

MANGALORE UNIVERSITY
CENTRE FOR DISTANCE EDUCATION
MANGALAGANGOTHRI - 574 199,
DAKSHINA KANNADA DISTRICT, KARNATAKA STATE

COURSE 7
Pedagogy of School Subject – I (b)

ENGLISH
(Curriculum and Pedagogic Studies)
BLOCKS 1 & 2
(PART - 1)

B.Ed. DEGREE PROGRAMME
(OPEN AND DISTANCE LEARNING)

SECOND YEAR B.Ed.

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Overview of the Course

Teacher preparation courses have three major aspects to cater to. They are content, pedagogy including assessment practices, and teaching-learning resources. We usually consider resources under pedagogy. However, with the developments in the digital media, the availability of rich resources has opened up another possibility of learners getting engaged with resources straightaway without any teacher mediation. This is a very tricky situation for teachers. That students can engage in fruitful learning despite the teacher compels us to think of teacher roles in facilitating student learning from a different perspective. Teachers will have to think of their role as facilitators keeping all learning resources side by side and constantly exploring their possibilities. This has lots of implications for teacher preparation programmes.

This phenomenon has been kept in mind while designing the syllabus for Pedagogy of School Subject – English. A cursory look at the contents of the syllabus will reveal the design of the course. The first block focuses on creating a broad framework concerning itself with the nature, role, and position of languages in society. Unless teachers of English have a clarity of the position of English in society they will not be able to do justice to their profession. Our objectives and processes of teaching English need to emerge from our social realities and societal aspirations. The second block straightaway takes the readers into the theoretical aspects of English language learning. This block includes approaches, methods, and insights into the learning of different language skills. The third block is actually about the methodology of teaching different texts like prose, poetry, and drama. Facilitating learning in an inclusive setup and reflective practices are the topics discussed at length in this unit. The fourth block concerns itself about evaluation, Continuous, and Comprehensive Evaluation procedures, and learning resources.

It would be good for the student teachers to reflect on the structuring of the course content and the interlinkages therein. We need to conceptualise classroom practices from such a holistic manner if we are to successfully engage in facilitating the learning of English. We have tried to make the lessons as reader-friendly as possible. It would be good for you to prepare your notes as you read through the units. You will be able to find more resources on the internet for a deeper understanding of the issues under discussion. It is advised that you keep the discussions conducted here as your guiding principles while browsing through the resources available on the internet. As discussed earlier, this material is designed to suit our context. Methodologies might differ from country to country. So we need to be discreet in choosing our strategies to make our classrooms relevant to our contexts.

We wish you a fruitful learning experience in reading this course material.

Block 1 : Nature, Role, and Position of Languages

Unit 1 : Language and Society

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1.1.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- explain the meaning and nature of language;
- explain the power of language;
- discuss the role of language in society;
- understand the importance of language and identity; and
- discuss the gender-related issues regarding language use.

1.1.2. Introduction

Dear Students, in this unit, let us understand the concept of language and how language plays an important role in the Society. As we all know that man is a social animal and we interact with the people around us. This interaction takes place with the help of language. Language is one of the most important characteristic forms of human behaviour . It is one of the essential parts of life. Hence we can say that language is social. Language helps understand the past, work in the present, and build our future. Language is inseparable from society and its culture.

Nature of Language

1. Language is a learned arbitrary system of vocal symbols by means of which human beings interact and communicate.
2. Language is a complex whole.
3. It involves oral and aural communications.
4. It is essentially speech.
5. It is dynamic and not a static phenomenon.
6. It is evolutionary.
7. It involves the process of thinking and speaking
8. Language is a means to communicate one's thoughts, feelings and experiences.

Now we will try to understand these in detail.

1. Language is a system: List out some of the systems you have come across.

1.
2.
3.
4.

Language is a complex whole like the human body. The system of the body functions through different organs, such as the head, brain, lungs, nerves, ears, etc. These different organs are interconnected and work in coordination. Similarly, the system of language functions through sounds, words, structure, etc. Every language has its system of sounds, vocabulary, grammar, and usages.

2. The language is arbitrary: List out the names of any ten objects found around you in the below-mentioned languages.

Sl. No.	Objects	English	Kannada	Hindi
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

What do you observe? Yes, we see that the name given to the object is different in each language. The object is the same but the words used to identify them are different. Hence we can say that language is arbitrary. In English, the word table has got nothing to do with the object as such. It is just commonly accepted by a group of people to call that object a table. That is the reason why we call the same object by different names in different languages. We build all our understanding of such commonly accepted arbitrary expressions. Once accepted, they become rules on which the language builds further. Then we can not change them.

3. Language is learned: Have you ever thought about why the child learns the native/mother's language very quickly. Yes, it is right that the child is exposed to the sounds of his parents around him. The parents through their interactions help the child learn the language. The child also learns the home language through imitation. We see that the child at the initial stage makes various isolated sounds where the parents correct it into the speech sounds and gradually the child learns the words and grammatical structures of his/her home language. The child was not born with any language. It acquires the language in its home, in the society around, and so on. Thus, we can say that language is learned.

4. Language is a system of symbols: When we travel, we have come across the traffic signals. We stop when we see a red signal - we move on when we see green and so on. Now think why the vehicles do the same activity when they see these signals. Yes, it is because everyone is familiar with these signals and the meaning they convey.

In the same way, language is also a system of symbols, the symbols being words and utterances and this system functions effectively when the words are intelligible or known to both the listener and the speaker. The word produced has its meaning. Hence it is understood by the group which is familiar with these sounds.

5. Language is dynamic: We live in a world that is fast-changing and developing. It changes according to the need of the time. We see that many of the words that were used in the period of Chaucer and Shakespeare are different today. The words have changed and the meanings of these words also have changed in due course of time. Try to find out the meanings of these words that have changed in due course of time.

1. girl
2. silly
3. naughty
4. cheater
5. pretty

6. Language is based on culture and society: Every language is the product of a particular society and culture. Language is based on the culture in which it exists. It has meaning only with that culture or that society in particular. Hence, we do not find exact equal words in any two languages. Analyse this by comparing words of two languages namely English and Hindi or any other Indian language. We find that almost all the Indian languages have the facility to mark gender while using verbs.

7. Language is vocal: The word language has been derived from the Latin word “Lingua” meaning that which is produced with the tongue. Language primarily is speech. One can achieve perfection in pronunciation in a particular language only through mastery of these symbols in speech.

Definitions

Let us examine some of the definitions given by various educationists and linguists regarding language.

- Language is a set of arbitrary vocal symbols by means of which a social group communicates. - Bloch and Trager
- Language is the expression of ideas through which speech sounds are combined into words, words are combined into sentences, and combinations of sentences answer ideas and thoughts. - Sweet.
- Language is the set of human habits, the purpose of which is to give expression to human thoughts and feelings especially to impart them to others. - O. Jespersen
- Ideas and feelings are realizations but when these are revealed through the mouth is known as language. – Plato
- Language most shows a man; speak, that I may see thee. - Ben Johnson.

By these definitions we can understand that language is a medium of communication that gives expression to our thoughts and feelings that we want to convey to others.

1.1.3. Learning Points and Learning Activities

1.1.3.1. Language and Society

The English word 'Language' seems to have been derived from the Latin word 'Lingua' which implies 'tongue'. A language is a specific form of expression. It is associated with human vocal and auditory communication of emotions, ideas, feelings, and thought. Language competence means the ability of a person to communicate. However, we have seen languages differ from society to society. Each society has its own set of expressions depending on its needs and its setting. Those people living in the Himalaya region might have many expressions to refer to the climatic conditions there. People living in the southern parts of India would not be familiar with such expressions.

Male-dominated societies have separate expressions to refer to women. Language gives identity to a society and its members. The rich culture and traditions of society are encoded in the language that is used by it. You might have noticed how people speaking the same language come together in places where their language is not the chief language of communication. What the users of a language commonly share brings them together. People are also referred to in their language. Thus we have the English, the Kannadigas, the Tamilians, The Bengalis, and so on. The following sections elaborate on these issues.

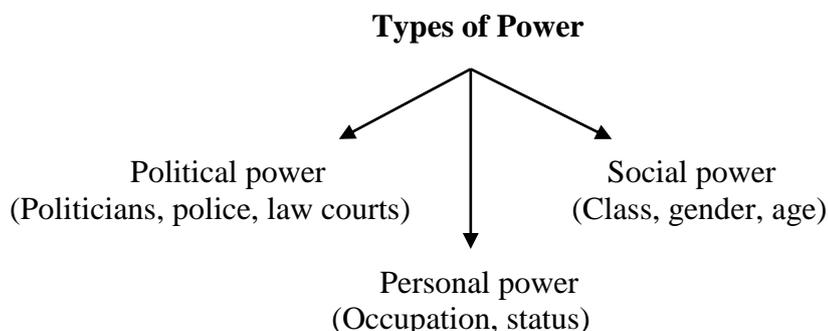
1.1.3.2. Meaning of Language and Power

Let us discuss in detail the role of language in society. We come across a variety of people in society. These people may include a leader, a politician, a principal, or any other officers. If you have listened to a leader, you would find a clear difference in the way he uses the language as compared to an academician. You might have also observed the communication between a higher officer and his subordinates. Now think of your experience with the higher officials and with your colleagues. Have you witnessed any differences in the language used?

Write any four instances where you have witnessed the use of language as power.

1.
2.
3.
4.

Powerful institutions and individuals used language to develop their position and power and also used it as a means to maintain it. We have read in history that many individuals had built and sustained power by force and many others used their language for the same.



It is clear that those who know how to use language and manipulate words have a certain power in our society. They have power because they have authority and control over their expressions through language. Hence, they have a greater influence on their peers. They maintain this power by choosing how to influence the behaviour and action of others. This is evident from how a writer convinces his/her readers, mass media reaches its viewers, a political party controls its supporters, and so on. Please note all these happen predominantly through language. So, we can say that language is directly linked with power, status, and socio-economic condition.

According to Francis Bacon, Knowledge is power and this power is utilized to its maximum only with the help of language. The language provides expression to human thinking and generates knowledge.

In any group, those who can use language well always emerge as leaders. Think of your favourite people. What makes them favourite to you? In most cases, the major reason is their ability to communicate their ideas through language. When you think of people who have influenced you, what do you recall first? The words they use, their expressions, the way they project their ideas, and so on. All these have a language component in them. If you can recall, in Julius Caesar, a play by Shakespeare, Brutus kills Caesar and still argues out his case with the crowd. They see his point and accept his deed. But when Mark Antony enters the scene, he changes the views of the crowd against Brutus. It is through language and language alone that he achieves this. Please read the play Julius Caesar written by Shakespeare.

Activity

Listen to the speeches of famous people available on YouTube. Compare these speeches and try to find out how each of them has a different influence on you. Also, try to see what influenced you the most.

The following are the key points about language and its influence on power.

- Acquisition of language skills results in the expansion of knowledge.
- The more knowledge you have, the more power you wield
- More the power you possess, the larger the number of people that listen to you.

Check Your Progress - 1

1. Language is the _____ possession man.
2. Individual maintains his power through the use of _____

1.1.3.3. Language and Class (Society)

Let us see on what basis people are classified in modern society. Can you list a few?

1.
2.
3.

Yes, you are right if your answers are education, income, occupation, etc.

As we know that man is a social being and he lives in society. Language acts as a bridge among the people. Class is the structure of the relationship between groups of people who are classified based on their education, occupation, and income. There is a wide variation in the language used among these groups. According to the context, Language differs from different classes of society. The Language used by the child is informal when he is with his friends and siblings whereas he uses a formal language with teachers and elders. The same kind of distinction in the use of language is also found in different classes of society. You might have observed the clear difference in the way an educated person and an illiterate person use language. The social setup of the people in the society too has its impact on the usage of language. A man from the village and the man from an urban area use the same language in different ways.

Differences found among classes in their language use need not be judged as good or bad. Every class in society has its language repertoire to fulfill its social and economic needs. As teachers, we need to know these differences to help children from various language backgrounds to move into acceptably using English. The mother tongue of children has its influence on the second language they learn. The pronunciation, grammar, and usage would appear similar to those in their mother tongue. We need to understand the background of each child if we want them to learn English properly. For example, a child used 'they' to refer to an elderly person. This is because her mother tongue had a word in plural denoting respect for elderly people while talking about them. But English uses 'he'/'she'/'it' as the word to refer to any third person singular subject. What the child wrote can not be called a mistake. The sense of respect the child has for the elders is worth appreciating. At the same time, we need to tell the child that English has a different way of showing respect to elders. Tonal variations play an important role in making communication meaningful while using English. Knowledge of student background would help the teacher organise his/her class work better.

Check Your Progress - 2

Below are given five statements, read and mark if they are (f) formal or (I) informal.

1. Hey guys, let's start dancing. ()
2. Would you mind closing the door behind you? ()
3. Please allow me to introduce Professor Rao. ()
4. Anything wrong? ()
5. Here you are. ()

1.1.3.4. Importance of Language and Identity

The main requirement of a group as we know is to find a way to distinguish among members from non-members. The language you speak identifies you with a specific culture. The way you speak a language can further identify you with a specific group. We all have multiple identities. This is revealed through the language we use. The members belonging to a group learn the language within-group and only those who belong to the group can use it to a high degree of competence. So it is the language that gives them an identity.

Identity is something we are constantly building and negotiating all our lives through our interaction with others. The language used by a speaker indicates his/her identity - that is how a person understands that his or her relationship is structured across time and space and possibilities for the future.

Kinds of Identities

1. Master identity: stable and unchanging. eg. gender, ethnicity, age, national and regional origins.
2. Interactional identity: specific roles that people take on in a communicative context with specific people. For example, in terms of addressing specific people.
3. Personal identity: personal or others' perception of oneself. What does a person think of himself/herself? What do others think of him/her?
4. Relational identity: kind of relationship that a person enacts with a particular conversational partner in a specific situation

Check Your Progress - 3

1. Language used by an individual reveals his/her _____

1.1.3.5. Language and Gender

You know that constitution has provided equal rights to both men and women. The man may be stronger in terms of physical strength than women but in terms of emotions and sentiments, women are stronger than men. This may be the main reason for women to excel in diverse fields of activities. Men and women differ in their speech habits too. Men's speech is supposed to be direct and aggressive whereas women's language is less harsh and emotional. Most of the time the language used by women is sympathetic and emotional.

Activity

Try to observe men and women around you while they speak. List down the way they use language. Also, try to observe how society uses language to address or talk about men and women. You can use the following contexts.

Case-1: A father's reaction when his son demands something and his reaction if it is the daughter who makes the demand.

Case-2: In the same situation as above what will be the reaction of the mother?

Case-3: Reaction of the higher authorities when their opposite gender applies for leave

Case-4: Communication among the male and female employees in their workplace

You will notice that the language used by people differs depending on who they address. When people speak to members of their gender they have certain ways. When people speak to members of their opposite gender or the third gender, their language differs. This is governed by the attitude people have towards different genders. In patriarchal societies, proverbs are looking down upon women. You may also find separate words to refer to women. Some words assume men to be in positions of power. The word 'chairman' is a typical example of such usage. Analyse a piece writing specifically looking for gender bias. Count the number of times the pronoun 'he' is used. When textbooks were analysed for their language, it was found that they had a gender orientation. Look at the following sentences:

Man is a social animal. He lives in a society.

The Prime Minister of India has immense powers. He is the leader of the cabinet of ministers.

Please note the use of the pronoun 'he' in the above examples. Why can't we use the pronoun 'she' instead? We need to be conscious of gender orientations while using language. The present trend is to use gender-neutral language.

Check Your Progress - 4

1. Women are supposed to be stronger in terms of _____
2. The use of language is governed by _____

1.1.4. Let us Summarise

- Man is a social animal.
- Language is fundamentally vocal.
- Language is a means to communicate ideas, feelings, thoughts, emotions, expressions, etc.
- Class, ethnicity, and gender play key roles in language variations.
- Language is power and language is the source of knowledge.
- It is the language that gives identity to a person.
- Gender orientations can be found in the use of language. The attitude of the society towards different genders has its influence on language use too.
- Language is a uniquely human trait.

1.1.5. Answer to ‘Check Your Progress - 1, 2, 3 and 4’

Check Your Progress – 1

1. Unique
2. Language

Check Your Progress - 2

1. informal
2. Formal
3. Formal
4. informal
5. informal

Check Your Progress - 3

1. identity

Check your progress - 4

1. Emotions and sentiments
2. the attitude of society towards gender.

1.1.6. Unit end Exercises

1. Explain the concept and nature of language.
2. Discuss the role of language in society.
3. Explain the importance of language as power.
4. Discuss how language reveals one’s identity.

1.1.7. References

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Block 1 : Nature, Role, and Position of Languages

Unit 2 : Language in School

Unit structure

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- 1.2.3. Learning Points and Learning Activities
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- 1.2.5. Answers to 'Check Your Progress - 1, 2 and 3'
- 1.2.6. Unit end Exercises
- 1.2.7. References

1.2.1. Learning objectives

After completing this Unit, the student teachers will be able to

- give the meaning of the term home language;
- understand language as a medium of understanding;
- differentiate between home language and school language; and
- understand the role and position of language in society.

1.2.2. Introduction

Language plays a crucial role in the process of learning. It is evident that the child learns the language in the home environment informally in an unstructured manner but it is in the school that the child learns the language formally. It is through this language that the child learns the entire subject at school. This formal learning of language occupies a key position in the school curriculum. It is not only helpful in learning school subjects but it also helps in Child's communication and self-expression.

If one knows only his/her mother tongue/he/she will only be able to communicate with people within his region. This means that one is completely isolating oneself from other regions. Hence it is widely accepted to know more languages so that one can have access to the world.

Learning of language includes learning four basic language skills namely, listening, speaking, reading, and writing. To develop these basic skills school plays a very important role. As children grow up they need to express their ideas, feeling, and opinion. This self-expression is the basis of the growth of the child's self, personality, and individuality. Thus the language helps the learner in acquiring the language skills viz, LSRW, to learn their subject, to communicate with others and so on.

1.2.3. Learning Points and Learning Activities

1.2.3.1. Language in School

Make a list of 25 families in your surroundings and try to write down the language they use at home and school.

Name	Language at home	Language at school

Now, what do you observe? Yes, you are right. we find that not all families use the same language at home and school

India is a multi-lingual country with people speaking a different language. We find a lot of linguistic diversity in the country. Even people residing in one small region might have their language. But they will also know at least one or more other languages. Cities are typically multi-lingual. For example, Bangalore has people speaking all major Indian languages. What should be the language of instruction in a multi-lingual society? It has to be a language known by all the children.

Mahatma Gandhi and many other educationists favoured the mother tongue for this purpose. Though desirable, this view has its limitations too in our context. For example, in Karnataka, Kannada is supposed to be the medium of instruction at the lower primary level. But in every class, we see students whose mother tongue is a variant of standard Kannada, spoken across the state. So, the school language becomes a second language for them. Kannada is surely the state language of Karnataka. But it is not necessarily the mother tongue of all people born and brought up in the state of Karnataka. We have people whose mother tongue is Konkani, Kodava, Tulu, Malayalam, Telugu, Tamil, Marathi, Urdu, and so on. But we have not been able to offer all these languages as a medium of instruction where necessary for want of teachers and resource material. Attempts are made to develop resources and textbooks in Konkani and Tulu languages. But children who study in these languages may find it a problem to cope with learning at higher levels. These issues need to be addressed as early as possible.

1.2.3.2. Home Language and School Language

Home Language

Language is the main basis of communication. The child uses the home Language to communicate. Home language refers to the language which we refer to as mother tongue. It is this language which the child learns in a natural setting without being conscious of it. Home language is learned from its childhood. By the time the child enters school, he/she would have learned to express all his feelings and ideas in his/her home language. It is the first language that the child uses to construct his/her knowledge of the world. It is also known as First language or L1. It is easier for the child to build his/her knowledge base in his/her mother tongue just because he/she has already begun the learning process in that language. Hence it is ideal to offer mother tongue as the medium of instruction in the initial stages of learning. We

have already discussed in the earlier sections how the offering of the state language also creates its own set of problems for the child.

School Language

We have already discussed in the earlier sections one aspect of the school language. School language is the medium of instruction. At the elementary level, it is advised to have the mother tongue as the medium of instruction. Even in cases where Kannada is the mother tongue, the standard Kannada offered as a medium of instruction in the schools creates its own set of problems for the learner.

Difference between home language and school language

Home Language	School Language
Learnt informally	Learnt formally
Learnt in a natural setting	learnt in an artificial setting
Learnt unconsciously	Learnt consciously
No need of other language to support learning	Builds on the knowledge of L1
Learnt in an unstructured manner	learnt in a structured manner

If you observe the difference listed above, you will notice that even in cases where the child's mother tongue is the school language, there is a need for transition from home tongue to school tongue. What the child is expected to use in school is the standard variety of the same mother tongue that is used across the state. So obviously, the child who starts his/her schooling knowing only the home language finds it difficult to cope up with the school language.

Added to this there might be pockets in the border areas where the mother tongue of the children would be a language that is spoken across the border. For them, their mother tongue has to be offered as the medium of instruction. Teachers who can communicate in those languages will have to be posted to those schools. Even for these children, there is a transition stage from their home tongue to school tongue. Over and above, they need to learn Kannada which is the medium of instruction at the higher levels. Learning English as a second language is common for all children throughout the state of Karnataka.

Now again consider the issues around the school language. The child has to cope with an almost new medium of communication and also engage in fruitful learning of different subjects. We need to consider the issue of medium of learning very carefully if we mean to help children cope with their situation.

Check Your Progress - 1

For the following statement, mark (√) if you consider as true or (×) if you consider it as false.

1. The child learns the language in a structured manner at home.
2. School language may correspond to the child's home language.
3. The child learns the school language in an artificial setting.
4. One of the main aims of language learning is to develop basic language skills among students.

1.2.3.3. Medium of Understanding

As we all know that understanding a language is more than knowing the definition of words. Verbal language is used for expressing ideas and experiences. We use language as a means of communicating thoughts and ideas to each other and ourselves. Everyone from birth to death makes use of speech as spoken by the family members. It is through a language that

one develops an understanding of different aspects of life, people around them, and so on. The child may take a little time to get used to all these, but later as he/she grows, he/she understands different views through it and tries to expand his/her knowledge about diverse aspects of life and subjects.

By the medium of understanding, we mean a language that a student is well versed with and can understand what is communicated to him/her. It is the medium through which a concept is expressed and transmitted. If the teaching of content is done through a language that the child is familiar with, then its impact on learning is higher. This is been proved by most of the researches and surveys conducted on this issue worldwide. Hence use of mother tongue or L1 in the classrooms is acceptable. This is sensible enough. The child would have constructed his/her knowledge using his mother tongue. Use of mother tongue in schools would make learning natural. The child has to construct his/her knowledge on a foundation that is already laid at home. Known language facilitates a better understanding of ideas, people, and life in general.

In the context of using English as a medium of understanding at the school level, the problems get more complicated. English is not popularly spoken. Teachers as well as students who use English for communication are in an artificial situation. For both of them, the language of understanding would be different. Using English as a medium of instruction and learning it as one of the languages are two different issues. When English is used as a medium of understanding, the teachers will have to make conscious efforts to provide good role models. This becomes crucial because teachers who teach subjects are not trained in teaching English. They might have learned their subjects in Kannada. So even for them, English is not a medium of understanding. They have to put conscious efforts to use English for communication.

Check Your Progress - 2

1. The language used as the medium of understanding in primary classes in Karnataka is _____
2. As a medium of understanding a language not only helps us learn subjects but also helps in understanding _____

1.2.3.4. Role and Position of Language in the Society

Now just imagine that you have got a transfer to north India. Assume that you are not familiar with any other language than your regional language. How will you feel in such an atmosphere? You will be like a fish out of water. What may be the reason for this? Think. You may give many reasons and one of them would be the language problem.

Language is a verbal medium for expressing or communicating ideas, feelings, emotions, thoughts, etc. Language covers the entire expanse of life. It preserves the best human thought and their achievements which enriches life. The accuracy of language depends on the knowledge of grammar and correct pronunciation and so on.

Language has played a key role in the growth of civilization. Language has also helped us to understand the minds of great personalities through the written documents of the past. Language is social and thus inseparably connected with people who are its creators and users; it grows and develops together with the development of society. At this juncture it is apt to observe the words of Stalin “it arises and develops with rising and development of a society. It dies when the society dies apart from society there is no language.” Language unites people,

the community, and society as a whole. Every human being is a member of one or the other social group. Language has played a key role in the advancement of human culture and civilization, for the creation and development of literature, for political mobility in the world, and the advancement of science and technology.

In short, we can say that the whole of human life, its survival and progress is the result of language. Human life cannot be imaged without language.

Check Your Progress - 3

1. Whole human life, its survival and progress is the result of _____

1.2.4. Let us Summarise

- The child learns the language in the home environment informally in an unstructured manner.
- Learning of language includes learning four basic language skills namely, listening, speaking, reading, and writing.
- Languages are needed to have access to the world and the fund of knowledge available in the world.
- Home language is the language spoken at home.
- Mother tongue is a language that the child learns at home on which the child has full command.
- Language as a medium of understanding means language facilitates learning as well as understanding people and their views.
- Language has played a key role in the advancement of human culture and civilization and the advancement of science and technology.

1.2.5. Answer to ‘Check Your Progress - 1, 2 and 3’

Check Your Progress - 1

1. (√)
2. (√)
3. (√)
4. (√)

Check Your Progress - 2

1. Kannada.
2. different aspects of life and the people around them.

Check Your Progress - 3

1. Language

1.2.6. Unit end Exercises

1. Discuss the influence of home language on school language.
2. Write the differences between home languages in the school language.
3. What do you mean by the medium of understanding?
4. Explain the role and position of Language in society.

1.2.7. References

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Block 1 : Nature, Role, and Position of Languages

Unit 3 : Constitutional Provisions and Policies of Language Education

Unit Structure

- 1.3.1. Learning Objectives
- 1.3.2. Introduction
- 1.3.3. Learning Points and Learning Activities
 - 1.3.3.1. Article 343-351, 350A
Check Your Progress - 1
 - 1.3.3.2. Kothari Commission (1964-66)
Check Your Progress - 2
 - 1.3.3.3. NPE -1968, NPE -1986, POA 1992
Check Your Progress - 3
 - 1.3.3.4. National Curriculum Framework - 2005
Check Your Progress - 4
- 1.3.4. Let us Summarise
- 1.3.5. Answer to 'Check Your Progress - 1, 2, 3 and 4'
- 1.3.6. Unit end Exercises
- 1.3.7. References

1.3.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- understand the provisions made in the constitution regarding language;
- discuss the status of official language in the country as mentioned in Article 343-351,350A;
- analyze the recommendations of the Kothari Commission on language learning;
- understand the highlights of different national policies on education; and
- understand the importance of language as highlighted in the national curriculum framework- 2005.

1.3.2. Introduction

Language is not the creation of one person or one period but it is an institution, on which hundreds of generations and countless individual workers have worked. Dear students, by now we all are very clear about how important language is for mankind.

India is a country with a lot of diversity and one of it is the issue of languages. Soon after the independence, India had to face a lot of problems in all spheres viz, economic, political, social, and in planning education, especially in the area of teaching languages. As English had deep-rooted in Indian soil, the use of the Indian languages in the school system and administration led to a big debate. Different educationists have expressed their opinion about the use of English and Indian languages for administrative purposes.

Indian constitution in its eighth schedule has recognized 22 languages as official languages of India.

Exercise

List the 22 official languages as recognized by the Indian constitution in the space provided

Yes, now verify your answer by visiting the website or your library.

1.3.3. Learning Points and Learning Activities

1.3.3.1. Article 343-351, 350A

Article 343-351: Part XVII (17) Chapter I to V of the Indian constitution highlights the use of languages in the country. We all know that India got freedom from the shackles of the Britishers but not from the English language. At this juncture, the elite Indians were more conscious about the vernacular languages hence there arose a lot of debates related to the use of the regional language in the country. Article 343-351 of the Indian constitution highlights the use of Indian languages. These articles clearly state the language to be used in the country in various situations like the official language of the country, language to be used among the states for communication, language to be used in the courts, and so on. Now let us have a glance over it.

Article 343 – Official language of the union

Article 343 of the Indian constitution states that-“The official language of union government shall be Hindi in Devanagari script.” Unless the Parliament decided otherwise the use of English for the official purpose was to cease 15 years after the constitution came into effect, i.e. on 20 January 1965.

This tells us that during the above-mentioned period the President may by order authorize the use of the Hindi language in addition to the English language or the parliament may, by law provide for the use of the English language after the above-mentioned 15 years.

Article 344 -commission and committees of parliament on official language

Article 344 of the constitution highlights that the president by the order can constitute a commission headed by a chairman and other members representing the different languages specified in the 8th schedule, and the Commission can make a recommendation to the president on

1. The progressive use of the Hindi language for the official purpose of the union
2. The restrictions on the use of the English language for all or any of the official purposes of the union.
3. The language to be used for all or any of the purposes mentioned in article 348.
4. Regarding the official language of the union and the language for communication between the union and a state or between one state and another.

Article 345 – Official language or languages of a state

Article 345 highlights that English will remain as the official language of the state until the legislature of the state by law adopts Hindi or any other language in use in the state as the official language of the state.

The Karnataka act 1963 adopted Kannada as its official language w.e.f. 1.11.1973.

Article 346- Official language for communication between one state and another or between a state and the union.

Article 346-highlights that the language for the time being authorized for use in the union for official purposes shall be the official language for communication between one state and another or between a state and the union: provided that if two or more states agree that the Hindi language should be the official language for communication between such states, then language may be used for such communication.

In this case, we see that almost all the south Indian states are commonly using the English language for communication between the states.

Article 347- Special provision relating to language spoken by a section of the population of a state.

This article emphasises that the President may provide provision to recognize a language spoken by a proportion of the population of a state to use it as an official language throughout that state or any part of the state.

Article 348 - Language of the Supreme court, High courts, etc.

All proceedings of the Supreme Court a High court, Bills and Acts, Rules, Regulation, Orders and Bylaws passed in parliament or the house of the legislature of a state shall be in English and with the previous consent of the president Hindi language or any other language used for any official purpose of the state can be used.

The state cabinet decided to make Kannada a language in the High Court proceedings in the year 2014.

Article 349- Special procedure for enactment of certain laws relating to language.

This article says that no bill or amendment can be made during the period of 15years from the commencement of the constitution regarding making provision for the language to be used for any purposes mentioned in article 348 without the previous sanction of the president. The president shall not give his sanction unless he has taken into consideration the recommendation of the committee constituted under article 344.

Article: 350. Language to be used in representation for redress

Every person shall be entitled to submit a representation for the redress of any grievance to any officer or authority of the union or a state in any of the languages used in the union or the state as the case may be.

According to this article, any citizen can redress any grievances in their language.

Article: 350(A) Facilities for instruction in the mother tongue at the primary stage

Article 350 (A) states that it shall be the endeavour of every state and every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups, and the

President may issue such direction to any state as he considers necessary or proper for securing the provision of such facilities.

As per article 350(A), we the residents of Karnataka can get the education in our mother tongue i.e. in Kannada.

Article: 351 Directive for development of the Hindi language

It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India, and to secure its enrichment by assimilating without interfering with its genius, the forms, style, and expressions used in Hindustani and in the other languages of India specified in the Eighth Schedule, and by drawing, wherever necessary or desirable, for its vocabulary, primarily on Sanskrit and secondarily on other languages.

Activity

Make a list of provisions made by the central government to develop Hindi in the country.

Now you have gone through the above-mentioned articles related to the usage of language in the country in a different situation. Try to write down the important provisions of the following articles in the given space.

Sl. No.	ARTICLES	IMPORTANCE
1	343	
2	344	
3	345	
4	346	
5	347	
6	348	
7	349	
8	350	
9	350 A	
10	351	

Check Your Progress - 1

1. The Article that highlights on the use of official language to be used in the country is _____
2. Article 347 throws light on the language to be used in the _____

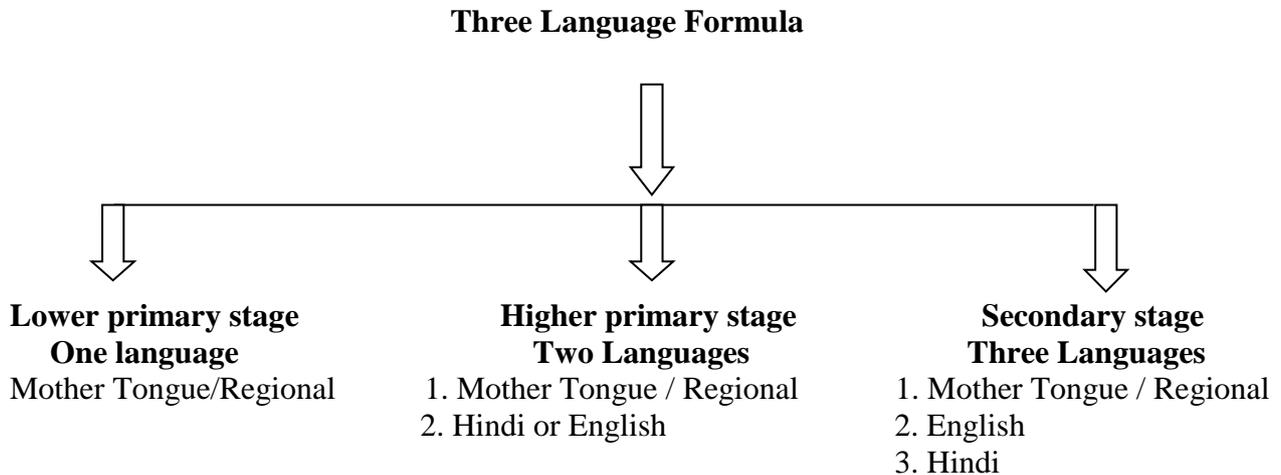
1.3.3.2. Kothari Commission (1964-66)

As we all know that the problem of the medium of instruction was a big debate and finally the three language formula as given by the Kothari commission report was adopted.

