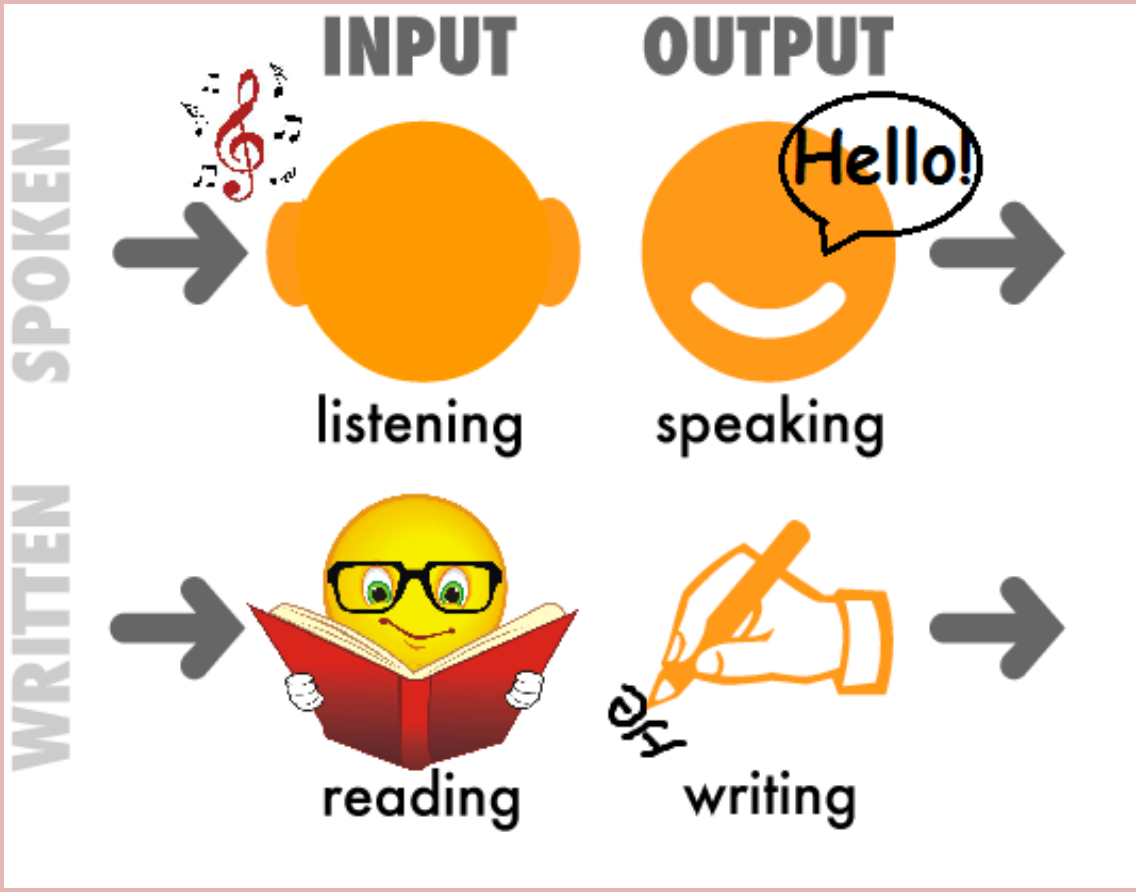
BED II- CPS 5

Pedagogy of English (Part I)



Department of Teacher Education

School of Education

Uttarakhand Open University, Haldwani

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अध्ययन बोर्ड	विशेषज्ञ समिति
□**प्रोफेसर एच० पी० शुक्ल** (अध्यक्ष- पदेन), निदेशक, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय	□**प्रोफेसर एच० पी० शुक्ल** (अध्यक्ष- पदेन), निदेशक, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय
□**प्रोफेसर मुहम्मद मियाँ** (बाह्य विशेषज्ञ- सदस्य), पूर्व अधिष्ठाता, शिक्षा संकाय, जामिया मिल्लिया इस्लामिया व पूर्व कुलपति, मौलाना आजाद राष्ट्रीय उर्दू विश्वविद्यालय, हैदराबाद	□**प्रोफेसर सी० बी० शर्मा** (बाह्य विशेषज्ञ- सदस्य), अध्यक्ष, राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान, नोएडा
□**प्रोफेसर एन० एन० पाण्डेय** (बाह्य विशेषज्ञ- सदस्य), विभागाध्यक्ष, शिक्षा विभाग, एम० जे० पी० रुहेलखण्ड विश्वविद्यालय, बरेली	□**प्रोफेसर पवन कुमार शर्मा** (बाह्य विशेषज्ञ- सदस्य), अधिष्ठाता, शिक्षा संकाय व सामाजिक विज्ञान संकाय, अटल बिहारी बाजपेयी हिन्दी विश्वविद्यालय, भोपाल
□**प्रोफेसर के० बी० बुधोरी** (बाह्य विशेषज्ञ- सदस्य), पूर्व अधिष्ठाता, शिक्षा संकाय, एच० एन० बी० गढ़वाल विश्वविद्यालय, श्रीनगर, उत्तराखण्ड	□**प्रोफेसर जे० के० जोशी** (विशेष आमंत्री- सदस्य), शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय
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दिशाबोध: प्रोफेसर जे० के० जोशी, पूर्व निदेशक, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय, हल्द्वानी

कार्यक्रम समन्वयक:	कार्यक्रम सह-समन्वयक:	पाठ्यक्रम समन्वयक:	पाठ्यक्रम सह समन्वयक:
डॉ० प्रवीण कुमार तिवारी समन्वयक, शिक्षक शिक्षा विभाग, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय, हल्द्वानी, नैनीताल, उत्तराखण्ड	**सुश्री ममता कुमारी** सह-समन्वयक, शिक्षक शिक्षा विभाग, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय, हल्द्वानी, नैनीताल, उत्तराखण्ड	**डॉ० पतंजलि मिश्रा** सहायक प्रोफेसर, शिक्षा विद्यापीठ, वर्धमान महावीर खुला विश्वविद्यालय, कोटा, राजस्थान	**डॉ० प्रवीण कुमार तिवारी** समन्वयक, शिक्षक शिक्षा विभाग, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय, हल्द्वानी, नैनीताल, उत्तराखण्ड

प्रधान सम्पादक	उप सम्पादक
डॉ० प्रवीण कुमार तिवारी समन्वयक, शिक्षक शिक्षा विभाग, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय, हल्द्वानी, नैनीताल, उत्तराखण्ड	**डॉ० पतंजलि मिश्रा** सहायक प्रोफेसर, शिक्षा विद्यापीठ, वर्धमान महावीर खुला विश्वविद्यालय, कोटा, राजस्थान

विषयवस्तु सम्पादक	भाषा सम्पादक	प्रारूप सम्पादक	प्रूफ़ संशोधक
डॉ० पतंजलि मिश्रा सहायक प्रोफेसर, शिक्षा विद्यापीठ, वर्धमान महावीर खुला विश्वविद्यालय, कोटा, राजस्थान	**डॉ० पतंजलि मिश्रा** सहायक प्रोफेसर, शिक्षा विद्यापीठ, वर्धमान महावीर खुला विश्वविद्यालय, कोटा, राजस्थान	**सुश्री ममता कुमारी** सहायक प्रोफेसर, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय	**सुश्री ममता कुमारी** सहायक प्रोफेसर, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय

सामग्री निर्माण

प्रोफेसर एच० पी० शुक्ल निदेशक, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय	**प्रोफेसर आर० सी० मिश्र** निदेशक, एम० पी० डी० डी०, उत्तराखण्ड मुक्त विश्वविद्यालय

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सर्वाधिकार सुरक्षित। इस पुस्तक के किसी भी अंश को ज्ञान के किसी भी माध्यम में प्रयोग करने से पूर्व उत्तराखण्ड मुक्त विश्वविद्यालय से लिखित अनुमति लेना आवश्यक है। इकाई लेखन से संबंधित किसी भी विवाद के लिए पूर्णरूपेण लेखक जिम्मेदार होगा। किसी भी विवाद का निपटारा उत्तराखण्ड उच्च न्यायालय, नैनीताल में होगा।

निदेशक, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय द्वारा निदेशक, एम० पी० डी० डी० के माध्यम से उत्तराखण्ड मुक्त विश्वविद्यालय के लिए मुद्रित व प्रकाशित।

प्रकाशक: उत्तराखण्ड मुक्त विश्वविद्यालय; **मुद्रक:** उत्तराखण्ड मुक्त विश्वविद्यालय।

Name of the Programme: B.Ed., Programme Code: BED- 17 Name of the Course: Pedagogy of English, Course Code- BED II- CPS 5		
Unit Writers	**Block No.**	**Unit No.**
Dr. Keerti Singh Assistant Professor, School of Education, Vardhman Mahaveer Open University, Kota, Rajasthan	**1**	1
Dr. Krishnakant Tripathi Assistant Professor, School of Education, Central University of Mizoram, Aizawl, Mizoram	**1**	**2**
Dr. Patanjali Mishra Assistant Professor, School of Education, Vardhman Mahaveer Open University, Kota, Rajasthan	**1**	**3, 4 & 5**
	2	**1, 2, 3, 4 & 5**

BED II- CPS 5
Pedagogy of English (Part I)

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Unit No.	**Name of the Unit**	**Page No.**
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Block 1

Unit 1- Nature and Role of Language

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1.2 Objectives
1.3 Meaning of Language
1.4 Definitions of Language
1.5 Scope of Language
1.6 Role of Language in life
1.7 Language and Society
1.7.1 Society and language influence each other
1.8 Language and Power
1.9 Language and Culture
1.10 Language and Identity
1.11 Language and Gender
1.12 Summary
1.13 Practice Questions
1.14 Suggested Readings and References

1.1 Introduction

"Language is the road map of a culture. It tells you where its people come from and where they are going"……Rita Mae Brown

Language is the ability to acquire and use complex systems of communication, particularly the human ability to do so, and a language is any specific example of such a system. Language is the divine gift of the god. It is language that distinguishes man form animals. Language is man's finest asset. To the philosopher, language may be the instrument of thought, for we think through language. Language is an extremely important way of interacting with the people

around us. Without language we cannot communicate with people. As it is a vital tool for communication. We all know that we are living in multilingual world that is becoming globalized and therefore it is very important to know more than one language. By learning more than one language it could open many career doors, it can help us progress in our career, we can gain awareness of other cultures and it can increase our understanding and knowledge towards language. In today era it is compulsory to learn at least two languages. Knowing language is not only means of communication but it builds economic relationships, friendships, and culture ties. As we all know that English language had become a unique language, even then, there are still many people in the world who don't know English language. English is one such connecting links. Learning language fascinate opportunities to develop their listening, speaking, reading and writing skills and to express themselves with full confidence. John Stuart Mill referred that "*language to be the light of the mind"*. In today era, the basic knowledge of a single or more language has become crucial. Language has become the major tool of communication between countries, cultural groups, varies companies and organizations, communities and friends. Wittgenstein says "*The limit of my language is the limit of my world"*. He implies that people those who speaks one language, live only in one world. A baby is born without language, but even without any formal training, at the age of 4 or 5, the child knows several hundred words and grammar of a particular language. For a last few years, millions of people across the world, who share common interest, are able to communicate with each other and exchange ideas. Not only they are able to do this due to advanced technology, but also because they share a common language. Language is the bridge which connects individual and the outside world. Language is closely related to the culture, you can only get to understand the person very well if you can speak his language. Due to the development of technology, our world today is the world of information with a fast speed of globalization. Thus understanding each other through language become an even more important issue. Language is like a vehicle that we use in presenting our ideas, thoughts, feelings, and opinion to the world. As Chomsky proves the purpose of language he said *"the purpose of language is for communication"*. Krech also explained the major function of language form the following three aspect: Language is the primary vehicle of communication, it reflects both the personality of the individual and the

culture of the society. And also, make possible the growth and transmission of culture, and the continuity of societies, and the effective functioning and control of social group.

1.2 Objectives

1. After reading this unit you would be able to:
2. Understand the Meaning, Definitions and Scope of Language
3. Understand the Role of language in Intellectual Development, Emotional Development and Social Development
4. Understand how Society and language influence each other
5. Understand how Language and power are interrelated
6. Understand about the relationship between Language and culture
7. Understand the Language and identity
8. Understand how Language and gender influence each other

1.3 Meaning of Language

According to Benjamin Whorf *"Language shapes thoughts and emotions, determining one's perception of reality "*. Language is a tool to transmit information, learn knowledge, express feelings, emotions, and ideas, construct social identity. As we all know that language plays a great role in the process of transmitting knowledge. Now-a-days, at a very earlier age of the life everybody learns a different – different language and this means of communication will be used throughout in order to give and receive knowledge. A quote from The Status of Linguistics as a Science by Sapir summarizes *"Human beings do not live in the objective world alone,nor alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression for their society."*

Language is a living and dynamic phenomenon, and people have always found ways of expressing their feelings, thoughts, even in the most tightly controlled and

oppressive societies. In fact language is continuously creating new words in order to define a new concept.

