with their life experiences so as to enhance the effectiveness of learning.

**vii. Enhance Learning Interest and Motivation-** Pupils' with learning difficulties may lose their interest in learning. Therefore, teachers should adapt the curriculum to meet the needs of pupils. With fewer pupils in the Remedial Teaching Program, teachers can design interesting activities coupled with reward scheme to stimulate pupils' interest

interest.

### **viii. Encourage Pupils' Active Participation in Class-Activities**

**Pupils with learning difficulties usually lack self-** confidence and are more passive in class. They seldom ask questions or express their views. Remedial teachers should patiently encourage active participation in class. Pleasurable learning experiences may help enhance pupils' interest in learning

### **ix. Focus on the Learning Process-**

Teaching should not only focus on the transmission of knowledge. It is also important to see that pupils are benefited from the entire learning process. Teachers should provide ample opportunities in class for pupils to practice and think what they have learnt and allow them to solve problems by different means. Teachers should also carefully observe the performances of pupils


carefully observe the performances of pupils.

#### **x. Show Concern for the Performances**

**or Individual-** Pupils Teachers should carefully observe the learning class. Whenever process of individual pupils in necessary, they should provide individualized remedial teaching before and after class, so that they can remove their learning obstacles as soon as possible. When marking assignments, teachers should take note of the common errors of pupils and deliver the correct concepts and knowledge to them promptly.

### **(2) Curriculum Adaptation:**

**1.** Teachers should adapt the curriculum to accommodate the learning characteristics and abilities of pupils.

**2.** Teacher should set some  teaching objectives to acquire

## **(2) Curriculum Adaptation:**

- 1.** Teachers should adapt the curriculum to accommodate the learning characteristics and abilities of pupils.
- 2.** Teacher should set some easy teaching objectives to acquire knowledge.
- 3.** Teaching should not be directed by text books which should not be taken as the school curriculum.
- 4.** Schools should classify the teaching content into core and non – core learning aspects according to the teaching object and pupils' abilities.
- 5.** Core learning aspects require in – depth studies and application whereas materials in the non – core or advanced learning aspects may be streamlined or appropriately selected for teaching.
- 6.** Teachers should be encouraged to adopt recommendations on cross – curricular teaching by linking up related

curricular teaching by linking up related teaching areas flexibly so that more time can be spared for effective activities and learning.

**7.** Teachers should be capable to design materials of different standards which could be taken from the internet, newspapers, magazines and references provided by the Education Department.

# Strategies Remedial Teaching:

## 1. Individualized Educational Program

**(IEP):** To fulfill the learning needs of individual pupil, the Individualized Educational Program (IEP) aims to reinforce the foundation of learning, help pupils overcome their learning difficulties and develop their potentials. Individualized Educational Program should include short – term and long – term teaching objectives, learning steps, activities and reviews to ensure that the program is implemented effectively. Teachers must evaluate the effectiveness of the work and try to gather opinions of pupils for improvisation and betterment.

## 2. Peer Support Program:

Teachers may train up pupils who perform better in a certain subject to become 'little teachers' and who will be

## **2. Peer Support Program:**

Teachers may train up pupils who perform better in a certain subject to become 'little teachers' and who will be responsible for helping schoolmates with learning difficulties in group teaching and self – study sessions as well as outside class. Peer support program helps pupils reinforce their knowledge, and develop their communication and co – operation skills as well as good interpersonal relationship.

## **3. Reward Scheme:**

To motivate pupils, teachers must implement reward scheme which focuses on guiding pupils to set their own objectives and plans, and positively reinforcing their good performance. To design the rewards, teachers must take note of the following

- Set clear and specific targets

note of the following

- Set clear and specific targets.
- Set achievable objectives.
- Give diversified rewards to accommodate pupils' interest; give rewards instantly.
- Review and revise the reward scheme regularly.
- Invite parents / guardians to help children improve their work.

#### **4. Handling Pupils' Behavior Problems:**

Teachers should observe the following when dealing with the behavior problems of pupils:

- Always observe the performance of pupils in class and their behavior in groups.
- Establish close relationship with pupils, develop mutual trust and listen carefully to what they say.
- Help pupils understand the effect of



- Help pupils understand the effect of their behavior on the other as well as their own selves.
- Keep in close contact with parents to find out the cause of pupils' behavior problems.
- Help pupils build up self – confidence and a healthy self – image.
- Give positive reinforcement to pupils' good behavior, and do not pay undue attention to their misbehavior.
- Do not try to change all the deviant behavior of pupils at once.
- Refer the cases to counselors / teachers for follow – up action if the behavior problems of pupils continue or become serious.

### **(3) Development of Generic Skills:**

Teachers should help pupils develop good learning habits and attitudes, such as complete the assignments tidily, keep their promise and be responsible and disciplined. A constructive attitude is the foundation for life – long self – learning and it helps enhance pupils' learning effectiveness.

Teachers should train pupils to establish good interpersonal relationship so, as to facilitate effective communication and collaboration as well as to enhance the team spirit of pupils. Pupils can be taught to solve problems by different methods. Tools or by drawing insight from their past experiences to develop pupils' flexibility, creativity and independent thinking.