Kothari commission which was also known as the Indian Education Commission was appointed by the government towards the end of the five-year plan. This commission was headed by Dr. D S Kothari. This commission was appointed to advise the government on the national pattern of education along with general principles and policies for the development of education at all stages. Among the various recommendations, its special plan for the teaching of

language-the three language formula is noteworthy. This three language formula is highlighted in all the national education policies that were drawn out in the later years.

The three-language formula as recommended by the Kothari Commission can be clearly understood by the given flow chart



According to the Commission, only the mother tongue or the regional language should be taught to the children from class I to IV. Then from V to VII, two languages should be taught that is, regional language/ mother tongue and English / Hindi. Three languages to be taught from VIII to X are regional language/ mother-tongue + English + Hindi.

Thus the study of English will not be a thrust upon the students. Those who aspire for its study may start learning it from class V and others, who just want to have an elementary knowledge of it, can start it from class VIII. The commission had further suggested that the study of no language should be compulsory after the X class. Students can study the language of their choice at higher levels. Hence we can say that it was the Kothari commission that recommended the learning of multi-languages.

Under The three-language formula, an attempt has been made to develop the knowledge of multi-languages among the students. India being a country of many languages, one must be acquainted with many languages to interact with people of other states. If one knows only his/her mother tongue he/she will be able to communicate with people within one's state language. This means one is completely isolating oneself from other regions/states and other languages.

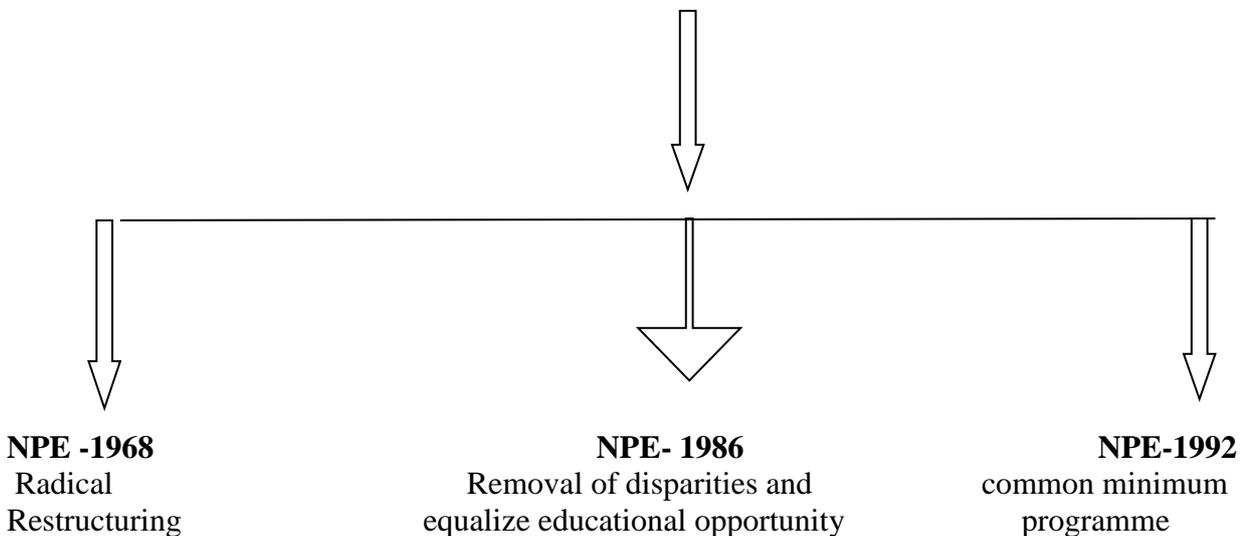
Under the three-language formula, an attempt has been made to acquaint the child with more than one language. For instance, in Karnataka first language is Kannada, the Second language is English and the third language is Hindi.

Check Your Progress - 2

1. The language policy that Kothari commission recommended _____

1.3.3.3. NPE -1968, NPE-1986, POA- 1992,

NATIONAL POLICY ON EDUCATION



NPE -1968 The First national policy on education in 1968 was recognized as “Radical Restructuring”.

In this policy development of languages was highlighted. It paid more attention to regional languages, outlining the three-language formula to be applied in secondary education and that was to choose languages for study in the following manner.

1. Regional language
2. English
3. Hindi

Regional languages were already in use as a medium of instruction in primary and secondary stages, and now it was to be taken to the university level.

This policy also recommended that the teaching of Sanskrit language at school and university stage should be offered on a liberal scale considering the special importance of Sanskrit to the growth of Indian languages and its unique contribution to the cultural unity of the country- which is an essential part of Indian culture and heritage.

As Hindi was adopted as the national language, this policy put weight on learning Hindi to promote it as a common language for all Indians. Even in those non-Hindi states the colleges and other institutions of higher education which use Hindi as a medium of education were to be encouraged.

The study of international languages was also given special emphasis as world languages were growing at a tremendous pace, especially in the field of science and technology.

NPE 1986

NPE 1986 Highlights on the

- implementation of three language formula
- Adoption of regional language as the medium of instruction
- Provision of facilities to learn English and other foreign languages
- Development of Hindi as a link language
- The teaching of Sanskrit at the university stage
- Translation of books from one language to the other
- Preparation of bilingual and multilingual dictionaries
- Policy planning for language development
- Promotion of interdisciplinary research in Sanskrit
- Improvement in the language competencies of the students

POA 1992

Programme of Action 1992 emphasized the concept of language development and the adoption of regional languages as the media of instruction at the university stage. Regarding language development, NPE and POA discussed and proposed many efforts and initiatives such as

1. Implementation of the three-language formula,
2. Improvement in the language competencies of the students at different stages of education.
3. Provision of facilities for the study of English and other foreign languages.
4. Development of Hindi as the link language.

Write any three similarities you find in the recommendations of the Kothari Commission and NPE in the space provided.

Kothari Commission and NPE

1.
2.
3.

Check Your Progress - 3

1. POA 1992 recommends the use of as medium of instruction at the university level.

1.3.3.4. National Curriculum Framework - 2005

We know from our everyday experience that most children even before they start their schooling internalize an extremely complex and rule-governed system called language. NCF-2005 mainly highlights bilingualism and multilingualism. Children are born with an innate language faculty. In many cases we find children coming to school with two or three languages already in place at the oral-aural level. We find that these children can use these languages accurately and appropriately.

NCF 2005 upholds the three-language formula which it deems as an attempt to address the challenges and opportunities of the linguistic situation in India. Its primary aim is to promote multilingualism and national harmony. The following guidelines help us to achieve this aim.

- Language teaching needs to be multilingual not only in terms of the number of languages offered to children but also in terms of language evolving strategies that would use the multilingual classroom as a resource
- The mother tongue should be the medium of instruction in schools.
- Even if the schools do not have provisions for teaching in the child's home language at a higher level, primary education must be given in-home language itself.
- Children will receive multi-language education, the three-language formula needs to be implemented in its spirit, promoting multilingual communication abilities for a multilingual country.
- In non-Hindi speaking states, children learn Hindi. In the case of Hindi speaking states, children learn a language not spoken in that area. Sanskrit also could be preferred
- At later stages, the study of a classical and foreign language may be introduced.

Check Your Progress - 4

1. NCF 2005 mainly highlights on bilingualism and _____

1.3.4. Let us Summarise

- Article 343 to 346 highlights the use of official language in the country.
- Three language formula was recommended to address the issue of language learning in schools.
- It is recommended in various policies to use the mother tongue as the medium of instruction at the lower primary level.
- NPE 1968 paid more attention to the development of languages. This policy put more weight on the learning of Hindi to promote it as a common language for the country.
- NPE 1986 makes provision to learn English and other foreign languages.
- POA 1992 emphasized the adoption of regional languages as the media of instruction at the university stage.
- The primary aim of NCF2005 is to conceptualise language teaching in a multi-lingual context.
- The study of the Sanskrit language is recommended for its unique contribution to the cultural unity of the country being an essential part of Indian culture and heritage.

1.3.5. Answer to 'Check Your Progress - 1, 2, 3 and 4'

Check Your Progress - 1

1. Article 343
2. State

Check Your Progress - 2

1. Three language policy

Check Your Progress - 3

- 1, Regional languages

Check Your Progress - 4

1. Multilingualism

1.3.6. Unit end Exercises

1. Discuss the status of the official language in India.
2. Analyse the recommendation of the Kothari Commission on language learning.
3. Discuss the highlights of different national policies on education regarding language learning.
4. Mention the importance of language as highlighted in the national curriculum framework- 2005.

1.3.7. References

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Block 1 : Nature, Role, and Position of Languages

Unit 4 : Role of the English language in the Indian Context

Unit Structure

- 1.4.1. Learning Objectives
- 1.4.2. Introduction
- 1.4.3. Learning Points and Learning Activities
 - 1.4.3.1. Role of English in the Indian Context
 - 1.4.3.2. English as a Colonial Language
 - Check Your Progress - 1
 - 1.4.3.3. English in Post Colonial Times
 - Check Your Progress - 2
 - 1.4.3.4. English as a Language of Knowledge
 - Check Your Progress - 3
- 1.4.4. Let us Summarise
- 1.4.5. Answer to ‘Check Your Progress – 1, 2 and 3’
- 1.4.6. Unit end Exercises
- 1.4.7. References

1.4.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- understand the role of the English language in the Indian context;
- analyse English as a colonial language;
- justify the place of English in post-colonial times; and
- discuss the importance of English as a language of knowledge.

1.4.2. Introduction

Well, students, in this unit let us discuss the role of the English language in the Indian context, the position of English in the colonial and post-colonial period, and the reasons why English is considered as a language of knowledge.

Languages are important in the life of every nation. The members of a social group need a language to communicate with each other and for all other social purposes, for public administration, for education, etc. Ours is a country with a multilingual, multicultural, pluralistic milieu. An individual can function very well through the language in which he/she is competent enough. Now let us take the example of ourselves. If a question is asked to us in English, in which language does the thinking process take place? No doubt, it is in our mother tongue that we start thinking. An individual is more comfortable with his/her mother tongue which he/she acquires naturally. Therefore it is natural to think of a mother tongue for education. But in the Indian context, the necessity to have a common language for interaction has led to the learning of English.

We know that English is a foreign language but still it is deep-rooted in Indian soil. It is because English held a privileged and prestigious status during the British rule in India. Only those who were trained in English had opportunities to have jobs and were able to acquire a higher position in the British administration. Hence English was not only a compulsory subject but also the medium of instruction at both school and university level.

According to F G French- “Because of the rapid spread of industrial development, Science and technology, international trade and commerce and the close interdependence of nations, English has become a world language”.

1.4.3. Learning Points and Learning Activities

1.4.3.1. Role of English in the Indian Context

Indian society is essentially multilingual. Even within a state, we find several variants of the state language spoken. Each state has its language which is used for communication within its territories. In such a situation, what should be our link language? Though Hindi is proposed as the national link language, it is vehemently opposed by certain linguistic groups. They prefer to promote English as the link language. During the British period, English was the language of administration. The learning of English was given a lot of importance. After independence, the govt of India could not immediately remove English from the administration. English was our window to the world. It has remained the same even now. Lots of technical literature produced in different subject areas is available in English. So the study of English enables our students to access such literature. It has also been our experience that students who learn English well are in a better position to get employed in multinational companies which offer high salaries. Those who wish to study abroad are required to have a reasonable mastery of English. Thus Indian society views English as a language of opportunities. This has given rise to a lot of demand for learning English right at the school level. Hence there is a demand for English medium schools. The question of the English language in India has now become a political issue rather than an academic agenda.

Though there is so much demand for English, the quality of English that is learned at the school level is dismal. The methodology adopted for the teaching of English varies from region to region and even from teacher to teacher. While some recommend the translation method, the others advocate communicative strategies to teach English. Not all teachers who teach English are good at using English. Children living in rural areas do not get opportunities to use English at all. Moreover, due to the encouragement given to regional languages, it is not found very necessary to use English for communication. The need for a language for communication would be an immediate purpose for learning a language. But regional languages fulfill this need. There is a lot of English on social media. But the only place where children get to learn some English formally in the class. Even that is limited to the English class. In recent times, the cultural implications of learning English in India have come to the front and have created a lot of debates on social media. While working with young children, we need to be aware of all these to make our classes relevant to their needs. Learning is at its best when there is a need for learning.

1.4.3.2. English as a Colonial Language

India being a multilingual and multicultural country the British in India realized the importance of a common language for the smooth functioning of their administration. Hence in 1835 Lord William Bentinck, the governor-general passed a resolution stating the Persian language to be abolished as the court language and substituting it with English. Printing and publication of English books were made free and available at a comparatively low price. More funds were provided to support English education. Universities and colleges were opened throughout the country. Macaulay's Minutes 1835 recommended that the spread of western education is only possible through the medium of the English language. The aim of the ‘minute’ was to form a class who would be a class of persons, Indians in blood and colour but

English in taste, in opinion, in moral and intellect. Lord Harding added to the importance of English education by promising jobs only to those trained in English.

English was the language used by the Governor-General of the British East India Company and the successive Viceroys who were the executors of power and orders by royal permission. It was the language of the officers, merchants, and other members of the administrative, military, and commercial groups.

The focus of the British colonial elite was merely to conduct economic trade and the exploitation of natural resources. Hence they did not pursue a policy of cultural or linguistic suppression. In the early years, the Britishers were not keen on spreading their language in India. It was only in the middle period that things began to change. The traders became stronger than the rulers and for their vested interests, they decided to open up educational institutions.

The British gradually introduced the English language and western education to create a class of Indians who could serve the imperial rulers as officials as well as serve as a link between them and the masses. With the coming of missionaries in India, many schools were started where English was taught as the compulsory subject. This led to the establishment of Calcutta Madarasa and Banaras Sanskrit College which were institutions for classical learning. English was also taught as a subject in these institutions.

In 1854 Woods Dispatch also known as the Magna Carta of English education in India, confirmed what Macaulay had said. It soon led to the opening of more schools and colleges where English was given a predominant position and vernacular language began to be neglected. English also replaced Persian and the Indian languages from several areas of education, administration, trade, and business.

Among the Indians to support English education in India was Raja Ram Mohan Roy and his supporters. The Indians themselves demanded instruction in English. Raja Ram Mohan Roy made efforts to persuade the English officials of East India Company for the western education system in India replacing the existing Indian languages. They were convinced that English would be more useful for the Indians for academic, socio-economic, and scientific purposes.

Thus we can say that the introduction of English in India included three phases.

1. The efforts of the Christian missionaries
2. Macaulay's Minutes on Indian education 1835
3. Demand by the Indians to introduce English education in India.

Check Your Progress - 1

1. The court language predominantly used in India during the advent of the British was _____

1.4.3.3. English in Post-Colonial Times

We have already discussed how the British brought in the English language in Indian administration. When India became free in 1947 the serious challenge before the country was to find a common language that can serve as a symbol of national unity and integration. Even though Hindi was considered the national language, the constitution laid down a time frame of 15 years to effect the change over from English to Hindi. This itself tells us the influence English had on the Indian soil. But, soon after independence, we see that there were drastic changes regarding the place of English in the country. However, we could not ignore the

importance of the English language at the administrative level. Most of the Indian national leaders opposed the use of English and thus Hindi occupied the position as a national language.

The non-Hindi speakers of south India objected to the imposition of Hindi as the official language of the union on the ground that it is an unfamiliar language to a large population of the southern states. In 1958 the all-India language conference demanded the 'continuance of English as the union language without any time limit'.

The situation of English in India seems to be driven by the conflict between the desire to retain English for its great utility in practical life and the most emotional urge to discard it as a symbol and instrument of colonial oppression.

Hence most of the people advocated that the English must quit India along with the British.

Today the place of English should be viewed from two angles.

1. Role of English in present India.
2. Place of English in the school curriculum.

1. Role of English in present India

Before we discuss the role of English in present India, let us for a while thinking about the place of English in our day to day life. Try to answer the following questions.

1. Which language do you speak at home?
2. Which language have you set in your cell phone?
3. Which language do you prefer to fill the bank challan?
4. Which language comes to aid when you are out of your state/country?
5. Which medium is your child studying in or prefer to study in?
6. Which language do people generally use in an airport?
7. In which language do you find the names of the medicines?
8. Which language is used on the wrappers of various food items?

The answer to the above question will help us to build a picture of the status of English in the present day. Here we see that even though we give more importance to our mother tongue in our daily activities, most of the time we include English in our day to day conversation knowingly or unknowingly. This is because English has become a part and parcel of our life, and it continues to be a language having a prestigious position in our society. English symbolizes in the Indian mind, better education, better culture, higher intellect, and better job prospects. Indians who know English often resort to switching over to it in their conversations. Whether we as individuals endorse these societal impressions or not, they are a reality. Also, no one is arguing against the learning of English as such. It is the glorifying of English as against our languages that need to be reconsidered.

The position paper NCERT 2006 opened with, "English in India today is a symbol of people's aspirations for quality in education and fuller participation in internal and international life. Its colonial origins now were forgotten or irrelevant its initial role in independent India, tailored to higher education, now felt to be insufficiently inclusive socially and linguistically, the current status of English stems from its overwhelming presence on the world stage and the reflection of this in the national arena.....the visible impact of this presence of English is that it is being demanded by everyone at the very initial stage of schooling."

English is a language that plays a very important role in modern India. People believe that even a bit of English knowledge increases their status in society. To get job opportunities in the private sector English is a must. Hence parents urge their children to pursue their studies in

English. The government has consistently supported and encouraged teaching and learning of English. Today, English is recognized officially as the associate national official language and as an inter-regional link language; educationally it is recognized as an essential component of school learning. English is the language of study in science and technology. Socially it is recognized and upheld as a mark of education, culture, and prestige.

“No language, ancient or modern, can be compared with English in the number of the geographical distribution of the homes, shops, factories, and offices in which the language is spoken, written and read”.

2. Place of English in the school curriculum

We all know that the all-round development of the learner is the ultimate aim of education. As such the curriculum designed and developed should focus on achieving this ultimate objective. The curriculum includes all the subjects or courses taught in the school along with all other activities organized by the school for enhancing the all-round development of the child. We know that to learn any other core subject a language is a must. Hence Language as a part of the school curriculum plays a vital role in this context.

Various commissions were appointed from time to time to suggest the place of English in the school curriculum. The University Education Commission under the chairmanship of Dr. Radhakrishnan stated, ‘English cannot continue to occupy the place of state language as in the past. The use of English as such divides the people into two nations, the few who govern and the many who are governed. This is the negation of democracy’. Yet it was not in favour of abolishing English completely. It further stated, ‘English however must be continued to be studied. It is the language that is rich in literature, science, and technology. If under sentimental urges, we should give up English we would cut ourselves off from the living stream of ever-growing knowledge.’

The Secondary Education Commission, 1952 stated, “It should be recognized that even regarding many of the diversified courses of instruction as matters stand at present, knowledge of English will be extremely useful for understanding the subject-matter and for further study of the same subject”. All the other commissions also highlighted the importance of English.

English has become inevitable in the school curriculum. It enjoys all positions like the first language, the second language, and the third language. English is the medium of instruction in almost all private schools. In many such schools, English is the first language. In other schools, English is the second language. In non-Hindi speaking north Indian states, their regional language is their first language, Hindi is their second language and English is their third language. As English enjoys all three positions in the academic field, there will not be anyone who completes his studies in India without getting introduced to English.

As English has become a widely spoken language today, it is often referred to as ‘global language’. It is considered as the lingua franca of the modern era and hence currently it is being taught as the second language not only in India but around the world.

Check Your Progress - 2

1. The people of _____ objected imposition of Hindi as the official language.

1.4.3.4. English as a Language of Knowledge

We know that language is the most important part of knowledge. There is no knowledge without language. It is through language that we express our thoughts, ideas, need, achievement, etc. We apply the laws of Newton in most of our daily life situations. It was with the help of language that Newton described these laws. Every day we upgrade our knowledge with the help of language. All knowledge that exists now is in the form of one or the other language.

There are many languages which have been used by different people from different countries. English is one of the languages used to give expression to thoughts and feelings of a social group. A person who has committed to learning English is rewarded with greater access to many different sources of information like websites, blogs, books, digital libraries, and so on.

List some of the other sources of information easily available in the English language.

Sl. No.	Sources
1	
2	
3	
4	

The contribution of English in the growth of knowledge in medicine, science, and technology is right now available in English. It is so vast that it may not be possible to make it available in our languages completely. It is only in recent times that we can get information from the computer in all the languages. Most of the scientific terms are still in English. Most of the time, we see that when the meaning of the word is translated to any other language it loses its originality. It is best appreciated in the language in which it is created.

To conclude, it is apt in this context to recollect the words of C. Rajagopalachari- ‘we in our anger and hatred against the British people should not throw away the baby [English] with the bathwater [English people]’. Most of our leaders had great visions regarding the role of English in the development of the nation in all spheres. This proves English to be rightly called the window to the modern world, link language, world language, and lingua franca.

Check Your Progress - 3

1. The main sources of knowledge in English include _____

1.4.4. Let us Summarise

- English is deep-rooted in Indian soil because of its privileged status in India.
- In 1835 Lord Bentinck, the governor-general passed a resolution stating Persian to be abolished as the court language and was substituted by English.
- English became the administrative and court language of British India.
- In post-colonial times, India faced a major problem regarding the implementation of official language in the country.
- India being a multilingual country many of the states found it difficult to accept Hindi as the language of the union.
- In 1958 all Indian language conferences demanded that English be continued as the language of the union without any time limit.

- English is considered as the language of knowledge because most of the new information regarding various achievements, researches, and scientific inventions is available in English.

1.4.5. Answers to ‘Check Your Progress - 1, 2 and 3’

Check Your Progress - 1

1. Persian

Check Your Progress - 2

2. South India

Check Your Progress - 3

1. websites, print media

1.4.6. Unit end Exercises

1. Discuss the role of the English language in the Indian context.
2. Analyze English as a colonial language.
3. Discuss the place of English in post-colonial times.
4. English is a language of knowledge- justify.

1.4.7. References

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Block 1 : Nature, Role, and Position of Languages

Unit 5 : Position of English as Second Language in India

Unit Structure

- 1.5.1. Learning Objectives
- 1.5.2. Introduction
- 1.5.3. Learning Points and Learning Activities
 - 1.5.3.1. Position of English in India
 - 1.5.3.2. Importance and use of English in India
 - Check Your Progress -1
 - 1.5.3.3. English as a Foreign Language
 - Check Your Progress - 2
 - 1.5.3.4. English as a Second Language
 - Check Your Progress - 3
- 1.5.4. Let us Summarise
- 1.5.5. Answers to ‘Check Your Progress - 1, 2 and 3’
- 1.5.6. Unit end Exercises
- 1.5.7. References

1.5.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- know the history of the development of English in India
- understand the importance of English in India
- analyse the role of English as a foreign language
- discuss the role of English as a second language

1.5.2. Introduction

The establishment of East India Company in 1600 and the opening of trade ports in the coastal cities paved the way for the introduction of English in India. It was during the rule of East India Company in the 1830s that the Public Instruction in the English language was introduced. When the English people started ruling India, it was not clear whether they realized the importance of Indian languages as a medium to appreciate the Indian culture but they were very categorical that the Indians learn their language. They had to spend a lot of money on clerical work as they had to recruit clerks from Britain. Lord Macaulay played a major role in introducing English in Indian Education. They thought of teaching English to Indian people mainly to produce clerks. Many primary, middle and high schools were opened by the Britishers in India, with most high schools offering the English language as a medium of instruction. Even many of the Indian universities were established, having English as the medium of instruction. The period between 1857 and 1947 was the high peak of the English language. Now, English has become a part and parcel of Indian people. We are aware that India is a developing country and no progressive country can ill afford to lose the utility of this International language.

1.5.3. Learning Points and Learning Activities

1.5.3.1. Position of English in India

Though the English left India, they have left the English language in India. Now it is deep-rooted in the Indian soil. On the one hand, it acts as our window to the world. On the other, it also acts as a link language within the country. Our communication with the rest of the

world mainly takes place through English. India has also been able to contribute to the development of the fund of knowledge in the fields of medicine, science and technology, and the like. It is through English that we have been able to receive information from the rest of the world.

Learning English in India has become an issue of prestige in Indian society. We need to understand that there could be a difference in our approach to the learning of English depending on our use for it. When prestige becomes the focus, our need is to show others that we know English. The knowledge of English becomes an end product. Thus we see that one's ability to communicate in English, in general, is held in high regard. But when we have a utility in mind, English will be learned keeping just that utility in mind. The Communicative Approach to teaching English is utility-oriented. The confusion regarding the learning of English in India is perhaps rooted in this dichotomy. Learning English for prestige purposes, many a time leads to the neglect of Indian languages. We try to make English the language of the heart. But when it is learned for a specific purpose, it becomes an intellectual requirement and not an emotional need. Our mother tongue, whichever language it is, remains the expression of our hearts.

The present Indian society is trying to come to grips with this reality. The focus group paper on the learning of English in India brought out along with NCF 2005, tries to bring some clarity in this regard by defining the purposes of learning English in India.

The position of English in India is held important as well as debatable simultaneously. The Indian mind is divided. The prestige and utility values of English have been combined to produce an immediate need to learn English. This explains why we have a flood of tuition houses that offer to teach English. The general impression that learning English is more useful and rewarding has made people use English even in the place of using their languages. There is a cry against English slowly replacing the vernaculars.

A teacher of English in India has to address this debate of choice between the mother tongue and English. Should English be learned as a language or should it be made the medium of instruction? National policies are also trying to define this situation. Perhaps our need is to learn English without making it a replacement for the regional languages.

1.5.3.2. Importance and Use of English in India

When India was declared independent, it was hoped that the English would leave the Indian shores along with the British. But it didn't happen. It continues to enjoy a language of more importance at present than ever before.

In the words of Pandit Jawaharlal Nehru, 'English is our major window on the modern world'. It is a language that has its influence in different fields like business, education, information technology, science, etc. It has often been described as a pipeline for the stream of knowledge in all branches of learning.

Radhakrishnan Commission observed, 'It is a language which is rich in literature, humanistic, scientific and technical. If under sentimental urges we should give up English we would cut ourselves from the living stream of ever-growing knowledge. Unable to have access to this knowledge our standards of scholarship would fast deteriorate and our participation in the world movement of thought would become negligible, for living nations must move with the times and must respond quickly to the challenges of their surroundings'.

It is quite interesting to note that India, a multilingual nation, is the third-largest English-speaking country after the US and UK. It has now become a ladder for upward social mobility and “a window to the world”.

English plays an important role in India’s national life and the educational system.

We will try to list the reasons for this.

- English as an official language of administration: English has been the official language of the country for more than 200 years it has been declared as the associate official language of the union for an indefinite period by an act of parliament in 1963. Most of the administrative work is done in English throughout the country.
- English as the language of the court: English continues to be the language of the court along with the regional languages.
- English as the language of trade and industry: English dominates in the field of trade and industry because most of the work in these fields is carried on in English.
- English as a tool for education: English is a medium of instruction in almost all the public schools in the country and more and more English medium schools are popping up.
- English as a library language: English is the key to the storehouse of knowledge. Most of this knowledge is not yet available in Indian languages. Around 60% of the world’s advanced research is done in English and the rest is immediately translated into English. It is in this context that the role of English as a library language becomes important in India
- English as a link language: Though Hindi is our national language, we are not able to declare Hindi as the only official language of the country because there are many states in India where Hindi is neither spoken nor understood. And there is no other Indian language that can solve this problem. English is the only language that is understood in all states. So we need English to fill this gap. It is a unifying force within the country. And it is only through English that we have established social, economic, cultural, and political relations with the other countries of the world.
- English as a window to the modern world: English is a window through which we can see the scientific, technological, agricultural, and commercial development taking place in the world. It is the major language of trade and commerce, news and information, the language of higher education and research, maritime communication, international air traffic control, and it is used for air traffic control even in countries where it is not a native language. Thus it has attained the status of a global language in the ever-changing economic context.
- English as an important tool for social interactions: In most social interactions we make use of the English language. You have read a lot of invitation cards, visiting cards, advertisements, signatures, and so on. Most of us find it comfortable to convey our wishes and regards to our near and dear ones using English.

English also played a very important role during the freedom struggle. We all are aware of the linguistic differences of our country which was a major setback in the freedom fight. The unification of the freedom fighters seemed to be impossible due to the language barriers. But it was the English language that played a major role in the unification of the fighters from Kashmir to Kanyakumari. Ironically, the language that was introduced to administer a country ended up uniting the people of the country against the administration itself.

Check Your Progress - 1

1. The parliament bill passed in 1963 declared English as _____ language.

1.5.3.3. English as a Foreign Language

What do you mean by a foreign language? By foreign language, we mean a language that is new to a non-native speaker. It is a language not spoken in the native country of that particular person. It is a language originally from another country.

Our constitution has declared Hindi as our national language. But we all know that Hindi is prominent only in the northern part of our country and in the southern states, people speak many different languages. This has led to a lot of resistance to accepting Hindi as our national language.

To overcome this problem English is considered as the associate official language in India. The Indian constitution also officially approved the use of English in India. English has got more popularity than Hindi.

In India, English serves two purposes. First, it provides a linguistic tool for the administrative cohesiveness of the country, causing people who speak different languages to become united. Secondly, it serves as a language of wider communication. It overlaps with local languages in many ways. We find even a person who claims not to know English at all would have a collection of words that are English.

English has a special status in India. It has a special place in the parliament, judiciary, broadcasting, journalism, medicine, and education. Many families who have members good at English, prefer their wards studying English as the first language. The foreign language status of English in India thus appears to have remained for a shorter period initially, and it gradually seems to have acquired the status of a second language.

Despite all the above-mentioned privileges and positions given to English in India, it is a foreign language because it is not a native language. Any language we learn for the sake of personal aspirations and use for restricted purposes is called a foreign language.

Check Your Progress - 2

1. Here is a situation. Mr. Ramaswamy is a Kannadiga from Chamarajanagara district and lives in the border area. Which of the following languages would be foreign for him?

Tamil, Kannada, Bhojpuri, Malayalam, English, Hindi, Punjabi, German

1.5.3.4. English as a Second Language

Survey your neighbouring schools and find out which language is commonly studied as a second language.

What do you mean by a second language? A second language is a language that is not the mother tongue of that particular person but that is widely used in the area of that particular person.

Before we proceed further let us try to answer the following questions.

1. Which language do you use often along with your mother tongue?
2. Which language did you study as a second language in your school?
3. In which class did you start learning the English language?
4. Was it useful to you in any way?

In India, English is taught as a second language. A foreign language is learned, mainly to know the culture and living style of people of another nation, whereas, a second language is learnt mainly for its use in society.

English has a dominant position in India as a second language. English is the connecting language for people from different states. Before the 90s it was considered the language of the elite class. But after the expansion of the internet, cable networks, and mobile revolution English has now become the language of all classes. Expansion of English medium schools also has contributed to this shift.

English is as much a part of the Indian linguistic scene as any other Indian language. India has had a longer exposure to English than any other country which uses it as a second language. English as a second language enjoys great prestige and fulfills an essential role in the education and economic life of the nation. It is called the second language because it has become a part of the national and socio-cultural reality.

The goal of second language learning is twofold: attainment of basic proficiency, such as the proficiency acquired in natural language learning, and the development of the language as an instrument for abstract thought and knowledge acquisition through literacy. Hence the teachers of English should prepare their students to use English globally. It means they have to provide a proper platform for their students to use the English language in their day-to-day situations.

List out some of the reasons that show why we need to retain English in India.

- .
- .

Why is English taught as a second language in India?

Following are some of the reasons for teaching English as a second language.

- Three language formula: It recommends learning of English as a Second Language in almost all the states of our country.
- Economic reasons: Jobs, economic facilities, and central services.
- Contact language: English is the contact language in our country due to its multilingual nature.
- Social status: the English language becomes a sign of social status in our country.
- Educational opportunities: Competitive examinations, IAS, PCS, and other entrance examinations are conducted mainly in English. Technical literature is available in the English language.
- Social, Historical, and Political pressure for learning English as a second language.

It is worth quoting Jawaharlal Nehru here "If you push out English, does Hindi fully take its place? I hope it will. I am sure it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event, there will be a gap, a hiatus. the creation of any such gap or hiatus must be avoided at all costs. It is very vital to do so in the interest of the unity of the country. It is that leads me to the conclusion that English is likely to have an important place in the foreseeable future".