Man has rightly been called "a talking animal". Man is gifted with the quality of speech, which differentiates him from other living beings. Language consists of words, idioms and syntax. Through language human beings think, feel, and express judge. In producing this speech man will utter some sounds. These sounds are conventionalized and recognized as common usage and provide the social aspect of a language. In short, language is speech as language and life are inter-related.

1.4 Definitions of Language

Oxford English Dictionary defines language as "Words and the methods of combining them for the expression of thoughts"

According to Edward Sapir (1921), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols."

According to Bolinger, "Language is species specific."

According to H.A. Gleason, "Language is one of the most important and characteristic forms of human behavior."

According to B. Bloch, (1942), "A language is a system of arbitrary vocal symbols by means of which a social group cooperates."

Parts of Language

i. **Phonology -** It studies the combination of sounds into organised units of speech, the formation of syllables and larger units.

ii. **Syntax -** It is the level at which we study how words combine to form phrases, phrases combine to form clauses and clauses join to make sentences.

iii. **Semantics -** It deals with the level of meaning in language. It attempts to analyse the structure of meaning in a language, e.g. how words similar or different are related; it attempts to show these inter-relationships through forming 'categories'.

iv. **Discourse -** It is the study of chunks of language which are bigger than a single sentence.

Sociology of Language - The sociology of language includes the study of attitudes to language held by the social groups, for instance, they may consider some languages or dialects as more (or less) important. The sociology of language is thus linked with other aspects of our social world, the political, economic, educational and so on.

Characteristics of Language

i. **Language is a complex:** Like human body, language is a complex system. The language system functions because of words, structures, sound etc.
ii. **Symbols:** Language works through symbols, which are the words.
iii. **Biological function of man:** Language is not an inherent biological function of man. It is acquired through learning.
iv. **Practice and habit formation:** Language is learnt through practice and habit formation. Rules and definition of grammar cannot help for the development of language of a child.

1.5 Scope of Language

The scope of language is widened with the widening scope of human activity. Today there is no activity, which does not find its expression in terms of language. No subject can be pursued, be it arts or science without using and understanding language. Human activity linked to language goes on widening in the manner of concentric circles. Generally speaking Language is a socially shared code, or conventional system, that represents ideas through the use of arbitrary symbols and rules that govern combinations of these symbols (Bernstein and Tiegerman). Therefore it may be seen that language is a code whereby ideas about the world are represented through a conventional system of arbitrary signals for communication (Bloom and Lahey).

Learning to communicate fluently in multiple languages provides additional job security. Learning a new language is not only learning grammar or vocabulary, it is

learning new sounds and expressions. Now, English is mostly widely spoken language in the world.

The scope of Language is briefly explained below;

i. **Self-maintaining -** When a child is protecting his own interests, justifying his claims or behaviour, criticizing or even threatening others.
ii. **Directing -** When a child is monitoring his own actions, or telling someone else what to do.
iii. **Language in a Transdisciplinary programme -**Language is involved in all learning that goes on in a school, in both the affective and effective domains. Learners listen, talk, read and write their way to negotiating new meanings and understanding new concepts. Language provides a vehicle for inquiry. In an inquiry-based classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically.

1.6 Role of Language in Life

Language has crucial role in the life of every individual. The role of language in our lives is incomparable. It is not just restrained to being a means of communicating one's thoughts and ideas to the rest, but has also become a tool for forging friendships, cultural ties as well as economic relationships. Throughout history, learned men have reflected on the importance of language in our lives. Language is an extremely important way of interacting with the people around us. We use language to let other know how we feel, what we need, and to ask questions where ever required. We can modify our language to each situation. For instance, we talk to our small children with different words and tone than we conduct a business meeting. To communicate effectively, we send a message with words, gestures, or actions, which somebody else receives.

The role of language in the life of the individual and for the human civilization can be stated as follow:

1. **Role of language in Emotional Development-** Language is a means of making sense of emotions, and as such can be used as a starting point to

explore the world of emotions in different languages as well as in different "language games".

2. **Role of language in Intellectual Development-** It is about how individuals organize their minds, ideas and thoughts to make sense of the world they live in. Important tools of intellectual development are language and communication skills. The two main areas of intellectual development are(a)Language development helps us to organize thoughts and make sense of the world around us (b)Cognitive development is about how we use our minds and organizes thinking to understand the world around us . In the era of globalization, by learning a many more languages or any second language can provide developmental and social benefits. Many people grow up hearing and using two languages, and by learning two languages has many benefits.
3. **Role of language in Social Development-Socialization:** Socialization involves the relationship of child has with a number of different people. In this the development of language is most important because it allows the child to communicate with others. As there is the close connection between the development of thought and the development of language. Language also develops within a social context and depends on social development. According to Chomsky 1976 "*Children are preprogrammed and have an innate ability to acquire language. The infant and young child need appropriate language models and constant feedback as they attempt to communicate"* Even Piaget 1952 believed that Cognitive development lead to the growth of language. If Children develop language, they actively build a symbol system, which helps them to understand the world. A child external speech is the first step in the development of thinking. Vygotsky's theory emphasis that importance of communication with others as a major factor in the development of a child's language, which stimulates the development of thought. Vygotsky, a psychologist and social constructivist, laid the foundation for the interactionists view of language acquisition. The theory given by him was **Socio-cultural theory.** According to him, social interaction plays an important role in the learning process and proposed the zone of proximal development (ZPD) where learners construct the new

language through socially mediated interaction. Vygotsky's social-development theory was adopted and made prominent in the Western world though by Jerome Bruner who laid the foundations of a model of language development in the context of adult-child interaction.

4. **Vehicle of thought-** language is the vehicle of our thought. We think through language. Thought is called sub-vocal speech. The thinking process is disturbed if the individual has deficiency in language.
5. **Medium of expression -** Language is the medium of expression of our feelings and experiences. In other words we express our feelings and experiences through language. He expresses his feelings and experiences through signs and gestures.
6. **Medium of communication -** We communicate with one another through language.With the advent of the concept of globalization, people all over the globe communicate with each other and exchange ideas. Though technological advances have served as a medium for communication, you cannot deny the role played by language. Understanding of a common language has helped people to communicate, despite being from varied parts of the world. Language has become a major tool of communication between countries, cultural groups, various companies and organizations, communities and friends.
7. **Communication with other countries -** Different countries communicate with each other through language only. International community's exchange their views through English language because English is international language.
8. **Moral development -** Language is also connected to the moral development in a child. The process begins when the child is about 18 months old. The child learns the right and wrong by listening to what his parents or other adult authorities tell him. Imagine teaching the child the difference of right or wrong without the tool of language! Language is the code of our consciousness and helps us see what we may be agreeing to and creating in our world. On an less than conscious level, every day we use language by confirming and denying circumstances.

9. **Developing and grooming one's personality -**Language aids in developing and grooming one's personality as a whole. Since learning a language is part of our knowledge, it becomes one of the key factors in competitiveness. In the advanced industrial society of today, the basic knowledge of a single or more language has become indispensable.
10. **Human developmental process -** Language is one of the key factors of our human developmental process, which sets us apart from the rest of the animal kingdom and knits a strong feeling of kinship amongst us. A baby is born without language, but even without formal training, by the age of five, the child knows several hundred words and grammar of a particular language. This is an inherent human tendency, which is extremely important for further growth. Any discrepancy seen in learning a language at such early stage might indicate certain illness in a child.
11. **Child's growth -** In the developmental trajectory of a child, language plays an important role since it is connected with various aspects of a child's growth. Learning a language is directly related to emotional development. For instance, a baby gazing at his parent's face is responded by cooing and few words of love by his parents. This retains in the baby's mind and when he is a little older, he begins using language to express his emotions as well.
12. **Bases of Education-** Language is the bases of all education. School education is predominately language oriented. Reading, writing and arithmetic are all based on language proficiency.
13. **Medium of literature -** Language is the medium of literature. All great literature are produced through the medium of language. Language thus helps us to read literature, understand and appreciate the work of great writers and poets.
14. **Growth of civilization -** Language contributes to the growth of our civilization. Language and civilization are inseparable.
15. **Development of peace -** Language contributes to peace process. International understanding and international peace have been possible through the medium of language.

1.7 Language and Society

The connection between language and society is tightly anchored. The relationship of the two is deeply rooted. Language performs various functions in the society and the society does the same way. If one will not exist, the other one will be affected.

Language is the primary tool for communication purposes, for establishing peace and order in our society, for showing authority and power, and for attaining goals and objectives. But, it can also destruct the society if it will use inappropriately. It must follow the conformity governing the society to avoid conflict s and to meet the boundary of individual differences.

Society however controls our language by giving us preferences as what are acceptable and not, because each one of us has our own perception or point of view. A group of people may accept our language, but for others, it could be kind of offence or insult. We must know how, when and where to say it and for what purpose.

Social changes produce changes in language. This affects values in ways that have not been accurately understood. Language incorporates social values. However, social values are only the same as linguistic values when the society is a stable and unchanging one. Once society starts changing, then language change produces special effects.

In linguistics we sometimes might seem to treat language as though it was nothing to do with people. It is seen as a sealed system, subject to its own rules. Social context recognises that people use language and that language is a part of society. Social context tries to describe, and account for, the different ways that different people use language. Social context looks at relationships between language and society and looks at language as people use it. It considers the relationship between a person's language and their social identity. We observe the way that people use language differently and try to explain why this is. This explaining is not always easy.

Social context is, interesting, exciting and fraught with difficulties. There are very few definite neat answers to things. What we need to do is try to become aware of the way language varies according to who people are, what they are doing, and the attitudes they have to their language. Social context will think about variety within a language. Everybody who speaks a language has a very wide linguistic repertoire

unless they have very severe learning difficulties, or are learning the language as a foreign language. This means, they can use language in many different ways, depending on the situation they are in. The sort of language that they use also depends on their social background and social identity.

We have said that Social context looks at the way relationship between society and people and language.

What is the relationship between language and people?

There are 4 possibilities-

a. language influences society and people
b. people and society influence language
c. there is interaction as language influences people and society and people and society influence language;
d. there is no influence of either so language is just a tool used by people and there is no social effect.
e. Neither interact with each other or influence each other.

Some linguists would like to see language as something pure, abstract and untouched by the real world, like a mathematical formula, but that's just a convenient way of thinking about the structure of language. As soon as we look at people using language we can see that the practical version of this abstraction is much more complex.

1.7.1 Society and Language Influence Each Other

Is the correct way to look at the relationship. Speech and social behaviour are constantly interacting. All the time language is changing because of social contexts and social contexts cause the language to be changed. However, this does not mean that we should not explore the two other possibilities in some depth, because they can enlighten us about the relationship of language and society.

What Is Society ?

A **society** is a group of people involved in persistent social interaction, or a large social grouping sharing the same geographical or social territory, typically

subject to the same political authority and dominant cultural expectations. Societies are characterized by patterns of relationships (social relations) between individuals who share a distinctive culture and institutions; a given society may be described as the sum total of such relationships among its constituent members.

Language Influences People

There are two views here - one is more extreme than the other. The first idea is that language is so powerful that it actually affects how you see the world; the second is that is influences the way we think and behave. A linguist called Whorf claimed language actually affects the way you see the world (so language is like a pair of glasses through which we see everything). This led to the Sapir-Whorf theory, also called the "Whorfian hypothesis". It was based originally on studies of the Hopi Indians.

Whorf said that Hopi and European had different ways of talking about the world, so it influenced the way they saw the world. The Hopi language treats the world as full of things that are "non-discrete" and "flowing" whereas European languages see them as discrete and countable.

Still, some politicians and businesses do like to believe that the language we use will affect the way we think about something. In 1976, the British government replaced "The Official Secrets Act" with "The Official Information Act". The name had gone from "secret" to "information" but the laws were unchanged. After the Second World War, Britain's Ministry of War became the Ministry of Defense. It is also worth noting that a "defense procurement contract" is still an "arms deal" by another name.

So, language doesn't affect what we can see in the world, but it is still possible that language affects people and society because maybe language still affects the way we can think.

One example of the way that language is said to affect society is in sexist language. The theory is that language affects the way we view men and women because it treats men and women differently. If you use words like chairman or fireman it implies only men can do the jobs, so women feel left out. It is worth noting, though, that the form of the words can influence our view of things. If you see the word "farmer" you probably picture a man, although there is

no reason why it shouldn't be a woman. English has to assign a gender to a pronoun so God has "become" male, and again women can feel left out. In fact the use of "he" to refer to God has caused us to treat God as in some way masculine to such an extent that if we use "she", people are pulled up sharply by the implication. This way the language may create sexism in a society. But really, it's more likely that the society made the language sexist, example using words to put women down like chick, bird etc. (Bird used to refer to men and women, but now it is just derogatory to women). Now, we can say that , to some extent, language can have an effect on the way we think.