Check Your Progress - 3

1. English is considered a second language because it has become a part and parcel of the life of _____

1.5.4. Let us Summarise

- Lord Macaulay introduced English to India.
- The period between 1858 and 1947 was the highest peak of the English language.
- English has enabled Indians to challenge the world in all spheres.
- Multilingualism paved the way for English to set foot on Indian soil.
- English is our major window to the world.
- English is described as the main pipeline for the streaming of knowledge in all branches of learning.
- India has accepted English as an associate national and administrative language.
- English is a link language, library language, court language, language of trade and commerce, communication, information, and technology, etc.
- Because of language diversity in the country and a common need to learn it, English is considered the second language in almost all the states.
- A non-native language is usually called the foreign language

1.5.5. Answers to ‘Check Your Progress – 1, 2, and 3’

Check Your Progress - 1

1. Associate official language

Check Your Progress - 2

1. Bhojpuri, Punjabi, and German

Check Your Progress - 3

1. Indians

1.5.6. Unit end Exercises

1. Discuss the importance of English in India.
2. Analyze the role of English as a second language.
3. English being a foreign language holds the position of official language in India. Discuss.

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Block 1 : Nature, Role, and Position of Languages

Unit 6 : English As a Link Language in the Global Context; Challenges of Teaching and Learning English

Unit Structure

- 1.6.1. Learning Objectives
- 1.6.2. Introduction
- 1.6.3. Learning Points and Learning Activities
 - 1.6.3.1. English as a link Language
 - Check Your Progress - 1
 - 1.6.3.2. Challenges of teaching and learning English
 - Check Your Progress - 2
 - 1.6.3.3. Overcoming challenges in teaching and learning English
 - Check Your Progress - 3
- 1.6.4. Let us Summarise
- 1.6.5. Answers to ‘Check Your Progress - 1 and 2’
- 1.6.6. Unit end Exercises
- 1.6.7. References

1.6.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- understand the role of English as a link language;
- discuss the challenges of teaching and learning English; and
- state the remedies to overcome the problems in teaching and learning English.

1.6.2. Introduction

English has become one of the major languages of the world. It is through English that we have shared our intellectual and spiritual heritage with the west and the west has shared with us its wisdom. There is hardly anything important in the world that has not been translated into English. This language enjoys the most prestigious reputation in the world.

It works as a link among all the people of the world and creates among them a feeling of “Universal brotherhood”. Hence it is easier to find people in every part of the country who know English. English, by and large, serves as a link language within our country as well as with foreign countries. In this unit, we will discuss how English serves as a link language, challenges in teaching English, and ways and means of overcoming those challenges.

1.6.3. Learning Points and Learning Activities

1.6.3.1. English as a link Language

The Eighth Schedule of the Indian Constitution lists 22 languages, which have been referred to as scheduled languages and given recognition, status, and official encouragement. Also, the Government of India has awarded the distinction of classical language to Kannada, Malayalam, Odia, Sanskrit, Tamil, and Telugu. English was allowed to be used for all official purposes of the country initially for 15 years. However, it could be continued to be used as decided by the legislature after that. English has come to stay in India.

Different states of India are linguistic states. ‘Language’ is the basis in the formation of each state. In any multilingual country, the spread of literacy is possible only through the mother tongue or some language belonging to that region. But it is all the more important to

have a national language. Reconciling the use of the national language and the regional language would seem to constitute the major linguistic problem for a multilingual country like India. The language normally functions as a uniting source. But in India, it has led to separatist tendencies among the people speaking different regional languages. There have been many riots throughout the country over the language issue. This linguistic frenzy has led to disintegration and emotional disharmony in our country.

However, being the administrative language in pre-independent India, English had spread all over the country. People of different regions had come to accept English as their second language rather than another Indian language. Thus English came to serve India as a link language without much resistance. A few states saw declaring Hindi as the national language as a way of imposing Hindi on non-Hindi speaking people. But they did not resist English because it was already with them.

Now let us discuss some of the reasons to consider English as a link language

Inter-State Social Link: English is a language that is known and understood all over the country. English knowing students, teachers, and people in general in the North can easily communicate their needs and desires to their brethren living in the South. They can conveniently exchange views and can find ready acceptance. Thus a social link is established through the medium of English.

Inter-State Trade Link: At present most of the inter-state trade is being run through the English language. This is likely to continue for a long time to come. Salesmen and representatives find it convenient to book orders for their firms and expand the business throughout the length and the breadth of the country, with the help of the English language.

Inter-State Link at Government Level: The English language facilitates relations among the various state governments in the country. State governments can enter into joint enterprise for mutual benefits. Closer contacts, through the English language, can help the state governments to control the law and order situation in their respective area.

The link between the Centre and the States: The Centre has to see that administration runs smoothly in the entire country. It has to see that nothing goes wrong anywhere. For all this, it has to remain in constant touch with the state. The English language helps the central govt keep such contacts. Similar is the case with the states as they have to seek guidance and assistance from the center in the matters of administration and development. The entire correspondence between the center and the states as well as among different states is largely conducted through English.

Binding Force within the Country: According to the Secondary Education Commission, much of the national unity in political and other spheres of activity, has been brought by the study of the English language. The English language will continue to further the cause of national and emotional unity in the country.

Link with the outside world: English functions as a link language with the outside world. It is the lingua Franca of the modern age. This is the only language through which we can express our opinion on the affairs of the world.

Facilitates education in different states: The English language helps in the mobility of students and teachers from one university to the other. Universities imparting education through the medium of English, attract students from all parts of the country. Students and the research scholars of one region are thus able to study and conduct research in the universities functioning in other regions of the country.

English is a unifying force in India: English has been a link language for the last two decades and will remain so in the times to come. It has been holding and will continue to hold a unique position in India in the absence of a commonly accepted national language. English is continuing and will continue to be a link language of the country.

Thus we can see that in India, English is the only language that is understood in all states, from north to south and from east to west. All inter-state social communication may get paralyzed if English is removed from the life and activity of people in the country. We can stop the study of English only at the risk of our isolation from the rest of the world. If so, then we have to bear a great loss.

Check Your Progress - 1

Explain how English helps as a link language.

1.6.3.2 Challenges of teaching and learning English

Teaching English in India is not without challenges but challenges are neither frustrating nor insurmountable. Challenges encourage teachers to undertake action research to find solutions. Challenges are seen in all the aspects of teaching English - materials, methods of teaching, blending, testing and evaluation, professional development and training, learning styles, learners motivation, the diverse socio-economic linguistic background of students and teachers, the influence of first language, ill-trained English teachers in schools, crowded classrooms and so on.

Challenges are not created but evolve with changing times, with the growing need for English, with the ever-changing positions and status of English globally. Teachers can devise strategies to face challenges only when they identify, quantify, and prioritize the challenges. Challenges should not be mistaken for problems and difficulties which may or may not have ready-made solutions. Moreover, challenges facilitate teachers to make teaching English more interesting and relevant. Efficient teachers are those who recognize challenges in teaching English. The word 'difficulty' carries a negative connotation, while challenges indicate a positive forward-looking connotation.

Activity

Try to find reasons for the following issues commonly observed in the classroom.

Students are inattentive in the class.

Students are not able to follow the teacher.

A feeling of insecurity among students in the English class.

A few students are left unattended.

Student's errors are left uncorrected.

Influence of mother tongue on the use of English.

These are some of the common situations we notice in our classrooms. Now let us try to discuss some of the challenges that we commonly come across in the Indian context.

1. Lack of interest and motivation for learning English

Just think of the linguistic background of our students. We see that most of the students come from rural areas and do not have much exposure to the English language in their surroundings. Hence most of the students are not interested in learning the English language and just think about passing the course. This is mainly because they feel bored and left out and thus do not get interested in learning this new language. And at the same time, they are not adequately guided about the need for the English language in their future.

2. Influence of mother tongue

Commonly, Language transfer designates the interference of the mother tongue in second language learning. Learners apply knowledge from their native language while learning a second language. They tend to translate from English to their mother tongue and then try to understand. Similarly, while expressing, they frame sentences in their mother tongue first and then translate them into English. That is how we find shades of the pronunciation of their mother tongue while our students speak English. Such influences and translation errors in all areas of language learning.

3. Lack of proficiency among English teachers

Most of the teachers who teach English are not very proficient in English for the simple reason that they are not regular users of English. English is not the day to day language of the people. So whatever language a teacher speaks is bookish and tutored. Naturally, they have lots of hesitations in speaking English. This also gives rise to many apprehensions about the methodology. They equate the teaching of English with the teaching of the first language. So lack of proficiency both in content and pedagogy seriously affects the quality of classroom teaching.

4. Lack of resources and ignorance about technology

Students are more tech-savvy. But in the Indian situation, it is difficult to provide these facilities in all the schools. Schools are not in a condition to afford such costly equipment. Many educational institutions do not even have a regular power supply to make use of even simple gadgets. Moreover, the teachers are ignorant about the use of technology in the classrooms. Teachers with a technology background do not get institutional support.

5. Limited support from the students, staff, headmaster, and the community

In most of the schools, we find that teaching English is considered the sole duty of the English teacher. Sometimes English teachers are given step-motherly treatment. Students do not cooperate with the teachers. Parents do not actively monitor their children's performance due to a lack of education and other preoccupations.

6. Language barriers

Most of our learners hail from rural areas and they are not open to the learning of the English language at all. Most of their communication takes place in their mother tongue. So they do not find much use for English either. Those students who opt for English medium schools even when they don't have natural exposure to English face more problems. What suffers is very learning. As children do not get many opportunities to use English at home whatever they learn in school goes without any reinforcement. They prefer using their mother tongue for immediate communication. Then they resort to translations. If the methodology is carefully designed to capitalise on the knowledge of the mother tongue, they would be benefitted. But teachers may not be good at working on such theoretical stands, nor does the system support it.

7. Heterogeneous nature of the classroom

In most of the schools, we find that the size of the classrooms is very large. And in some cases, combining two or three sections for English classes is commonly found. In this case, the teachers find it very difficult to handle the students and tackle their problems. Teachers cannot give individual attention to the linguistic needs of the students. Each class has students at different levels of proficiency. Their socio-cultural backgrounds are also different. This invariably affects classroom transactions. Teachers try to address the average class and both above-average and below-average students suffer.

8. Fear of rebuke in feedback

Most of the time teachers tend to correct the mistakes of the students in front of the whole class. The students feel humiliated. This affects their self-confidence. They hesitate to use English in whatever little opportunities they get.

9. Lack of clear cut aims

There is a general lack of clarity in the aims and objectives of teaching English. The teachers teach the subject since it is included in the syllabus and the students study English not as a subject to be 'learned' but as a subject to be 'passed'. Society is also not very clear about the purposes of learning English. For many, it is a question of prestige to know English. The belief that those who have good command over English get jobs easily makes parents admit their wards in English medium schools. The very idea of learning fails. Those students who struggle with the medium itself will not be able to focus on learning. Finally, when they reach higher classes, they might learn English. But they would have lost quite a lot of learning experiences at the elementary level. This will surely affect their learning at later stages.

10. The improper methodology of teaching

Just think of the methods we use in our classroom while teaching English as a second language. We are still stuck at the same age when we were taught. The same old methods of reading and translating the paragraph, giving the meanings of the new words, and assigning homework. Language is taught by rules and learnt by rote memory. Translation-cum-grammar method is still followed. The department has brought the latest thinking in English language teaching into its teacher empowerment programmes. But due to a variety of reasons, schools seem to opt for the grammar-translation methods. There is a need to develop conviction among the teachers on their approach to the teaching of English.

11. Problems related to textbooks

The textbooks of English do not seem to attract children. There has been a lot of effort to make the textbooks relevant and interesting. However, the governments, many a time, work with minimum resources. So all that is recommended by the textbook committee may not become a reality in practice. Textbook content and design also get affected by local politics. Sometimes the textbooks are not supplied in time. The print might not be very good. The quality of the paper used may not be good. All of these factors invariably affect student learning.

12. Faulty examination system

We are aware that in India the classroom processes are influenced by examination concerns. Those who score well in examinations are supposed to have mastered the language. As a result, the content does not focus on the level of communicative competence of the students but is solely confined to the scoring in the subject.

Write down some problems that you specifically face in your school about the teaching of English. Try to think about how you could overcome them.

Check Your Progress - 2

Teachers cannot give individual attention to the linguistic needs of the students if the classroom is_____.

1.6.3.3. Overcoming challenges in teaching and learning English

1. Building a rapport with the class

Building a healthy bond with the students is very important on the part of the teacher. When you enter the class every time, you must give a welcoming smile to your students and greet them. Your assuring smile and familiarly greeting them help them build a bond with you, and this will help them learn the language easily.

2. Use of proper methodology in the teaching of English

Enrich the vocabulary of students by motivating them to read various literary works, novels, newspapers, journals, articles, and magazines. Other than this enrich vocabulary through various classroom activities such as debate, discussion, role play, etc. Teaching through conversations, teaching through games, creative assignments, and competitions would create a lot of enthusiasm among the learners. Input rich classrooms make learning a pleasure. Our methodology should be such that the learners get lots of opportunities to use English in one way or the other.

3. Building communication skills

Always keep talking with your students. Converse with them about day-to-day happenings. Let them talk in their style and when they talk they will learn the language. Hence encourage your students to talk in the English language. When students talk in English make it a point to listen to them with care. You need not go on pointing out mistakes. But the very fact that you are listening to them builds confidence in them that they can communicate. Instead of pointing out minor mistakes, ask them questions on the content of what they speak. That makes language use very natural.

4. Handling mistakes with care

Students tend to make mistakes when they are trying to learn a new language. But the teacher should learn to handle them carefully. If you laugh at them they will be too embarrassed to make any further attempts at speaking the language. They need to be given encouraging feedback. If a student makes ten mistakes, for example, continue your conversation with them and point out just one or two mistakes as passing remarks. Ensure that they are not offended. Make them reflect.

5. Adequate support from the students, staff, headmaster, and the community

Teaching a new language is not so easy. The English teacher alone cannot do miracles in the class. It is necessary that the school as whole plans English language learning activities. It may be necessary for you to speak to the community about their collaboration, how they can support their wards at home. For example, even illiterate parents can allow students to watch English news every day and English films with subtitles once in a while. It is the English teacher who should initiate all such collaborations.

6. Use of multimedia and other teaching facilities

Teaching English is not so easy as you teach other languages. Its spellings and pronunciation are unique. Words do not pronounce as they are spelled. The necessary technology like audio-visual aids, projectors should be made available in schools. The school libraries should subscribe to good journals and magazines which enable teachers to get an idea of the latest developments in the field of linguistics and English language teaching. Also, the library should have lots of reading material suitable for children of different age groups.

7. Well qualified and well-trained teachers

Special efforts should be made to ensure that the teachers of English themselves have a good command of English. Teachers need to get ongoing training to build the proficiency required for working with their children. Teachers should be often engaged in workshops, training, and other activities to enrich and update themselves with new methods, approaches, techniques, and innovative strategies.

8. Create confidence among students

Ample opportunities should be provided to students to speak in English. At the very first meeting itself train your students to ask simple questions and answer them only in English. For example, ‘What is your name?’, ‘Who is your best friend?’, ‘Which is the capital of your country?’, and the like. The teacher should emphasize more on the language learning skills than the portion completion at the early stages of learning. Students must feel secure enough to make mistakes. Then they try to develop fluency without any hesitation. Accept children as they are and assure them that you are always with them.

9. Early learning program

Preferably the students should be exposed to the English language from the very beginning of their schooling. This helps the learners to learn English gradually without any pressure. Learners experience the new language in some context and get exposed to English at a very early age which results in learning English faster. In Karnataka English is introduced right in class one in a very informal way. It is not an examination subject. But learners have a resource book and a few periods are allotted for engaging them in the learning of English in an informal way.

10. An increased opportunity for peer interactions

Peer scaffolding can be very productive in supporting English language learning (ELL). Strategies such as think-pair-share and cooperative learning are very useful in this situation.

11. Small group and one-to-one instruction

Small group and individual instructions allow the teacher to focus on the needs and levels of each child. This individualized instruction makes the learning process more meaningful for the students.

12. Frequent ongoing assessments

A strong assessment program and appropriate assessment practices benefit ELL because the teacher is aware of the effectiveness of the instruction. Teachers need to use appropriate assessment strategies to gain an understanding of the child’s current proficiency in the native and second language. The assessment has to be formative to promote learning.

Activity

List a few more strategies to overcome problems faced by learners in an English classroom. You can keep your class in your mind and think of alternative strategies to make learning activities more relevant and meaningful.

Check Your Progress - 3

Say 'Yes' or 'No' to the following statements.

1. Build good rapport with the students
2. Use only grammar-cum-translation method in the teaching of English
3. Completion of the syllabus is important
4. Raise the confidence level of students
5. Give individual attention to each child

1.6.4. Let us Summarise

- Teacher preparation courses must equip the teachers with adequate knowledge, skills, and the ability to teach English effectively.
- Teachers need to update themselves through various means - periodic workshops, video/audio recordings of content to be taught, projects, and assignments.
- Teachers must involve their students to work in pairs, groups, and teams to prepare projects and assignments.
- Teachers should find some ways of helping students to enjoy language activities and building their confidence level.
- A teacher's role is of immense value in rural areas as the student has only a teacher to imitate and learn from.
- The teacher's responsibility lies not only with the average and above-average students but also with below-average and slow learners.

1.6.5. Answers to 'Check Your Progress – 1, 2 and 3'

Check Your Progress - 1

Refer to the Self Instructional Material section 1.6.3.1.

Check Your Progress - 2

1. Large

Check Your Progress - 3

1. Yes 2. No 3. No 4. Yes 5. Yes

1.6.6. Unit end Exercises

1. Explain the role of English as a link language.
2. Discuss the challenges of teaching and learning English.
3. State the remedies to overcome the problems in teaching and learning English.
4. Discuss the measures taken by the teachers to resolve the problems in learning English.

1.6.7. References

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Block 2 : Language Teaching - An Overview

Unit 1 : Different Approaches / Theories to Language Learning and Teaching

Unit Structure

- 2.1.1. Learning Objectives
- 2.1.2. Introduction
- 2.1.3. Learning Points and Learning Activities
 - 2.1.3.1. Theories of Language Learning / Teaching – Western Views
Check Your Progress - 1
 - 2.1.3.2. Theories of Language Learning / Teaching – Indian Views
Check Your Progress - 2
- 2.1.4. Let us Summarise
- 2.1.5. Answers to ‘Check Your Progress - 1 and 2’
- 2.1.6. Unit end Exercises
- 2.1.7. References

2.1.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- Explain major approaches to English language teaching and learning;
- Understand the western theories in the light of language learning and teaching;
- Summarise the approaches of eastern educationists and language experts to language learning;
- Distinguish between the eastern and western approaches and theories of language teaching and learning; and
- Build a conceptual understanding of how language is learnt and taught.

2.1.2. Introduction

In the previous block, you have learnt about the nature, role, and position of languages. Language as a medium of understanding is placed in the context of the human population. Languages are used either for self-expression or social interaction or the purpose of teaching or learning. This means that there is a particular nature or environment for the language to be learnt, spoken, and taught or used as a medium of learning. The context of a language brings a lot of changes in the way it has to be approached. How is the language learnt? How does a child learn a language that is different from its mother language? Do the learning of languages other than one's mother language need different strategies? In what ways have the general learning theories influenced our understanding of language learning? Questions such as these essentially speak about theories and approaches.

Linguists and psychologists like Noam Chomsky, Stephen Krashen, Vygotsky, and others have applied their theories of learning to the process of language learning. Let us have a glance at these theories and understand how they have become the foundations of approaches to language teaching language that attempt to provide a framework for the teaching of languages such as English, in both foreign as well as second language contexts.

The emergence of language teaching approaches dates back to the early nineteenth century. In that century, linguists of western European countries proposed the Grammatical or Grammar-Translation Approach for the teaching of dead languages, such as Greek and Roman. Individuals learned these languages through the translation of classic literature. The nature of

the Grammar-Translation Approach made its focus on the written form mainly, paying little attention to the oral form. With the introduction of the Grammar-Translation Approach, language learning became a topic of interest not only in European countries and the United States but also in the Indian context. Let us explore this more as we proceed with the lesson.

2.1.3. Learning Points and Learning Activities

The views of western and eastern linguists on language learning will help us understand the process of language acquisition, language construction, and language teaching. Let us understand the terms approach, method, and theory in the context of language learning.

Definition

“An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. It is axiomatic and describes the nature of the subject matter to be taught.” -**Edward Antony**

An approach in language learning refers to the theories about it and the nature of the language which serves as the source of practices adopted in the classroom. It implies a philosophy of language teaching at the level of theories and principles. An approach might have more than one theory blended into its logical framework.

A Method refers to the classroom procedures whose source is in the philosophy attached to it. A method comprises of the techniques and strategies which operate in teaching. You should be clear about the difference between an approach and a method.

To summarise, ‘An Approach’ to language learning implies ‘how languages are learnt and ‘the methods’ are different ways of teaching a language and different methods make use of different activities that are techniques.

Theories: A learning theory attempts to describe cognitive processes in pedagogical terms. The theories also describe the conditions conducive to motivate and activate learners in their learning process. For example, the scientific linguistic theories of Bloomfield and his followers in the 1920s and 1930s put forward the behaviourist principles according to which language is best learnt through the formation of language habits.

2.1.3.1. Theories of Language Learning / Teaching – Western Views

In this unit, we focus on different theories /approaches to the teaching and learning of languages. Different theories have emerged concerning language learning such as behaviourism, constructivism, social constructivism, nativism, language acquisition, assimilation, and accommodation theories. John Dewey, the philosopher, worked on direct experience and social action. Jerome Bruner, the psychologist, proposed his optimal language learning sequence such as enactive, iconic, and symbolic representations. Jean Piaget who worked in the area of cognitivism held that children learn language through assimilation and accommodation, Lev Vygostkey the social constructivist, focuses on ZPD, Noam Chomsky proposed Transformationalism (Nativism) and Stephen Krashen expressed his views regarding second language learning through hypotheses. Let us now study all these aspects in detail.

John Dewey- (1859–1952)- Language of experience and Language of being

John Dewey’s philosophy of language states language as ‘being and not experience’. He used the term as ‘relational or action-oriented’. Thus he was able to distinguish between the **language of experience** (an instrument of philosophical inquiry) and **language of being** (a natural and appropriate instrument for knowing). This makes language a tool of inquiry.

Knowledge must be formulated in a language to be stored and passed on to others. Thus language becomes an instrument of communication. He devoted the entire logic to showing how controlled inquiry happens and provides that functional investigation of knowing.

John Dewey deliberately introduces the concept of structure to give meaning. This structure is a term in the language of being. This makes clear why and how language functions as an instrument of knowing. Language is the agent of actualisation which makes us know. They are summed up as follows:

First, we give a push to some potentialities in the situation and start them on a process of actualisation.

Second, establish the new order of relationships, because they have been anticipated in the language in the process of formulating the directive that brought them together into being.

Third, the knowledge is already in the linguistic form. The process of getting knowledge and the process of putting it in language are identical.

Implications

- Language is the tool of inquiry with which we manipulate situations to get knowledge.
- Inquiry invokes a relationship between human beings and helps learners find meaning.
- Knowledge is obtained and passed onto others through language.

This view of language and its uses has direct implications for language teaching-learning situations. It goes with the constructivist approach to language learning. The efforts made by the child to make inquiries, establish relationships and construct his/her knowledge are the processes of language learning too. Language learning goes hand in hand with all efforts at learning because it is a tool of knowledge construction and dissemination.

Jerome Bruner (1915 –2016) Enactive, Iconic and Symbolic Representations

Bruner's Theory of Instruction explained how learners move from enactive representations through iconic representations to symbolic representations in the language learning process.

The psychologist Jerome Bruner contributed an additional dimension to the understanding of the learning process through the development of his theory of instruction. Any domain of knowledge can be represented in three ways: by a set of actions appropriate for achieving a certain result (enactive representation); by a set of summary images or graphics that stand for a concept without defining it fully (Iconic representation) and by a set of symbolic or logical propositions drawn from a symbolic system that is governed by rules or laws for forming and transforming propositions (symbolic representation) of the world. Most of the learning sequences will likely progress in the same direction.

Implications

Bruner's learning theory has direct implications on teaching practices including language teaching. Here are some of these implications:

- Instruction must be appropriate to the level of the learners. For example, being aware of the learners' learning modes (enactive, iconic, and symbolic) will help you plan and prepare appropriate materials for instruction at a level that matches learners' level.
- The teachers must revisit the material to enhance knowledge. Building on pre-taught ideas to grasp the full formal concept is of paramount importance according to Bruner.

- Feel free to re-introduce vocabulary, grammar points, and other topics now and then to push the students to deeper comprehension and longer retention.
- The material must be presented in a sequence allowing learners to acquire, construct knowledge, transform, and transfer their learning.
- Students should be involved in using their prior experiences and structures to learn new knowledge.
- Help students categorize new information to able to see similarities and differences between items.
- Teachers should assist learners in building their knowledge. This assistance should fade away as learners become independent.
- Teachers are to provide feedback that is directed towards intrinsic motivation. Grades and competition are not a great help in the learning process. Bruner states that learners must “experience success and failure not as reward and punishment, but as information”.

Jean Piaget (9 August 1896 – 16 September 1980) -Assimilation and Accommodation

Jean Piaget's developmental psychology, which although is not concerned with language development as such, has assumptions concerned with cognitive development. The procedures and the findings are very useful to any research on language acquisition. Piaget's theory does not consider language as a constructive factor in cognitive development. Instead, he emphasized the relevance of cognitive structures for language acquisition and the fact that, human beings need more than expressing time and space of actions and that they need to express abstracts and events in the past, present, and future. Piaget theorised that language was simply one of the children's ways of representing their familiar worlds, a reflection of thought, and that language did not contribute to the development of thinking. Cognitive development, he argued, preceded language development.

The monitor is that part of the learner's internal system which takes responsibility for conscious linguistic processing. That is when the learner is trying to produce utterances under the rules that have been learned. The mental age differences between first and second language learners play a major role. The fact is that the learning of a first language is inevitable, while the learning of a second language is subject to various personal and social factors. Cognitive development in children goes through various stages throughout the child's growth. Researchers think in terms of these four stages: 1st stage: the sensorimotor stage (0-1) 2nd stage: the pre-operational stage (2-7) 3rd stage: concrete operations (7-11) 4th stage: formal operations (12-15) Therefore, around the age of twelve the adolescent can think purely in abstract terms and relate one abstract concept to another. This age is the onset of adolescence, displays the on-start of “the critical period for language acquisition” So there is a correlation between language learning and the age at which the child can understand abstract concepts, thereby becoming more conscious of abstract grammatical rules, and the subsequent inability to acquire a language unconsciously.

It has long been noticed that young children could acquire a native-like pronunciation of a second language while post-puberty language learners always remain with a foreign accent. One aspect from which one could conclude the on-start of learning a second language in schools is that it should be done earlier than the age of twelve after which time a child's language acquisition capability decreases due to biological and cognitive factors. This could be explained in terms of the centralization of language functions in one hemisphere of the brain as well as localization of specific functions within hemispheres and associated gradual loss of plasticity for the complete acquisition of specific language abilities.

Implications of Jean Piaget's theory on language acquisition

First Language Acquisition: The human brain is not merely a reception centre that can be filled with words, phrases, and sentences. The structure of the brain shapes the way children internalize the language that they are exposed to i.e., their mother tongue. "Language acquisition is known to be an interaction between the child's innate mental structure and the language environment, a 'creative construction' process". Therefore children have an inborn language faculty and this faculty is peculiar to the human race and copes with any human language to which it is exposed. This implies that all human languages have common properties -universals- which are biologically determined.

Second Language Learning is defined as the process of learning another language after the basics of the first language have been acquired starting at about five years of age and thereafter. This is not to be compared with bilinguals who learn two languages simultaneously.

Four environmental features affect the speed and quality of the acquisition of an adult's second language. These are a. The naturalness of the environment; b. The learner's role in communication; c. Availability of concrete referents; d. The target language model. The Naturalness of the Environment can be seen when the focus is on the content of the communication rather than the form of the language. Teachers need to bear in mind that children use both assimilation and accommodation to learn a language. The inner structure assimilates the linguistic elements that it comes across in the natural environment and accommodates it within the structure so that it becomes a part of the original inner structure. Now the brain is ready for the second level of the assimilation and accommodation process. Thus for a second language learner, the inner structure that is equipped with the first language elements becomes the base to which new learning can be hooked on to. This understanding would be very helpful for the teachers to think about the role of the first language in learning the second language.

Lev Vygotsky-(1896-1934) Social Constructivism

Lev Vygotsky is known for his theory of social constructivism. This theory focuses on language development through social learning and the 'Zone of Proximal Development'. ZPD is the distance between the actual development of a child as determined by independent problem solving and the level of potential development determined through problem-solving under adult guidance or in collaboration with more peers. It suggests that cognitive development is limited to a certain range at a particular age. However, with the help of social interaction such as assistance from the mentor, students can comprehend the meaning and schemes that they cannot know on their own.

Vygotsky's central concern was the relationship between the development of thought and language. He was interested in how different languages might impact how a person thinks. Vygotsky's theory views language first as social communication, gradually promoting both language itself and cognition. He emphasized word as a microcosm of human consciousness and argues that thought finds reality and form in speech. The speech structures mastered by the child become the basic structure of his/her thinking. The structure of the language one habitually uses influences the way he/she perceives his environment. A child first seems to use language for superficial social interaction, but at some point, this language goes underground to become the structure of the child's thinking.

A Vygotskian classroom emphasises creating one's concepts making knowledge one's property; this requires that school learning takes place in a meaningful context, alongside the learning that occurs in the real world. An expert teacher is central to Vygotskian theory. The

teacher's role is to identify the student's current mode of representation and then through the use of good discourse, questioning, or learning situations, provoke the student to move forward in thinking. The recognition of a student's representation or thinking was seen as his/her zone of proximal development and the teacher's actions for supporting learning was described as scaffolding. When working in the zone of proximal development particular attention is paid to the language being used since the language of the student influences how he will interpret and build understandings (Bell and Woo, 1998). Within a Vygotskian approach, it is seen to be important that teachers use and build considerable language and communication opportunities within the classroom environment to build conceptual understandings.

Implications

- School environments need to be conducive for language learning where a bilingual or a multilingual has the scope for learning language because through language usage the learner enriches one's language along with learning a new language.
- Through social and language interactions, older and more experienced members of a community teach younger and less experienced members the skills, values, and knowledge needed to be productive members of that community.
- A child's intellectual development is crucial to his language development. By interacting with his environment, a child develops the ability to develop private, inner speech. "Inner speech is thinking in pure meanings; it is the link between the second signal system of the social world and the thought of the individual".
- Through the development of inner speech, children bridge the divide between thought and language, eventually being able to express their thoughts coherently to others.
- Curriculum planners and lesson plan builders can use the zone of proximal development as a guiding reference.
- The language learning process occurs as a result of giving and take. Parents and teachers usher a child through a process of guided discovery, addressing her learning potential. Eventually, children internalize language skills. As young learners experience language development, they "can reflect better on their thinking and behaviour and reach greater levels of control and mastery over their behaviour".

Vygotsky's constructivist language theory exists in opposition to Jean Piaget's theory of language acquisition. According to Piaget, children construct knowledge about language through a complex process of assimilation, stressing the inherent capability of a child's brain to adapt to stimulation. By contrast, Vygotsky stresses the social nature of language learning, emphasizing the environment within which a child is raised.

Noam Chomsky - (December 7, 1928)- Transformational Generative Grammar

Chomsky's work is primarily in the field of psycholinguistics. His work built the relationship between psychology and language while he argued that linguistics has to be understood as a part of Cognitive Psychology - Syntactic Structure (1957). The theory states that 'Children have the innate biological ability to learn a language. The important aspect of language learners can only be explained adequately by innate mental processes. This insight shattered the empirical stronghold of behaviourism which had dominated psychology for nearly 50 years. The terms deep structure and surface structure were introduced by Noam Chomsky as a part of his work on transformational grammar. As per Chomsky, deep structure refers to concepts, thoughts, ideas & feelings whereas surface structure refers to the words/language we use to represent the deep structure. **Deep structure is what you wish to express and surface structure how you express it with** the help of words and sentences.

According to Chomsky, a rudimentary form of language is stored in the human brain. Language is a competency that is unique for men. We perceive language as the ability to comprehend and speak ideas. Even when two persons possess the same knowledge, the observable difference is noted in their capacity to express the knowledge. Chomsky emphatically argues that the mind possesses a distinguishable factor that could be termed as 'the language factor and it has a well-defined structure and system'.

For Chomsky, the focus of linguistic theory was to characterise the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. Chomsky considered language as a highly abstract generative phenomenon. He asserted that human beings are born biologically equipped to learn a language and proposed his theory of a Language Acquisition Device (LAD) – an inborn mechanism or process that facilitates the learning of a language.

His theories also distinguish between language competence (Knowledge of rules and structure) and performance (how an individual uses language in practice) besides Syntactic Structure, Chomsky's books include Current Issues in Linguistic Theory(1964), Aspects of Theory of Syntax(1965), Topics in the Theory of Generative Grammar(1966), Cartesian Linguistics(1966), Language and Mind(1968), Reflections on Language (1975), Logical Structure of Linguistic Theory(1975), and Knowledge of Language (1986).

Implications

- Language is creative.
- Language teaching has come from the idea of what human language is.
- First language acquisition is independent of teaching.
- A wider scope is required for the comprehension, vocabulary, listening ability, and quality of oral reading for learning and teaching.
- Children need to be exposed to well-formed sentences in the context of a conversation that is meaningful and sufficiently personally important to command attention and perhaps wider reading scope in the curriculum.

Stephen D. Krashen - (May 14, 1941) - Theory of second language acquisition

Stephen Krashen is an expert in the field of linguistics specialising in the theory of language acquisition and development. He is an educational researcher and political activist as well as a linguist. Stephen Krashen has developed the Monitor Theory. It is a group of hypotheses on second language acquisition. The following are the five main hypotheses in the theory.

1. Acquisition Learning Hypothesis
2. Monitor Hypotheses
3. Input hypotheses
4. Natural Order Hypothesis
5. Affective Filter Hypothesis

1. Acquisition Learning Hypothesis

It is the most important of all the hypotheses in Krashen's theory and the most widely known and influential among linguists and language practitioners. According to Stephen Krashen, there are two independent systems of second language Acquisition. They are the acquired system and the learning system. The acquired systems or the acquisitions are the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language. This is the natural communication in which speakers are concentrated not in the form of their utterances,

but their communicative Acts. The learned system or learning is the product of formal education. It comprises a conscious process which results in conscious knowledge about the language. For example Grammar rules. According to him, learning is of lesser value than acquisition.

2. The monitor model / Hypothesis

The Krashen monitor model is an example of the nativist theory. The model forms the basis of the natural approach, which is a comprehension based approach to foreign and second language teaching. It explains the relationship between acquisition and learning. It asserts that a learner's Learned System acts as a monitor to what they are producing. And the system can produce spontaneous speech; the learned system is used to check what is being spoken. Before the learner produces an utterance, he internally scans it for errors and uses the learned system to make corrections. The Acquisition System is the utterance initiator, while the learning system performs the role of the monitor to the editor. Self-correction occurs when the learner uses the monitor to correct a sentence after it is uttered.

According to monitor hypotheses, such as self-monitoring and self-corrections are the only functions of conscious language learning. There is individual variation among language learners about the use of the monitor. Learners who use the monitor all the time (over- users) and those learners who prefer not to use their conscious knowledge (under-users); and those learners who use the monitor appropriately (optimal users). An evaluation of the person's psychological profile can help to determine what group they belong to.

3. Input Hypothesis

Krashen attempts to explain how the learners acquire a second language. It is concerned with the acquisition. Second language acquisition is determined by the amount of comprehensible input that the learner receives. The second language is acquired unconsciously in the same way as the first language is acquired. Acquiring a language is affirmed on receiving certain messages (input) that learners can understand. He thinks that both listening and reading are essential ingredients in language study and the ability to speak and to write fluently will come in its own time. He stresses that mere speaking in the target language does not result in language acquisition. Although speaking can indirectly assist in language acquisition, the ability to speak is not the language learning or acquisition. Instead, the comprehensible output is the effect of language acquisition.

If language teachers provide enough comprehensible input, then the structures that are required to learn will be present in that input. According to Stephen Krashen, this is a better method of developing grammatical accuracy than grammar teaching. Since all the students are not at the same level of linguistic competence, the teacher should ensure that each child receives an input that is appropriate for this current stage of linguistic competence.

4. Natural order Hypothesis

This hypothesis states that all learners acquire grammatical structures in roughly the same order. For a given language some grammatical structures are to be acquired early while others are late. This order seems to be independent of the learner's age, first language (L1) background, etc. The errors are signs of a naturalistic developmental process of language acquisition.

5. Affective filter Hypothesis

Stephen Krashen pointed out that several affective variables play a role in second language acquisition. These variables include motivation, self-confidence, and anxiety. He

claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in learning a second language. Low motivation, low self-esteem, and debilitating anxiety may cause a mental block that comprehensible input from being used for acquisition. The teachers talk along with changing the classroom environment and making it suitable for language acquisition can meet the requirements for providing comprehensible inputs.

Through every small success children, gain self-confidence, and this self-confidence motivates the students to continue learning. The teachers can facilitate comprehension by giving inputs that are just a little more advanced than their current level.

Check Your Progress - 1

1. What is the difference between a 'theory' and an 'approach' in language teaching?
2. How do Jean Piaget and Chomsky differ in their approach to language learning?
3. What are the five main hypotheses of Stephen Krashen about 'second language acquisition'?

2.1.3.2. Theories of Language Learning / Teaching - Indian Views

The language was seen in the perspective of the right way of living as well as seen holistically. Thus it is an approach rather than a theory. Even in advocating any language, there were 'orientalists' working for the revival of Sanskrit and Persian and the anglicists advocating smooth progress of English and English as a medium of instruction. The teaching of English in a systematic way in India starts from the promulgation of Wood's Dispatch of 1854. So natives had the opportunity to learn English along with their mother tongue and become bilinguals or through cultural interactions, multilingual.

Language planning for school education in India can be seen more as a question of status planning rather than acquisition planning. The language debate in education in the formative years of India's independence not only brought in awareness among the stakeholders of education but also enabled the policymakers to fully attempt to realize the constitutional vision of equality of opportunity, linguistic rights of every linguistic and ethnic community, and moving towards the goal of achieving universal access to education. English Language in India became a link language for educational, cultural, intellectual, administrative, judiciary, and literacy purposes.

The post-independence period has also experienced deterioration in the teaching standards though there are multi-approaches and effective ways. Indian thinkers have their ways of explorations about teaching and learning. Some of them have specifically contributed to the thinking about the role of language learning and the way forward. We will be discussing here a few of such thinkers.

Mahatma Gandhi- (1869–1948) -Mother Tongue Education

According to M.K. Gandhi 'Our language is the reflection of ourselves, and if you tell me that our languages are too poor to express the best thought, then I say that the sooner we are wiped out of existence, the better for us'. Gandhi's views on the issue of language and his suggestions to overcome the problems based on linguistic matters deserve to be taken with much sincerity. He rightly acknowledged it as a problem and detested giving it secondary importance.

Mahatma Gandhi was against English education. He said: “The existing system of education is defective, apart from its association with an utterly unjust government in three most important matters: i) It is based upon foreign culture to the almost entire exclusion of indigenous culture; ii) It ignores the culture of the heart and the hand and confines itself simply to the head, and iii) real education is impossible through a foreign medium” These statements cited above make it clear that Gandhiji was against a foreign language as the medium of learning. In our case, it happened to be English. He gave a call to castigate everything that was English - language, manners, clothes, and so on. But Gandhiji also appreciated the importance of a foreign language, especially English. He says: “I don’t want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all the lands to be blown about my house as freely as possible. I would like our young men and women with literary tastes to learn as much of English and other world languages as they like and expect them to give the benefits of their learning to India and the world”. Thus the above quote shows that though Gandhiji was against Education through English, he appreciated the need to learn foreign languages, especially English. Gandhi's thinking shows us the difference between looking at English as a medium of instruction and learning English as one of the subjects.

Gandhi’s message underlying his views on language shows how it plays a key role in shaping up to one’s thoughts and ideas. His views - on an all India common script or using the vernacular language in the official proceedings and documentation of important public offices or even the learning of Hindi language by the people in the far-away Southern part of India - are the messages of unity among diverse cultures. His concern was to promote Indian culture and unity and he appealed for the same in various conferences and meetings. He could foresee the problems arising out of language issues, views, and opinions among different people and earnestly endeavoured to sort them out in the best possible way. Language is one of the major issues among the contemporary problems faced by India. In today’s education system, where the English language has been playing a prominent role, the vernaculars have been relegated to the background. Gandhi had forewarned the nation regarding its ills, which is a major hindrance towards achieving ‘Swaraj’. Gandhi’s views, in this context, serve as a warning not to perpetuate the problems further and find out harmonious ways to solve them. Gandhi's views on language could be summarised as follows.

- Gandhi thoroughly disapproved of using the Roman Script to learn, read or write. Moreover, the Roman Script is incompatible with Devanagari and Urdu and the champions of this script would displace the indigenous languages.
- Gandhi was firmly convinced that there should be one script for all the Indian languages and had opined ‘Devanagari’ as the most eligible one.
- Gandhi recommended the usage of Sanskrit, Persian or Arabic words to curb mutual distrust and aloofness ‘till our hearts become one and we are all proud of India as our country, rather than provinces’.
- As Gandhi reiterated, 'a seeker of truth cannot afford to write or speak to please anybody. During my long search after truth in all things which have come my way, I know that I have hardly ever succeeded in convincing all of the correctness of my position regarding the matters then in question.'
- Gandhi felt that it is a national necessity to recognise Hindi or Hindustani as the national language
- Gandhi reaffirmed his love for mother-tongue thus: ‘Swaraj should not mean the imposition of one language over those who speak different languages. Primary importance ought to be given only to the mother tongue. Only secondary importance can be given to other languages other than one's mother tongue. Real inspiration and elevation can come only through the mother tongue’.

- While Gandhi approved the English language as a language of international commerce and diplomacy, he discerned the fact that it has ‘usurped the dearest place in our hearts and dethroned our Mother Tongues’
- Gandhi’s firm opinion was that the ‘greatest service one can render society is to free ourselves and it from the superstitious regard we have learnt to pay to the learning of the English language.
- Gandhi firmly held that language needs to be imbued with the spirit if we were to become free from foreign rule. To put it in his words, ‘we cannot get the freedom we want through a foreign language; for the simple reason that we are not able to use it effectively.’

Implications

- Language Education programmes have to be carefully designed giving prominence to the vernaculars.
- The medium of instruction should preferably be one's mother tongue.
- English is not to be rejected. It should be considered a link language and taught well to enable people to communicate with the outside world.
- Any superstitious regard for English would culturally affect the country. So it is necessary to fix the place of English in our personal and social life.

Sri Aurobindo-(1872–1950)- spiritual upliftment of motherland

As a mystic and yogi in nature, Sri Aurobindo’s main aim regarding the establishment of national education policy was to concentrate on the spiritual upliftment of his motherland. The educational theory of Sri Aurobindo aimed at the development of the latent powers of the child, training of the senses, training of logical faculties, physical education, and principle of freedom, moral and religious education and above all, training for the spiritualization of the individual.

According to Aurobindo, the entities - man, nation, and humanity, are expressions of the divine self. The first principle of true teaching is that ‘Education will be child-oriented, not teacher-centered’. The teacher’s role has to be that of an awakener, a friend and guide. It is the aptitude of the student that should decide his line of studies and not the wishes of the parents or the availability of facilities. The second principle is that the child has to grow in his natural growth process. The third principle is that ‘to work from near to the far, from that which is to that which shall be.’

According to him, man’s nature is dependent upon his heredity, atmospheric circumstances, nationality, love for his country along with the soil, the air, and the water, etc. - Panchabhutatattva.

Every child is an inquirer, an investigator, analyser, a merciless anatomist”. Integral Education is the road towards Life Divine. “Swadeshi in Education does not mean teaching by Indian professors only or even management by Indians only. It means an education suited to the temperament and needs of the people to build up a nation equipped for life under modern conditions and controlled by Indians...”

He strongly advocated the replacement of English by the indigenous tongues as a medium and the relegation of the former to the position of a second language. Aurobindo’s call to replace English with Sanskrit and other indigenous languages was not due to enmity towards English or for that matter any Western language. Aurobindo believed that the study of English and other Western languages was to understand the language better. At the same time, the

concept of national education evolved from the desire to create our foundation on indigenous concepts and languages.

Implications

“The mother- tongue is the proper medium of education and therefore the first energies of the child should be directed to the thorough mastering of the medium.

Almost every **child has an imagination**, an instinct for words, a dramatic faculty, a wealth of ideas, and fancy. These should be immersed in the literature and history of the nation”

As an expert educationist, he argues that **learning is the right medium that would aid the imagination of a student**. Imagination and emotion are closely related. Aurobindo understood that to strengthen the feeling of patriotism in an individual, the mother- tongue as a medium would be most appropriate. He also argues that the emotional aspect of history would be imbibed only if the student was instructed through the medium of his/her mother-tongue.

Rabindranath Tagore- (1861–1941) -Method of Nature

Tagore was a pioneer in education for intercultural understanding and peace, for respect and intimacy with nature, for rural reconstruction and social engagement, and artistic abilities and creativity. He envisioned a holistic education that was not only deeply rooted in one’s culture and surroundings but also connected to the wider world. In contrast to colonial educational institutions, teachers in Santi Niketan used the mother tongue and related the content to the historical, cultural, and natural context to ensure that students properly understood the content and could apply it. Tagore wrote textbooks in Bengali, yet also argued that books are only useful to the student when they are connected to the student’s context and do not discourage imagination and thinking. Too easily, books lead to passivity, encourage slavish consumerism and rote-learning, and therefore divide thinking and talking.

Tagore believed that neither books nor teachers should simplify information but should rather stretch their young readers’ abilities. Through this, they would encourage critical thinking, imagination, and continuous work of the unconscious with what has been read or learnt. For Tagore, this kind of learning and approach to the world is the best way for children to grow. He terms it the “method of nature.” Through this “method,” children learn even something as complicated as their first language quicker, better, and more joyfully than adults would be able to do, using their focused methods. Education through the method of nature is an expression of children’s curiosity and their growth, which Tagore not only accepts but even desires. Not having enough freedom and being harshly disciplined and punished, argues Tagore, can have devastating and demoralizing effects on children. “Do not be preoccupied with the method. Leave your instincts to guide you to life. Children differ from one another. One must learn to know them, to navigate among them as one navigates among reefs.

Implications

- Languages are learnt in the historical, cultural, and natural context. It is necessary to create structures for this to happen.
- Language learning is feasible in a natural method and is preferred by Tagore because of the freedom it offers to the learner. It would be good to allow learners to explore and learn on their own being governed by their instincts.
- The teacher is to be seen as the facilitator of language learning.

Dr. Zakir Hussain- (1897–1969) -Learning by Doing

Dr. Zakir Hussain is known as a selfless nationalist leader and also as an educationist par excellence. Dr. Hussain was very clear about the role of Indian languages and the relevance of the mother tongue. He was secular to the core and from this came his support for Hindustani which was understood by both the Hindus and Muslims.

Zakir Hussain was deeply influenced by German thought, particularly, by George Kerschen Steiner's revolutionary principles in Education. Kerschen Steiner was critical of bookish schools and had founded a 'Work-School'. He advocated that Head, Heart, and Hand, should contribute to the process of education'. If any single educational principle guided Zakir Hussain in Jamia for nearly twenty-three years, it was 'learning by doing'. For Zakir Hussain the purpose of education was threefold – to develop students' faculties, to transmit to them their cultural heritage, and to awaken in them an inner self. The best way for children to develop their mental faculties is to let them think through their hands, to acquire knowledge about things through practical use.

Dr. Zakir Hussain wanted education to be the basic instrument used for creating, defining, and designing national purpose and opinion. He introduced the notion of work centred education instead of book centred education. The principle of work was based on the thought and notion which tries to investigate the question as to which medium or through which channel should a student be educated? His idea was that work alone can become a true vehicle for quality and fruitful education. Dr. Zakir Hussain propounded and fervently advocated for the Principle of Social Orientation. He developed this philosophy from the influence of great German educator George Kerschen Steiner. The 'correspondence' between the growing powers of the individual mind and the totality of the cultural goods form the basis of any educational process.

Through education, he always wanted to develop human values in students besides elevating traits, proficiency, and intellect. He always believed and stood by two principles which he considered essential and fundamental for the reconstruction of the Indian educational system. According to him, the fundamental guiding principles of our educational reconstruction should be the principle of work and the principle of social orientation. A Teachers' College was started in 1938 to prepare teachers according to the principles of Basic Education, The Jamia College had two distinctive features: One, the medium of instruction was Urdu instead of English, which used to be the sole medium of instructions for higher learning and the other, religious education was an integral part of the curriculum.

At that time, there was only Osmania University in Hyderabad which had started imparting education through Urdu medium. Books in foreign languages, mostly those in English, were translated into Urdu and used as textbooks in the university. But the subject matter of these books and style of presentation was such that only a few books conformed to the educational objectives of Jamia. Efforts were made to translate scholarly books into Urdu for facilitating scholarly learning. Dr. Hussain does not exclusively speak on language learning. We need to understand that a holistic conceptualisation of learning includes language learning too.

Implications

- Today education system is to be seen as a vehicle of social change and so is the approach to languages. Students should be given support to the discoverer and construct the knowledge of their own.

- If incorporated in the education system, Zakir Hussain's scheme of values may provide a remedy for the malady of the following paradoxes of modern age: Science without a soul; the conquest of outer space without control of inner space; material prosperity without spiritual fulfillment; technological progress without peace of mind; education without character; professionals without commitments and so on. If these things are explored, the language use of individuals reveals better personalities.
- Encouraging students to do their best in their mother tongue. Overemphasis on English to be reduced.

Dr. Radhakrishnan- (1888–1975) - Curriculum related to life

According to Radhakrishnan curriculum must be related to life. Radhakrishnan has defined his concept of curriculum in his University Commission Report published in 1949. He wants that a student should study several subjects such as Languages, Literature, Social Studies (Geography, History, Economics, etc.), Philosophy, ethics, theology, Morality, Politics, Civics, Science (Natural, Human, etc.), Mathematics, Art/Music/Fine Arts, Vocation / Professional Subjects, Sports and Physical Education, Yoga, and Religion.

Dr. Radhakrishnan has suggested the study of three languages like Mother tongue / Regional Language, Federal Language Hindi, and link language English. He has attached importance to the study of Sanskrit on the logic that the knowledge of Sanskrit is essential to understand the indigenous culture and also the noble ideas described in Vedas and Upanishads, the Bhagavad Gita, and other scriptures. He stressed the mother tongue as the medium of instruction at lower levels and the replacement of English from higher classes gradually by mother tongue.

The **Radhakrishnan Commission** - free India's first Education Commission- was set up in 1949. It was also known as the University Education Commission. It is recommended that English should continue to be studied in high schools and universities. The University Education Commission headed by S. Radhakrishnan in 1950-51 reported: "...the English language has been one of the potent factors in the development of unity in the country. The concept of nationality and the sentiment of nationalism are largely the gifts of English language and literature to India".

The commission further observed: "...English has become so much a part of our national habit that a plunge into an altogether different system seems attended with unusual risks. It appears to us, however, that the plunge is inevitable. English cannot continue to occupy the place of state language as in the past". It further recommended that: "English is studied in high schools and the universities so that we may keep in touch with the living-stream of ever-growing knowledge".

Methods of Teaching: Radhakrishnan advocated no fixed method of education for acquisition of knowledge. He is regarded as the greatest teacher in India. He emphasized two things: One is what to teach. This refers to the content/subject knowledge. The other is how to teach. This refers to the methodology. A teacher must know these things. These things are equally important for a teacher to make the teaching effective. He stressed the following methods of teaching such as observation, experimentations, discussion, learning by meditation, textbook method, and seminar, and so on.

Tutorial system: Radhakrishnan introduced a tutorial system in Universities under his administration. This system brings teachers and students closer to understand each other. Radhakrishnan recommends the use of imitation methods. He also thinks that learners, through

regular practice in Yoga and Meditation, may be helped in reaching their goals. He accepts the importance of internal knowledge for experience in different subjects. According to him intuition, self-knowledge, and reasoning are the sources of knowledge.

A learning process can be question-answer and discussion. It should provide adequate opportunities to the students for conversation, debate, discussion, and exchange of opinions and thoughts with their teachers.

Implications

- Language should be considered as having the potential for national unity
- English as a medium of instruction from high school onwards to be encouraged rather than at an early age and mother tongue to be encouraged in the early days of schooling or instruction.
- Questioning makes the person learn more of a language as it has scope for discussion, debate, and conversation.
- Language learning will be effective when it is studied with other subjects.

Gijubhai Bhadeka- (1885–1939) -Pre-Primary Education

Girijashanker Badheka, generally known as Gijubhai, is the most outstanding personality in the field of pre-primary education in India. Gijubhai Badheka was a strong antagonist of the existing education system which he incidentally called in his book “The old servile system”. He was strongly against the kind of school whose sole objective was to teach and guide students to overcome the ultimate test at the end of the year called the “examination”. He has propounded a new and different perspective, concept, and method of his own to counter the existing system.

He propagated that school should be a place where children feel free to learn, enjoy, and like. Teachers should be like friends and not feared by children. Children should develop the zeal to learn and experience the joy of learning in school. In 1913, the birth of his son set Gijubhai thinking about child upbringing and child development. Inspired by the writing of Maria Montessori in 1920 he founded the first pre-primary school – Balmandir.

In the words of Pandya (2008) who has been translating works of GijuBhai from Gujarati, the language he penned his ideas in, ‘In the 19 years, till his untimely death in 1939, GijuBhai worked incessantly, contributing a lifetime of work in the area of children’s literature and education. He left behind a legacy of prolific writing (nearly 200 publications for children, youth, parents, and educators). His best-known work is **Divaswapna** (meaning daydreams) first published in 1939 in Gujarati. The Primary Teacher: October 2009 is an original contribution to ideas on pedagogy.’ Now many of his works are translated into English, Hindi, and also in Punjabi. The introduction of sensory development, coupled with the use of music, dance, travel, and playground have instantly acquired popularity with children and parents.

Educational Philosophy of Gijubhai - Heaven is in the happiness of Children. And it is in the health of Children. He propagated that school should be a place where children feel free to learn, enjoy, and like and the Teacher should be like a friend and not feared by children. Children should develop the zeal to learn and experience the joy of learning in school. With his enthusiasm to highlight the fault in the existing system through his concept, he took the extra step in convincing the Education Officer to provide him the opportunity to experiment with his concept in the school, in which he succeeded with his perseverance.

Implication

- Free environment for expression and learning.
- Children learn languages in the natural set up.
- Sensory development plays an equal role in language learning.

Check Your Progress - 2

Match the following contributors to language teaching and approaches

A	B
1. Mahatma Gandhiji	Curriculum related to life
2. Rabindranath Tagore	Spiritual upliftment of motherland
3. Dr.Zakir Hussain	Pre-primary education
4. Sri Aurobindo	Method of Nature
5. GijuBhaiBhadeka	Learning by doing
6. Radhakrishanan	Mother tongue education

2.1.4. Let us Summarise

We have studied the theories and approaches to language teaching and learning both from the east and the west. We have already discussed a few of the philosophers, psychologists educationists exploring and expressing their points of views regarding language learning. Noam Chomsky's theory states that children have the innate biological ability to learn a language. Jean Piaget's theory of language development suggests that children use both assimilation and accommodation to learn the language. Lev Vygotsky's theory of language development focused on social learning and the zone of proximal development (ZPD). Language planning for school education in India can be seen more as a question of status planning rather than acquisition planning. The language debate in education in the formative years of India's independence not only brought an awareness among the stakeholders of education but also enabled the policymakers to fully attempt to realize the constitutional vision of equality of opportunity, linguistic rights of every linguistic and ethnic community moving towards the goal of achieving universal access to education. Indian Thinkers through their approach to education have contributed to learning which is feasible even for language learning and teaching too. Rabindranath Tagore advocated education for harmony and artistic self-expression. Gandhiji advocated craft-centered education (Basic Education). Gijubhai Badheka championed the cause of child-centered education (preschool education); education in an atmosphere of complete freedom and learning through living. Sri Aurobindo proposed integral education leading to the evolution of consciousness and education for the manifestation of beauty, power, knowledge, and love. Dr. Zakir Hussain strongly advocated using mother tongue as the medium of instruction even in higher education.

2.1.5. Answers to 'Check Your Progress - 1 and 2'

Check Your Progress - 1

1. What is the difference between a 'theory' and an 'approach' in language teaching?

Theories: A learning theory attempts to describe cognitive processes in pedagogical terms. The theories also describe the conditions conducive to motivate and activate learners in their learning process. For example, the scientific linguistic theories of Bloomfield and his followers in the 1920s and 1930s put forward the behaviourist principles according to which language is best learnt through the formation of language habits.

“**An approach** is a set of correlative assumptions dealing with the nature of language teaching and learning. It is axiomatic and describes the nature of the subject matter to be taught.” -Edward Antony. An approach in language learning refers to the theories about it and the nature of the language which serves as the source of practices adopted in the classroom. It implies a philosophy of language teaching at the level of theories and principles.

2. How do Jean Piaget and Chomsky differ in their approach to language learning?

Jean Piaget theorised that language was simply one of the children's ways of representing their familiar worlds, a reflection of thought. Language did not contribute to the development of thinking. Cognitive development, he argued, proceeded that of language. The monitor is that part of the learner's internal system which takes responsibility for conscious linguistic processing. That is when the learner is trying to produce utterances following the rules that have been learned. The mental age differences between first and second language learners play a major role. The fact is that the learning of a first language is inevitable, while the learning of a second language is subject to various personal and social factors. There is a correlation between language learning and the age at which the child can understand abstract concepts, thereby becoming more conscious of abstract grammatical rules, and the subsequent inability to acquire a language unconsciously.

Lev Vygotsky is known for his theory of social constructivism. This theory focuses on language development through social learning. He introduced the concept of the 'Zone of Proximal Development'. Vygotsky's central concern was the relationship between the development of thought and language. He was interested in how different languages might impact how a person thinks. Vygotsky's theory views language first as social communication, gradually promoting both language itself and cognition. He emphasized word as a microcosm of human consciousness and argues that thought finds reality and form in speech. The speech structures mastered by the child become the basic structure of his/her thinking. The structure of the language one habitually uses influences the way he/she perceives his environment. When working in the zone of proximal development particular attention is paid to the language being used since the language of the student influences how he will interpret and build understandings (Bell and Woo, 1998). Within a Vygotskian approach, it is seen to be important that teachers use and build considerable language and communication opportunities within the classroom environment to build conceptual understandings.

3. What are the five main hypotheses of Stephen Krashen about 'second language Acquisition'?

1. Acquisition Learning Hypothesis
2. Monitor Hypotheses
3. Input hypotheses
4. Natural Order Hypothesis
5. Affective Filter Hypothesis

Check Your Progress - 2

A

1. Mahathma Gandhiji
2. Rabindranatha Tagore
3. Dr. Zakir Hussain
4. Sri Aurobindo
5. Gijubhai Bhadega
6. Radhakrishnan

B

- Mother tongue education
- Method of Nature
- Learning by doing
- Spiritual upliftment of motherland
- Pre-primary education
- Curriculum related to life

2.1.6. Unit end Exercises

1. Discuss two theories of language learning according to western views.
2. What are the contributions of Indian thinkers to language learning?
3. Name the general major approaches to language learning.

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Block 2 : Language Teaching - An Overview

Unit 2 : A Critical Analysis and Evaluation of Language Teaching Methodologies

Unit Structure

- 2.2.1. Learning Objectives
- 2.2.2. Introduction
- 2.2.3. Learning Points and Learning Activities
 - 2.2.3.1. The 'Language Teaching Methodologies - Methods'
Check Your Progress - 1
 - 2.2.3.2. The 'Language Teaching Methodologies- Approaches'
Check Your Progress - 2
- 2.2.4. Let us Summarise
- 2.2.5. Answers to 'Check Your Progress - 1 and 2'
- 2.2.6. Unit end Exercises
- 2.2.7. References

2.2.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- differentiate between teaching methods and approaches to teaching;
- explain different methods of language teaching;
- differentiate different approaches to language teaching from one another; and
- Enlist the advantages and limitations of different language teaching methods and approaches.

2.2.2. Introduction

Before beginning what methods and approaches are, we should be clear about some theoretical views which work as the foundation to these approaches and methods.

The structural view: (importance to structures): Just as the term points out, this theoretical view of language emphasizes structures of language. This view advocates the importance of mastering the structures of a language, defending themselves by saying language is a system of structurally connected sentences or elements. Hence acquiring the structural elements of a language is prominent in this theoretical view. The focus is on developing accuracy in the use of structures.

The Functional view:- (importance to communication): The main function of a language is to communicate our ideas to others. Or to put it simply, it is an exchange of ideas through oral communication. Thus this view emphasizes communication than just structures. The focus is on developing fluency in the use of language.

Interactional view: It is founded on the belief that language is for interpersonal relations and social transactions. A language is a tool for strengthening the bond among social relations. Hence language is for interaction and the content of language should be interactive in authentic situations.

2.2.3. Learning Points and Learning Activities

2.2.3.1. The ‘Language Teaching Methodologies - Methods’

In our daily life, commonly we do use the word ‘Method’. “His method of teaching is good”, “I know that method” and so on. But do you know what does a ‘method’ really refers to? Method refers to the overall plan for the orderly presentations of language material based on selected approaches and procedures. A method includes three components viz., Approach, Design, and Procedure. ‘Approach’ is concerned with the theory or assumptions made on the nature of language and language learning. Design is a plan that shows how the syllabus, learning tasks, roles of learners, and teachers are organized. The procedure is a plan of action that is concerned with the actual happening in the classroom such as the classroom techniques, practices, and behaviours.

We have different methods of teaching. But, why do we have different methods? Yes, the answer is simple. It is because a method is developed by adopting a proper approach, planning an appropriate design, and implementing the plan through suitable procedures. Hence a method is rooted in an approach and the approach differs from people to people. The theory of language learning which I believe to be effective would not be agreed upon exactly by you. That is why we have different methods. Teachers differ in their beliefs and assumptions related to language learning, especially second language learning. Some may believe the traditional method of teaching-learning to be effective, some may believe constructivism to be more efficient. Some teachers believe that language is for communication. Thus little attention is given to grammar and pronunciation whereas a few other teachers may have an opinion that language should be learnt with all its necessary elements such as grammar, pronunciation, word context, phonics, and so on. In short, the approach a teacher adopts or believes to be true shapes her method of teaching.

To be brief,

- A method of teaching helps the teacher to organize her lesson systematically.
- A method is an overall plan based on some approach.
- Methods focus on behavioural changes in alignment with the approach they adopt.
- In a method, the roles of teachers and students are specified
- Planned activities are provided to ensure comprehension and acquisition
- It adopts an approach and based on that approach plans the design and procedure to be implemented in the classroom.

Hence in the following section, let us discuss some of the teaching-learning methods that have gained popularity in language classrooms.

1. Grammar- translation Method

This method as an organized and systematic method started in Germany in the late 18th century. This is one of the oldest methods and also known as the ‘classical method’ because it was used to teach classical languages like Sanskrit, Greek, Latin, Persian, etc. it came to India through the Britishers.

J.V. Meidinger, a German scholar established this method and J.C. Frick wrote its first-course book in 1793. As the name suggests, this method emphasizes grammar and translation.

In this method, importance is given to the word-by-word translation of the target language(L2) to the mother language (L1) and formal grammar is taught. This method

dominated the foreign language teaching scenario for over a century from 1840 to 1940 and is still present in one form or the other in many parts of the world.

Champion. H says: "Under this method, the meaning of English words, phrases and sentences is taught using word-for-word translation into the mother tongue".

Nazir (2002) says, "The structure of a foreign language is best learnt when compared and contrasted with that of the mother tongue."

The authority of the classroom is totally in the hands of the teacher and the teacher is at the centre of the classroom. The communication is just from teachers to students not from student to teacher and not even from students to students. The students are considered empty-minded which need to be filled with all the possible vocabulary and grammatical structures that can be filled in their minds(Freeman, 1986).

Characteristics

The student's native language/L1 is the medium of

- instruction
- The knowledge of L1 is used in helping learners acquire L2
- With the help of a bilingual dictionary, the vocabularies from the reading texts are taught through word lists and memorization.
- A list of vocabulary items is presented with their translation equivalents.
- The grammar rules are illustrated to make the translation exercises easier in a prescribed manner.
- In this method reading and writing are given more prominence with little attention to speaking and writing.
- Translation of a literary passage, reading comprehension questions, antonym, and synonyms, deductive application of rules, fill in the blanks, memorization, and use of words in sentences are some of the techniques used in this method.

Principles behind the method

According to Thompson and Wyatt, this method is based on the following principles:

- Translation interprets foreign phraseology best
- In the process of interpretation, the foreign phraseology is assimilated
- The structure of the foreign language is best learnt when compared and contrasted with that of the mother language.
- Grammar is taught deductively and it makes use of students' mother language (mother tongue)

Advantages of the Grammar-Translation Method

1. It can be successfully used in a crowded class.
2. It saves time and effort as translation gives meaning more quickly
3. Word meanings can be learnt easily and with clarity
4. It improves the learner's vocabulary
5. Promotes reading and writing skill
6. A strong connection can be established between the phraseology of the target language and the mother language.
7. Correct knowledge of the grammar is insisted
8. Less teaching-learning aids are required.
9. Assessment of understanding becomes easier.
10. The learner gets competence in both the languages

Limitations of the Grammar-Translation Method

1. The use of the mother language in the classroom hinders the learner from communicating in English.
2. There is no focus on communicative English
3. Students found the method difficult as they had to memorize words and rules.
4. The method focuses mainly on reading and writing, rather than speaking and listening.
5. It is difficult to keep the learners active
6. Students don't get exposed to the supra-segmental/paralinguistic features (stress, pause, intonation, rhythm) of the language.
7. Some usages and idioms may not have true translation and word to word translation of these idioms end up in grave mistakes
8. The expression of the personal meanings may spoil the structure of the grammar rules and sentences.
9. There is less chance for creative and imaginative thinking
10. The learners are likely to become bookish
11. In this method, accuracy is emphasized rather than fluency.
12. The basic purpose of this method used to be able to pass the written examinations.