We need to consider the attitude that some people have towards their own language, and attitudes that other people have. The language that we use can make a big difference to the way that we see ourselves, and the way society sees us. It can also influence the way we relate to society.

Everyone seems to have an idea what is a "good" language or variety and what is a "bad" one. This opinion is entirely socially conditioned. Sometimes people with power (e.g. governments or schools) decide what is a good or bad language. Sometimes it is just ordinary members of a language community who have these views. Linguistically they are all the same, because they can all communicate in the same way, but they just have different social values.

This is the same for many languages all around the world, for example, minority languages in India. People may think their language is not a good language because it isn't the one taught in schools and isn't used in business. People who use another language make more money and other people respect them, so people want to use that language.

There may be some ways in which the language we use influences people and society. However, it is also possible that-

People Influence Language and Language Use

We can see this if we look at the way people in different social groups use language differently. Younger people sign differently from older people; people from different regions might use different types of language.

Language is both a system of communication between individuals and a social phenomenon. The area of language and society – sociolinguistics – is intended to

show how our use of language is governed by such factors as class, gender, race, etc. A subsection of this area is anthropological linguistics which is concerned with form and use of language in different cultures and to what extent the development of language has been influenced by cultural environment. The study of language and society – sociolinguistics – can be dated to about the middle of the twentieth century. Before that there were authors who commented on how language use was influenced or indeed guided by socially relevant factors, such as class, profession, age or gender. Indeed the father of modern linguistics, Ferdinand de Saussure (1857-1913), saw language as a type of social behavior.

Sociolinguistics

Sociolinguistics is the descriptive study of the effect of any and all aspects of society, including cultural norms, expectations and context, on the way language is used and the effects of language on society. It also studies how language varieties differ between groups separated by certain social variables like gender, age, status etc. As the usage of a language varies from place to place, language usage also varies among social classes, and these sociolects that sociolinguistics **s**tudies.

Methods in Sociolinguistics

The roots of sociolinguistics are to be found in traditional dialectology. The common denominator between the two disciplines is their concern with language variation, the one with that on a social level and the other with geographically determined variation Language use in society applies to all groups, young and old, male and female, rural and urban.

The development of Sociolinguistics

The development of sociolinguistics is bound up with the activity of American and British linguists since the early 1960s. First and foremost of these is William Labov who, in a pioneering investigation of the English of New York city published in 1966, arrived at many new conclusions concerning language variation and language change.

Now, we will take all the areas and aspects where we can see the relationship between Language and society. How language affects Power, Culture, Identity and Gender and vice versa.

1.8 Language and Power

'Power' refers to the ability of an entity (e.g., company, individual, social group, etc.) to make change, or conversely, to maintain things as they are. In discussing the power of language, we need to consider two distinct uses of language:

- Language as public discourse: the language used in the public print media, television and radio, and now, on the Web.
- Language as interpersonal communication: the language used when we as individuals interact with other individuals, e.g., friends talking, doctor and patient, teacher and students.

The study of the relationship between "language and power" has clearly shifted from proving the existence of this relationship, to probing and understanding its underpinnings and implications. Most linguists now agree that the relationship between "language and power" is a mutual relationship.

Powerful institutions and individuals use language as both a means to construct their power and as a way to maintain it. Language thus becomes necessary for the maintenance of power, and the power and effect of language in turn rely on the power of individuals and institutions themselves.

Language is delineated as "a social practice" (Fowler), by which power relations are established and sustained. This supports Fairclough's (1989) view that power is not only built and sustained via coercive means (by force), but also via indirect ways (the use of language). Besides institutional power, or the power exercised by entities that are overtly recognized for holding a position of authority (the police, for example), there also exist other types of power relations: between family members, between educated and uneducated people, and so forth. Individuals and groups in this category of power relations use language as their main tool for maintaining status and power.

Power in Public Discourse

In one sense, the word 'power' in the title of this course refers to the power of dominant institutions within our society, and how these institutions maintain their dominance through the use of language: media (newspapers, television), advertising, etc.

The public institutions of our society have powers of various sorts. One important power is to control the flow of information: what gets into the press, and how it is presented. The public media is the primary means of shaping public opinion. And if one can shape public opinion, one can change (or strengthen) the power structures that exist. Fairclough (2001) uses the term 'manufacture of consent': if one can convince the people to accept your right to act in specific ways, then you can so act.

These institutions include legally defined entities such as governments, political parties, companies, etc. For instance, if a political party holds some control over a newspaper or television station, then they can control, to some extent, the content delivered through that medium, and also, how that content is expressed. In Spain, the government controls some television channels, and the two major parties own some newspapers and radio stations.

More covertly, since the amount a newspaper can make from advertising depends on how many copies it sells, papers aim to sell as many papers as possible. There is thus a process of selection in what they print – they print what the readership wants to read. Unpopular news will not appear and similarly for television..

So, the news we read or hear is shaped by a complex interaction of ideologies, a fight between those of the owners, the advertisers, the news staff, and the viewing public. The ideology that wins is typically that of the owners or the advertisers. Whichever ideology is in control, the result is that the news we receive is selected news, and expressed in such a way as to sway us towards their way of looking at events, and thus to share their ideology. One aim of this course is to make you aware of the strategies used in public media to shape opinion, and thus to 'immunize' you from their force.

Power in Interpersonal Communication

A second sense of 'power' is more personal, referring to the power of individuals to influence interactions with others: allowing individuals to be more 'powerful' in the sense of being able to achieve their personal goals.

Part of the power of an individual is personal, stemming from their mastery of linguistic skills: knowing when to speak (and when not to speak), and how to speak. Most of us know the situation of wanting to have our say, but not being sure when to appropriately interrupt, and thus staying silent and feeling powerless. And we have seen those who are always listened to, and believed, even if someone else said the same thing five minutes before, with less belief.

Another part of power stems from the social roles that the individual fills. A doctor talking to a patient inherits the power of his role from the institutional practices we are socialised into: we are trained from a young age into showing respect for our doctor, letting them control the interaction, and answering their questions as well as we can. If we meet our doctor in a different setting (e.g., at a social gathering), then we might interact with them not as a doctor-patient, but more as equals.

Power also stems from the social relationships we have formed with those with whom we talk. Do they trust us or not? (credibility), do they like us? do they respect us? The amount they listen to us and allow us to influence them depends on these factors. If what one says is always worth listening to, then whenever one speaks, those that know you will listen.

1.9 Language and Culture

The relationship between language and culture is deeply rooted. Language is used to maintain and convey culture and cultural ties. Different ideas stem from differing language use within one's culture and the whole intertwining of these relationships start at one's birth.

The relationship between language and culture is deeply rooted. Language is used to maintain and convey culture and cultural ties. Different ideas stem from differing language use within one's culture and the whole intertwining of these relationships start at one's birth.

When an infant is born, it is not unlike any other infant born, in fact, quite similar. It is not until the child is exposed to their surroundings that they become individuals in and of their cultural group. This idea, which describes all people as similar at birth, has been around for thousands of years and was discussed by Confucius as recorded in the book by his followers, Analects (1997). From birth, the child's life, opinions, and language are shaped by what it comes in contact with. Brooks (1968) argues that physically and mentally everyone is the same, while the interactions between persons or groups vary widely from place to place. Patterns which emerge from these group behaviours and interactions will be approved of, or disapproved of. Behaviours which are acceptable will vary from location to location (Brooks, 1968) thus forming the basis of different cultures. It is from these differences that one's view of the world is formed. Hantrais (1989) puts forth the idea that culture is the beliefs and practices governing the life of a society for which a particular language is the vehicle of expression. Therefore, everyone's views are dependent on the culture which has influenced them, as well as being described using the language which has been shaped by that culture. The understanding of a culture and its people can be enhanced by the knowledge of their language. This brings us to an interesting point brought up by Emmitt and Pollock (1997), who argue that even though people are brought up under similar behavioural backgrounds or cultural situations but however speak different languages, their world view may be very different. As Sapir-Whorf argues, different thoughts are brought about by the use of different forms of language. One is limited by the language used to express one's ideas. Different languages will create different limitations, therefore a people who share a culture but speak different languages, will have different world views. Still, language is rooted in culture and culture is reflected and passed on by language from one generation to the next (Emmitt & Pollock 1997). From this, one can see that learning a new language involves the learning of a new culture (Allwright & Bailey 1991). Consequently, teachers of a language are also teachers of culture (Byram 1989).

The implications of language being completely entwined in culture, in regards for language teaching and language policy are far reaching. Language teachers must instruct their students on the cultural background of language usage, choose

culturally appropriate teaching styles, and explore culturally based linguistic differences to promote understanding instead of misconceptions or prejudices. Language policy must be used to create awareness and understandings of cultural differences, and written to incorporate the cultural values of those being taught.

What's Culture

Culture is the whole communication system that binds and allows operation of a set of people called the public. Thus culture can be defined as a "system of rules of communication and interaction that allows a society occurs, preserved, and preserved".

Relationship between Culture and Language

According to Sapir (1921), "language is a purely human and non-instinctive method of communicating ideas, emotions and desire by means of voluntarily produced symbols." Language is a part of culture and a part of human behavior.It is often held that the function of language is to express thought and to communicate information. Language also fulfills many other tasks such as greeting people, conducting religious service, etc.

Krech(1962 explained the major functions of language from the following three aspects:

- Language is the primary vehicle of communication;
- Language reflects both the personality of the individual and the culture of his history. In turn, it helps shape both personality and culture;
- Language makes possible the growth and transmission of culture, the continuity of societies, and the effective functioning and control of social group.

It is obvious that language plays a paramount role in developing, elaborating and transmitting culture and language, enabling us to store meanings and experience to facilitate communication. The function of language is so important in communication that it is even exaggerated by some scholars. The most famous one is the hypothesis of linguistic determinism concerning the relationship between

language and culture, which Nida(Sociolinguistist) regards as misconceptions constituting serious difficulties for cross-cultural understanding.

The problem of the relationship between language, culture and thought bothered many linguists and philosophers since ancient time. To think about this problem, we need to begin with the definition of language and culture. Language is generally accepted as a system of arbitrary vocal symbols used for human communication. And there is a most widely accepted definition of culture: culture is the total accumulation of beliefs, customs, values, behaviors, institutions and communication patterns that are shared, learned and passed down through the generation in an identifiable group of people. (Linell Davis) The definitions of language and culture imply that the two are closely connected to each other. On one hand, culture seems so inclusive, it permeates almost every aspect of human life including languages people use. On the other hand, when people need to share a culture, they communicate through language.

However , the definition alone can not provide us with a clear understanding on the relationship between language and culture. Problems remains unsolved as: how does culture influence people's linguistic behavior? And does language influence the culture in return? If so , in what way? Varies studies have been carried out, among them, a well known hypothesis is the Sapir-Whorf Hypothesis made by two American linguists Edward Sapir and Benjamin Whorf. The Sapir-Whorf hypothesis describes the relationship between language, culture and thought. The core idea is that man's language moulds his perception of reality. We see the world in the way that our language describes it, so that the world we live in is a linguistic construct(Liu Runqing). The Sapir-Whorf Hypothesis has two major components: linguistic determinism and linguistic relativity. The former holds the idea that the way one thinks is determined by the language one speaks, because one can only perceive the world in terms of the categories and distinctions encoded in the language. The later means that the categories and distinctions encoded in one language system are unique to that system and incommensurable with those of others, therefore, the difference among languages must be reflected in the differences in the worldviews of their speakers. A well known example is that Eskimos have countless words for snow while there is only one word 'snow' in English. Therefore, a 'snow world' in a Eskimo's eye and an English speaker's eye

would be so different. This example shows that people's perceptions of their surroundings are modified by the conceptual categories their languages happen to provide(Liu Runqing).

The problem get more and more philosophical, as Winston Churchill once said, 'we shaped our buildings and afterwards our buildings shaped us.' We describe our experience and culture by using language, and the categories built into language, its structures influence our perceptions--language in turn shapes our thought and culture. Therefore, we should take a dialectical point of view on the relationship between language and culture. language and culture are inextricably intertwined. On one hand, language is a part of human being. It reflects people's attitudes, beliefs, worldviews. Language both expressed and embodies cultural reality. On the other hand, language is a part of culture. It helps perpetuate the culture and it can influence the culture to a certain extent.

Because language is so closely entwined with culture, language teachers entering a different culture must respect their cultural values. As Englebert (2004) describes: "…to teach a foreign language is also to teach a foreign culture, and it is important to be sensitive to the fact that our students, our colleges, our administrators, and, if we live abroad, our neighbours, do not share all of our cultural paradigms."

Language teachers must realize that their understanding of something is prone to interpretation. The meaning is bound in cultural context. One must not only explain the meaning of the language used, but the cultural context in which it is placed as well. Often meanings are lost because of cultural boundaries which do not allow such ideas to persist. As Porter (1987) argues, misunderstandings between language educators often evolve because of such differing cultural roots, ideologies, and cultural boundaries which limit expression.