Conclusion

Though the Grammar-Translation Method has a lot of demerits it can be improved upon by giving more emphasis to its weak areas. In India, this method has become popular despite its drawbacks, even in higher education levels, as teachers find it easier to convey the message in the first language.

2. Structural Method

There is a hot debate over this terminology whether it is a structural method or a structural approach. The majority of the linguists advocate Structural Approach as the base for Structural Method. To be clearer, it comprises of characteristics of both the approach and method. A method is a body of techniques. Besides, methods also vary from person to person, from place to place, and from subject to subject. But in the case of an approach, we do not have any alternatives. Hence it is a 'Structural Approach' and based on this a "Structural Method" can be adopted to teach the structures of the language. In the structural approach, the structures have to be taught. The different structures form the subject matter to be presented. The English language is a reservoir of structures and words but according to structural linguists, by the end of schooling students should master around 250 structures and around 3500 words for daily usage.

“Structural Approach is a scientific study of the fundamental structures of English Language, their analysis and logical arrangements” – Brewington

The history of The Structural Approach goes back to the 1940s and the language expert, Charles Fries, Director of English Language Institute at the University of Michigan, introduced structural linguistics to language teaching. This approach flourished as a direct rejection of the Direct Method. The direct method emphasized communication and less importance to reading and writing whereas through the structural method the structures of the language were also given emphasis.

“The structural approach to English is teaching the learner certain selected structures in a certain order” - C. S Bandari

“The structural approach is based on the belief that in the learning of a foreign language mastery of structures is more important than the acquisition of vocabulary” - Menon& Patel.

According to them, Language is a structure comprised of words, phrases, sentence patterns, phrase patterns, idioms so on. Hence these structures such as vocabulary, grammar, and pronunciation should be mastered to be competent in a language, especially the second language.

They do believe that language is a behavior that needs to be cultivated through repetition, reinforcement, and reward in compliance with the behaviorist theories proposed by B.F Skinner.

This is the reason why still in our classes we can find drills.

Eg:

Teacher: My name is Subha

Students: My name is...

Teacher: How are you? I'm fine, Thank you.

Students repeat: How are you? I'm fine thank you.

Such sentence structures are still in use for drill and repetition to master the formal polite sentences. They repeat it 100 times to memorize it.

Moreover, language is a huge system of structures and it is difficult to be mastered easily. Thus the structural linguists select and grade the structures and vocabulary according to the level and with age consideration. At each stage, a specific structure is introduced. The techniques used in class are mimicry, memorization, repetition, and drill until the structure becomes a habit for the learner.

All languages have their own words and sentence patterns. To be able to use the language, therefore, one needs to know the words and the order in which they occur. To teach a language (English in the present context) a particular pattern or structure should be presented and practiced thoroughly before the learner goes on to a new structure.

S.V.O. pattern in English language (contrary to the sentence pattern of Kannada SOV) and concord (the subject-verb agreement) are taught with the help of a substitution table to produce error-free sentences. A learner is expected to be accurate through constant drills and repetition. Such substitution tables aim to habituate the students to produce correct forms of the structure.

Principles for the Selection of Structures

Usefulness: While selecting the structure for the learner, maximum care should be given to the usability and utility of that structure.

Productivity: Structures that can create many sentences should be taught first.

For example: teach regular verbs first then move on to teach irregular verbs.

Regular verbs are more productive than irregular verbs. Because in English the majority of the verbs end with '-ed' whereas irregular verbs are less productive. Hence while teaching past tense formation, verbs ending with '-ed' should be taught first. Once the learners learn regular verbs then introduce irregular verbs

Simplicity: Simplicity of structure means that the form and meaning of the structure should be simple. So, care must be taken to take up simple structures to teach.

Teachability: The structures selected should be based on teachability which means the teachers should be able to teach and demonstrate their use easily.

Teaching Procedures

Some of the teaching techniques or procedures in this method include oral teaching, situational teaching with objects, with gestures, by using models, charts, pictures, substitution tables, completion drill, fill-in-the-blank exercises, and the like.

Advantages of Structural Approach

1. Students' knowledge about structures of language improves
2. As drill and repetition are given prominence the speech habit enhances.
3. Oral practice ensures that the students acquire proper pronunciation.
4. Children acquire and master around 275 structures and effective vocabulary for efficient use of language
5. Through habit, formation structures are permanently grasped.
6. Proper selection and gradation of the learning material are possible through this approach.
7. The oral practice of the language structures is emphasized.

Limitations of the Structural Approach

The most important limitation of this approach is that drill and repetition suit the lower classes but not the higher classes. Moreover, all the structures and forms cannot be taught through simple oral practices. This results in boredom and inattentiveness in students. Oral practice in a crowded classroom consumes teachers' time and energy. Selecting and grading the structures are tedious with respect to teachability.

3. Direct Method (Natural Method)

Due to a revolt against the grammar-translation method in 1901 in France, a new method was evolved to rectify the inadequacies of the grammar-translation method. The main objective of the linguists was to adopt the mother tongue acquisition strategies to second language learning. They assumed that the adoption of L1 strategies would help in learning a second language same as the mother language. Pendergast(1806-1866) and Sauveur (1826-1907)proposed a model by the name of Natural Method. Later it came to be known by different names viz. Psychological Method, Reform Method, Phonological Method, Phoneme Method, Berlin's Method, and Antigrammatical Method. Later this became popular as the 'Direct Method'.

The advent of this method to India was in the late 20th Century and many other countries adopted this method as it accelerated the trade. It was based on the assumption that the learners of a foreign and second language should directly think in English.

As per Webster's New International Dictionary, the Direct Method can be defined as "...a method of teaching a foreign language, especially modern language, through conversation, discussion and reading in the language itself without the use of the pupil's language, without translation and the study of the formal grammar. The first words are taught by pointing to objects or pictures or by performing actions".

Champion H, says: "To teach directly is to establish a direct or immediate association between experience and expression, between the English word, phrase, and idiom and meaning". The meanings of the words are taught through action, demonstration, or real objects. This method focuses on directly thinking, doing discussion, and conversation in the second language (Richards and Rodgers, 2001).

As Kirkman holds, 'avoid the intervention of the vernacular, establish a direct immediate association between experience and expression, grasp the meaning and, develop instinctive infallible language skill as in the mother tongue.'

Characteristics

- Oral practice is given prominence
- Through oral practice, especially training in phonetics learners achieve native-like pronunciation.
- Interference of the mother tongue is minimized
- Demonstration and brief explanations are used in the target language
- Create a direct bond between experience and expression
- Students are encouraged to think directly in the target language
- Objects, pictures, etc are presented in the classroom to help understand the meaning easily and naturally
- Vocabulary is learnt naturally than just memorizing the meaning
- Lessons provide the opportunity for oral practices in the target language
- Grammar is taught inductively.

Critical evaluation of the method

- Non-native English teachers cannot be expected to have native-like fluency in English. Moreover, expecting students to learn L2 like L1 would be unrealistic. The situation in India is unquestionably poor in this regard as the exposure to the English language in the home environment and other places are at the minimum. Below-average students who are taught through the direct method will struggle to cope with reality and classroom situations.
- Direct Method is successful where all the learners can get individual attention.
- In the Direct Method, the teachers should be careful and talented in keeping the use of the mother tongue at bay.
- Direct Method demands the learners to do oral communication in the second language and it also demands the pronunciation and accent to be just like the native speakers so there is a need for the language school to hire the native speakers which actually can be very expensive.
- The success of the Direct Method depends on the teacher's skills and personality more than on the methodology (Richards and Rodgers, 1986).

According to **H.G. Palmer**, The Direct Method has the following features:

1. Any form of translation to L1 and use of L1 in the classroom is banished.
2. Grammar should be taught inductively.
3. Oral teaching is given prominence and only then any form of reading and writing.
4. The use of disconnected sentences is substituted by the use of connected texts.
5. Pronunciation is taught systematically following the principles of phonetics and phonology of the target language.
6. Words and forms are taught through real objects or natural context.
7. The teacher inculcates vocabulary and structure of the language especially through questioning which is answered by the students.

A limited vocabulary and structures of day-to-day use have to be taught according to the needs of the learners. For that, vocabulary items should be carefully chosen, graded, and presented to suit the range of the learners' experience. The supra-segmental features (stress, pause, intonation, rhythm) of the language must have priority over spelling and mechanics of writing. Maximum time should be allowed for practice and it is necessary to create a favourable atmosphere. Grammar is considered to be a means of learning a language due to which theoretical grammar has no place in this method. This method encourages functional grammar. Meanings of concrete words can be taught by showing objects (material association), pictures, actions, giving definitions, contexts, demonstrations, by use of synonyms or antonyms, and very rarely by translation if it saves a lot of time and effort.

Advantages of the Direct Method

- 'Language contact' and 'Language use' are given much prominence.
- It emphasizes speech practice, right pronunciation, stress, etc.
- It makes a direct association between thought and expression.
- It is psychologically sound as the procedure is natural.
- It makes learning easy and pleasant.
- Meanings can be taught through several strategies.

Limitations of the Direct Method

- There is a dearth of competent teachers to teach in this method.
- It overemphasizes oral work.
- Below-average students find it difficult and in turn, it may affect their confidence level.
- It is time-consuming as the teacher needs to make the students understand the target language itself.
- Some vocabularies may not have pictures or objects to show, where the teacher will have to struggle to present them.
- It is expensive or very demanding in respect of teaching aids.

4. Audio - Lingual Method

The term Audio-lingualism was first used by Nelson Brooks in around 1964. This method was based on the Behaviourist-Structuralist Paradigm and it advocated the structural view of language learning. Towards the end of World War-II, the American Linguists developed this method to teach foreign languages to the armed forces as US soldiers needed to communicate with both their allies as well as the enemy countries where they had been deployed. Hence to improve communicative skills during the War Period was essential as they need to learn several languages for everyday use. This method focused on Speaking (oral) & Listening (aural) skills. Pronunciation was taught through drills and dialogue practice in small groups of motivated learners was also provided. Dialogues were the main aspect of the audio-lingual approach as they provided the learners an opportunity to mimic and imitate, practice, and memorize the small sentences in the target language. Contextual learning is given less importance as it focused mainly on memorizing the structures of the second language and replacing the structure of the mother language for learning purposes. (SVO pattern of English and SOV pattern mother language, as in Kannada, for example).

Based on the principle that language learning is a habit formation, the method encouraged imitation and memorization of phrases. Using drills and repetitions the structures were taught. The errors were strictly discouraged whereas the correct response/s were fully appreciated. Mastery over structures and forms, native-like pronunciation, restriction of mother language, linguistic competence were the main focus of the Audio lingual method.

During this time the language laboratories were introduced along with the use of tapes and visuals. Teaching points were often determined by the differences and similarities between L1 and L2, with an emphasis on the differences.

The role of a teacher in this method is pivotal as he/she provides the model dialogues to the students or uses tape-recordings of the key structures. Learners repeat the structure individually and in a group as a form of drill. Here, pronunciation and fluency are strictly observed by the teacher.

Questions for Reflection

Which of the above Methods suits your classroom and why?

Check Your Progress - 1

1. Describe what is meant by a 'Method' in your own words
2. What is the Direct Method (Natural Method) of language teaching?

2.2.3.2. The Language Teaching Methodologies - Approaches

The approach is a point of view or philosophy or assumption which is belief but cannot necessarily be proved. Approaches follow maxims of teaching. In a simpler term, approaches are the beliefs of a teacher to base his/her teaching-learning process in the classroom.

For example. A teacher who believes that learners learn by themselves and the teachers can only help or support them to provide a conducive environment comes under the Constructivist approach. A teacher who believes in Constructivism designs her lessons keeping the learners as the centre of learning activity. In a language classroom, she provides enough activities for learners to acquire language by themselves. Thus the teacher's approach is to help learners construct their knowledge with the assumptions that learners learn by themselves.

In this section, we will discuss a few approaches to English Language Teaching.

1. Natural Approach

In 1977, Tracy Terrell proposed the Natural approach of language teaching, and later she had joined hands with renowned Stephen Krashen, an applied Linguist at the University of Southern California who worked on Second language Acquisition. Krashen and Terrell's combined statements related to the principles and practices of the Natural Approach appeared in their book 'The Natural Approach', 1983. In this book, the theoretical part of the Natural Approach was handled by Krashen whereas the practical side such as implementation and procedures of the Natural approach was prepared and handled by Terrell.

As discussed earlier in the first unit of this block, Stephen Krashen's 'Second Language Acquisition Theory' is the foundation of 'The Natural Approach', which focuses mainly on 'communication' as the major function of language. According to his theory of Second Language Acquisition, a second language should be acquired just the same manner a child acquires his/her mother tongue. His popular five hypotheses viz., The Acquisition-learning Hypothesis, The Monitor Hypothesis, The Natural Order Hypothesis, The Input Hypothesis, and The Affective Filter hypothesis rightly gives his notions about language acquisition. (Refer to the first unit for more details).

Natural Approach is developed mainly on the grounds of the Natural Order Hypothesis where learning occurs in a natural order. So proponents of this view argue for teaching through 'comprehensible input' with minimal reference to grammar. Learners will pick up grammar

only through meaningful exposure to the second language, not by explicit instruction and practice. Grammar might be occasionally explained, but more to satisfy the curiosity of students than to help them with its acquisition. Thus, in this approach, language is considered as the vehicle or means of conveying message and information.

Hence the focus was mainly on communicative abilities. They believed that adults can still acquire a second language just as they acquired their mother tongue.

The main objectives of the Natural Approach

- Develop personal communication skills, both oral and written.
- Provide acquisition activities to acquire the language.
- Provide ‘comprehensible inputs’ to learn grammar without being conscious of it when the learners are ready.

Procedures/ techniques used

- Acquisition Activities such as pair work, group work are provided
- Mime, gestures, and context are provided to make students ask questions and help them in answering.
- command-based activities, situation-based practice are given as students’ needs and goals of learning language differ.
- Activities that ‘Minimize learners’ anxiety’ and maximize self-confidence are provided.

According to Krashen and Terrell, the Natural Approach is no different from the communicative approach. Both advocate the importance of language as a vehicle for transferring ideas and messages. Moreover, Natural Approach adopts techniques from the Direct Method(Natural Method), Total Physical Response Method, Communicative Language Teaching Method, etc. Through this approach, they mainly advocate that “acquisition takes place only when people understand messages in the target language.”(Krashen and Terrell, 1983:19). Thus they suggest that the learners need to be provided inputs according to their needs and as per their stages in speech production.

Learner stages in Natural Approach

Pre-production stage: Students “participate in the language activity without having to respond in the target language” (Krashen and Terrell, 1983:76). In this stage, students are just beginners in the target language so no much emphasis on oral responding in the target language.

Early Production stage: Students are expected to answer at least through words or phrases, fixed formal conversations, etc.

Speech-emergent stage: Students take part in acquisition activities such as sharing opinions, personal communications, role plays, games, etc in groups.

2. Communicative Approach

Around the 1960s the outburst against structuralism began by questioning the fundamental purpose of language. Noam Chomsky too was against the over-emphasis on structures and believed that structural theories are incapable of explaining the language learning process and its use only through structures. During the 1970s a new Communicative Approach spread its wings to answer these questions of over-emphasis on structures and forms. Hence unlike the structural approach, the Communicative Approach gave importance to functional aspects of

language. It was an entire shift from form to meaning, from the teacher-centered to learner-centered methods and accepted by a majority of language teachers across the world.

As the Communicative approach is sociolinguistic, its proponents believe that a Language is a tool for communication but not an abstract system or entity. According to sociolinguists, language competence means mainly communicative competence (Hymes, 1972). Communicative competence essentially suggests that forming grammatically correct sentences by the learners is not enough, they should be able to use language appropriately in a variety of settings and situations. As Language is a cognitive activity learner should actively participate in learning to acquire the language. Thus, to acquire and improve proficiency in language providing a conducive environment and opportunity is essential.

Linguists observed that a gap exists between the form and functions of utterances. For example, What meaning does this utterance give you? - **“Why don’t you close the door?”** Is it an interrogative utterance or an imperative utterance? Is it about asking someone to shut the door or asking someone why they are not shutting the door? To quote Littlewood, “... from a structural viewpoint the sentence is unambiguously an interrogative, from a functional viewpoint, however, it is ambiguous. Due to such ambiguous results that spring out of over-emphasis on structures, linguists shifted to the more learner-centred, active approach to language learning.

Principles of the Communicative Approach

- Language learning is a natural process and that is why the focus should be on real communication.
- Language learning means acquiring communication competence.
- The focus is on meaning rather than only on form.
- Learning happens in a conducive environment where learners are at ease and gain attention and reinforcement.
- Promoting cooperative and collaborative learning.
- Errors are just a part of learning which can be corrected gradually. Thus trial and error can be used.
- Recognizing and respecting effective factors of learning.
- Interpersonal relation is important as language is mainly a two-way communication. So pair work and group work should be emphasized upon.
- Functions of language are necessary than rules of language.

Techniques used in the Communicative Approach

Language games, thinking tasks, (The Task consists of an aspect of fluency, accuracy, and complexity) role plays, group works, pair works, discussion lessons, etc are some of the techniques used. Talks/lectures, conversations, Classifying, predicting, inducing, taking note, concept mapping, questioning, personalizing, brainstorming, reflecting, and authentic assessment are specifically used in Communicate Approach.

The Communicative Approach to language teaching advocated the importance of communicative fluency than accuracy and emphasis on ‘meaning of a message conveyed’ rather than on the ‘grammatical correctness of the utterance’.

Exercise 2

Read the book **“Approaches and Methods in Language Teaching** by Jack C. Richards and Theodore S. Rodgers, Cambridge Language Teaching Library” and write the advantages and limitations of the Communicative approach.

3. Whole language Approach

We have discussed many methods and approaches to language learning in this unit. But no method treated language as an integral entity. Some methods gave importance to communication some gave importance to form or structure. The Whole Language Approach is a 'Top-down' approach that accepts language as a whole entity which means it treats language as an integrated whole- listening, speaking, writing, and reading as an integrated one. This approach emphasizes learning language through real experiences and with the help of the previous knowledge of the learner.

This approach was introduced during the 1980s by US educators for the teaching of literacy (reading and writing) as a result of the involvement of Humanistic and Constructivist schools. Emphasis is on real communication and reading and writing for pleasure. In the 1990s it became popular in the US as a motivating and innovative approach as it focuses on language as a whole through real experiences.

During the primary stages, a child learns a language through usage. According to Piaget the process of assimilation helps the learners to apply their previous knowledge/concept to new concepts. Similarly while giving importance to prior knowledge to build new knowledge even adults can acquire language just like a baby by using the language through real experience. According to the whole language approach, prior knowledge of students, and focusing on their strengths gives meaning to their learning. Hence this approach was concerned about providing real experiences and real texts specially to say, the authentic materials and situations to make the learner link his prior knowledge to new knowledge.

Whole Language Approach focuses mainly on the learners and their prior knowledge, for that reason, each class will have its practices to follow than a pre-set or uniform pattern of practices. "There simply is no uniform set of practices prescribed by whole language theory" (Edelsky, Altwerger, & Flores, 1991, 77). But many educators do agree upon some principles of the whole language approach which can be used in common in all the classes.

Principles of Whole language Approach

- The importance is given to skills as a whole than as isolated parts.
- Language learning should be learner-centred. Hence students have scope for selecting learning materials.
- Authentic, self-directed, personalized, and collaborative classes to focus on mastery of learning.
- Prior knowledge of students and focusing on their strengths give meaning to learning.
- The focus of the whole language is on the social content of the language
- Whole language learning is based on real-life experiences and authentic materials but not on 'artificial' experiences or commercial texts.
- Students should learn by doing, not by practice and drill (Edelsky, Altwerger, Flores)
- Writing is based on the students' personal experiences
- Focus on meaning and comprehension in language use.
- Reading is done to enhance comprehension
- "Learners need to see a purpose in their activities, and it must be their purpose, not the teacher's" (Brockman, 1994, 11)

Heald-Taylor (1986) compiled a list of eight ways in which the whole language approach can benefit English Language learners:

- "youngsters can participate in all language activities regardless of their level of proficiency in English.

- mixed ability groups can learn together.
- learning strategies are child-centred, causing youngsters to continually experience and use language to think and to seek meaning.
- development in oral language, reading, and writing are integrated and grow simultaneously.
- rate of growth is completely individual.
- the student uses his/her developing English in the reading and writing process right from the start.
- students learn to speak, read, and write by being engaged in the process.
- whole language processes facilitate growth in both first and second languages.

4. Task Based Approach

A task-Based Approach is an activity-centred approach of recent origin. The task-based approach, just as the term suggests, focuses on the planning of teaching-learning materials for language learning by doing some tasks. Task, in a language classroom context, is an activity where conversing with people is necessary. Here in this approach learning by doing is emphasized. Tasks are planned in such a manner that a variety of language skills are involved in them and can be developed through it. Nunan rightly defines a language classroom task as: “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language; while their interaction is principally focused on meaning rather than form” (Nunan, 1989:10).

In this view, a task may be any of the communicative activities, of various kinds, available in textbooks and often practiced in the classroom (Sanchez;2004)

In this approach, the teacher selects a task-specific to language learning. She/he provides it to the students for further action and completion of the task. The learners are expected to complete the task in which communication plays a pivotal role. By the successful completion of the task, the assumption is that the students might have learnt several words and phrases of language needed for the completion of the task. Questioning, clarifying, answering, etc in the target language help learners to develop fluency in the target language.

Skehan(2001:12-13) writes that a task is an activity in which

- meaning is primary
- there is a problem to solve
- the performance is evaluated as an outcome
- there is a real-world relationship

As we have discussed in the earlier sections, acquisition and learning are two different concepts. The activities in the English classroom have to be so interesting that the learners acquire language than learning it consciously. The only option that the English teacher has now is to shift to such an approach where students acquire the English language. Relying upon the Task-Based Language Teaching Approach will be of great help to the teachers.

Martin Bygate, University of Lancaster, John M. Norris, the University of Hawaii at Manoa, Kris Van den Branden, Ku Leuven opine that:

“Task-Based Language Teaching (TBLT) is an educational framework for the theory and practice of teaching a second or a foreign language. It is based on a constellation of ideas issuing from the philosophy of education, theories of second language acquisition, empirical

findings on effective instructional techniques, and the exigencies of language learning in contemporary society”.

Selecting tasks for Language learning needs clear scrutiny. The task-Based approach opines that real-world tasks should be given to the students to learn the language but all the real tasks may not be fit for language purposes. Hence selecting the tasks which are appropriate to the language class is a tedious responsibility of the teacher. These selected tasks should be presented logically to develop communicative language.

‘The Bangalore Project’(Prabhu, 1987) is one of the early projects which studied the applications of the Task-Based approach.

Task-based Language Learning Approach has the following procedures according to Dave & Jane Willis’. In their book ‘Design & Development of Task-Based Language Learning(1996)’ they write:

- **Pre-task:** teacher introduces the selected topic and task to the learners. She/he informs them about the useful words and phrases to help the students to understand the instructions
- **Task cycle:** task cycle includes three major steps.
- **Task:** students engage in the task as groups or pairs while the teacher observes them.
- **Planning:** the learners plan and prepare the reports to present, orally, or written, about the way they have completed the task.
- **Report:** some groups orally present their reports to the class whereas some others exchange the written reports (teacher may record the session for further analysis and practice).
- **Language Focus:** this includes
- **Analysis:** teacher analyses the reports for language-specific features and highlights the language that the students used during reporting.
- **Practice:** teacher conducts practice in new areas or refines the words, phrases, and patterns in the reports during or after the analysis.

Principles of Task-Based Approach

- The selected task should have a high scope for communication
- The task should bear a relationship with real-world tasks
- The task should have a pedagogical purpose specific to the language classroom
- The task should be organized and sequenced

Merits of Task-based Approach

- Active involvement of learners
- It caters to the development of communicative fluency
- Completing tasks acts as a motivation to the learners
- Learners acquire language without being conscious of it.
- It is more student-centred, allows for more meaningful communication
- Learners are not restricted in their use of language forms. So a conducive environment is created for learning by doing ‘natural learning’ inside the classroom
- It creates a stimulus for learning the target language with great enthusiasm.
- Task-Based Approach provides a structured framework for both instruction and assessment.

Limitations

- Students are free to use any language, not just the target language which in turn hinders target language fluency as learners resort to the mother language at times.
- Selecting tasks related to real-world tasks and sequencing them is difficult.
- Time-consuming in a crowded classroom.

5. Thematic Approach

The thematic approach can be defined as; “A set of related learning activities and experiences that effectively support teaching multiple content areas and skills organized around a central topic, idea or theme” (Gardner and Wissick, 2002)

To brief it, it is an approach in which a set of learning activities are selected to effectively facilitate the learning and teaching of different content and language organized around a central ‘theme’. They emphasize the integration of language arts and learning in Social Sciences, Science, Mathematics, and other curricular areas and find links or connections among all branches of knowledge.

Before selecting a theme, the following three reflective questions can be useful in creating an effective thematic unit.

- What do I hope the children will learn as a result of participating in this unit?
- Is this a theme/topic about which children are naturally curious?
- Do the children have some understanding and background knowledge about this theme?
(Varun, 2014)

The classroom environment itself can provide ideas for the focus of the unit to learn. Activities that integrate the teaching of content and language should be the foundation of the teaching process. Such instruction becomes the theme. (Curtain and Haas,1995) the role of a teacher/s indeed is important as he/she plans and implements the theme after a thorough discussion among other teachers concerning the theme selection. Integrating the diverse subjects and taking a single thread or theme is time-consuming yet efficient when it is successfully implemented. Retention of learners will be more as the approach emphasizes prior knowledge and linking it with new information.

Main Principles

- The selected theme should be the foundation and organization of all the disciplines across the curriculum
- Activities chosen should have coherence with all disciplines and the unit of study.
- Coherence among disciplines helps the learners to observe meaningful connections with the subjects/ subject areas.
- Prior knowledge is emphasized in planning and implementing the task.
- The classroom itself can provide ideas when the teacher focuses on the student interests
- Collaboration with the students and different subject teachers is necessary for it.

Conclusion

The search for the best method has become less important in the twenty-first century and scholars are now in search of a ‘post method’ era where the classroom teacher and her context is given more importance and the teacher herself is encouraged to become a theoretician, theorizing from the classroom. Theorizing from the classroom needs attention and keen observation on the part of the teacher.

Check Your Progress - 2

1. Describe the Natural Approach to language learning.

2.2.4. Let us Summarise

In this unit, we discussed the meaning and importance of methods and approaches. A few approaches and methods focus on structures whereas many other approaches and methods are concerned with the development of fluency of communication through the use of real situations. As we have seen, many linguists advocate keeping the learner active and involved through different methods which will help them acquire language easily.

2.2.5. Answers to ‘Check Your Progress - 1 and 2’

Check Your Progress - 1

1. Method refers to the overall plan for the orderly presentations of language material based on selected approaches and procedures.
2. Direct Method is a method of teaching a second language through conversation, discussion, and reading in the target language without using the mother language of the learners.

Check Your Progress - 2

1. The natural approach to language learning believes in the natural way of acquiring a language through efforts that a learner is not conscious of. A conducive environment with comprehensible inputs will help learners to naturally acquire a second language.

2.2.6. Unit end Exercises

1. What are some of the deciding factors in selecting an approach or method for your classroom?
2. Which Method would be proper for a multilingual classroom? Justify.

2.2.7. References

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Block 2 : Language Teaching - An Overview

Unit 3 : Developing Listening Skills

Unit Structure

- 2.3.1. Learning Objectives
- 2.3.2. Introduction
- 2.3.3. Learning Points and Learning Activities
 - 2.3.3.1. Developing Listening Skill
 - Check Your Progress - 1
 - 2.3.3.2. Sub-skills of Listening
 - Check Your Progress - 2
 - 2.3.3.3. Materials and Resources for Developing Listening
 - Check Your Progress - 3
- 2.3.4. Let us Summarise
- 2.3.5. Answers to 'Check Your Progress – 1, 2 and 3'
- 2.3.6. Unit end Exercises
- 2.3.7. References

2.3.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- differentiate hearing and listening;
- explain different ways of developing listening skills;
- explain the phases of listening; and
- explain the sub-skills of listening.

2.3.2. Introduction

Language proficiency is a product of regular practice. Proficiency in any language for that matter, entirely depends upon regular usage or engaging in regular communication in the respective language and not merely studying the rules of it. Learning a language is like learning swimming. Just a correspondence course in swimming cannot make you a competent swimmer. In the same manner, studying the rules of grammar of the language will not provide you mastery over languages. Language is a skill that needs practice. Learning a language is not learning about language. The former means learning to use it, the latter means learning the system of it. No doubt, learning the rules of language will be helpful to refine the use of language. To use language for communication, especially oral, a lot of constant practice is required and habits are to be formed and internalized. 'Language is a behaviour' according to behaviourists. Language skills are performance-oriented leading to involuntary habit-formation.

As language learning is skill-oriented, the main concern of language teachers, especially of second language teaching, is to get the students to acquire the four language skills viz, Listening, Speaking, Reading, and Writing (LSRW), and to formulate his/her methodology of teaching for the same. Under each of them, there are several sub-skills, to be realized, which we shall discuss under the topics concerned.

Fixing a hierarchy of comparative importance is, however not much meaningful, as each of the four skills is important in its way in the acquisition of language proficiency. A teacher might prioritize a skill for practice purposes. But the final aim is to achieve a balanced development of all four skills.

But, language, chiefly being speech, speaking skill has to be given special attention. At the same time, as there is no speech without listening, Listening skills should also be considered equally important. Considering the great impact Reading and Writing have got on human culture and civilization, Listening and Speaking can not be judged to be less important. If speaking skill develops, the presumption is, Reading and Writing skills will follow. A detailed analysis of each of the skills, under each unit, will crystallize this idea for the readers. The inter-relation of skills is depicted as in the following quotation:

"Nothing is to be spoken before it has been heard. Nothing is to be read before it has been spoken. Nothing is to be written before it has been read." – L.G. Alexander

Therefore, even if one skill is weak, the whole of language will be badly affected.

Exercise 1

Reflect upon the above quotation of L.G Alexander and come up with your understanding of the quote.

Now, in this Unit, let us discuss the skill of Listening.

Listening Skill

Listening is one of the Receptive language skills (Listening & Reading) which learners usually find the most difficult. Listening is the process of patiently and carefully hearing and interpreting the meaning of words and sentences spoken and it requires concentration and attention. Listening Skills could be enhanced by focusing on making the students listen to the sounds of that particular language. This would help them with the right pronunciation of words. To provide students training in listening, one can think of presenting speeches of people of different backgrounds and regions, making them listen to casual talks, dialogues, songs, participating in interactions, etc. This intensive or extensive listening will ultimately help a student understand the accents to be used and the exact pronunciation of words.

2.3.3. Learning Points and Learning Activities

2.3.3.1. Developing Listening Skill

In our daily life, we commonly use the words hearing and listening with an almost similar meaning: sometimes we use them interchangeably. Let us see what these concepts exactly mean.

Hearing and Listening

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

Stephen E. Lucas, explains the process of hearing to be a physiological one arguing that “It involves the vibration of sound wave on our eardrums and the firing of electrochemical impulses from the inner ear to the central auditory system of the brain, but listening involves paying close attention to, and making sense of, what we hear.” (Stephen, Lucas, 1998, 56) but the listening process is guided by our intention which is psychologically an excitation of nerve pathways in the brain to organize incoming stimuli efficiently with psychological terms, (Rost, 2002)

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

Listening Skill

“The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention” - Dr. Rachel Naomi Remen

Hearing is an activity of receiving the sound waves with the help of our ears (the auditory sense), which is purely physiological whereas Listening is the skill to accurately receive and interpret messages in the communication process, which is psychological. Hearing is the power of perceiving sounds by using only one sense whereas listening is a skill that uses many senses.

Listening is key to all effective communication. Without the power to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. To put it simply, Listening is the process of patiently and carefully hearing and interpreting the meaning of words and sentences spoken by the speaker, during a conversation.

Exercise 2

Reflect upon the following words and list them under appropriate columns.

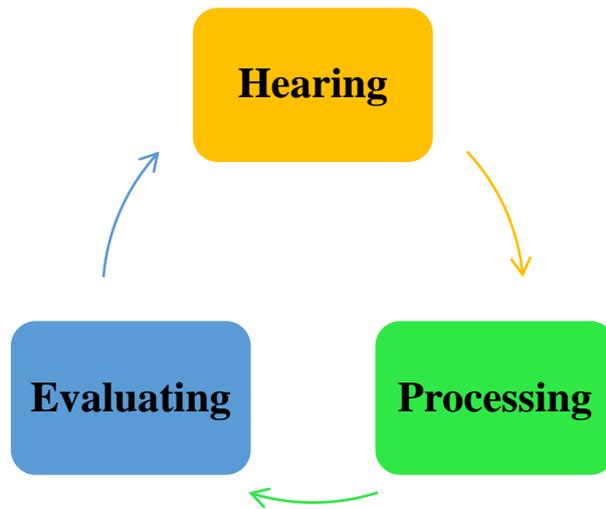
Ability, Skill, accidental, voluntary, involuntary, intentional, effortless, focused

	Hearing	Listening
1		
2		
3		
4		

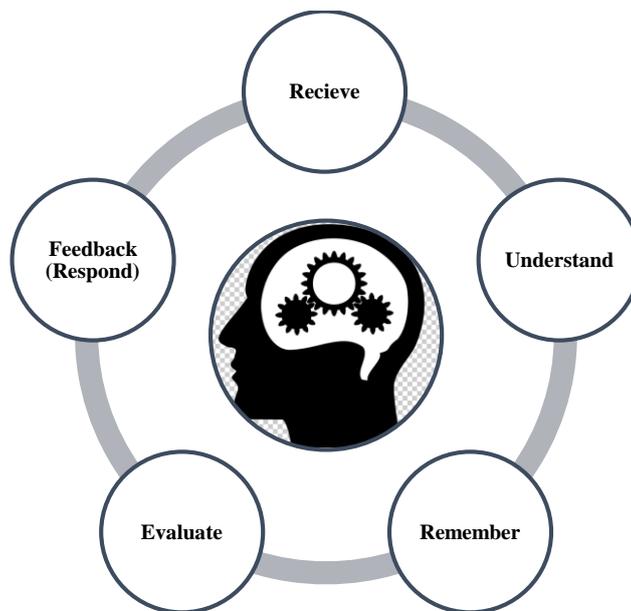
Processes involved in Listening

Hearing is a physiological process, while listening is a mental function. Listening involves hearing and perceiving a message. As we hear a sound or a sequence of sounds, we start decoding the encoded message and process it to interpret in a manner that we understand the meaning of the spoken message/ heard message. Listening is a receptive skill but it is an active process.

The listening process has three stages namely; Receiving, Processing, and Evaluating. Receiving is a rudimentary stage where the person receives auditory inputs and can repeat what the speaker has spoken. On receiving a message, if the receiver/hearer can process the information and interpret it against his/her background it means processing has taken place. In the third stage, the listener will assess the validity of the information and that is the evaluation stage.



The author Joseph DeVito, in his book 'The elements of public speaking' (7thed.). New York, NY: Longman, has divided the listening process into five main stages namely Receive, Understand, Remember, Evaluate, and Feedback.



According to K, Sivarajan, the objectives of listening are

1. receive information –the general and specific
2. distinguish between sounds
3. formulate attitudes and opinions
4. arrange events in sequence
5. know the interests of the speaker
6. be familiar with functional categories
7. organize ideas

Check Your Progress - 1

Read the statements given below and identify true/false statements as per your understanding.

Sl. No.	Statement	True/False
1	Listening is synonymous to hearing	
2	Reading and Writing Skills are more important	
3	Listening, in a nut shell, is hearing, processing and evaluating the message	
4	Good listening improves speaking skill	
5	Listening is intentional	
6	Concentration is not needed while listening to something	

2.3.3.2. Sub-skills of Listening

The sub-skills of listening are well explained by Rost,1994, as he draws a particular list of components to be competent in this skill:

- Discriminating between sounds.
- Recognizing words.
- Identifying stressed words and grouping of words.
- Identifying functions(such as apologizing, promising)in conversations
- Connecting linguistic cues to para-linguistic cues (intonation and stress) and non-linguistic cues (gestures and relevant objects in the situation) to construct meaning.
- Using background knowledge and context to predict and then to confirm meaning.
- Recalling important words, topics, and ideas.
- Giving appropriate feedback to the speaker.
- Reformulate what the speaker has said.

Developing these sub-skills develop effective and successful listening.

“Successful listening involves the integration of these component skills. In this sense, listening is a coordination of the component skills, not the individual skills themselves. This integration of these skills constitutes a person’s listening ability” (Rost 1994, p,142)

Exercise 3

Make your students listen to any TEDX talk relevant to their age and experience and ask them to present the same in front of the class. Help your students master the sub-skill/s of listening.

Types of Listening Skills

According to Dr. K. Sivarajan (English Language Education, 2008), Listening can be broadly classified into:

- 1. Extensive and Intensive:** Extensive listening refers to listening for enjoyment without any special objective or specific purpose. Whereas intensive listening, as the term suggests, is intense. You listen to something or someone with a keen interest for a deep understanding. For example, listening to a teacher’s talk debates discussions, etc. Most of the time-intensive listening is followed by some specific task.
- 2. Listening for perception & listening for comprehension:** Listening for perception relates to listening to perceive the emotion, sympathy, developing ethics, etc. Rhymes and action songs during the primary stage are intended for this. Listening for comprehension means to comprehend the text/talk and use the same for further action.
- 3. Focused, selective, casual listening:** Focused listening refers to tilt all attention to a specific purpose at a time. Eg: in an unfamiliar city one asks for the address. Selective listening means listening to only the selected thing of interest. For example, if you are

not interested in politics and someone talks about politics, you won't be attending to it but suddenly if they change to topics of your interest, you start listening and responding to them. Here, the listener listens to topics of interest. Casual listening means casual listening to anything or anyone with no purpose.

Tasks

The variety of listening tasks will reinforce and motivate students to listen to the items with a considerable amount of concentration. Whatever be the task, technique, or strategy, facilitators should always plan their activities.

Phases of a Listening Activity in the classroom

The phases of a listening activity can be broadly divided into three stages – Pre-listening, On-listening and Post listening.

Pre-listening – the learner's role is not significant, whereas the teacher has to think and plan for the speaking-listening activity to be conducted in the class.

The teacher should detect whether there are students with hearing problems and plan to seat them in the front row of the class. The students may be seated in the class so that the distance of the students from the teacher's position is uniform as far as possible. This can be made possible by arranging the seat of the students in a semicircular form of rotation of the seats every day or every week can be another possible manner in normal classrooms. The classroom should be free from outside disturbances.

The teacher has to collect materials for information-gap filling activities, functional purposes, recording facilities, grids, maps, riddles, etc. during this phase. The learners may be asked to bring corresponding materials to the class one at a time.

While-listening– the teacher should arouse interest in the learners and motivate them to listen to something that would be useful to them. The teacher familiarizes them with the topic and gives instructions about what they are going to do after listening. Having accomplished the task with the help of the teacher, the teacher goes around and understands how satisfactorily they have performed as part of the feedback.

In the post-listening phase follow-up tasks can be given with a variety of materials to suit the learners' home conditions and intellectual and linguistic levels.



Some suggested classroom activities

- Make them listen to motivational speeches, write reviews on it and to present their reviews before the class
- Make them listen to English songs with lyrics
- A cloze passage (leaving blank places to be filled out suitably) will be a good exercise to test listening.
- YouTube, the BBC world service and other broadcasts in English

- Using any one item such as Charts, graphs, route maps, diagrams, etc. as a task to explain and describe in the class for developing speaking and listening skills will be more useful.
- Giving dictation of words, sentences and paragraph is another task for developing listening skill
- Top-down strategies like listening for the main idea, predicting, drawing inferences, summarizing
- Bottom-up strategies like listening for specific details, recognizing equivalents and recognizing word-order patterns
- Mobile recordings – reading, recording, listening or in other way listening to any authentic recordings like speech, documentary etc

Exercise 4

List some activities/tasks you may provide to your students to improve their listening skill

- -
- -
- -
- -
- -

Check Your Progress - 2

1. Which are the various stages of a listening activity in a classroom that a teacher should be aware of while planning for listening activities?

2.3.3.3. Materials and Resources for Developing Listening

Present-day witnesses an outburst in technology in which exposure towards any kind of listening material- authentic speech or recorded and live – is easy and at hand. Our learners can listen to English, pop songs in English by tuning into YouTube, the BBC world service, and other broadcasts in English, Discovery Channel, Facebook, and other such programmes. Reputed institutes like Regional Institutes of English and the English and Foreign Languages University produce lots of listening materials recorded for learners at different levels on various modes and aspects of language and teaching-learning strategies.

The conversation that occurs naturally and spontaneously is the best type of material for listening practice because it is related to a real-life situation. Materials selection should be made in consideration of the learner’s age, cultural, and social background.

In other instances, a passage from an interesting story may be read out to the class with proper voice modulation, stress, and intonation while the students are asked to listen to it carefully. By asking questions in between to ensure careful listening can also be the best technique in a normal classroom

The installation of EDUSAT or other Smart Class systems is a giant step in providing a multitude of listening materials. Recorded materials are possibly graded and arranged and the listeners can use them according to their convenience. For live materials Radio broadcasts (FM) and TV programmes, live telecasts, YouTube, TEDx Talks, etc can be best relied upon. To overcome misleading by videos in it, the teachers can download the MP3 formats of the same and present the audio to the students.

Facilities for listening to the radio broadcasts, telecasts, and for attending language laboratory classes, equipping classrooms with Smart Boards, Speakers, etc should be provided to motivate them for listening.

A variety of listening materials can be thought of. First and foremost, as the teacher himself/herself is the best teaching aid, the teacher's speech should be the best material. To be so, the teacher should imbibe the linguistic abilities and qualities. That is, he should acquire standard pronunciation and be familiar with the usage of the language. In brief, he should be a model for the learners. If the teacher is competent all other listening materials become secondary.

Video production is one of the best means for developing skills in listening and speaking skills.

Check Your Progress - 3

Write some of the new gadgets which can help you in checking the listening skills of your students in a normal classroom

2.3.4. Let us Summarise

- Hearing and listening are two different concepts sometimes used interchangeably used but in reality, they are not synonymous.
- Listening involves active involvement in which the listener hears, processes, and evaluates the received message to comprehend and to respond to it.
- Sub-skills of listening should be developed to master the listening skill.
- Pre-listening, On-listening and Post-listening stages help the teachers to plan and develop the listening materials/ tasks/ activities.

2.3.5. Answers to 'Check Your Progress - 1, 2 and 3'

Check Your Progress - 1

False, False, True, True

Check Your Progress - 2

Pre-listening. On-listening and Post listening.

Check Your Progress - 3

Audiotapes, tape recorders, computer-based tools.

2.3.6. Unit end Exercises

Develop two listening activities to improve the listening skill of your students and make use of a portfolio to evaluate their achievement.

2.3.7. References

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Block 2 : Language Teaching - An Overview

Unit 4 : Developing Speaking Skills

Unit Structure

- 2.4.1. Learning Objectives
- 2.4.2. Introduction
- 2.4.3. Learning Points and Learning Activities
 - 2.4.3.1. Developing Speaking Skill
 - Check Your Progress - 1
 - 2.4.3.2. Tasks, Materials, and Resources for Developing Speaking Skill
 - Check Your Progress - 2
- 2.4.4. Let us Summarise
- 2.4.5. Answers to ‘Check Your Progress - 1 and 2’
- 2.4.6. Unit end Exercises
- 2.4.7. References

2.4.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- explain the sub-skills and phases of listening;
- differentiate different genres of oral communication;
- explain different ways of developing speaking skills;
- develop the ability to use different games and contexts to improve oral communication among learners; and
- develop the ability to select different media based on specific criteria to improve oral communication.

2.4.2. Introduction

“Speak so that I may see thee” - Ben Johnson

Speaking skill is a huge domain that encompasses numerous skills such as articulation, modulation, pronunciation, pitch, rhythm, intonation- supra-segmental/ paralinguistic features of the language. As Ben Johnson rightly put, speaking portrays not only the supra-segmental elements or fluency but also our culture, character, and so on. This cannot be mastered within years concerning language acquisition or language learning. These skills should be integrated and constituted as a whole to master the language.

Have you ever thought, even after years of English language education, why we are not as fluent as the native speakers of English? The answer is simple. Lack of practice. Speaking is a skill that needs continuous practice in the target language. Are we getting enough practice in English language speaking and listening? NO. This is the reason why we lack in our English language fluency.

In recent years and prominently in the communicative approach, language is chiefly speech and it is given prominence in language classes. Language is mainly a tool to transmit one’s idea to the other and learning a language simply means to know to use the language to convey our ideas or messages predominantly through speaking. Hence using the language for oral communication needs continuous practice so that it becomes an internalized habit.

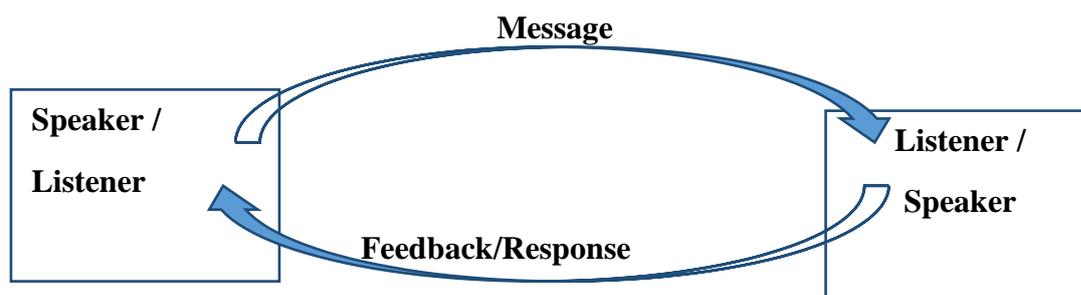
Thus in this Unit let us discuss briefly speaking skills and the important components of speaking and more.

2.4.3. Learning Points and Learning Activities

2.4.3.1. Developing Speaking Skill

Speaking Skill

Speaking may be defined as the transmission of the encoded message/s orally. We communicate with others, to express our ideas, and to know others' ideas as well. According to Stephen Krashen, the 'Comprehensible language input', $i+1$ (listening) must be higher than the level of language production (Speaking). [In brief, when the teacher speaks to the learners, it should be one step ahead of their understanding, ie, if a person's knowledge and understanding is denoted as 'i' then add difficulty one (1) step more than what he/she knows $i+1$. Refer Input Hypothesis for more details on it] Speaking develops through proper listening as we were discussing in the earlier unit. Effective speaking is a two-way communication where the speaker and listener take turns. The communication cycle should be properly knitted so that the listener takes his/her turn as a speaker (Turn-taking) and vice versa. The following communication cycle will give you a proper understanding of the cycle and the turn-taking process in communication.



Hence the role of the teacher in providing good listening material or being a model speaker act upon improving good speaking skills in learners.

Sub-components of Speaking

Sound System: The articulation of the mother language (mother tongue) is entirely different from that of a second or foreign language, especially of the English language. This fact should be crystal clear to the teacher and student as well. Pupils should have acquired knowledge about the sound system of their language and the second language. Students are aware of the 26 letters of alphabets but they should also be aware of the 12 vowels, 8 diphthongs, and 24 consonants used in the English language.

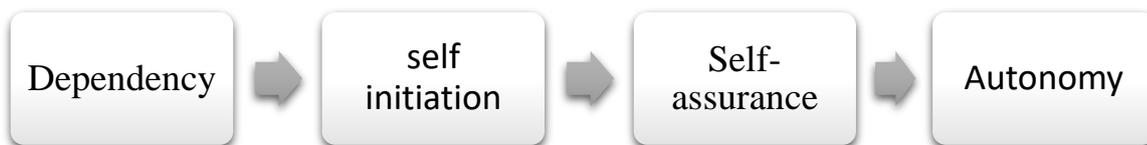
Vocabulary(lexis): Words are the lifeblood of a language without which the language cannot survive. There are two types of vocabulary, the active and the passive. The former refers to the words one uses in day to day life, the latter refers to those words the user uses less frequently but can recognize and understand in a speech or reading material. These words can be further classified into four categories according to their functions.

Stress, Rhythm, and Intonation: In English, stress, rhythm, and intonation play important roles as these communicate meaning in a conversation. This peculiarity of the English language stress system, falling and rising intonations should be made clear to the students through good models of pronunciation and good practice.

Grammar: This is an essential component to be mastered by the speaker to communicate meaningfully. For centuries in the past years, the debates on an overemphasis on grammar, prescriptive grammar, has led to a lack of confidence in the second language speakers. Hence, Descriptive Grammar emerged as a result of the debate among linguists. But recently, communication of ideas is given more importance than the strict grammar rule. Stephen Krashen rightly puts this in his Monitor Hypothesis which was discussed in the first unit of the 2nd Block.

Pronunciation: Correct pronunciation is a sign of refined language and culture as well. Proper pronunciation produces proper understanding. Students should be given enough training in proper pronunciation so that they cultivate intelligible, clear, and audible pronunciation. Teachers should speak with correct pronunciation themselves and make students produce correct sounds, speak fluently with proper stress, pause, and rhythm.

The phases of development of speaking skill



- 1. Dependency:** The pre- speaking period where the students are dependent on the teacher and slowly achieve independence. Students as beginners need lots of reinforcement especially in the case of a second language as they do not possess a good vocabulary and the mother tongue influence is found in their pronunciation. Gradually they learn good speaking skills when provided with the best listening activities and speaking practice in the target language.
- 2. Self-initiation (while speaking/on-speaking phase):** In the 2nd phase, the learner becomes more self-involved and initiates conversation in the target language with a small group of close friends or in essential contexts as in the case of answering the questions in English language classes so on. They slowly get involved in reading and speaking activities or competitions in the class. During this phase, they possess the adequate vocabulary to converse informally.
- 3. Self-assurance (while speaking/on-speaking phase):** During this phase, students possess self-assurance that they can involve in small formal conversations related to their textbook contents and contexts. They involve in discussions and dialogues with confidence. During this phase vocabulary enriches.
- 4. Autonomy:** During this phase, students become independent and autonomous speakers. They initiate conversation and encourage others to participate in their discussion and they exhibit skilfulness in explanations, clarification, and debates.

As a second language teacher, the role of the teacher is to create a conducive environment so that the students will be at ease in order to acquire the second language just the way they acquire their mother language. Stephen Krashen rightly puts that learning a second language should be in such a manner as you acquire the first Language. Hence the role of the teacher is pivotal in developing skills of speaking among students.

Advanced speaking skill in Second Language

- Speaking like an orator
- Fluency as in mother language
- Conveying maximum meaning by using minimum words
- Maintaining coherence in expression
- Complex sentence construction
- Using connected sentences
- Fluent use of conjunction/ the connecting words
- Use of Ornamental language/ figurative language appropriately
- Participate in debates and discussions in the target language
- Appropriate use of words with different shades of meaning.

Check Your Progress - 1

Which are the phases of speaking?

2.4.3.2. Tasks, Materials, and Resources for Developing Speaking Skill

All of us are aware of the fact that during primary stages story-telling, recitation, and elocution are the techniques commonly used to teach the sounds, rhythms, and pronunciation of the language and children simply imitate or reproduce the same in different contexts. When teachers started focusing on constructivist processes, the introduction of games and pair work activities turned out to be the sources to learn to speak the language in a more realistic manner. Speaking skill is mainly performance-oriented which needs practice through different activities and there are numerous tasks and materials which help in improving speaking skill. Some of them are as follows,

1. Story Telling

"There have been great societies that did not use the Wheel, but there have been no societies that did not tell stories"- Ursula K Leguin

Storytelling is an activity of narrating stories. It describes and shares social and cultural diversity in a much detailed manner. For developing speaking skills, storytelling is a traditional yet influential way indeed. The storytelling with improvisation and embellishment by grandparents or by parents or by any other elderly relatives is the major step in a child's life where he or she learns speaking and improves.

But have you ever thought about how storytelling improves speaking skills? Let us discuss briefly storytelling and the processes in the brain. When you tell a story, the listener's, as well as the speaker's brain, comprehends the story and

- Stories enrich the imagination
- Provide a stock of language expression to listeners.
- Encourage children to think, imagine, and relate language to the events.
- The storyteller might use spoken forms. Thus language gets related to imagination.
- It easily gets imprinted in the minds of the listeners.

- The listener develops a stock of vocabulary and linguistic expressions that help her while speaking.

These processes help a child understand and retain the language for a longer period. They use it, imitate it, reproduce it and improvise it so that they adopt and adapt to the language use (especially the second language).

Exercise 1

1. Tell a story which you remember from your childhood to one of your colleagues with all its improvisation and embellishment keeping your students in mind. Ask her for feedback, reflect on your style of narration and your strengths and weaknesses in narrating a story.
2. Mention different tasks to be added during a storytelling session
Eg: storytelling by using pictures
3. Plan for narrating a story. Record your narration by using your mobile phone. Send it to a colleague or a parent for their feedback. Based on their feedback bring changes in your planning and style of narration.

2. Dialogues

Dialogue is a two-way conversation in which the participants build relationships. It's a cooperative communication where the speaker and listener exchange information. Each one lets the speaker speak and present his/her perspective. There won't be any space for defending, interruption, and counterpoints but all listen to understand rather than trying to impose their own ideas.

The Oxford English dictionary defines it as "a conversation carried on between two or more persons". Dialogues usually represent spoken language contexts and improve speaking and listening skill as well.

A teacher can introduce dialogues in the classroom to teach formal conversations, illustrate politeness, structures, and vocabulary. Along with spoken dialogues, you can also resort to written dialogues. Many written dialogues are available right in our textbooks to provide the students with different levels of formality. Standard printed dialogues are used in the classroom as spoken dialogue.

Eg: Standard Printed Dialogue

Ramesh: Good Morning, Suresh. How are you?

Suresh: Good morning Ramesh. I am fine. Thank you and how about you?

Ramesh: I am fine. Thank you. I think you are searching for something, aren't you?

Suresh: Yes, I am. Can you please help me to find some documents?

Ramesh: Sure. With pleasure.

In a classroom, this dialogue simply can refer to the conversation of two or more people(student-student or student-teacher). The teacher can consciously prepare such dialogues for normal classrooms in a 'natural' language and can use them in daily conversation. Such dialogues in an English language classroom are meant to be in the target language which definitely improves the speaking skill of students because they represent the real-life speech than the situation conversation/role play.

In certain cases, the Dialogues from drama often impress students and they retain it for a longer time. To say, the famous dialogues of Shakespeare's are the best examples: "Hamlet: To be or not to be, that is the question..." (From the Tragedy 'Hamlet') Melancholy Jaques: All the world is a stage, And all the men and women merely players;" (from the pastoral comedy 'As You Like It')

The Open Dialogues: These are the dialogues where the teacher provides only half of the dialogues and the remaining half students will prepare for themselves.

Ramesh: Good Morning, Suresh. How are you?

Suresh:..... ?

Ramesh: I am fine. Thank you. I think you are searching for something, aren't you?

Suresh:

The Cue Card Dialogues: In this type of dialogue, the teacher provides students with some cues regarding the dialogue they should write or present. As a task teacher will be providing the cues.

Eg:

Cue card 1

Cue: You are in a new shopping complex. You have to go to lingerie shop. ask the security guard the direction to the lingerie shop.

Cue card 2

Cue: lingerie shop- 3rd floor- near Dominos Pizza – next to Food Court

3. Situational Conversation

Situational Conversation is meant to enhance the communication skill of students during class hours. It is an overlapping concept with that of situational dialogues and role-plays. In a situational conversation task, the teacher provides a situation to a student/s which they have to act out.

Eg:

Situation: At the bus stop you meet your childhood friend who is returning from a competitive examination. What would be the conversation amongst you?

Situational conversation helps the students to think about the real-life conversations in a naturalistic manner and improving upon this helps them to improvise their regular communication in the target language.

4. Role Plays

“When students assume a role, they play a part (either their own or somebody else’) in a specific situation. Play means that the role is taken on in a safe environment in which students are as inventive and playful as possible”- Gillian Porter Ladousse

Roleplay is a technique of teaching which allows the students to take part in a play and act out their part. Here students select roles (more often teachers select, in normal classrooms) and create dialogues. There is a lot of scope of speaking activities as per the nature of the role they take part in. Role-plays are diffused with emotions like love, anger, empathy, sadness, etc. These different emotional conversations help the learner acquire the modulations of speaking needed for different emotions which in turn help the learner to retain and improve his/her own speaking skill. This way of acting out roles in different social contexts and roles help learners boost their confidence. This consciously improves speaking, listening, and understanding especially in the case of a second language. Researches have proven that role-plays are effective in improving speaking skills. (Priscilla &Tazria, 2012, Huang, Irene & Jing Shan, Taiwan).

5. Simulations

Simulation is a recent technique brought into language teaching and learning. As Dr. K Sivarajan puts it, “Simulation is the strategy of presenting a problem or event in an artificially created situation similar to the real ones”.

Microteaching classes used in teacher education for skill development can be considered as a form of simulation. Simulations may consist of elements of a game, a role-play, or, an activity that acts as a metaphor but with appropriate processes of organizing, collecting, and analyzing of the play or act.

Let us brief it by saying simulations are student-centered instructional scenarios created by the teacher for the learners to learn in a more effective manner. This represents a reality within which students converse. The teacher controls and may provide criteria or the parameters of this to gain the desired instructional results. Students experience the real-like world and process meaning out of it.

Simulations are ambiguous or open-ended, they encourage students to contemplate the implications of a scenario. The situation feels real and thus leads to more engaging interaction by learners. Due to this reason, simulations promote critical and evaluative thinking and improve communication skills through interaction with the group.

In general, the term 'simulation' could be considered an umbrella term that encompasses dialogues, role plays, situational conversations, and so on. The important concern of the teacher always will be to provide appropriate situations so that the learners improve their speaking skills.

6. Speeches

Cambridge Dictionary defines speech as “a formal talk given to a large number of people on a special occasion” or “a formal address or discourse delivered to an audience”.

The important function of a language when it is used is making the listener understand the speaker’s idea. Speech is a refined task where the students will be able to enhance their speaking skills to a higher level. Speech, when taken as a task needs a lot of preparation. At the primary stage, the students are introduced to an organized body of information with a coherent

structure. They memorize and deliver it. During the secondary stage, there is an increased autonomy in preparing a speech by observing and listening to respective resources. Proper reinforcement can help them to achieve this autonomy especially in the case of the target language.

Delivering a speech in target language builds up confidence and improves intonation leading to better fluency. It's not an easy task to be achieved. It is a gradual process starting from mere memorization and delivering a speech in a classroom to solo speech presentation in schools, speech on random topics/extempore speeches. Inculcation of appropriate body language, pronunciation, free flow of ideas by making them listen to or read different resources, quotes, and humour depends on the scaffolding a teacher provides. Hence a teacher's role becomes very crucial.

7. Games and Contexts

Games are all-time favourite to elders as well as children. Games do involve the participants with energy and enthusiasm. This is why games can be utilized in language education as people actively participate in them. Every child would like to play and hence it is the best way to develop a favourable attitude among children towards learning and get them involved in the learning process. In the communicative approach, games have great importance because it creates real interest and helps hesitant and shy pupils participate in the games. The aim of using games in language education is to enhance students' skills in listening, speaking, reading, and writing through lively and interesting language activities.

The teacher's role in this technique is to select appropriate games that suit different contexts so that communication through games can be made use of in their day to day life. Rather than choosing any game, the language teacher should choose consciously the games which are skill-specific. A simple dictation also can be a game by using it creatively to enhance listening skills and speaking skills as well. Students can listen to the words, write them, frame sentences out of it, and compete with other groups, etc.

Read a small story aloud in the class. Ask them to first write down whatever they can recall. Then ask them to reconstruct the story first orally and then in writing. Similar dictations can be given using paragraphs and even poems. Just read out a poem. Do not announce anything. Ask them to listen to whatever you read or say and write the same from memory. Check who has written it completely. Read again. Let them fill the gaps in their writing. Continue this. Every time, listening, a short discussion, writing followed by reading whatever is written. This activity as such becomes a very holistic language practice activity.

There are different language games such as Speaking games, Spelling games, Reading games, Writing games, Grammar games, Listening games, Riddles, Oral games, pronunciation games, Conversational games, Vocabulary games, and so on.

8. Language Laboratories

We are well aware that Language is a skill to be mastered through practice and drill. Hence it has to be heard, practiced, and corrected. In the case of a first language, children listen, practice and the elders correct them with regard to the sound, pronunciation, vocabulary, and so on. But in the case of a second language, especially the English Language do our children get proper practice and drill? Not exactly. To acquire a language, a child needs a conducive environment where the child regularly listens to the language. We definitely lack it in the case of the English Language.

Therefore, the introduction of Language Laboratories was a boon for language teachers. It originated in the USA and gained popularity in the UK in the 1960s. Language Laboratories/ language Labs are self-learning devices. It is a Lab/classroom in which students learning a foreign language, practice sounds, and sentence patterns individually under supervision with the aid of audio equipment. Through Language Labs, teachers could make the students listen to native speakers and make the students reproduce the same with the same pronunciation. Usually, twenty students are accommodated in a language laboratory.

A language laboratory is arranged to make foreign language learning more effective. It helps students learn pronunciation and aids self-examination and self-correction. The main advantage is that it is self-paced in order to provide individualized learning and to emphasize listening and speaking skills; reading and writing are left to be developed later. They aim at correct pronunciation, intonation, and accent and also the use of words, structures, and idioms correctly. Therefore materials are carefully produced by experts and are recorded for learners' use.

A language laboratory is equipped with electronic devices to aid second language acquisition. In the earlier period, tape recorders, cassettes, amplifiers, headphones, and microphones were used in the language laboratory. Nowadays language laboratories are set in computer rooms.

Components of a Language Laboratory

A language laboratory has three sections:

1. the hearing booth (**cubicle**)
2. the instructor's booth (**console**) and
3. the control room

The Hearing Booth (Cubicle)

It has normally 16-20 booths with seats and tables for learners. A telephone connects the adviser's booth. Earphones and switches are provided. The learner can contact the instructor, play and hear, wind or rewind as he/she wishes. The booths/ cubicles are set up in such a way that the learner working in one booth will not disturb the learners in the other booths. Each student has a soundproof compartment called the cubicle. Each cubicle connected to the console is provided with microphones, headphones, and a recorder. In the console, the teacher selects a language teaching programme according to the level of the student. Students will be given the programme in their respective cubicles. The learner can produce sounds and practice till he/she gets perfect in it. Students will receive guidance from the console and can respond to the teacher in the console through a microphone without disturbing others. They can record, hear, compare it with the original sound, find out mistakes, practice again, and rectify the problem area.

The Instructor's Booth (Console)

It has master tapes and monitoring equipment for two way communications. The teacher controls her students from the teacher's desk or console. He/ She can monitor every student and ensure personal attention from the console without disturbing other students. It has

- *Distribution switches* to provide the recorded programs to the learners in the cubicles. The master tapes contain the recorded programmes.
- *Monitoring switches* to enable the instructor to listen to the learners as they work on tapes, to correct, advise, and to evaluate them.
- *Intercom switches* for two way communication with an individual learner.
- *Group call switch* for inviting the attention of all the learners who are listening to particular tape, for providing them general instructions.
- *All call switch* for making announcements to the learners, regardless of the program

The Control Room

The Control room contains all the tapes, records and other equipment, proper indexed for quick use.

But this type of earliest model of Language Labs is rare in use now as they are costlier and advancement of the computer into the schools made it easier for the teachers to provide language activities through computers and even by using the mobiles. Also, there is a lot of audio material available on the internet. A user, with her own headphones, laptop, and an internet connection can engage in a lot of independent speech practice and can make the students active in the class works.

Exercise 2

In the present times, we have the internet, computers are available everywhere. How can an individual student use this facility, if available at home or school or even in a browsing centre, just like a language laboratory?

Reflect on this question and explore the possibilities of using the currently available mass media for enhancing language skills.

9. Pictures

Pictures are considered as a visual media which powerfully create textual processing in the brains of the learner. Pictures have proved to be an effective medium to encourage the students in learning and retaining the information, especially in second language conversation. Through **the Picture word Inductive Model**, Emily Calhoun uses pictures to improve the communicating skill of students from an earlier age and it is proven to be one of the best models to enhance speaking skills in children.

According to Raimes and Mahfud Effendi, “the use of the picture in the classroom provides a stimulating focus for students’ attention.” By using a picture, a teacher can make creative communicative activities so that the students feel actively involved in the process. Sometimes a cartoon is more unique for teaching English conversation than written work. The Pre-conversation, Process-conversation, and Post-conversation techniques of using a picture in the classroom can be a very effective manner to enhance their speaking skill.

Exercise 3

Refer to the **Picture word Inductive Model** by Emily Calhoun from the book **Models of Teaching** by Bruce Joyce and Marsha Weil and prepare a picture-word lesson for the class.

10. Authentic Materials

“...real-life texts, not written for pedagogic purposes.” Wallace (1992. p.145)

Authentic Materials in language teaching can be defined as “a stretch of real language produced by a real speaker or writer for a real audience and designed to convey a real message of some sort.” (Morrow (1977. p.13)

Taylor (1994) says that “a text can only be truly authentic in the context for which it was originally written”

According to Gebhard (1996), authentic materials can be classified into **four groups** namely

1. Authentic Listening/ viewing materials:- TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, radio ads, songs, and documentaries, etc
2. Authentic visual materials:- slides, photographs, postcard pictures, paintings, children’s artwork, street signs, silhouettes, stick-figure drawings, pictures from magazines, etc.
3. Authentic printed materials:- newspaper articles, sports reports, lyrics to songs, movie advertisements, menus, street signs, brochures, catalogs, telephone books, maps, TV guides, comic books, greeting cards, bus schedules.
4. Realia (Real-world objects):- realia is any object from real life that you use to teach any concept in the classroom. Such as desk, chair, wall clocks, dolls, etc.

The selection of authentic material depends upon the suitability of the content and the teachers should choose those relevant materials which will stimulate the learners’ interest. In a normal classroom, for daily use, the teachers can make use of newspapers and magazine articles, TV and radio broadcasts, movies, songs, and the internet, which are the most easily available and useful authentic materials.