Language teachers must remember that people from different cultures learn things in different ways. When a teacher introduces language teaching materials, such as books or handouts, they must understand that these will be viewed differently by students depending on their cultural views (Maley 1986). For instance, westerners see books as only pages which contain facts that are open to interpretation. This view is very dissimilar to Chinese students who think that books are the personification of all wisdom, knowledge and truth (Maley 1986).

One should not only compare, but contrast the cultural differences in language usage. Visualizing and understanding the differences between the two will enable the student to correctly judge the appropriate uses and causation of language idiosyncrasies. It is necessary to contrast the different language usages, especially grammatical and idiom use in their cultural contexts for the students to fully understand why certain things in English are said. The usage of cultural explanations for teaching languages has proved invaluable for students' understanding of the target language. It has enabled them to differentiate between appropriate and inappropriate circumstances of which to use English phrases and idioms that they have learnt. Valdes (1986) argues that not only similarities and contrasts in the native and target languages have been useful as teaching tools, but when the teacher understands cultural similarities and contrasts, and applies that knowledge to teaching practices, they too become advantageous learning tools.

Finally, language and culture are intertwined to such an extent whereas one cannot survive without the other. It is impossible for one to teach language without teaching culture. The implications for language teaching and policy making are therefore vast and far reaching. As a teacher of language, one must be culturally aware, considerate of the students` culture, and inform students of cultural differences thus promoting understanding. Language policy must reflect both the target language culture as well as the students`, teacher`s, and administrative persons` culture thus avoiding any cultural misinterpretations.

1.10 Language and Identity

Meaning of Identity

Identity is the qualities, beliefs, personality, looks and/or expressions that make a person (self-identity) or group (particular social category or social group). The process of identity can be creative or destructive. It is also related to self-image (one's mental model of oneself), self-esteem, and individuality. Weinreich defined Identity as, "A person's identity is defined as the totality of one's self-construal, in which how one construes oneself in the present expresses the continuity between how one construes oneself as one was in the past and how one construes oneself as one aspires to be in the future"; this allows for definitions of aspects of identity, such as: "One's ethnic identity is defined as that part of the

totality of one's self-construal made up of those dimensions that express the continuity between one's construal of past ancestry and one's future aspirations in relation to ethnicity".

Relationship between Language and Identity

When You Speak, I know where you belong !! The word identity is often used, but it is not easy to define. The meaning attributed to it also changes throughout time. In the nineteenth century, a fairly static idea of national identity was preferred. So when you lived in Germany for example, you spoke German and you were German, full stop. More recently, with growing globalistation, large groups of people are on the move and the link between place and identity has become less evident.

Because people are increasingly confronted with other cultures, they will also affiliate themselves more consciously with certain aspects of their background. As it happens, they may define themselves on the basis of cultural differences with other groups. So language or religion can start to play a larger role than it had done in the place of origin. Generally, ethnocultural minorities will feel a stronger need for a distinctive profile than the majority. Particularly when they feel cornered and are exposed to negative representation, they will attempt to stress a positive image, with reference to a rich culture and tradition. In extreme cases, this could lead to self stereotyping and a minority which forcefully opposes any kind of change. But because of a continual interaction between groups, cultural identity can't possibly be 'fixed' and the borders between groups will shift.

Relation Between language and Identity

When Belgium was a very young nation in the nineteenth century, its leaders favoured the idea that inhabitants of one country or nation also share one language and the same ethnocultural identity as a consequence. At the time, this was a reason to keep Dutch speakers from higher positions, because they would break the 'unity'. It seems as if this has changed now that the country has become trilingual.

Of course the reality is more complex than that. Whether language is a significant aspect of your identity, depends partly on the status of that language, but not necessarily so. Moreover, it is possible that the original language is partly

disappearing, but still plays an important symbolic role in a given ethnocultural group, think for example of Welsh in Wales. For other groups, language may originally not have been a distinctive feature at all, such as with Armenian Christians from Turkey. In Turkey, which is predominantly Muslim, they would define themselves first and foremost as Christians. When groups of them moved to Brussels in the late eighties, they felt that this was not a distinctive feature among a majority of Christians, which is why language gradually did become an important marker of their identity. The former illustrates that the relationship between language and identity is not straightforward and is constantly subject to change. When people migrate, the constant interaction between different groups causes original group borders to fade and to shift.

1.11 Language and Gender

Language is the most important communication tool for human beings. It not only reflects the reality of the society, but also has various functions to strengthen and maintain social existence. Given such a view, language does mirror the gendered perspectives and can also impact and contribute to changing people's perception of gender over time. Thus, for a long time feminists and sociolinguists have shown interest in describing the differences in language use between women and men, and studies of the cultural roles ascribed to gender. However, interest in language usage differences between the two sexes has a very long tradition in attempting to explain the distinction between language and gender and how language supports, enforces, and maintains attitudes about gender in general and women in particular.

What is Gender ?

Gender refers to the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men. It varies from society to society and can be changed. While most people are born either male or female, they are taught appropriate norms and behaviours – including how they should interact with others of the same or opposite sex within households, communities and work places.

The word ‘gender’, originally a grammatical term, has come to refer to the social roles and behaviour of individuals arising from their classification as biologically

male or female. This is a huge complex embracing virtually all aspects of social behaviour of which language is only one. Attributes of the two genders are conveyed early on to children. There are essential differences between boys and girls, not just in external physiology, but in mental makeup. Reason is for boys while emotions are for girls. For instance crying becomes increasingly unacceptable for boys who are supposed to come to terms with unpleasant situations in a rational manner. Girls are allowed displays of emotions which is not a male thing, only in extreme circumstances which are regarded as exceptional. Girls can show (or feign) fear, for example when they classify films as 'scary and spooky'. Boys learn early on to hide fear and anxiety. There are linguistic manifestations of these slots for the genders.

Language and Gender

The relationship between language and gender has long been of interest within sociolinguistics and in related disciplines. Early 20th century studies in linguistic anthropology looked at differences between women's and men's speech across a range of languages, in many cases identifying distinct female and male language forms. Gender has also been a social variable in quantitative studies of language variation carried out since the 1960s, a frequent finding being that, amongst speakers from similar social class backgrounds, women tend to use more standard or 'prestige' language features and men more vernacular language features.

The sex and gender definitions and explanations put forth the following key approaches on the relationship between language and gender-

a. **The Biological Approach-** The biological approach was the initial focus in the field of language research in the 1960s. It accounted for the distinction between men and women in speech behavior on lexical, phonological, and morphological forms.
b. **The Cultural Approach-** In numerous studies, such as those of Tannen's (1990) and Maltz and Borker's (1982), two cultural approaches were examined. They argued that males and females belong to their own sub-culture and thus use language to maintain identity within their respective groups.

c. **The Power and Dominance Approach-** Several scholars, e.g., Spender, 1985; Zimmerman & West, 1975; Coates, 1986; and O'Barr & Bowman, 1980, highlighted the power and dominance approach. They claim that women in a patriarchal system have a low social status and position; therefore, the employment of standard language use aims to raise their self-esteem.Thus, the early deficit approach was changed to a dominance approach.

d. **The Social Constructionist Approach-** Last but not least, the social constructionist approach has been a particularly influential model in recent studies on language and gender (Coates, 1986; Holmes & Meryerhoff, 1999). These studies explored not only social constructs, the relationship between gender and other aspects of identity, but also the magnitude of context in determining how individuals use language.

Some sociolinguistic issues in the field of language and gender

Is language sexist? Society's distinction between men and women is reflected in their language. It is realized that there is a specific "language" that is used by men and women. If a male tends to speak the "language" used by women, he is considered to be crossing the boundary and is orientated by the opposite sex. That is the reason why it appears a statement such as "I would describe her as handsome rather than beautiful" would be considered crossing the boundary. Because, in the English language handsome is used only to describe males and beautiful is used only to describe females. For example, in Vietnamese the words such as willowy as 'thuot tha' and graceful as 'duyen dang' are only used to describe the beauty of women in their youth. However, these words have a negative rhetorical nuance when used to describe men.

Teaching language and Gender

The teaching of language and gender is now widespread, at least across the 'western' world, whether in the form of coherent modules on the topic, or as sessions in modules such as 'Language in Society', 'Language and the Media', or within non-language programmes, such as Women's Studies. Language and gender doesn't, however, have a settled curriculum. The field itself is still young and additionally is extremely fast-moving: consequently, what can be and is included in

language and gender curricula is enormously diverse. Testament to this is the fact that edited collections in the area outweigh monographs. In what follows, we look at commonality and diversity in language and gender curricula; at issues relating to teaching and learning stances; at the design of language and gender modules, including selection and sequencing of curricular content; and at the potential for integrating language and gender into modules on other aspects of linguistics and English language studies.

1.12 Summary

Language is a tool to transmit information, learn knowledge, express feelings, emotions, and ideas, construct social identity. As we all know that language plays a great role in the process of transmitting knowledge. Language is the ability to acquire and use complex systems of communication, particularly the human ability to do so, and a language is any specific example of such a system. Language is man's finest asset. Language is like a vehicle that we use in presenting our ideas, thoughts, feelings, and opinion to the world. It make possible the growth and transmission of culture, and the continuity of societies, and the effective functioning and control of social group. Oxford English Dictionary defines language as "Words and the methods of combining them for the expression of thoughts". There are few Characteristics of Language such as Language is a complex, Symbols, Biological function of man, Practice and habit formation. There are many roles performed by language as Vehicle of thought, Medium of expression, Medium of communication, Communication with other countries, Moral development, Developing and grooming one's personality, Human developmental process, Medium of literature and Growth of civilization. The connection between language and society is tightly anchored. The relationship of the two is deeply rooted. Language performs various functions in the society and the society does the same way. If one will not exist, the other one will be affected. language influences society and people, people and society influence language, there is interaction as language influences people and society and people and society influence language. Sociolinguistics is the descriptive study of the effect of any and all aspects of society, including cultural norms, expectations and context, on the way language is used and the effects of language on society. When considering 'language & power' one needs to

distinguish public power vs. personal power. Public power is the ability to shape public opinion, and thus to change or maintain the social reality. Public power is controlled by institutions, but also by more vaguely defined ideological collectives. Personal power is the ability to change or maintain one's local social reality. Personal power stems from social roles, social relationships, and personal language competence. The study of language and power is two sided: firstly, it will enable you to write and interact more effectively (be more powerful), and secondly, it can be used defensively: if you can recognise power strategies in text and writing, then you can avoid being influenced by them. The teaching of language and gender is now widespread, at least across the 'western' world, whether in the form of coherent modules on the topic, or as sessions in modules such as 'Language in Society', 'Language and the Media', or within non-language programmes. Hence, we can say that language and society both are related to and influenced each other to a very large extent.

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1.13 Long Answer Type Question

1. Do language and society influence each other? Illustrate your answer.
2. Write any two approaches to show the relationship between language and Gender.
3. How power influenced the language ?
4. What is Sociolinguistics ?
5. How Language influenced Identity ?
6. Explain the role of Culture in language formation.

UNIT 2- Languages In School

2.1 Introduction
2.2 Objectives
2.3 The Language and Its Function
  2.3.1 Language and Students' Understanding
2.4 Language in School
  2.4.1 Home Language
  2.4.2 School Language
2.5 Medium of understanding
2.6 Multilingual and multicultural Classroom
  2.6.1 Translanguaging Pedagogy
  2.6.2 Multilingualism and Cognition
2.7 Language as School Subject and Language as Medium of Instruction
2.8 Summary
2.9 Glossary
2.10 Answers of Practice Questions
2.11 Long Answer Type Questions
2.12 References and Suggested Readings

2.1 Introduction

Man (Human) is only creature on earth which acquires and uses language at such a sophisticated level a modicum of which cannot be found in other nonhuman beings. This unique possession plays a valuable role in development of humanity, culture, civilizations and scientific advances. Language is very complex entity which plays complex and wide-ranging roles in our life. We can communicate our feelings, experiences, thought, ideas etc. to other fellows. This facility also helps us in thought process, preserving the thoughts or knowledge of different generations, and transferring it to the next. Here you can infer that our education system which aim

at transfer of knowledge and culture solely depend on the language. Language works like electric wire to provide power to whole school system. School ethos mainly depends on the interaction pattern among teacher and taught through the media of language used in the school. This is well known truth that language serves as identity of people. Also it serves as identity of schools. Quality of education determines how languages are treated in school as subject of study and medium of instruction. School as a 'miniature of society' always required to follow the language of community which they are serving in. Accordingly you can found Hindi medium or English medium schools in Uttarakhand. Taking account of increasing bilingualism and multilingualism in society and considering the medium of understanding (home language) among students schools are often required to switchover their language policy and media of instruction.

2.2 Objectives

After going through the content of this Unit you will be able to

1. Explain the nature and function of language.
2. Establish and verify the relationship between language and learning.
3. Explain how language is essential for all types of learning.
4. Describe the concept of Home language and School language.
5. Deliberate on the medium of understanding.
6. Differentiate between the importance of Home language and School language for the understanding of the learners.
7. Describe and discuss the concept and implications of Multilingualism and Multiculturalism in the classroom.
8. Explain and use a latest concept of translanguaging pedagogy.
9. Distinguish between the language as school subject and language as medium of instruction.

2.3 The Language and Its Functions

Language, a complex social as well as cognitive system, enables children to both learn about and influence their environment. Being a language teacher it is our responsibility to first understand the basic nature and function of a language. We all

take language for granted because we never thought about the language but use it. It explicit simplicity hides the difficulty of its essence. Language is abstract noun we cannot define it like a physical material. One thing which everyone can tell is that language is a tool of communication. This is only one and multilevel function of language. It plays very complex and crucial functions in our life ranging from the communication of thoughts to controlling/determining of thought process. Different linguists have delineated the function of language in different terms. Here we will know seven functions of language as described by Michael Halliday (1975).

Table 1: Functions of Language

Function	Examples
Instrumental language is used to communicate preferences, choices, wants, or needs	"I want to …"
Personal language is used to express individuality	"Here I am ...."
Interactional language is used to interact and plan, develop, or maintain a play or group activity or social relationship	"You and me ...." "I'll be the cashier,"
Regulatory language is used to control	"Do as I tell you ...." "You need ...."
Representational Use language to explain	"I'll tell you." "I know."
Heuristic language is used to find things out, wonder, or hypothesize	"Tell me why ...." "Why did you do that?" "What for?"
Imaginative language is used to create, explore, and entertain	"Let's pretend ...." "I went to my grandma's last night."

Not only this, language is much more as an essential component of a civilization and culture. Scientifically you can define the language as systems of sounds and graphic expressions. These artificial linguistic symbols do convey natural human feelings and ideas. This communication system is very much complex which brings both war and peace. This is because language also brings the thought to you. Language is not only necessary for the formulation of the thought but it is the part of the thinking process itself. We can neither get outside language to reach thought nor outside the thought to reach language. Language, linked to a modicum of direct experience, is what gives us our knowledge of the world; means to say that it is language which converts our experiences into knowledge. According to Halliday(1993) language is essential condition of knowing. He said the very process of learning is the process of language development. Language and learning are interdependent things. It is virtually a circular process. Language facilitates learning; and through process of learning we acquire a language (figure- 1).

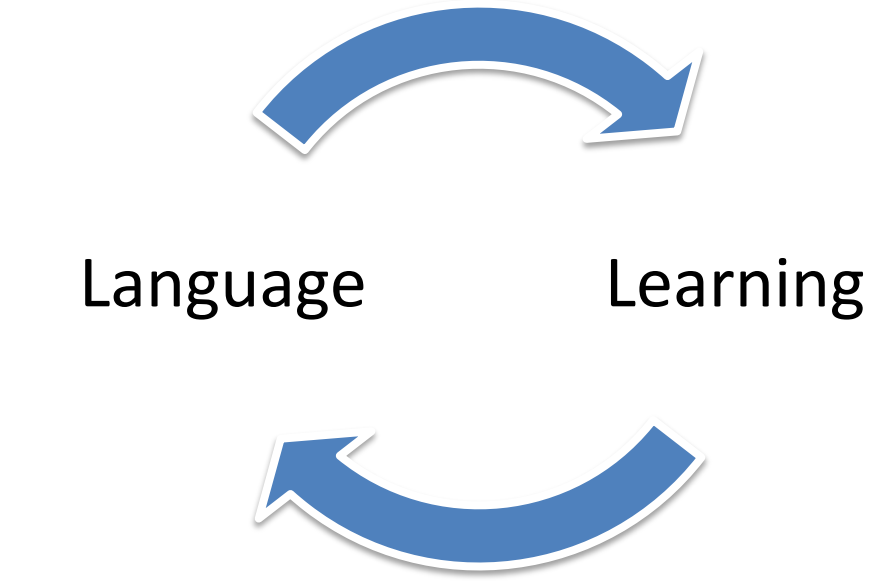

Figure 1- Circular Relation of Language and Learning

2.3.1 Language And Students' Understanding

We observed the relationship between language and learning. Further we will discuss the language in school. If we understand the relationship between language and learning, there will not be much difficulty to understand relation among learning (education), school and school language. Children come for education to school to understand their world, to have the knowledge of their environment and to convert their small experiences into knowledge. This depends how the children find meaning of their experiences. Simply to say that what experiences are provided to children through a particular curriculum can only be converted into knowledge of children through the cognitive process (thought process); which also depends on the language capacity of children.

We should also not forget that language, thought and logic are interconnected things. Language is not only necessary for the formulation of the thought but it is the part of the thinking process itself. To understand this relation we can take a metaphor of sailing or boating. Suppose that you are boating. For this activity boat, rudder and water are essential condition to move forward. Rightly your boat is you thought process moving with the help of rudder i.e. your logic and enormous water base is your language. And this boat is directed towards the goals of education for which we have established schools. Hence achievement of the gaol and destination very much depend on the flow of the water and understanding of the sailors (students) about the water-streams. By this we can understand the role of language in education, especially the impact of language/languages used in the school on the understanding of the students.

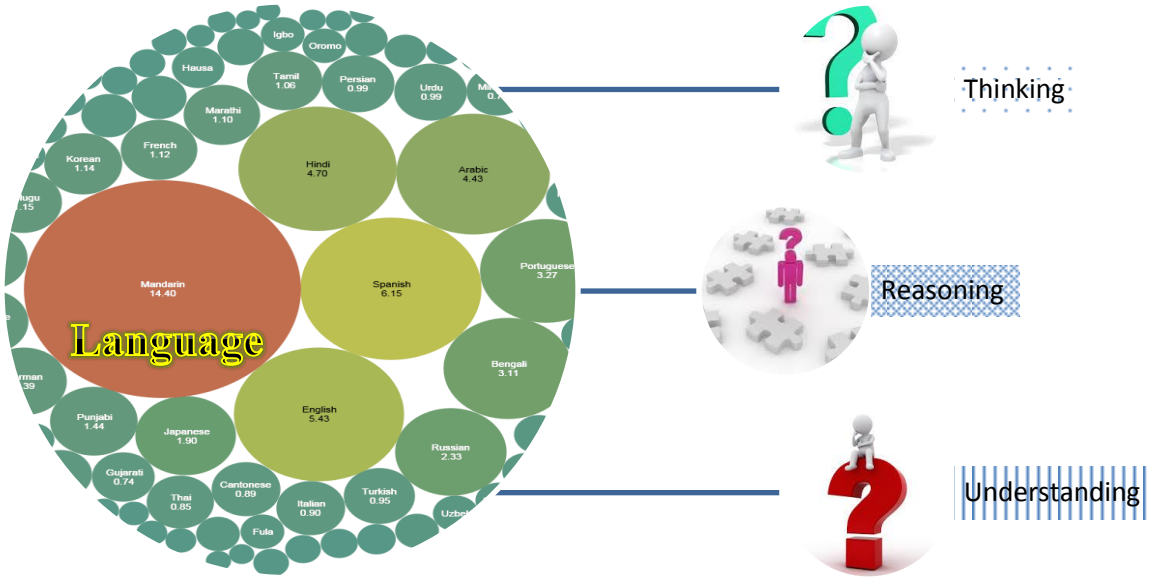

Figure 2: Language Holds Multiple Cognitive Processes

The very thought process is based on the language of the learner and language is acquired through the logical cognitive processing on the ideas and thoughts. Thus it plays a formative role in cognitive development.

Practice Questions

1. What type of relation does exist between language and learning?
2. How many functions of language are delineated by Halliday?
3. What type of role does language play in cognitive development

2.4 Language in School

Language in School means the language used in the schools for interaction among the students, among teachers and for the interaction between the both groups. It is very crucial and important factor of any education system. Whole academic climate depends on the language used in the school. Language serves as the ventilators in the academic house. We have already discussed that process of education is not possible in language free environment. Functioning of school depends on a

particular language as life depends on the circulation of blood in body. Language or language based interaction and communication determines the life (academic ethos) of a particular school. In our state, also in the most of the part of country, schools are known especially private schools (advertised and promoted) on the basis of the language used for instruction by those schools. Each and every school in our country uses a particular language for instruction. You may have observed that in Uttarakhand some schools are known as Hindi medium while some others are known as English medium schools. Hence it is quite clear that schools stress more over use of a particular language as the medium of instruction. Choosing a language as medium of instruction for the whole institution (all students) is not an easy task, especially in the country like us. Again it is much more difficult for a nation like India to decide the language to be used in the schools at national level.

We know it well that India is a multilingual country. On linguistic point of view India is unique country since languages spoken in the country are belonging to several language families. In Eighth schedule of Indian Constitution twenty two (22) languages are listed. But none is given the status of National Language. Thus no language can be assigned the status of national school language. In our Uttarakhand we have Hindi as official language. But the languages (dialects) spoken by the people across the state are quite diverse. For a person of other state or person knowing less about Uttarakhand, there are only two dialects i.e. Gadwali and Kumaoni which are used by the people of Uttarakhand but we as a teacher and especially teacher of language must know that there are more than two languages used in the state. Among popular and recognized languages used in the state are Hindi (Official language), Sanskrit (Second official language), English, Nepali. Besides **Kumauni, Garhwali, Bhotia and Jaunsari are among 325 recognised languages of India.** Moreover, as per one source there are around fifteen dialects and sub-dialects used in the state (Dialects of Uttarakhand, n.d.).

By forgoing discussion we can understand that one language as the medium of instruction in school cannot serve the purpose. It is well stated in NCF, 2005 that "the multilingual character of Indian society should be seen as resource to promote multilingual proficiency in every child" (NCERT, 2005). You know that learning depends on the language. You can take you as example and you will find in which

language you can think better or learn promptly. Yes! certainly it is your mother tongue. Providing education in a child's mother tongue is indeed a critical issue. Mother tongue based education is not only the right of child but also it is crucial for quality of learning. To make your teaching effective and the learning of students enduring your medium of instruction should be that which the medium of understanding of your students is. You should not feel that that teaching in Uttarakhand only is a challenging task because there are different sub-languages and dialects are used in different regions. You should not forget that multilingualism is the reality of society, existing in all states of our country as well as most of the nation of the world. This linguistic diversity keeps on developing in the classrooms because of process like globalization and inter-lingual contacts.

2.4.1 Home Language

This is the self-explanatory term. You can understand it well that this is the language which used in the *home* of student. But here we are required to think about the salient features of home language. Home language for us (also for our students) is the language we speak the best. Not only that we are much fluent in speaking home language but we are recognized by that. Suppose that you are travelling out of Uttarakhand, it may be train, or market place in Delhi and you find a person speaking your home language (Garwali or Kumaoni). Definitely you would like to know his native place and district, if you would have chance to interact with that person. Hence home language also becomes our identity. You will not be tired of speaking in your home language, if you have a topic of your interest. Home language has no relation with minority or majority language. This may be spoken by a few individual or by thousands of individual. Home language is also not an area specific entity. The language used in your home in Uttarakhand may also be used by other people of Uttarakhand residing in Japan, Hong Kong or Canada. Customarily our mother tongues are being termed as home languages for us. Thus we can drive some characteristics of home language as following;

- Language used in the home of students.
- Language which become sociolinguistic identity.
- Language in which our language organs moves with ease.

- This is so informal that we rarely care about the rules (Grammar).
- In contrast to office (school) language this is more of colloquial or conversational in nature.
- We know it the best.
- This can be termed our mother tongue.

When a child comes before you in the classroom s/he possesses language competencies, essential for social communication. But teacher must not forget that the child can communicate only in his/her home language. If you as a teacher are not able to understand/take care/pay regard to home language of your student, you cannot effectively communicate with that. Carelessness about the previous language capacities of entrant (newly admitted students) is like throwing many coins in hand to search a new coin. In many families, children receive richer language development at home than at school. We must not forget the results of psycholinguistics, cognitive linguistics and developmental psychology, which tell us that children come to school with approximately 3,000-word vocabularies (Boyer, 1991); and Almost complete control of basic syntax (Brown, 1973; Chomsky, 1969).

2.4.2 School Language

School is place where children of different homes, communities, habitations, cultures are coming to learn about the world. These are coming with different home languages. School language may or may not be different from the home language of some students by the name or tag attached to the language. For example you may find some students whose parents are interacting in English and you can think that you have some students which are having home language not different from school language. Rethink on your assumption and go again through the salient characteristics of home language.

Now you can find English as school language is different from English as home language, in style and rules. School language is the language used in textbooks, in commands, on notice boards, in examinations, and classroom interaction based on an academic topic. Often school language is different in

structure (formation of sentences) and vocabulary from the everyday spoken languages used for social conversation. Language used in school is standard one. Teachers often use the highly standard or lofty language inside the classroom which always makes the students struggle (Ahmad, 2016). School language every so often also termed as 'academic language'. When this academic language is not understood by the students all endeavours of the teachers go in vain.