11. Multi-Media Resources

Multimedia is media that encompass different forms of content. Multimedia includes a variety of forms such as text, images, audio, video, animation, interactivity content forms. Multimedia resources can be an effective tool for a language teacher as they truly involve all the senses of students in the teaching-learning process. Smart classes of recent origin are the best example of multimedia resources. **Google Docs, Audacity, FluentU** are some good examples of media of recent origin which are very useful in improving oral communication.

Choosing the best Media for your classroom

- Select media based on content relevance: Selecting the media should be according to the content or skill that you are planning to inculcate in the students. Do you want your students to improve their listening skills? Choose media that help your students in developing that skill.
- Select authentic and credible resources: Always check for the credibility of the multimedia resources which you use for your classroom. Select age-specific media: Choose appropriate media that suits the age of your students. The media which interests kindergarten students may not enthrall the secondary students. Hence choose accordingly.
- Select media that is proximal to your students: know your students personally and better is the only way you can choose a proximal media. The media which are so near to their needs, interest, culture, etc should be given prominence so that it will be easier to grab the attention of the students to the teaching-learning process. It is always difficult for a teacher to advise you on the media selection for your students as each classroom is

different from another in their needs and capacities. . Even if their age is similar, their interests, difficulties, and culture may be diverse. Do you have some students who struggle with reading? Of course, you can choose some colorful textual material that gives the right support to help them build their reading skills.

Of the four basic skills, speaking is the most celebrated one in pedagogy but at the same time the most neglected one because of the crowded classes. Evaluating speaking skill is still at its rudimentary stage due to time constraints.

Check Your Progress - 2

1. Define Simulation.
2. Which are the major three sections of Language Laboratory?
3. Name a few Authentic resources for Language teaching.

2.4.4. Let us Summarise

- Speaking is a skill that needs continuous drill and practice.
- Subcomponents of speaking skills such as sound, stress, intonation, vocabulary, grammar, etc should be given importance to learn a language properly.
- Teachers should select and grade the activities to ensure that they suit the levels of the learners.
- Properly planned and chosen role play, games, authentic materials and multimedia resources will improve students speaking skills.

1.4.5. Answers to ‘Check Your Progress - 1 and 2’

Check Your Progress - 1

1. Dependency, Self-initiative, self-assurance and Autonomy

Check Your Progress - 2

1. “Simulation is the strategy of presenting a problem or event in an artificially created situation similar to the real ones”.
2. The hearing booth (cubicle), the instructor's booth (console), and the control room.
3. T.V. commercials, quiz shows, cartoons, news clips, postcard pictures, paintings, etc.

2.4.6. Unit end Exercises

Develop three language games for your students

2.4.7. References

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Block 2 : Language Teaching - An Overview

Unit 5 : Developing Reading Skills

Unit Structure

- 2.5.1. Learning Objectives
- 2.5.2. Introduction
- 2.5.3. Learning Points and Learning Activities
 - 2.5.3.1. Sub Skills of Reading
 - Check Your Progress - 1
 - 2.5.3.2. Types of Reading Skills
 - Check Your Progress - 2
 - 2.5.3.3. Study Skills Including Using Thesauruses, Dictionary, and Encyclopaedia
 - Check Your Progress - 3
- 2.5.4. Let us Summarise
- 2.5.5. Answers to 'Check Your Progress - 1, 2 and 3'
- 2.5.6. Unit end Exercises
- 2.5.7. References

2.5.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- Define reading skills;
- List out different reading skills;
- Understand the type of study skills or reference skills pertaining to reading skills;
- Explain the different types of reading skills; and
- Understand the importance of the development of reading skills.

2.5.2. Introduction

Reading is an active skill in the sense it involves active visual and mental processes. It is a receptive skill as the reader receives messages from written material. Reading is, fortunately, one of the most convenient and easiest of all linguistic skills. Of the four basic language skills, speaking and listening are oral, whereas writing and reading belong to the written form of language. Categorised along with their roles, speaking and writing are skills of expression (or productive skills) but listening and reading are skills of comprehension (or receptive skills). Obviously, the productive skills ought to be more difficult than the receptive ones, i.e. listening and reading should be easier than their productive counterparts, viz. speaking and writing. Reading helps in acquiring knowledge and information about the world. It is a source of recreation. In leisure hours one can go through books, magazines, journals, etc. C. Fries rightly remarks, "our main purpose in developing the ability to read among our children is that we wish to put them in possession of the power of gaining pleasure and profit from the printed pages. It is a good source of self-education".

Definitions of reading

According to **Lord Bacon** 'Reading maketh a full man'. According to **Goodman**, 'Reading is a psycholinguistic game'. 'Reading behaviour is receiving communication, making discriminative responses to graphic symbols and decoding graphic symbols to speech', says **Gibson. Betts** considers 'Reading is considered as a thinking process'. **Jenkinson** says 'Reading as an act of responding to printed symbols so that meaning is created'.

The above definitions of Reading are an understanding, interpretation or making sense, evaluating, constructing meaning, and comprehension of the given text. The message will be absorbed with efforts and not just passively. Reading may be defined as the act of receiving meaning from the written form. It is the ability to interpret linguistic sounds in their graphic and symbolic representation. Reading is a symbolic behaviour, where we employ visual symbols to represent auditory symbols.

2.5.3. Learning Points and Learning Activities

2.5.3.1. Sub Skills of Reading

Reading is for pleasure, knowledge, and culture. The following is a list of sub-skills of reading.

Understanding

- vocabulary, pronunciation, and grammar
- relationship between clauses and sentences
- style and organization of a text material
- how to make reference

Developing ability in

- recognizing the letters of the alphabet
- grouping the letters as words for sensible reading
- intense reading
- skimming for gist
- scanning for specific information
- reading for details
- reading aloud
- silent reading
- reading between lines
- reading beyond the lines

According to **John Munby**, reading has the following sub-skills

- Reading the script of the language
- Reducing the meaning of the lexical items to a context
- Interpreting outside the text
- Summarizing
- Selecting relevant points
- Skimming
- scanning
- transcending to tabular /diagrammatic form

Understanding

- Implicit information
- explicit information
- Concepts
- Communicative value
- Recognizing the script of the language
- Reducing the meaning of the lexical items to the context

A competent reader uses many skills which are generally response skills. An expert reader exhibits the following abilities:

- reads 400-600 words per minute (WPM).

- responds to the precise meaning and infers the meaning of new words without referring to the dictionary.
- imagines word pictures, feels emotional implications, understands the author's intention and attitude.
- reads by meaningful phrases to understand a text and to let others understand when reading aloud.

Importance of Understanding the Development of Reading Skills

Reading skills can be developed only through constant reading. The readers of the second language will be interested in usage and function rather than reading as such. A poor reading habit means poor language learning. Professional competence heavily depends on one's reading habits. Education, literature, and general knowledge depend on reading for their development.

Development of linguistic skills

Reading skills enable readers to turn writing into the meaning and achieve the goals of independence, comprehension, and fluency. Independence is the ability to function in a given area without depending upon another's help. Independence in reading and writing is the ability to read and write anything one can say or understand in his or her language without depending on another's help. Comprehension is the ability to grasp something mentally and the capacity to understand ideas and facts. Reading requires understanding or comprehending the meaning of the printed material. Readers must develop certain skills that will help them comprehend what they read and use this as an aid to reading. Reading skills are specific abilities that enable a reader to read the written form as meaningful language, to read anything written with independence, comprehension, and fluency, to mentally interact with the message.

Reasons for Reading

People generally do not read unless they have a mind to read. The need for reading is the want of information, knowledge, and instructions to perform. So we read when we want information for some purpose, instruction in order to perform some task, to keep in touch with friends through letters or reports, etc. Besides that, we read for pleasure (novels, poems, etc.) and also to educate ourselves on various issues. Thus the term 'reading embraces a wide variety of tasks, activities, skills, and mental performances. In fact, the education of the child is the ability to read, decipher, interpret, and to understand properly the contents of a reading material. The intellectual advancement of the child is strictly limited if he is unable to read.

Characteristics of Reading

In the very early stage of reading instruction, teachers are generally concerned with developing mechanical reading skills. But as soon as they come to know that their students have these basic skills they should move on as quickly as possible to develop in students the cognitive skills associated with different types of reading activities. If this kind of work begins at the elementary stage, the students are more likely to become efficient readers early in their life. Reading is purposeful and selective. Reading by default means silent reading unless there is some special reason to read a text aloud. It is a text-based activity that aims at comprehension. Reading involves complex cognitive skills like making predictions and inferences.

Mechanics of Reading

Reading is the recognition of printed symbols. The eyes are the gateways to enter into the „realm of reading“ which is a golden door through which one can reach the pinnacle of knowledge and wisdom. Recognition of printed or written form depends on the movement of

the eyes. The eyes do not move letter by letter. The eyes jump from one meaningful group of words to another. The group of words the reader recognizes at a glance is known as the 'eye span'. After each jump the reader pauses for a short while and then proceeds to the next group. The pause is called 'fixation' during which he/she tries to understand what he/she has read. If what is read is not meaningful, the eyes make a backward movement which is called 'regression'. This regression will affect the speed of reading. The larger the eye span, the greater the speed in reading.

When a person reads, he/she does not try to recognise letters separately. Instead, his /her eyes move along the printed or written symbols across the page. But this moving is not slow and steady moving across the page in one moment. It is a series of short little jumps over phrases and groups of words. In other words, the number of words read in one complete movement is the eye span of a reader. The eyes of a good reader move quickly taking longer jumps in comparison to the poor readers who move slowly taking shorter jumps.

Check Your Progress - 1

1. Write the sub-skills of reading as listed by John Munby.

2.5.3.3. Types of Reading Skills

Reading is one of the important aspects of language learning and teaching. There are mainly five types of reading. These are:

1. Reading Aloud
2. Silent Reading
3. Intensive Reading
4. Extensive Reading
5. Supplementary reading

1. Reading Aloud

Reading aloud is oral reading. In second language learning, Reading aloud should start a few months after starting oral work. We talk about reading the minds of others, palm reading, and so on. Please note that even here we basically focus on making sense of something that is encoded in some media. Thus ideas are encoded in texts. So making sense of the text implies that we understand what different combinations of letters/words represent. Many people believe that reading by definition means reading aloud. They think they are reading only when the printed text is vocalised. But you will notice that if making sense is the major focus, vocalising the text is not very crucial to reading. You need to know the relationship between the shape, sound, and meaning. You also need to know how words are pronounced and sentences presented in different contexts. This pre-knowledge of the language helps you comprehend the printed text better. But think of certain texts that you comprehend the moment you see it. You really do not read it. You see it and you know what it is. How does this happen? If you see your name written somewhere, do you take time to read it, or do you instantly know that it is your name? Think for a while and list texts that you can comprehend just by looking at it.

The main objectives of reading aloud are to enable students to read with correct pronunciation, articulation, intonation, stress, and rhythm; to enable students to read with expression; to test student's knowledge of speaking words, phrases, and sentences; to give practice in fluent reading; to prepare pupils for effective silent reading.

Steps involved in reading aloud

Step-1: A model reading is given by the teacher with correct pronunciation, pauses, rhythm, etc.

Step-2: Students should read loudly. Here, the teacher should correct the pronunciation if mistakes are found. However, such corrections are to be done only after the student finishes reading and not in between. Speed of reading may be emphasized at the advanced stage. At the primary stage, more emphasis should be laid on accuracy. Reading aloud could be done after the teacher has given a model reading. The passage for reading should be within the comprehension power of students. Mistakes in reading should be checked and corrected by the teacher. In the beginning, speed should never be emphasized upon. The teacher should check the students' postures while they read. Before reading, a pronunciation drill is useful.

How do we refine our skills of reading?

We have the shape of the text imprinted in our minds. We are also familiar with its pronunciation. That is why the text makes immediate sense. Why is it that we are not able to make sense of all written text in a similar manner? Do you think we need to familiarise ourselves with all types' texts more and more? Perhaps that might work. But is it possible to familiarise ourselves with all types of texts? A good reader must be able to read any new material that he/she comes across without any problem. How can we help students develop such a skill?

Let us quickly think of the way we provide practice in reading. Usually, students are taught to read individual spellings and then the word. Thus a student who has to read the word 'care' reads it as c-a-r-e and then 'care'. When they are a little conversant with letters, they read word by word and then the whole sentence. Those students who practice reading more may develop their own ways of reading. But it is said that many students do not grow beyond this.

Just observe people around you and the way they read newspapers. You will see quite a number of people read word by word, slowly vocalising it. Do you think making sense of the printed text is the same as developing the ability to read the letters and words and sentences? Can't you make sense of the text even when you do not know some words? Don't you understand a text even when you are not able to follow all the ideas presented there? How does that happen? All these brainstormings lead us to one point. It is the meaning that should matter to us the most. We need to know how we make sense of the text that we read. Students who come to high school classes are already familiar with the letters of the alphabet and reading words. It is possible that there are students who may not even know the letters of the alphabet. But they are a small minority. We need to start with them afresh. We will take the average group for our discussion. In class VIII we get students who can read words and sentences aloud, perhaps slowly. But do they comprehend what they read? Our excessive focus on vocalising the text has resulted in the development of the ability to utter the words and sentences. Students who are not so good at identifying words read the spelling first and then words. Most of the energy of such readers is spent on the mechanics of identifying words and sentences and saying the same. This is the reason why students are not able to comprehend a text even if they are able to read it. When we think of developing the ability to read, we mean the ability to comprehend a printed/written text. We have to draw the attention of the readers to what the text intends to communicate.

We need to help them construct their meaning from a given text.

The act of reading involves the following abilities.

- identifying the words - comprehending the meanings of words/phrases/clauses.

- comprehending what a single sentence means - comprehending how a sentence is related to the preceding and the succeeding sentences in terms of meaning.
- understanding the relationship between two paragraphs.
- guessing what punctuation marks mean in a given context.
- comprehending the functions of some words like 'also', 'even', 'therefore', 'perhaps', 'first', 'second', 'at', 'in', 'on' and such prepositions, modals, etc.
- locating specific information in the given text.
- say the gist of the given text.
- identify cause and effect relationships in a given argument.
- appreciate how the use of particular words contributes to the overall meaning of the text.
- guess how an idea might develop in the latter part of the text based on what is already read.
- make cross-references within the text to clarify doubts.
- relate whatever is read to one's experiences.
- continuously reorganise one's ideas and thinking based on the new meanings acquired as a result of reading.

You will notice that reading implies much more than just vocalising a text. It is the process of constructing meaning. We need to devise ways of helping learners to develop these abilities.

The following are some of the strategies that can be kept in mind while trying to develop reading abilities.

1. provide opportunities to read the text silently.
2. Draw the attention of the readers to important words/text features like the use of words with different functions.
3. set a task to help them locate key points.
4. design exercises to help readers comprehend the text as a whole.
5. provide opportunities to express whatever is comprehended.
6. generate questions on the contents of the text being read at literal and inferential levels.
7. transfer the contents of the text read to another format.
8. set tasks to engage in discussions on what the text conveys.
9. help learners read the text aloud with meaningful pause groups.

Benefits of Reading Aloud

A learner can follow the model given. It is easy to find out if they are able to follow the model appropriately. It develops confidence in the learner and helps improve speaking with fluency. It helps learners associate the sound system with written symbols. Later on, the learners will be able to directly decode meaning from the written or printed text. It provides training in pronunciation, appropriate pausing, intonation, and stress. The learner can record his/her performance and reflect on it to bring changes to his/her reading habits. Students learn the proper method of reading. Students develop the skills of speech and giving lectures. The mistakes related to pronunciation can be corrected. It trains various sensory organs such as the eyes, ears, mouth, etc. Students learn by imitation, which is a natural method of learning.

Limitations of Reading Aloud

Reading aloud slows down the reading process. Reading very slowly is not really helpful in comprehension. It may turn out to be a very mechanical oral reproduction of the printed text without actually comprehending the meaning. It may disturb others who are engaged in silent reading or some other work. In a class, when one student is reading aloud, the others may not attend to what is being read. Reading aloud may often be a waste of time because students lose

attention to meaning. If the habit of reading aloud continues, it will be a hindrance to others engaged in silent reading. Not all students are benefited by reading aloud in a class.

It does not help in grasping the meaning in depth. In later life, it is silent reading which is preferred. If a student becomes habituated to loud reading, he cannot become an extensive reader. In most public places such as libraries and reading rooms, only silent reading is allowed.

2. Silent Reading

Silent reading is the most effective type of reading. It has lasting effects and can be effectively used for acquiring knowledge and understanding in all walks of life. Reading silently improves students' understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual words. When we read silently, we can form mental pictures of the topic being discussed. Also, we do not need to read one word at a time. When you encourage your students to read silently, you are helping them develop the strategies they need for reading fast, and with better comprehension. This is called reading efficiency, and it will help your students to read any text with maximum attention to meaning. Reading aloud should lead learners to silent reading. Silent reading has the following characteristics.

- A text material in print is the basis for silent reading.
- Eye movements are important in order to comprehend the text that is read.
- Speech organs are at rest, the eye is the chief sense organ.

In silent reading the students are asked to read a passage, they are abstained from making a sound, whispering, murmuring, or moving lips while reading, pupils do not stop at punctuation marks; the movement of their eyes stops only at difficult places. As they get more and more practice their eye movement starts jumping from one meaningful unit to another.

Objectives of Silent Reading

To enable students to read without making sounds and moving lips, so that they may not disturb others.

- To enable students to read with ease, speed, and fluency.
- To enable learners to read without using the speech organs.
- To enable them to read with comprehension.
- To enable them to enrich their vocabulary.
- To enable them to get information and derive pleasure from reading.

Steps involved in silent reading are

Step-1: Teacher explains to the students about silent reading

Step-2: He asks the students to read a passage silently. A few pre-reading questions can be given so that readers have a focus.

Step-3: To check, if the students are whispering or murmuring, the teacher moves around in the class. During his round, he also supervises the postures of the students.

Step-4: After allowing sufficient time for the students to complete silent reading the teacher asks a few questions so as to test the understanding of the students. He asks only simple and direct questions.

Precautions: Only those passages should be read which can be understood and appreciated by the students. Special attention to be paid to students who are weak in reading. The paragraph for reading should not be too long. The teacher should be particular about giving students a task of wide reading by gradually selecting fresh and unseen paragraphs. The teacher must give

necessary instructions before silent reading. The teacher must ask comprehension questions after silent reading.

You will learn more about the methods of developing reading skills in Block 3.

Processes in silent reading

- **Silent reading** is a **reading skill** that allows one to read without vocalising the words. This may involve sub-vocalization or silent speech which is defined as the internal speech made when reading a word, thus allowing the reader to imagine the sound of the word as it is read. This is a natural process when reading and helps to reduce cognitive load, and it helps the mind to access meanings to enable it to comprehend and remember what is read. Although some people associate sub-vocalization with moving one's lips, the actual term refers primarily to the movement of muscles associated with speaking, not the literal moving of lips. Most subvocalization is undetectable (without the aid of machines) even by the person doing the subvocalizing. However, the final focus of learners should reduce even sub-vocalizing. As they see a text they must be able to infer meaning. Reading speed increases as sub-vocalization reduces.

The need for silent reading

- Sustained silent reading saves time and energy.
- It has immense value in a future life, in public life as well as in self-improvement programmes.
- It teaches students how to guess the meanings of unfamiliar words from the context.
- When students are given the freedom to choose, they can quickly go through the material and choose stories that appeal to them, they develop a positive attitude toward reading.
- It helps students improve their reading efficiency by understanding how to interpret the information given in the graphical form.
- Enhances reading enjoyment as readers don't have to pay as much attention to the pronunciation of every single word when they read silently, so they can concentrate on reading for understanding.
- Silent reading provides the opportunity to learn the meanings of many new words in context.
- Thus they build vocabulary.
- It is time saving and quick. It saves energy.
- It develops the ability to read with interest.
- It is quite useful in later life as it is used in public places and libraries. It initiates self-education and deep study.
- While reading silently a reader has the liberty to pause, reflect, and move back and forth for better comprehension of the text. The reader thus develops a dialogue with the text.

3. Intensive Reading

Intensive reading involves a detailed study of linguistic and literary aspects and collecting information from a prose text, with an immediate or not very remote purpose like examination, lecture, or critical study.

Intensive reading has for its objective the full understanding of the text with its arguments, its symbolic, emotional, and social overtones, the attitude and purpose of the author, and the linguistic and literary means the author employs to achieve his purpose. Subsequently, it also helps students speak English correctly; to improve and extend their

knowledge base and command over English; to use the English language without fear, to develop in them the habit of thinking in English, and increase active vocabulary. All these are possible because intensive reading equips the readers with language as well as content needed for achieving meaningful expression both in spoken and written forms.

Reading becomes intensive when the reader gets more and more involved with the contents of the text that he/she reads. In Block 3, you will study more about this when you learn about the methods of teaching prose. One of the main objectives of teaching prose is to help learners develop abilities of reading. The facilitator in the class has to motivate students to take up reading, generate questions on the text to be read by students so that they can go about looking for answers in the text, create scope for discussing the text read. When such inputs are provided for a few years, learners develop skills of reading. The focus of teaching reading at the secondary level would be to develop intensive reading abilities. Once this skill is mastered it becomes easier for learners to read any given text and comprehend the contents. It is an exciting experience to read whatever we like and enjoy reading. This is where extensive reading habits start developing.

4. Extensive Reading

In extensive reading, the learners are not getting help from the teacher. They read independently for overall comprehension of the subject matter. Extensive reading involves reading silently and speedily. There are four objectives for extensive reading according to Thompson and Wyatt. These are intellectual, literary, linguistic, and recreational. Books selected for extensive reading may contain even unfamiliar words which would help the reader to build vocabulary.

Extensive reading presupposes speed and ease which come only from systematic practice and a copious amount of reading. It is also called 'rapid Reading' or 'Independent Silent Reading'. Extensive reading means (a) to read silently, (b) to read quickly, (c) to understand the subject-matter and meaning as quickly and efficiently as possible, (d) to read without the help of the teacher (e) to read words into the passive vocabulary. Extensive reading makes reading a pleasure.

Developing Extensive Reading Abilities

The procedures suggested for developing reading skills while teaching a prose lesson hold good for developing extensive reading abilities too. Learners need to be given lots of reading material that suits their level and allowed them to read on their own. Supplementary reading material is given with the regular Readers to help learners develop extensive reading skills. We need to know how to transact the supplementary reading material. It is not to be transacted as we do with a regular prose lesson. Here the teacher allows learners to read on their own. Initially, the teacher can raise a few questions on the text to be read. After the reading is over, an extensive discussion has to take place. In this discussion, the teacher can draw the attention of the learners to the features of the text that they might have missed. Students must be allowed to speak about their understanding of the text. Language exercises, grammar work, vocabulary learning, and such formal activities are not necessary here. Instead, the meaning of the text has to be focused on and discussed. In the process of this discussion, important linguistic features used in the text could be discussed. The best way to promote extensive reading among children is to make plenty of reading material available to the learners.

5. Supplementary Reading

It is just like extensive reading, but its function is to supplement the intensive reading of a detailed prose lesson. It is generally introduced in the middle stage with one to three supplementary readers. It follows the procedure of teaching as in extensive reading. When we engage ourselves in intensive reading of a text, we may have to make some extra references in order to understand the text we read, we may have to read some technical literature and the like. All these are done only to support our primary reading activity. All these form supplementary reading. The text provided along with Readers for supplementary reading serves two purposes. They could be linked to the lessons given in the Readers. They could also promote extensive reading.

Other techniques to improve reading skills

Scanning

When one wishes to have particular information of special interest, one resorts to scanning. This ability, used for skipping along for particular information, also nurtures the ability to neglect insignificant details. For example, we scan for the date of birth of a scientist from his biography or for the phone number of a person from the telephone directory. It is easier to test the skill of scanning than testing other skills.

Along with the aforesaid types of reading and the procedures to develop their skills, there are a few other skills to be developed such as skills of reference and literary criticism. All the skills are to be integrated to form the entity of reading skills.

The reading technique of 'scanning' is used to quickly locate specific information by selectively digging information out of books. For example, when one wants to consult a dictionary or index and needs to find out a specific fact from an article already read, scanning is very useful.

Basic steps involved in scanning are:

- The first step would be to fix clearly in mind what one is looking for.
- The second step is to plan how the required information can be obtained. For example, if one is looking for a name or a place, capital letters can provide clues.
- If one is looking for an important idea, one would try to anticipate the words which help in locating it.
- A floating approach (moving back and forth) for collecting information may be used. Scanning, therefore, is of great importance to executives, administrators, professors, researchers, and students.

Skimming

Skimming is an activity in which the reader glances through a text material to catch a general idea or gist of it without attention to details. When we select books from a dealer for our school library we turn to the index page, go through the contents and skip over the pages quickly and decide whether to buy them or not. This is an example of skimming. This skill involves the surface level understanding of the general context of a piece of writing. An example is reading the daily newspaper for the headlines and topic sentences of its columns. Leafing through the pages of a book is another example.

It is the fastest reading technique which is used for obtaining more important information out of a lot of material. Skimming is generally done when a reader desires to read a lot of material in a hurry. It does not require a high degree of comprehension. Here, the average

speed of the reader would be about 400 to 800 words per minute. It is also done when we want to get a quick and general idea of a large piece of reading material. For example, we skim newspaper headlines and skim through a book which we must return to the library in a very short span of time. After skimming through a text, one can take up the elaborate reading of those portions which are found useful or interesting.

Skimming is very useful for both students and professionals. Skimming is also useful in building up reference material. It is useful to the students who need to be familiar with a large number of books for a particular course.

Phrasing, Columnar Reading, and Key Word Reading

Phrased reading is simply breaking up any text into meaningful phrases or pause groups, usually using slash marks to denote the beginning or end of a phrase/pause. Reading with phrasing or short pause groups allows children to use meaning and structural sources of information to make better sense of the text as they read it. When this happens, phrased and fluent reading becomes a major contributor to reading proficiency.

Following strategies could be used to develop phrased reading:

- Use of poetry, as there are a lot of natural line breaks, and it helps students understand the concept of reading in phrases. However, reading a poem line by line may not be meaningful always. In such cases, identifying pauses that might go beyond the limit of a line becomes important. The ideas of phrasing need not limit to the limits of line. It should be based on meaning.
- Copying a page from a text that students are already reading and marking pause groups. Also, copying could be made meaningful by marking pauses even before copying begins.
- Provide them a list of rubrics to help them know what is expected of them. Show them the difference between reading with and without pause groups. Assess their reading from the point of view of pause groups and give them feedback.

Columnar reading proceeds in the form of columns. Columnar text is one in which, one or two or even more vertical sections of text lie side by side in a document and separated by a rule or a blank space. It makes the reading task easy for the readers as long lines of a text can be hard to read. So 'multiple column breaks' makes it easier for the reader to read the text or a piece of literature. While a long line might have about ten words or more, a column might have about four to six words. Reading a text arranged in columns would improve eye span. Try to find out the difference between reading a news item in a newspaper and reading lines in a novel or any such regular reading material.

Keyword reading is an approach to help students focus on the task by getting them to underline one keyword from each statement. Keyword reading is also a method of finding the correct answer. It is the method in which the words that represent the gist of the line or paragraphs are underlined or highlighted, which in turn help the reader to understand and remember the key points of the chapter or lesson whenever required. As this becomes a habit, learners are able to identify important details in a sentence as soon as they see it. This enormously improves one's reading speed.

Check Your Progress - 2

1. List reading skills and write the abilities it involves

2.5.3.4. Study Skills Including Using Thesauruses, Dictionary, and Encyclopaedia

Study skills or reference skill is another skill to be developed, that is the way a student knows which book is to be referred for finding out information that is required. These may include a Thesaurus, dictionaries and encyclopedias, directories, biographies, books on science and technology, and so on.

Making references or cross-references is useful in distinguishing a fact and a comment, a fact, and fiction which is also a very important sub-skill. Reading readiness is influenced by the following factors.

- Physical or physiological
- Social or environmental
- Emotional or motivational
- Mental or intellectual

Let us discuss reference skills in detail

Thesaurus

A thesaurus is a reference book that lists synonyms and sometimes antonyms of words. The word 'thesaurus' was used in 1852 by Peter Mark Roget for his Roget's Thesaurus, which groups words in a hierarchical taxonomy of concepts. He also provides an alphabetically arranged index of words listed in the thesaurus. You might also find a thesaurus wherein words are arranged alphabetically. Thesaurus helps in both readings as well as writing skills. While reading a text, we might be interested in finding out why the writer has used one particular word and not any other word. In such cases, we can refer to a thesaurus and find out which other words could have been used there. This improves our comprehension of the text. We will be able to appreciate the use of that particular word. While writing we might want to use appropriate words in a sentence. If we refer to a thesaurus we will get a number of synonyms as well as antonyms for the identified word. We will be able to choose a word that is best suited for the context we are thinking about. For example, instead of using the word 'beautiful' several times in your text, you might use synonyms such as "gorgeous," "stunning," or "ravishing" to better paint a picture of your description.

Dictionary

A dictionary is a book or electronic resource that lists the words of a language (typically in alphabetical order) and gives their meaning, or gives the equivalent words in a different language, often also providing information about pronunciation, origin, and usage. Dictionaries can be really helpful when you are reading because they help you find out the meanings of words you don't know. Both single-language and bilingual dictionaries are available in the electronic format. Electronic dictionaries could be very useful if they are properly used. A good dictionary is a treasure house of information about words. You can find the pronunciation of a word, part of speech, usage of the word, several meanings a word might have in use, alternative spelling if any. It also illustrates the use of words in sentences. Please read the introduction to the dictionary carefully which will tell you what is available in it and how to use it. Many good dictionaries contain extra information like lists of irregular verbs, currencies of different countries, various measurements, and the like. A good dictionary is a single-window solution to most of our problems in language use. Online dictionaries provide the same in the digital format.

Encyclopedia

An encyclopedia is a book or set of books giving information on many subjects or on many aspects of one subject and typically arranged alphabetically. Encyclopedias have existed

for around 2,000 years and have evolved considerably during that time as regards language (written in a major international language or in a vernacular language), size (few or many volumes), intent (presentation of a global or a limited range of knowledge), cultural perspective (authoritative, ideological, didactic, utilitarian), authorship (qualifications, style), readership (education level, background, interests, capabilities), and the technologies available for their production and distribution (hand-written manuscripts, small or large print runs, Internet). As a valued source of reliable information compiled by experts, printed versions found a prominent place in libraries, schools, and other educational institutions.

The appearance of digital and open-source versions in the 21st century has vastly expanded the accessibility, authorship, readership, and variety in encyclopedia entries. Examples: Subject-Specific Encyclopaedias. Electronic Encyclopaedias and Crowd-Sourced Encyclopaedias.

Difference between an Encyclopaedia and a Dictionary

There are some broad differences between encyclopedias and dictionaries. Most noticeably, encyclopedia articles are longer, fuller, and more thorough than entries in most general-purpose dictionaries. There are differences in content as well. Generally speaking, dictionaries provide linguistic information about words, while encyclopedias focus more on the thing for which those words stand concept elaboration. Thus, while dictionary entries are inextricably fixed to the word described, encyclopedia articles can be given a different entry name. As such, dictionary entries are not fully translatable into other languages, but encyclopedia articles can be. an encyclopedia may contain material that is also found in dictionaries and vice versa. Whether we want to refer to a dictionary or a thesaurus or an encyclopedia depends on our purpose, what we want to find out.

Check Your Progress - 3

1. What are the uses of the following while one reads a text?
 - Thesaurus
 - Dictionaries
 - Encyclopedias

2.5.4. Let us Summarise

We have learnt about reading skills, their types, and sub-skills of reading in this unit. We have also understood the importance of developing reading skills, mechanics of reading, reasons for reading, and characteristics of reading. Reference skill is another skill to be developed, that is the way a student knows which book is to be referred to for finding out information that is required. Different methods and types of reading were also discussed. The techniques to improve reading abilities such as skimming, scanning, phrasing, etc. were discussed too. We also learnt about different reference materials like dictionaries, encyclopedias, thesauruses.

2.5.5. Answers to ‘Check Your Progress - 1, 2 and 3’

Check Your Progress - 1

1. Write the sub-skills of reading as listed by John Munby.
 - Reading the script of the language
 - Reducing the meaning of the lexical items to a context
 - Interpreting outside the text
 - Summarizing
 - Selecting relevant points

- Skimming
- scanning
- transcoding to tabular /diagrammatic form

Understanding

- Implicit information
- explicit information
- Concepts
- Communicative value
- Recognizing the script of the language
- Reducing the meaning of the lexical items to the context

Check Your Progress - 2

1. List reading skills and write the abilities it involves

- Reading aloud
- Silent reading
- Intensive reading
- Extensive reading
- Supplementary reading

The act of reading involves the following abilities.

- identifying the words - comprehending the meanings of words/phrases/clauses.
- comprehending what a single sentence means - comprehending how a sentence is related to the preceding and the succeeding sentences in terms of meaning.
- understanding the relationship between two paragraphs.
- guessing what punctuation marks mean in a given context comprehending the functions of some words like 'also', 'even', 'therefore', 'perhaps', 'first', 'second', 'at', 'in', 'on' and such prepositions, modals, etc.
- locating specific information in the given text.
- say the gist of the given text.
- identify cause and effect relationships in a given argument.
- appreciate how the use of particular words contributes to the overall meaning of the text.
- guess how an idea might develop in the latter part of the text based on what is already read.
- make cross-references within the text to clarify doubts.
- relate whatever is read to one's experiences.
- continuously reorganise one's ideas and thinking based on the new meanings acquired as a result of reading.