Practice Questions

4. How many dialects are used in Uttarakhand
5. Which language should be the medium instruction?
6. Write two characteristics of home language

2.5 Medium of Understanding

Medium of understanding represents the language which is the medium of learning, or which leaning is based on. The language which students comprehend/know/realize and understand the best. In previous section we have discussed that our thought are processed with the language. This is universally accepted that the first language whatever we may call it home language, mother tongue etc. is the best medium of understanding for the learners. This is contradictory and disastrous that around 40% of the world population do not receive education in the language they speak and understand. In our country unfortunately a large number of students are not given instructions in the language which they understand well (Modi, 2015; Sen, 2015). Whereas RTE, Act 2009 through it clause 29(f) states "medium of instructions shall, as far as practicable, be in child's mother tongue". It is stated in the RTE, Act because mother tongue (first language) of the learner is the best suitable media of processing information. "Years of research have shown that children who begin their education in their mother tongue make a better start, and continue to perform better, than those for whom school starts with a new language" (Daniel, 2003). Learners can interact, question, and think critically in their home language. This is more suitable to much talk about philosophy of child centred education. A second language instruction at school level is more

teacher-centred. This may also become traumatic experience for a few. Benson (2005) writes;

> "*Instruction through a language that learners do not speak has been called "submersion" (Skutnabb-Kangas, 2000) because it is analogous to holding learners under water without teaching them how to swim*".

It is well established fact in educational psychology that the words are essential for concept formation. Words in any language have some predetermined concepts. Students' lexical capacity in the first language (L1) can be an asset for the teaching of new concept as L1 is the strongest medium of understanding.

2.6 Multilingual and Multicultural Classroom

One thing I want to make it clear in the starting of this discourse that multilingualism should not be taken as problem or challenge before the teachers. Mountains of evidences are available to confirm that multilingualism is a resource which can be converted into asset to the school. Multilingualism is not a new phenomenon it is as old as human civilizations. Different linguistic communities were always in contact and connected owing to different reasons like trade, exchange, marriage, knowledge sharing etc. Simply it means the knowledge of more than one language by a person or community. This feature is also known as bilingualism, polylingualism, plurilingualism, diglossia, and languages-in-contact. But we have discussed before that very concept of language is abstract and complex. Further concept of multilingualism is over again more complex. Dua (2008) defines multilingualism as;

> *"Multilingualism involves the nature and scope of relationship between various languages, a wide range of linguistic, social, cultural, economic, and political factors that constitute the ecology of relationship, the status of language development and discourse production and the forms of the state and the language policy"*

Hence we can understand that multilingualism do not only talk about the relationship among more than two languages but also the amalgamation of different

socio-cultural factors. It is very thin line which differentiates between multilingualism and multiculturalism. Multiculturalism denotes the existence of different cultures in one society. In a small Indian village you may find the different cultural trends in different social groups. Hence it is one of the salient features of our Indian society. Multiculturalism is caused by numerous factors such as marriage relations between two families of different cultures. For example if it is marriage between two Garwali and Kumaoni origin persons, next generation will certainly be having multilingual and multicultural capacities. In some part of rural areas of central Uttar Pradesh(UP) it is a trend that they will receive girls from western side(Brajbhasha area) or from Bundelkhand area; whereas they marrying their daughters in eastern area that is Awadhi dialect zone. Hence it is natural amalgamation of different cultures and multilingualism exists by default and caused by social traditions also.

Multiculturalism and multilingualism are the words which are used in interchangeably in the literature of education. It is already discussed before that it is very thin line to single out the two concepts. If you keep in mind the meaning of culture you can understand this difference. Culture is generally understood as 'ways of living' among people of certain area, community or nation. Besides this culture is a very comprehensive term, because ways of living comprises so many psycho-social factors such as knowledge, belief, art, morals, law, custom, way of expression and many more. Considering only a few components of culture i.e. Knowledge and way of expression you can infer that education and language are also the part of culture. People of a particular culture use a certain language as their identity, medium of communication and also foundation of their thoughts and ideas. It is not a linear relation between language and culture but reciprocal one. Culture defines language and language shapes the culture (figure-2).

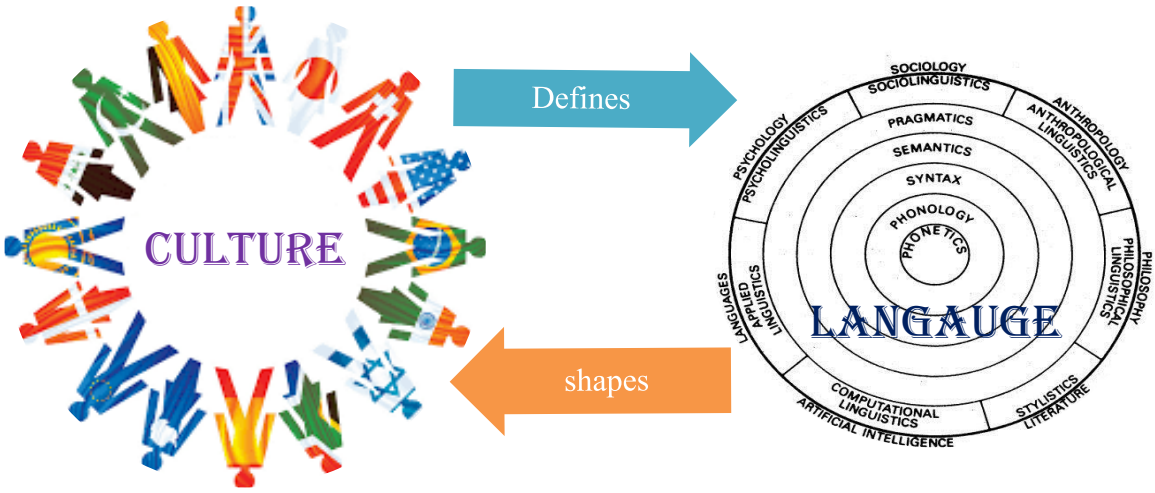

Figure 3: Interaction of Culture and Language

To understand multilingualism in the classroom it is required to understand other social systems contributing to multilingualism. It is not only you as a teacher handling multilingualism in your classroom. The estimated fact make you believe that there are around five thousand (6909 living languages) languages spoken in the world and about two hundred countries (196) only. Languages in the world are twenty five times more than the countries exist (Romane, 2003). This fact naturally confirms that multilingualism exists in every country of the world and India is a classic example of multilingual society with more than hundred major languages and more than thousand other sub-languages. As in our Uttarakhand also there are more than two languages used across the state, so multilingual students are very common. Moreover it is established fact that knowing more than one language brings cognitive and academic benefits to the learner. Thus multilingualism is a tremendous resource for teaching and learning.

As a teacher especially being a language teacher it is our responsibility to promote and harness the advantages of multilingualism in the classroom. It becomes not only our responsibility to cater multilingual students in our classroom but also it is intelligent choice to be effective teacher, since students learn better in the language they know best. Appropriate uses of multilingualism in the classroom raise many advantages beyond the limit of linguistic knowledge only. By

recognizing and concerning the home language of the students you can promote their cognitive, personal, social, academic, emotional development.

Up to this point of discussion it is clear to us that multilingualism is natural phenomenon and it can be converted into resource for the progress of the learners and whole school. Now there may be question how to handle multilingualism in the classroom. One thing to be noted that this is very contextual thing most of the time teacher has to develop his/her own techniques to deal with the local issues. Here are some suggestions;

- In starting of the session do a survey to find out the first languages of your students.
- Integrate different languages in the same piece of content prepared for instruction.
- Prepare or get prepared bilingual charts or teaching learning material.
- Make cooperative learners groups according to the home languages.
- Arrange multilingual resources and literature for your students.
- Use Translanguaging Pedagogy.

2.6.1 Translanguaging Pedagogy

Translanguaging means going beyond the language. In education simply it denotes switching of language codes. You can teach and question in English and students can answer in Hindi or their home language. It promotes the deeper understanding of subject matters and uses language as carrier of thought not the barrier in communication. Though related, it is different from bilingual teaching methods. Translanguaging is a new approach which is language-user oriented not the language. This technique demands a different type of teachers who is 'co-learner'. Teachers are not always required to be bilingual or multilingual. S/he should be liberal enough to allow students to use the language they know best. "Any teacher, including a monolingual one, can take up translanguaging to enable their bilingual students to make deeper meaning and legitimize their home language practices"(Grosjean, 2016).

2.6.2 Multilingualism and Cognition

There are several researches conducted in psychology, linguistics, neurosciences, cognitive sciences, and in interdisciplinary areas which are confirming the positive effect of multilingualism on cognitive development of the students. As review of these researches is out of purview of our discussion, so we should directly come to the results of these researches which may give us some clue for further thinking and working. It will be appropriate to consider the following facts:

- Bilingual (multilingual) children show cognitive advantages in concept formation, creativity, Piagetian conservation task, visual and spatial abilities, and analogical reasoning and clarification skills.
- Multilingual children develop an advanced awareness of language and control over their linguistic operations. This is helpful not only in acquiring second language but also in development of cognitive abilities.
- Language work like catalyst for cognitive processing and mental development.
- Some researchers found constitutive relation between language and cognition.
- It is recognized that multilingual awareness is concomitant with the process of language acquisition.
- Metalinguistic awareness contributes significantly to various aspect of cognition, both linguistic and nonlinguistic.
- Multilingualism enhances the capacity of students to process some content cognitively with control on the procedure.
- There is some relationship between multilingualism and metacognition.

2.7 Language as School Subject and Language as Medium of Instruction

Language is vast area of study includes all main streams of discipline i.e. Humanities, social studies and natural sciences. We learn the language, through the language and about the language, Halliday (2004) proposed threefold perspectives of language development. Those are

- "Learning language: Language as subject of study across the levels of academics from school level to university level.
- Learning through language: Language as medium of understanding or instruction.
- Learning about language." coming to understand the nature and functions of language itself. This area belongs to study of linguistics, psychology, cognitive sciences etc.

Above mentioned two perspectives only are the topics of our discussion here.

2.7.1 Language as School Subject

Language is accepted as the centre of all school subjects. Language as subject means study of Hindi, English, Sanskrit etc. From the stand point of teachers we can say teaching of Hindi English etc. Whenever it is referred about the Language as subject it is always about the standard languages not the dialects. It is not about the teaching of the language spoken by the students in the schools. Also it does not talk about the learning of mother tongue which students already cognize. We should remember that a child starts learning language from the moment he is born. He is actively involved in communication, exchanging signals with the other human beings around him. Hence it is not aiming to teach communication only. Languages taught in schools as subject of study are often the official languages of the state/nation. Languages which have economic, cultural, political values are often become the subjects in schools. Traditionally language subjects were considered as 'service subjects', which means language teaching provides reading writing and other basic skills which are to be used in other studies. At present language education has been given a distinct value. Language as subject provides tools for analysis of text. It develops the capacity among the learners to talk about the language. Thus the teaching of language aims at developing the knowledge of various aspects of language.

2.7.2 Language as Medium of Instruction (Lmi)

'Language as medium of instruction' refers to language or languages used by the schools for transaction of curriculum. You have observed that schools in

Uttarakhand are tagged as English medium or Hindi medium schools. Hindi and English are school subjects. Consequently you may not be able to differentiate between the two concept 'language as school subject' and 'language as medium of instruction'. But if any school you have seen where students are taught through Gadwali or Kumaoni dailects you can easily grasp that language as medium of instruction is different from language as school subject. This may be the first language of the learner, official language of the state or any other dialect. Basically language used for teaching a subject or part of a subject can be termed as medium of instruction. Instruction may be monolingual, bilingual, multilingual or translingual. LMI is often the matter of school policy which is decided by the governing bodies. LMI demand teachers to have communicative capacity in the language they are using, whereas language as subject demands teacher to have sound knowledge of the different aspects of language such as syntax phonetics, semantics, pragmatics, and literature. Considering the quality of teaching and learning medium of instruction can also be changed or switched over for a long time or frequently. For better explanation and understanding of the content teacher can also change the medium of instruction in his/her single period. You can differentiate LMI from language as subject by visiting some schools in rural area. You may observe that an English teacher teaching content of English subject by using Hindi or any other local language as medium of instruction. This phenomenon has also been observed in many degree colleges of Hindi speaking states.

Practice Questions

7. Which clause of RTE act does state about the medium of instruction?
8. What is meaning of culture?
9. What type of teacher is required by Translanguage Pedagogy?
10. How multilingualism work for cognitive development.
11. Which are three perspectives of language development?

2.9 Summary

Language is very unique tool for learning and as teachers we should be careful in using the tool effectively, neither misuse nor disuse. Purpose of use must be clear that is effective communication. To ensure the communication and learning in our classroom we are required to cater the needs of all students coming from various socio-linguistic groups. Taking decision about the medium of instruction we should be learner friendly not the language friendly. This is not the pressure on the teaching community whereas this is suggestion to use multilingualism in the classroom as the resource for effective teaching and enduring learning. After being aware about the role of language in learning as well as effect of multilingualism on cognitive system you will be attentive to take care of the preexisting language competencies of the learner in the first language. Being a co-learner and using translanguaging pedagogy in the classroom for the sake of firm learning and better understanding among the students is the requirement of present scenario. Because multilingualism is not only the existing phenomenon in our country but it is increasing also. Thus our medium of instruction cannot be strictly one language. We are required to use the language which is the medium of understanding among the students.

2.10 Glossary

1. **Translanguaging-** switching over languages in teaching and learning
2. **Pedagogy -** science of teaching children
3. **Instruction-** act of teaching or imparting knowledge to students
4. **Multilingualism-** knowledge of more than one language by a person or community
5. **Heuristic -** Of or relating to or using a general formulation that serves to guide investigation

2.11 Answers of Practice Questions

1. Circular
2. Seven
3. Formative
4. 15
5. Mother Tongue/ Home language
6. Two characteristics:
    a. It is sociolinguistic identity
    b. It is used informally
7. 29 (f)
8. Ways of living
9. Co-learner
10. As a catalyst.
11. Three perspectives:
    a. Learning language
    b. Learning through language
    c. Learning about language.

2.12 Long Answers Type Questions

1. Compare and contrast between school language and home language of the students
2. Discuss in detail the role of a language in school. How does language determine the understanding of the student?
3. What is multilingualism? How does this affect the instructional process in school?
4. What is medium of understanding? How translanguaging pedagogy is helpful in ensuring understanding of students?

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Unit 3 - Role and Position of Languages - Constitutional Provisions and Policies of Language Education Position of Languages in India; Article 343-351, 350A; Kothari Commission (1964-66); NPE-1968, NPE-1986; POA 1992; National Curriculum Framework-2005

3.1 Introduction
3.2 Objective
3.3 Position of language in India: Article 343-351,350-A
3.4 Kothari Commission (1964-66)
3.5 NPE-1968, NPE-1986, POA 1992
3.6 National Curriculum Framework-2005
3.7 Summary
3.8 Suggested Reading
3.9 Essay Type Question

3.1 Introduction

The importance of language is essential to every aspect and interaction in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and question/understand the world around us. To streamline this process every country need some provisions and policies in regard of language. In the country like India it becomes more important and useful because India is culturally and linguistically diverse country. In this unit we will try to explore the position of language in Indian constitution and various policy documents.

3.2 Objectives

After reading this unit you will be able to -

1. Students will be able tell the role of English in the Indian Context.
2. Students will be able to understand the constitutional provisions and policies of education.
3. Students will be able to understand the various articles related to language provision.
4. Students will be able to understand the role of different policy document in language development of India.

3.3 Position of language in India: Article 343-351, 350-A

The language policies will be discussed here so as to clarify the constitutional provision in this regard and to drive away any misunderstanding from the readers mind. Article 343 to 351 (Part XVII) of the constitution where status of language – for official, Administrative and education purposes are outlined should be clearly enunciated.

Article 343: Official language of the Union

1. The official language of the Union shall be Hindi in *Devanagari* script. The form of numerals to be used for the official purposes of the Union shall be the international form of Indian numerals.
2. Notwithstanding anything in clause (1), for a period of fifteen years from the commencement of this Constitution, the English language shall continue to be used for all the official purposes of the Union for which it was being used immediately before such commencement: Provided that the President may, during the said period, authorise the use of the Hindi language in addition to the English language and of the Devanagari form of numerals in addition to the international form of Indian numerals for any of the official purposes of the Union.
3. Notwithstanding anything in this article, Parliament may by law provide for the use, after the said period of fifteen years, of-
    a. the English language, or

b. the Devanagari form of numerals, for such purposes as may be specified in the law.

Thus very logically the above lines were formulated that they strengthened the national consciousness for the acceptance of Hindi. They also permitted the use of English for a maximum period of 15 years for official purposes or even the period might be extended by an Act of parliament if the chosen Representatives of the People of India so desire.

Article 344 Commission and Committee of Parliament on official language

1. The President shall, at the expiration of five years from the commencement of this Constitution and thereafter at the expiration of ten years from such commencement, by order constitute a Commission which shall consist of a Chairman and such other members representing the different languages specified in the Eighth Schedule as the President may appoint, and the order shall define the procedure to be followed by the Commission.
2. It shall be the duty of the Commission to make recommendations to the President as to
    a. the progressive use of the Hindi language for the official purposes of the Union;
    b. restrictions on the use of the English language for all or any of the official purposes of the Union;
    c. the language to be used for all or any of the purposes mentioned in article 348;
    d. the form of numerals to be used for any one or more specified purposes of the Union;
    e. any other matter referred to the Commission by the President as regards the official language of the Union and the language for communication between the Union and a State or between one State and another and their use.
3. In making their recommendations under clause (2), the Commission shall have due regard to the industrial, cultural and scientific advancement of

India, and the just claims and the interests of persons belonging to the non-Hindi speaking areas in regard to the public services.

4. There shall be constituted a Committee consisting of thirty members, of whom twenty shall be members of the House of the People and ten shall be members of the Council of States to be elected respectively by the members of the House of the People and the members of the Council of States in accordance with the system of proportional representation by means of the single transferable vote.
5. It shall be the duty of the Committee to examine the recommendations of the Commission constituted under clause (1) and to report to the President their opinion thereon.
6. Notwithstanding anything in article 343, the President may, after consideration of the report referred to in clause (5), issue directions in accordance with the whole or any part of that report.

Article 345 Official language or languages of a State

Subject to the provisions of articles 346 and 347, the Legislature of a State may by law adopt any one or more of the languages in use in the State or Hindi as the Language or Languages to be used for all or any of the official purposes of that State;

Provided that, until the Legislature of the State otherwise provides by law, the English language shall continue to be used for those official purposes within the State for which it was being used immediately before the commencement of this Constitution.

Article 346 Official language for communication between one State and another or between a State and the Union

The language for the time being authorised for use in the Union for official purposes shall be the official language for communication between one State and another State and 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, that language may be used for such communication.

Article 347 Special provision relating to language spoken by a section of the population of a State

On a demand being made in that behalf the President may, if he is satisfied that a substantial proportion of the population of a State desire the use of any language spoken by them to be recognised by that state, direct that such language shall also be officially recognised throughout that State or any part thereof for such purpose as he may specify.

Article 348 is related with the Language to be used in the Supreme Court and in the High Courts and for Acts, Bills, etc.

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

During the period of fifteen years from the commencement of this Constitution, no Bill or amendment making provision for the language to be used for any of the purposes mentioned in clause (1) of article 348 shall be introduced or moved in either House of Parliament without the previous sanction of the President, and the President shall not give his sanction to the introduction of any such Bill or the moving of any such amendment except after he has taken into consideration the recommendations of the Commission constituted under clause (1) of article 344 and the report of the Committee constituted under clause (4) of that article.

Article 350 Language to be used in representations for redress of grievances

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 in the State, as the case may be.

Article 350A Facilities for instruction in mother-tongue at primary stage

It shall be the endeavour of every State and of 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 directions to any State as he considers necessary or proper for securing the provision of such facilities.

Article 350B Special Officer for linguistic minorities

1. There shall be a Special Officer for linguistic minorities to be appointed by the President.
2. It shall be the duty of the Special Officer to investigate all matters relating to the safeguards provided for linguistic minorities under this Constitution and report to the President upon those matters at such intervals as the President may direct, and the President shall cause all such reports to be laid before each House of Parliament, and sent to the Government of the States concerned.

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.

Practice Questions

1. What provisions are made in the article 350-A?
2. Which articles gives the provision of facilities for instruction in mother-tongue at primary stage?
3. Explain the article no 343.

3.4 Kothari Commission (1964-66)

The three-language formula was recommended by the Conference of Chief Ministers held in 1961. This meant that knowledge of the following three languages should be imparted to the students:

a. The regional language, or the mother tongue where it is different from the regional language,
b. Hindi or any other Indian language in Hindi-speaking areas, and

c. English or any other European language.

The main intention of the three-language formula was to make the load of language learning equal in all parts of the country and to achieve national integration. But it was, to say the least, an unrealistic formula from the educational point of view since it ignored both the lack of motivation among students in the Hindi-speaking North to learn any other Indian language and (perhaps, consequent on this) the continuing political opposition in Tamil Nadu to the introduction (or imposition as it is viewed) of Hindi. No wonder the three-language formula was not uniformly adopted, at any rate not in areas where it mattered most. In some states like Tamil Nadu it became a two- language formula while in some others it became a one-language formula in practice.

The Kothari Commission (1964-66) 'said that English should continue as a library language and as a channel of international communication and that a reasonable degree of proficiency in English was to be stipulated as essential for the award of a degree. With regard to the study of English the Commission made two important points: (a) English should be the medium of instruction in all major universities and (b) special units should be set up for teaching English as a language skill, as distinct from teaching it as literature. This evidently was in view of the emphasis on English as a library language and as a vehicle of international communication. It is not clear how a *library language*- a language studied only for reading and comprehension and not for speaking- can become a vehicle of international communication!

The Kothari Commission also specified how the three-language formula is to be implemented. Only the regional language is to be taught from class I to IV; two languages are to be taught from class V to VII (one of them being the regional language and the other language either English or Hindi); three languages are to be taught from class VIII to X-the regional language, Hindi and English. This formula meant that a student would have to learn English for at least three years till class X.

The Commission also gave a plan for two levels of English teaching and learning:

a. English for those who opt for it from class V (i.e. for six years),

b. English for those who opt for it from class VIII (i.e. for three years). This means that no language, including English, will be compulsory after class X, but English will be the medium of instruction in universities and colleges. This is paradoxical.

So, different states in India begin to teach English at different classes in government schools. In some states it is introduced in class III and in some in class V or VI; in some states it is compulsory and examinable and in some it is optional. In practice, however, education is on the Concurrent List, and States have the freedom to take decisions which are often based on political compulsions.

Practice Questions

4. What are the provisions of language in Kothari Commission?
5. What is three language formula?

3.5 NPE-1968, NPE-1986; PoA- 1992

The National Policy on Education (NEP) was formulated in 1968 largely to implement the recommendations of the Kothari Commission Report (1966). The NEP noted that regional languages were already in use as media of instruction at the primary and secondary stages and proposed that urgent steps should be taken to adopt them as the media of instruction at the university stage too. However, NEP's observation that regional languages are the media of instruction at the primary and secondary stages is only partially true because a large number of English-medium schools are flourishing in the private sector and these schools enjoy far greater prestige than the regional-medium schools mostly run by governments or with government aid. The NEP suggested at the same time that 'every effort should be made to promote the development of Hindi as a link language ... as the medium of expression for all the elements of the composite culture of India. The establishment in non-Hindi states of colleges and other institutions of higher education which use Hindi as the medium of education should be encouraged. Obviously, this has not been done. The NEP also stated that English deserves to be specially strengthened

as 'world knowledge is growing at a tremendous pace, especially in science and technology' and 'India must not only keep up with this growth but should also make her own significant contribution to it.'

However, the **National Policy on Education and Programme of Action** (NEP and POA (1986) merely reiterate the 1968 NEP and says:
The Education Policy of 1968 had examined the development of languages in great detail; its essential provisions can hardly be improved upon and are as relevant today as before. The implementation of this part of the 1968 Policy has, however, been uneven. The Policy will be implemented more energetically and purposefully.

The 1986 policy does not make any mention of the medium of instruction in its chapter on higher education but says that 'a major effort will be directed towards the transformation of teaching methods' and that 'urgent steps will be taken to protect the system from degradation'. One important step that the POA recommended was the establishment of rural institutions, that is, schools, colleges and universities to be set up in rural areas with the objective of identifying and promoting excellence. The 1968 Report: as part of its 'grand rhetoric', also proclaimed that concomitant with delinking (i.e. of degrees from jobs) 'an appropriate machinery, such as National Testing Service will be established in appropriate phases, to conduct tests on a voluntary basis to determine the suitability of candidates for specified jobs and comparable competence across the nation.'

The recommendations of Acharya Ramamurti Commission

The **Acharya Ramamurti Commission,** appointed to review the 1986 NPE arid POA, submitted its report in 1990. The report must be commended for making, perhaps for the first time, a frank analysis of the problems in the implementation of the three-language formula. It observed, however, that whatever the difficulties or the unevenness in the implementation, the three- language formula had 'stood the test of time' and that it was not 'desirable or prudent to reopen it'. About the learning of Hindi and English, the Ramamurti Commission Report also made the pertinent observation reiterating a statement made by the

Education Commission Report (1964-66) that the criteria should be, not years of study, but hours of study and, even more importantly, levels of attainment. The Ramamurti Commission made the suggestion that the Kendriya Hindi Sansthan (KHS), the Central Institute of English and Foreign Languages (CIEFL) and the Central Institute of Indian Languages in Mysore (CIIL)-the three national-level institutions, charged respectively with the development of Hindi, English and modern Indian languages, should come together and, in consultation with the Central Board of Secondary Education (CBSE) and the NCERT and the state governments, 'spell out modalities of ensuring uniformity in the matter of acquisition of language competence by students in the school system'. The objectives of such a consultation, according to the Report, may be:

a. specification of the objectives of teaching different languages,
b. specification of levels of language proficiency to be reached in respect Of each language, and
c. Specification of the class from which and the duration for which the three languages will be taught.