Check Your Progress - 3

1. What are the uses of the following while one reads a text?

A thesaurus - useful in finding out the synonyms or antonyms to help understand the text better.

A dictionary - useful in finding out meanings of words and other linguistic features of the word. It also gives pronunciation and usage of words in contexts.

An encyclopedia - It is a storehouse of information. So we can refer to an encyclopedia to know in detail about any subject that we are studying.

2.5.6. Unit end Exercises

1. Discuss the uses of different types of reading
2. Explain how reference skills are useful while reading.

2.5.7. References

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Block 2 : Language Teaching - An Overview

Unit 6 : Developing Writing Skills

Unit Structure

- 2.6.1. Learning Objectives
- 2.6.2. Introduction
- 2.6.3. Learning Points and Learning Activities
 - 2.6.3.1. Stages of Writing
 - Check Your Progress - 1
 - 2.6.3.2. Process of Writing
 - Check Your Progress - 2
 - 2.6.3.3. Formal and Informal Writing
 - Check Your Progress - 3
 - 2.6.3.4. Writing related Skills
 - Check Your Progress - 4
- 2.6.4. Let us Summarise
- 2.6.5. Answers to ‘Check Your Progress – 1, 2, 3 and 4’
- 2.6.6. Unit end Exercises
- 2.6.7. References

2.6.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- understand that writing is the physical expression of what one thinks and a means of preserving the knowledge;
- list the main characteristics of good handwriting;
- create a natural learning environment for developing the writing skills; and
- recognise the importance of developing higher-order writing skills.

2.6.2. Introduction

‘The palest ink is better than the most retentive memory’ says a Chinese proverb. Learning to read and write is a process of experiencing language. Children learn to talk by participating in communicative interactions. Once the child has begun to communicate orally in a language, writing can be introduced. Writing is the physical expression of what one thinks. The close relationship between writing and thinking makes writing valuable. Thus writing is closely related to the inner processes within a child’s mind i.e., the internal manipulation of external experiences. In addition, this writing reinforces the grammatical structure, idioms, and vocabulary that we have been teaching our children. Writing skills make the language items learnt firmly fixed in the life of the learners.

Let us first read what different people say about writing.

According to **Bell** ‘writing is a tool used to enable us to express what is in our mind and for some people is almost as important as speech.’

According to **Bacon** ‘reading makes a full man, conference a ready man and writing an exact man’

According to **Harold Rosen** ‘The writer is a lonely figure...he writes with one hand tied behind his back, being robbed of gestures. He is robbed of the tone of his voice...he is

condemned to monologue. There is no one to help out, to fill the silences, put words in his mouth, or make encouraging noises.’

Mahatma Gandhi held that good handwriting is a necessary part of a good education.

2.6.3. Learning Points and Learning Activities

2.6.3.1. Stages of Writing

As teachers, we are called upon to emphasize writing skills just like the other major skills of the language. Today it is not just restricted to paper rather it is also on technology-assisted devices. We can largely categorize the writing skills in the following stages

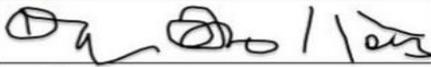
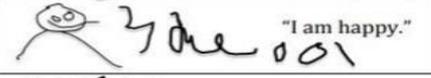
- A. Initiation into mechanics of writing
- B. Guided writing
- C. Independent writing

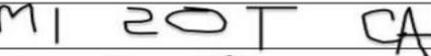
Let us discuss each of these as follows

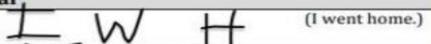
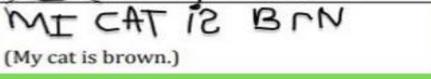
A. Initiation into Mechanics of writing

In teaching the mechanics of writing of English alphabet in the context of learning it as a second language, the teacher has the advantage that his/her students are already proficient in writing in their mother tongue. The students now hold the writing materials appropriately and they are aware of the postures for writing and so on. Three developmental stages of early writing skills are pre-literature, emergent, and transitional stages.

Developmental Stages of Writing

Pre-Literate	
Stage Description	Sample
Scribble Stage - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
Symbolic Stage - starting point any place on page, pictures or random strokes/marks with an intended message	
Directional Scribble - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	
Symbolic/Mock Letters - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	

Emergent	
Strings of Letters - long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways	
Groups of letters -groupings of letters with spaces in between to resemble words	
Labeling pictures - matching beginning sounds with the letter to label a picture	
Environmental Print - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	

Transitional	
Letter/Word Representation -uses first letter sound of word to represent entire word, uses letter sound relationships	
First/Last Letter Representation - word represented by first and last letter sound	
Medial Letter Sounds - words spelled phonetically using BME sounds, attempts medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable	

Retrieved from the following page on 20.03.2020: <http://zionschoolbelleville.org/preschool-site/2019/10/02/name-writing/developmental-stages-of-writing-2/>

The above diagram sufficiently illustrates how early handwriting development takes place. One question that bothers a teacher is the style of writing that could be promoted among students. We need to be clear about this. Let us remember that we write for others to read. If the others can not read our writing is of little value. Then, that handwriting is good which others can read and understand easily. Presently 'italic' style of writing is recommended. Initially, children are not encouraged to join letters and while writing words. Later on, when they pick up more control overwriting, if they want, they can join the letters and write. Whatever style you promote, there are a few concerns about handwriting development.

It is assumed that if children are assigned copywriting tasks on a daily basis, the handwriting improves automatically. But this is not always true. After the initial stages described above, we need to show the children how exactly the letters are formed and help them practice letters by writing very slowly. At this stage, they need to be guided until they are able to form the letters reasonably well. What is important here is that they get a clear mental picture of the correct formation of letters. When this is achieved, they will be able to identify if

their letters are not formed properly and remedy the same. Once they know to write the letters, we can ask them to copy letters and words and then sentences.

For helping them improve their writing speed, giving paragraph dictation is useful. Such dictations have to be planned. Word groups for single utterances should be marked. The text should be read at a regular pace. As days pass, the speed should be increased. You can ask them to dictate texts to each other and develop speed. Such a practice will also help them in note-taking while listening to a talk or a lecture. A well organised dictation activity is a holistic language practice activity. It promotes handwriting, develops a sense of pausing while reading, allows them time to grasp what is uttered quickly, and write the text with a good comprehension of the meaning.

It is good to practice writing regularly. But that should not become a punishment. We need to talk to children and make them write regularly on their own. For initial practice, four-line books are used. As they get more and more control over the formation of letters, you can allow them to shift to a three-line or two-line or a single line book. When they are very comfortable writing in a single line book, you can ask them to write on a plain sheet.

Initially, a teacher may have to spend a lot of time giving feedback on the formation of letters. But once they master the letters of the alphabet, the teacher's job becomes very light. It is enough if you just glance through what they write and give them general feedback. If your students are able to develop a legible style and if you find them consistent, you can even allow them to stop handwriting practice as such. If they spoil their style, then ask them to start practicing. Such relaxations help children appreciate your efforts better.

Features of a good handwriting

Let us see how the characteristics of good handwriting suitable for our classroom.

Distinctiveness: Each letter in a word and each word in a sentence will be distinct.

Spacing: There is a space between words, two between sentences. To begin with a new paragraph a line is left.

Size of the letters: The body and stroke of the letters are uniform, for letters and capital letters. At the beginning of the learning to write, the size may be exaggerated: in normal adult writing, proper size is important.

Simplicity: good handwriting is simple and comfortable to see and easy to read. By simplicity what is meant is that there is no ornamentation which makes reading difficult.

Horizontality Or parallel: writing lines need to be horizontally parallel. In the early stages, students may be allowed to write on lined paper- double-lined or four-lined.

Vertical / slanting towards the right: letters are to be written either vertical or slightly slanting to the right, never to the left. The reason behind this is very simple. When we move forward, we tend to bend a little forward which makes our movement easy. Similarly, when the pen moves forward, it is natural to have a right slant or forward slant. Even a straight orientation is fine. When the letters slant to the left, the writer is likely to lose speed.

Punctuation marks:

Punctuation marks include capitalisation, full stop, comma, semicolon, colon, question mark, exclamation mark, inverted commas, and apostrophes. Proper use of punctuation marks aids comprehension.

Please note that developing good handwriting among learners at higher levels demands a lot of managerial skills. First, the students have to be convinced over the need for good handwriting, and secondly, we may have to take the help of other teachers for monitoring work. We may have to talk to the parents too. Above all, we need to be patient. Students work. We have to guide them such that they do not dislike the job and shirk. Thus helping them to write independently and encouraging them to write as a hobby. The development of a good writing style brings elegance to our writing. In turn, it develops a positive self-image among the learners as they get better acceptance from teachers and their peers.

B. Guided or controlled writing

In guided or controlled writing tasks both content and the expressions are provided. A student, therefore, neither at loss for ideas nor for the words she/he needs to use. The chances of making too many errors are thus minimised and the students get to practice writing skills systematically and gradually. In these techniques, students are provided with specific situations, ideas, structure, and vocabulary. Students can still make their points as they put forth their ideas using a group of words.

Young writers need to experience sustained and successful writing. Guided writing lessons can be taught after a whole-class lesson, once other students are actively engaged in independent writing. Writing is learned through apprenticeships, as teachers assist students during writing using guided practice. Many students need expert guidance in the classroom. Particularly as they attempt to bridge the gap between the teachers' demonstration and modeling and their own independent writing.

Young and poor writers have limited control over strategies for writing. These writers do, however, learn strategic behaviour for writing. When these strategies are taught to students in clear and supportive ways they turn out to be better writers.

When authentic and targeted modeling of the ways in which writers work is presented by teachers and co-constructed with students during the collaborative, rich discussion, learners develop an understanding of the purposes. Several excellent frameworks for writing instruction accomplish these goals, including modeled, shared, interactive, guided, or independent writing. During guided writing instruction, in particular, students are provided with opportunities to experience successful and independent writing within the context of strong teacher support.

Writing also requires the teacher's guidance. Guided writing is taught to small groups in briskly paced lessons. These groupings need to be flexible, based on observation of students' current needs and might be implemented in the following manner.

- Talking to the children about the content of their writing - before, during, and after the actual writing has taken place. This helps students to clarify their thoughts.
- Provide a meaningful experience that stimulates ideas for writing.
- Providing a real audience as well as real reasons for writing. This gives the students a sense of worthwhile in order to improve their writing.
- Helping students choose topics by getting them to write about things they know and care about. This helps a child to discover his /her own voice as a writer.

- relating the study of punctuation language use, conversation and standard usage, and editing skills to the writing task which has a communicative purpose.
- Sharing the excitement of writing. The teacher's eagerness sparks enthusiasm among children too.
- Respecting children's writing.
- Encouraging creativity.
- Providing a free and non-threatening environment in which children can write without stopping to correct. Very often children's ideas come faster than their thoughts. They go back subsequently and revise, correct, and redraft the writing.
- Students should experience sustained attention to writing, producing a short but complete piece of writing.
- Include a brief sharing activity in which each writer's immediate work is shared with an audience. This sharing will allow each writer to experience his/her newly written text as a whole.

C. Independent writing or free writing

Writing is a complex task, involving ideas, language, and words, spelling and transcribing or selecting letters. We need to teach all of these skills – and eventually, students need to be able to do all of these, within the one task, to become writers.

As the name suggests Independent writing or free writing is working without restrictions. Students are free to make use of any structure, vocabulary, or ideas. They are on their own, though the teacher might help by giving suggestions. Students are expected to collect and digest a lot of information before putting it in a readable form. Being open-ended, the students are free to express their ideas in their own language. It will gradually help the pupil to acquire a style of writing. This is the ultimate aim of writing skill acquisition which could be early or late in an individual student's life.

Check Your Progress - 1

1. What are the features of good handwriting?
2. How is guided writing different from independent writing?

2.6.3.2. Process of Writing

Training in the process of writing systematically can help our students invent, use, and adapt to effective writing strategies (Murray 1982, Graves 1991). Yet in our language classrooms, we tend to only look at the end products of writing in isolation. It has very little to do with the child. We expect the child to produce a piece of writing in one sitting. The process of revising, improving, and rethinking their writing is necessary. As adults, we always write a draft once or twice and ask for feedback, and then we rework it. It is only after this whole process that we produce a final piece of writing. Removing the writing from these processes development does not help the children become actively involved with their writing.

Theorists have defined the writing process as different steps or stages that a writer goes through to produce a piece of writing. Broadly speaking, these are the stages of pre-writing, writing and rewriting, and then producing the final piece of writing. As explained by Murray these are rehearsal, drafting, revision, and editing and each stage is important. There are different skills required at each stage, and students need to go through each stage under the guidance of the teacher, the stages, however, don't occur in the linear order.

The process of writing consists of three activities.

1. Pre-writing

A good writer generally plans for writing. The writer must know the purpose of his/her writing, i.e. she/ he writing a report for action? Or is it a letter of invitation to some friend or a formal letter to the principal or a letter applying for a job or a piece of creative writing? Identification of the purpose of writing would determine the choice and the style of the written piece. These questions directly relate to the audience. The reader may be an acquaintance or an intimately known friend or a group of colleagues or an institutional head and so on. The information about the audience helps the writer determine what to say and how to present the writing in the most appropriate style.

2. Writing and rewriting

The second phase of activity is the writing itself, and with good writers, this consists of making the first draft. Here the writer stops to revise the plans, and bring in new ideas or rearrange what is already expressed. There is a good deal of recycling in the process from planning to drafting, reviewing, re-planning, revisiting the earlier drafts, etc. Good writers tend to concentrate on getting the content written first and leave details like correcting spelling, punctuation, and grammar for editing until later.

3. Editing

The post-writing stage consists of reading through and trying to apply a reader's perspective in order to assess how clearly readers might follow the ideas. The editing process makes the final readjustment and checks for accuracy so that the text is maximally accessible to the user. Some lazy writers tend not to engage in editing but assume that their writing is clear to others because it is clear to them. Alternatively, some writers may concentrate throughout the whole writing process on accuracy in grammar, punctuation without considering whether or not the overall structure is clear. They continually move from drafting to editing without any in-between stages of rethinking and re-organization. There is a need to strike a balance. Writers need to remember that the encoding of the message as it has to be communicated to others is of paramount importance.

Check Your Progress - 2

1. What are the activities involved in the writing process?

2.6.3.3. Formal and Informal Writing

(POETRY, SHORT-STORY, LETTER, DIARY, NOTICES, ARTICLES, REPORTS, DIALOGUE, SPEECH ADVERTISEMENT)

Writing skills are exhibited in formal and informal writing. They could be well understood as shown in the following table:

Informal Writing Style	Formal Writing Style
Colloquial - Informal writing is similar to a spoken conversation. Informal writing may include slang, figures of speech, broken syntax, and so on. Informal writing takes a personal tone as if you were speaking directly to your audience (the reader). You can use the first or third person point of view (I and we), and you	Complex – Longer sentences are likely to be more prevalent in formal writing. You need to be as thorough as possible with your approach to each topic when you are using a formal style. Each main point needs to be introduced, elaborated and concluded.

are likely to address the reader using second person (you and your).	
Simple – Short sentences are acceptable and sometimes essential to making a point in informal writing. There may be incomplete sentences or ellipsis (...) to make points.	Objective – State main points confidently and offer full support arguments. A formal writing style shows a limited range of emotions and avoids emotive punctuation such as exclamation points, ellipsis, etc., unless they are being cited from another source
Contractions and Abbreviations – Words are likely to be simplified using contractions (for example, I’m, doesn’t, couldn’t, it’s) and abbreviations (e.g. TV, photos) whenever possible.	Full Words – No contractions should be used to simplify words (in other words use "It is" rather than "It's"). Abbreviations must be spelt out in full when first used, the only exceptions being when the acronym is better known than the full name (BBC, ITV or NATO for example).
Empathy and Emotion – The author can show empathy towards the reader regarding the complexity of a thought and help them through that complexity.	Third Person – Formal writing is not a personal writing style. The formal writer is disconnected from the topic and does not use the first person point of view (I or we) or second person (you)

A **formal writing style** is not necessarily “better” than an informal style, rather each style serves a different purpose and care should be taken in choosing which style to use in each case. Writing for professional purposes is likely to require the formal style, although individual communications can use the informal style once you are familiar with the recipient. Note that emails tend to lend themselves to a less formal style than paper-based communications. If in doubt as to how formal your writing should be, it is usually better to err on the side of caution and be formal rather than informal.

Writing skills activities

Writing activities help children in becoming good writers. We give below different activity types that one can use to help the children to be good writers.

1. Dialogue Writing

Dialogue belongs to spoken English. But often they are included as a part of the composition syllabus because it is quite difficult to test spoken English. Dialogues can be very simple and matter of fact as is the day to day conversation. They could also be highly artistic and imaginative as in literary texts, especially novels. At the primary and secondary levels, we could concentrate on simple dialogues. Even though dialogue belongs to the spoken word the written dialogues are essential because they serve various purposes. In theatre, novels, serials, and dramas writing of the dialogue help evolve a topic.

What makes the dialogue natural is the fact that it is very similar to the way we speak in day to day life.

1. A piece of dialogue need not always be in a full sentence.
2. It is enough if simple vocabulary is used.
3. short forms could be used, e.g., can't, don't, etc.
4. colloquial expressions are allowed, e.g., tummy, oops, woe! dad etc.

Some tasks that you could use to provide dialogue writing practice.

Task1: imagine that on your way to school. A stranger asks you the way to the railway station. Write the dialogue between you and the stranger.

Task 2: group composition

A picture is displayed so that the whole class can see it. Each group studies and then creates a five minutes drama based on the picture. They act out the drama in front of the whole class so the other group watches the drama. As all the groups work on the same picture, it would create a lot of enthusiasm to know what each group comes out with. This activity provides practice in written as well as spoken skills.

2. Diary Writing

It is an important activity for developing writing skills. It is a personal record. One need not write in full sentences. One can use abbreviations. Thoughts and feelings can be expressed in discontinuity also. The language of a diary is often close to the language of a telegram. Diary entries are not just records of what happened during the day. It's a record of the writer's thoughts and feelings about what happened during the course of the day. Diary entries reflect the writer's fears, joys, expectations, and disappointments, and hopes about what might happen. Everything expressed in a diary entry is very personal and is only meant for the writer. But this is an excellent device to get the children into the habit of writing.

3. Newspaper Article / Report Writing

A newspaper report follows a different sequence from the regular report.

A sequence from the regular report. A regular report describes the events in a sequential manner. A newspaper report is in the form of an inverted pyramid.

Headline

By-line

Date and place line

The first paragraph of the report is the lead which gives answers to the four questions who, what, where, and when.

Then in the remaining paragraphs, the information drawn from the lead is retold in a more detailed manner according to the order of importance.

Activity

Take an English Daily and find out how the news items are presented.

4. Narratives using stories

No one can deny the primacy of narrative. Storytelling is 'the most ancient and compelling of human activities' according to John Morgan and Mario Rinvoluceri.

All the races and rulers/tribes of this world have their repertoire of tales that have come down through generations. They were initially transmitted orally and only much later came to be recorded in the written form.

Stories can provide excellent, organised content for providing writing practice. Stories provide writers focused training in identifying appropriate written linguistic expressions for developing them in writing after listening to them. Describing things and story-telling actions are being performed by each of us in one way or another. For small children, it works as a mode of the mental organisation as it helps them recall things and further gives students practice to describe them in their own language.

Teacher's Role

To make it effective, the teacher needs to see the nature of the target group and the type of stories that would match the abilities of the group. Pictures related to stories should be selected carefully; statements should be selected intelligently, as it should generate analytical thinking and discussion among listeners. It should motivate students to express their opinion frankly and put forth in writing. You can ask children to rewrite stories that they hear, give a group of words, and ask them to create a story, and so on. But providing some support by way of word, character or a skeleton of the sequences of events can and does help the learner to imagine and rewrite a story that can hold a reader's interest.

5. Letter Writing

Letter writing is a more useful exercise and is called halfway between the formal and informal form of writing. All of us write letters for various reasons. Letter writing enables us to communicate with people who are away from us. Some of the reasons for which we write letters are to inform, to invite, to enquire, to complain, to congratulate, to express sympathy, etc. Every letter has a writer, reader, and a situation. Letters may be classified into two broad categories:

1. personal letters
2. business letters

Personal letters: The various parts of the letters are fixed. The pupils are supposed to adhere to them. Personal letters should be written in a conversational style and the pupils should be made to imagine the presence of the person to whom the letter is addressed to. A personal letter could be informal depending on the relationship the writer enjoys with the person to whom the letter is addressed.

Business letter: Business letters are formal in nature. They should be written to the point and no more. There is no scope for unnecessary comments or jokes and elaboration. Even in situations where the readers are our friends, we can not make a business letter informal. Today most of the business letters are written and communicated through E-mails.

6. Notice writing

If particular information in an institute or organisation has to reach all its personnel within a short time, then notices are issued by the competent authority with signature and designation. In any notice, certain patterns are followed. The notices will have a title, date, details of the issuing authority, content /matter of communication with date and time.

7. Speech and Advertisements writing.

Speech is writing for oral production. It is written the way one speaks to the audience. A basic speech format is simple. It consists of three parts:

1. An opening or introductory statement
2. The body where the bulk of the information is given - written with explanations, examples, and descriptions.
3. And an ending (or summary).

For an **advertisement** to be effective, it should be able to catch the readers' attention, keep them curious for more, and lead them to buy the advertised product. You can write effective advertisements by following these are few tips.

- Use short sentences. Long sentences will not sell your product as your audience may not even read it.
- Use different sentence structures. Do not be afraid to be creative in your writing. ...
- Keep it short.
- Close with a statement that calls your reader to act.
- Re-read and rewrite if necessary.

Check Your Progress - 3

1. What are the different activities that are helpful in promoting writing skills?
2. In what way is diary writing a useful activity to develop writing skills?

2.6.3.4. Writing Related Skills

Reference Skills

a. Use of dictionaries

The dictionary is a reference book that focuses on defining words and phrases including multiple meanings. Whenever a language teacher or a student of a language is in doubt about the meaning of a word or its right use, s/he turns to a dictionary for gathering relevant information. The most frequently used dictionary is a language dictionary that includes the majority of frequently used words in a language. Language dictionaries are made for different types of users - scholars, office workers, schools, and second language learners.

In the case of foreign language teaching, the general problem is that not only students but also teachers are not aware of all the words and facts of the language. They have to consult a dictionary when they come across words, phrases, and idioms, which require detailed explanation to understand. In a foreign language class student always find themselves in a disadvantageous position. Even the teachers are ill-informed. As their own knowledge of the language is very poor, they have to consistently consult a dictionary for clarity and understanding of new vocabulary items.

Benefits of using a dictionary

It helps in improving pronunciation. It enhances the vocabulary of a student. It inculcates the habit of good learning and self-study. It enables the student to write correct spellings and enriches them in different aspects of grammar.

The use of the dictionary is not just to check the meanings but there are other uses also. Every dictionary comes with a section at the beginning telling us how to use it with detailed annotated examples. Those referring to a dictionary need to know that an entry for a word is

made up of several parts. Different symbols and typefaces indicate key features in the word. That includes its pronunciations and how to spell it in various forms, as well as its definitions and grammatical information.

Activity

Take a dictionary and list all that it offers to a learner by going through its introduction, general entries and other parts. You will be able to list at least about 8 to 10 items other than meanings. Check if this is true.

b. Use of a Thesaurus

The word Thesaurus means ‘a treasure house’ in Latin. And it is indeed a treasure house of words for a writer. But it needs careful handling. The basic point to keep in mind is that a thesaurus is not a substitute for a dictionary. It is a word finder. It is a handling tool to help us recall a word that has slipped out of the mind. It gives us an alternative vocabulary when we want to express ourselves more elegantly and effectively. Hence it is rightly called a dictionary of synonyms and antonyms. We need to remember that a thesaurus does not tell the use of a particular word or expression. For that, we need a dictionary. So far the best known and used thesaurus is Roget’s Thesaurus, which is not organised in alphabetical order, rather the entries have been organised using a scheme of universal concepts. Suppose a user is trying to recall a word such as ‘inarticulate’. he would have to go to the section headed ‘intellect’, then the subsection, means of communicating ideas, and so on down until they reached that group of words including the word. However, you will also find an index of words at the end in alphabetical order. You can check for the word there. You will get information about where it is entered. The Longman Lexicon of Contemporary English is another attempt in this tradition. the organisation is based on fourteen semantic fields covering topics of everyday nature, for example, ‘Life of Living Things’, ‘People and Family life’ and so on and so forth. It is a good reference tool for the learners of English for it provides detailed definitions and citations in the entries. In this way, the Longman Lexicon would also combine some of the features of a learner dictionary. However it is not exhaustive, it only contains only about 15000 entries. Now try to lay your hands on a thesaurus and find out for yourself how entries are arranged there.

c. Use of an Encyclopaedia

An encyclopedia is a book or set of books giving information on many subjects. It contains general information about many topics and areas. The word ‘encyclopedia’ is derived from the ‘Greek’ word ‘encyclopaedia which means ‘a general knowledge’. The word has been in use for many years. It was used in print for the first time in encyclopedia or knowledge of the world of disciplines, which was published in 1559. The first encyclopedia was written by Pliny the Elder. The work consisted of 37 volumes covering everything from anthropology and human physiology to agriculture, painting, and pharmacology. During the following centuries, encyclopaedias adopted a religious overtone. The first Christian encyclopedia was published in 560 A.D., and the first Muslim encyclopedia came to light soon after. In 1403, the ‘Yongle encyclopedia’ was published in China. It consisted of 11000 handwritten volumes. Most of the original work has been lost through centuries and less than 400 volumes survive today.

Study Skills

The study skills help the learner study more effectively. These enable him/her to gain knowledge of the subject matter and learn other subjects independently. Whereas the ‘linguistic skills’ help learners to communicate while ‘study skills’ enable learners to understand the content better. This process involves four operations.

1. perception
2. comprehension

3. retention
4. retrieval

If required, the teacher selects the material as per his/ her focus. One cannot read every word in the book. After selection, the reader must focus on understanding. All learning is for understanding. Everything which is understood is not in memory, something may be forgotten. For retention one has to make specific efforts. Weak students memorise blindly, bright students learn with understanding, make short notes which could be paraphrased later on.

The last stage in the learning process involves the retrieval of what has been learnt, when required. Ex. In the examination hall, the learner should be able to retrieve what is learnt throughout the year.

Three major types of 'study skills' are

1. Gathering skills (Perception, comprehension)
2. Storing skill(retention)
3. Retrieving skills(retrieval)

a. Gathering skills

These are also known as reference skills and enable a learner to gather information as quickly as possible. These require two sub-skills: locating and comprehending information. The sources of knowledge could be books, journals, internet resources, etc. After the identification of sources, the learner needs to make effective use of them.

A major source of information is the Dictionary. It is deplorable that most of the students don't even know how to use a dictionary. They are not aware of the rich information available in the dictionary like meaning, pronunciation, grammar, the etymology of words, and so on. A student must know how to consult a catalog, content page, and index at the end of the book. After locating the relevant pages the student must learn how to skim through them and perhaps scan only those sections which are useful for /her assignments. Most students today don't want to go through these laborious processes with the result that photocopied materials pile up but nothing gets assimilated. The gathering skills may be summed up as follows:

- Locating information: Identifying the sources where the required information might be available, getting access to the sources, finding out what type of information is available and if it is useful for our purpose and finally separating those resources which contain material useful for us. This requires the ability to skim through the material at hand to decide if it is useful.
- Comprehending information: Going through the material identified in detail making notes. We need to be clear about our purpose of reading that material. Only then we will be able to make sense of the text read.

b. Storage skills

It means what is learnt, should be retained. One may ask questions when something is understood, isn't it automatically stored in the memory? The answer is partly yes and partly no. Most students are in the habit of copying down every word spoken or dictated by the teacher. But during the examinations, when that information is required to be retrieved, they may forget it.

They should have brief and precise notes, ready for quick reference. In fact, each student develops his/ her own way of storing information. However, he/ she will benefit greatly from training in storage skills.

Storing skills are of two major categories:

- i. Note-taking: It involves listening to lectures and taking down notes on the main and sub-points. This is a skill every student needs to master.
- ii. Note-making: it is very similar to note-taking except for the fact that note making involves reading books and making notes. Note making is more of a relaxed activity compared to note-taking. Both the skills may be divided into the following skills
 - a) comprehension of the text or lecture
 - b) Identification of the main points
 - c) Distinguishing the main factors from subordinate ones.
 - d) deciding on the order of priority among the various points
 - e) identifying the organisation of points
 - f) Organising the points into a visual display.

Note making and note taking are meant for a student's personal use. Hence she/he is free to use any abbreviation, symbols, etc., although it would be a good idea to tell the students about certain abbreviation devices.

c. Retrieval skills

After gathering and storing information, students are required to express or summarise their ideas in a lucid and coherent manner that is understood by all. The notes prepared by students at an earlier stage can help them retrieve information about the topic. How much of the information needs to be retrieved depends on the purpose.

Higher-Order Writing Skills

Regardless of writers' levels of experience or areas of expertise, many struggle with revision. A component writing process that encompasses everything from transformative changes in content and argumentation to minor corrections in grammar and punctuation. Perhaps because revision involves so many forms of modifications, it is the focus of most scientific writing guides and handbooks. Revision can be daunting; how does one progress from initial drafts (called "rough drafts" for good reasons) to a polished piece of scholarly writing?

Developing a process for revision can help writers produce thoughtful, polished texts and grow their written communication skills. Consider, then, a systematic approach to revision, including strategies to employ at every step of the process.

Revision typically involves the following set of actions.

Revisiting what is written as if we are now the readers and not writers. This gives a reader's perspective. Based on this feedback changes can be made in the text that is written.

Comparing the objectives with which the write up was prepared with the real impact of the write up on a reader. It is necessary that an effective write up achieves its objectives successfully.

Ensuring internal coherence within a paragraph or in the presentation of our ideas on a topic. The explanations, examples, and the development of the theme should be internally related. Otherwise, it will not make complete sense to the reader.

Use of discourse markers to convey the logic of a presentation. Use of words like therefore, so, if, then and the like could go a long way in making communication more effective. These are very necessary for the logical development of a theme.

Use of words appropriate to the context.

Objective presentation is also needed. If there is a need to express one's views, it can come after presenting the facts. Our views need to be supported by the content presented. Only then they will have a good appeal. Thus if we dislike an idea, then there has to be something in the text written earlier that we dislike.

Think of all the above activities. They involve skills that are at a higher level than just reproducing a text or just preparing a write up by retrieving information gathered earlier. To make written communication more effective, one needs to develop these skills.

Check Your Progress - 4

1. What is the importance of higher-order writing skills?

2.6.4. Let us Summarise

Writing is the physical expression of what one thinks. The close relationship between writing and thinking makes writing valuable. Thus writing is closely related to the inner processes within a child's mind. We have also studied about stages of writing and the process of writing. The difference between formal and informal writing, particularly with reference to short stories, letter writing, diary writing, notices, advertisements, and speech writing were discussed. Then we have studied reference skills, study skills, and higher-order writing skills and their relevance in enhancing writing skills.

2.6.5. Answers to 'Check Your Progress – 1, 2, 3 and 4'

Check Your Progress - 1

1. What are the features of good handwriting?

- Distinctiveness
- Spacing
- Size of the letters
- Simplicity
- Horizontally parallel lines
- Vertical / slanting towards the right
- Punctuation marks

2. How is guided writing different from independent writing?

Guided writing involves a lot of hand-holding by the teacher. The teacher provides support in generating the content, organising it, and using appropriate language for expressing the same in writing. In independent writing, children undertake writing on their own without any teacher support. They are able to generate ideas, organise them, make appropriate references, and prepare their own write ups.

Check Your Progress - 2

1. What are the activities involved in the writing process?
 - Pre-writing - Preparation stage where ideas are listed, notes made and the write up is planned
 - Writing - The write up is prepared, reviewed and rewritten
 - Editing -
 - The accuracy and appropriateness of the language used are checked and fine tuned. The writer also reflects if the write up fulfills its goal and makes changes if necessary.

Check Your Progress - 3

1. What are the different activities that are helpful in promoting writing skills?
 - Writing a story that is just heard
 - Letter writings
 - Diary writings
 - Writing notices
 - Writing text for an advertisement
 - Writing dialogues

2. In what way is diary writing a useful activity to develop writing skills?

There is no need to plan any content as the daily activities form the content of writing in a chronological manner. It promotes fluency and reflection simultaneously. The learner has enough opportunities to experiment with his/her own writing. Thus, writing practice becomes a natural activity.

Check Your Progress - 4

1. What is the importance of higher-order writing skills?

Writing is undertaken to communicate our ideas to others when they are away from us both in terms of space and time. Thus, we need to express our thoughts such that there won't be any confusion in the minds of the reader about our intentions. It is to achieve this type of mastery over written communication that we need higher-order writing skills.

2.6.6. Unit end Exercises

1. What are the three stages of writing? Explain.
2. Distinguish between formal and informal styles of writing.
3. How is writing enhanced by 'reference skill' and 'study skills'?
4. Discuss the importance of higher-order writing skills with examples.

2.6.7. References

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