On the question of the language of instruction for higher education, again, the Report made specific recommendations about the steps to be taken to affect a smooth change-over from English to the regional languages:

a. Production of university-level books in Indian languages, and
b. Options to be given to students for taking examinations at all levels in the regional language media.

The Ramamurti Commission also stated the need for a fresh linguistic survey of India.

Jawaharlal Nehru was once asked during one of his overseas visits, 'Mr Nehru, you talk about the problems of India! Can you say roughly how many major problems you have?' Nehru replied, 'We have five hundred million problems in India.' That was the approximate figure of the population of India at that time. This is true of education and the teaching of English. It might sound light-hearted, but the point Nehru was making was the magnitude, the unimaginably enormous proportions, the variety, and of the democratic experiment that this country has been engaged in.

Practice Question

6. What are the major recommendations of Ramamurti Commission in regard of language provision?
7. What are the major recommendations of NPE- 1968 in regard of language provision?

3.6 National Curriculum Framework- 2005

A curriculum is never static; a curriculum has to be an enabling document. A curriculum is a vision. Therefore, National Curriculum Framework 2005, having passed through various bodies including the CABE, is an official document laying down the needs of the school system of India envisioning the Constitution of India upholding all its tenets.

Curriculum debates of 1968, 1986, and 2000 provided a forum to interact with people and the documents were prepared after much interaction. The 2005 document was drafted after an analysis of inputs and deliberation with a large number of organizations including NGOs and institutions of higher learning. The main purpose of this exercise was to reduce the curriculum load, remove the anomalies in the system and to create a consensus with the help of new syllabi in the form of a thematically organized body of knowledge. The new syllabi mark a sharp departure from existing practices in our country and others.

India - A Linguistic Giant

Our language scenario has tempted researchers to call India variously as a "sociolinguistic area" "a linguistic giant" and a "language laboratory". The multilingual nature of our society makes it clear that we need more than one language for 'national cohesion', 'cultural integration' and 'social area mobility'. Different languages have different roles to play; they are complementary.

Therefore, what should a language teacher or a teacher of any other subject know about the language he/she is teaching in? Obviously, that the teacher has

to be fluent in the language being used and can handle it with ease. The teacher has to be effective and economical given our limited time and facilities.

NCF 2005 Gives a Fresh Impetus to Language Education:

1. A renewed attempt should be made to implement the three language formula.
2. Children's mother tongues, including tribal languages should be considered as the best medium of instruction.
3. Proficiency in multiple languages including English should be encouraged in children.
4. Reading should be emphasized throughout the primary classes.

Culture and language are intermingled. NCF 2005 advocates an interdisciplinary approach. However, teachers of different subjects do not discuss these matters. Language can relate all the subjects, as it is the heart of education so is the heart of children. The three-language formula is an attempt to address the challenges and opportunities of the linguistic situation in India. The primary aim of the formula is to promote multilingualism and national harmony.

Home Language/ First Language/ Regional Language / Mother Tongue

Primary school education must be covered through the home language(s). It is imperative that we honour the child's home language(s). According to Article 350A of our Constitution, 'It shall be the endeavour of every State and of 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." In the non-Hindi speaking states, children learn Hindi. In the case of Hindi speaking states, children learn a language not spoken in their area. Sanskrit may also be studied as a modern Indian language in addition to these languages.

Care must be taken to honour and respect the child's home languages / mother tongues. At the primary stage, child's language(s) must be accepted as they are, with no attempt to correct them. It is known that errors are a necessary part of

the process of learning and those children will correct themselves only when they are ready to. We have to spend time by providing children comprehensible, interesting and challenging inputs.

Second Language - English

The goals for second language curriculum are twofold: attainment of a basic proficiency such as is acquired in natural language learning and the development of language into an instrument for abstract thought and knowledge acquisition through literacy improving linguistic skills in one language improves it in others, while reading failure in one's own languages adversely affects second language reading. Other Indian languages need to be valorised to reduce the perceived hegemony of English.

Practice Question

8. What is the recommendation of National Curriculum Framework in regard of language provisions?
9. What do you mean by home language?
10. What do you mean by regional language?

3.7 Summary

We use language to inform the people around us of what we feel, what we desire, and question/understand the world around us. To streamline this process every country need some provisions and policies in regard of language. In the country like India it becomes more important and useful because India is culturally and linguistically diverse country. In this unit we will try to explore the position of language in Indian constitution and various policy documents. In this unit various provisions and recommendation of Article 343-351, 350A; Kothari Commission (1964-66); NPE-1968, NPE-1986; POA 1992; National Curriculum Framework-2005 has been briefly discussed.

3.8 Suggested Reading

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3.9 Essay Type Question

1. Write a detail note on NCF-2005. Outline the language related issues mentioned in National Curriculum framework- 2005
2. Write a detail note on National Policy on Education and Programme of Action (NEP and POA (1986).
3. Explain the important article of Indian constitution related with language provisions.
4. What are the recommendations of Kothari Commission in regard of language provision?

Unit 4 - Role of English language in the Indian context

4.1 Introduction
4.2 Objective
4.3 English as a colonial language
4.4 English in Post-colonial times
4.5 English as a language
    4.5.1 English as a language of knowledge
    4.5.2 Position of English as second language in India
    4.5.3 English and Indian languages
    4.5.4 English as a link language in global context
4.6 Challenges of teaching English
4.7 Summary
4.8 Suggested Reading
4.9 Essay type question

4.1 Introduction

English language was introduced into India almost two centuries ago with the advent of the East India Company and the Britisher's and ever since has been the root of all progress and development of inspite of occasional outcries against the influence that it exercises on the Indian psyche. Originally it played an important role in the trade and commerce of the country. Gradually English acquired a very important place in the political and educational life in the country. In this unit we will be exploring the role of English language in Indian context.

4.2 Objective

After reading this unit you will be able to

1. Students will be able tell the role of English in the Indian Context.
2. Students will be able to understand the importance of English as a colonial language
3. Students will be able to understand the importance of English as a post-colonial language
4. Students will be able to understand the different challenges in teaching of English language.

4.3 English as a colonial language

In global terms, the spread of English began in 16th century, when the language became a tool of imperial expansion, and end up by gaining a special place in the history of a significant number of countries. As we can imagine, British colonialism was the first step of the expansion of English across the world. But Industrial Revolution is also very important in terms of the spread of English. Britain was the leader of the Industrial Revolution, and large-scale manufacturing and production machinery were just some of the major technological advancements being pioneered there. Countries which needed this new industrial knowledge could access it via the medium of English, something which made powerful again the language internationally and the development of technology was side by side with the spread of English. For instance, English was the language in which the system of telegraph was developed, and English became the international language of all telegraph operators.

If we see all this events in the context of our country we can assess that India got the independence in 1947 and now it was the time to decide its policy towards English. They decided to make Hindi the official language. Regional languages were given the status of national languages. Certain states insisted to make English the associate official language. Universities and schools were increasing rapidly in India. Some of the people from the neglected society also came forward to learn English. English was not limited to a few elite schools and colleges. But there were complains about the standards of English. The government appointed many commissions to improve the standard of English in schools and colleges. All these would cut us off from the living stream of our growing

knowledge. The Secondary Education Commission emphasized the same in a similar tone: Commissions reaffirmed the importance of English. For instance, University Education Commission says: English, however, must continue to be studied. It is a language which is rich in literature – humanistic, scientific and technical. If under sentimental urges we should give up English, it the present position of India in the international sphere is partly due to the command that educated Indians have acquired over English.

Practice Questions

1. Write a note on English as a colonial language.
2. How industrial revolutions help in making English a global language?

4.4 English in post-colonial time

English, the language mostly of the colonizers during the British Raj became accepted to the higher strata, educationally, economically and socially progressive class of the Indian society during the post-independence period. English is the language of industrialization and modernization, and now it is the language of globalization. Observing the rapid change in the place of English in India Scrase remarked: "English is recognized as an important global or international language, essential for professional employment and significantly, a key component of the cultural capital of middle class Indians". 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. Initially English in India might have been used by a limited group and that too for very specific purposes. Its use gradually increased with the establishment of universities, schools and colleges and because of the government policies after independence indicating a shift in its status.

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. In fact, the concept of nationality and the

sentiment of nationalism are largely the gift 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 be studied in high schools and in the universities in order that we may keep in touch with the living-stream of ever-growing knowledge".

Practice Questions

3. What recommendations have been made by Radhakrishnan Commission in regard of English language?
4. Write a note on English in post colonial time.

4.5 English as a language of knowledge; Position of English as second language in India; English and Indian languages; English as a link language in global context

4.5.1 English as a language of knowledge

In today's global world, the importance of English language cannot be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering, and education, is the most important arena where English is needed. Particularly, as a developing country, India needs to make use of this world-wide spoken language in order to prove its international power. This can merely be based on the efficiency of tertiary education.

English is considered to be the language of knowledge because on the Internet, the majority of websites are written and created in English and nowadays these websites are the huge source of information and knowledge. It's the primary

language of the press: more newspapers and books are written in English than in any other language, and no matter where in the world you are, you will find some of these books and newspapers available. In fact, because it is so dominant in international communication, you will find more information regarding nearly every subject if you can speak this language.

In universities and colleges of our country which try to attract the international students, the primary language of instruction for them is English. Most of the top business schools, medical centres and advanced-study institutes located in India, English is the language used in every activity at these institutions of higher learning. Most peer-to-peer journals and technical periodicals that give international acclaim to scientists, engineers, technologists, and technocrats are printed in English.

4.5.2 Position of English as the second language

The Commission recommended that English should begin from class V. When we look at the language study situation in the school curriculum, the students study three languages:

- The first language, L1 is introduced in the school from grade I to X. This would be usually the mother tongue of the students and, in general, the medium of expression and social communication.
- The second language, L2 is introduced either at grade V or VI. L2 would be either the state official language or national language.
- The third language, L3 is generally introduced simultaneously or immediately after the introduction of second language. The main objective of the study of L3 is mainly to prepare the students for all India mobility.

From the point of view of language policy, English is defined as L3 the third language, and it cannot be L2. But, English is introduced and studied as the second language. Here is the Report of the Working Group on the Study of Languages (NCERT, 1986) which suggests the beginning of the study of the three languages in the school curriculum in the Context of three language formula.

- **Primary stage**—only Mother Tongue/Regional Languages, both as a subject and medium, from class I to V.
- **Post-Primary/Secondary** — English and Modern Indian Language. Three languages to be taught - State Language, one Modern Indian Language (including Hindi) and English.
- **Secondary stage** — the same pattern as in post primary.
- **Senior Secondary** — State Language and optionally, English for Specific Purposes.

4.5.3 English and Indian Languages

English in India is a question of linguistic centralism while the other Indian languages lead to linguistic regionalism. A foreign language existing so firmly and distinctly has posed a problem to the country. Since Independence, we have seen many reports and commissions; but these have been only exhortations and attempts to improve the position of regional languages. Yet, the language problem became more complicated without any practical solution. The growing modernization and internationalism in the world prevented us from doing away with the English language. Besides, Indian languages are often associated with tradition and are understood to be anti-modern. Therefore, a complete switchover to the Indian languages may lead to educational chaos and total isolation from the developments on the international arena. We could not risk this because of the cultural, social, political and economic reasons. Hence, this situation needed an urgent solution. The only resolution that could be thought of was a need for coexistence of English with Indian languages. As a result, we had to define the role of English in India and its relationship with Indian languages. This gave rise to language planning. Consequently, the major Indian languages became the Regional Languages.' Hindi was given the status of Official Language and English was accepted as the other Official Language. It was considered that English would promote integration as it cannot be identified with any region. Further, the role of English was strengthened and consolidated as English was recognized and perceived as:

- The language of knowledge (Science and Technology)

- The language of liberal, modern thinking
- A window on the world
- The language of library, reason

Thus, the three language formula came into existence. This policy was proposed in 1956 by the Central Advisory Board on Education and was adopted at the Chief Minister's conference in 1961. The policy aimed at making English an integral part of the school education in India. This naturally restricted the learning and use of Hindi and the students started learning English as a second language. Accordingly, the classical languages, particularly Sanskrit, suffered a decline and English became the second language in education both in Hindi and non-Hindi speaking areas

4.5.6 English as a link language

India is multilingual**.** All the states of the Indian union use their own regional language for business and commerce, administration and internal correspondence. The framers of the constitution envisaged that the national language, Hindi would be developed sufficiently fast to be a link language in the country but that has not happened. After the formation of linguistic states, regional languages have developed extensively and the people in these states are using their own language extensively for political, social and cultural development. The regional language which is the mother tongue of most people in the state is also a successful medium for increasing the literacy of people.

Hindi is barely understood in the southern states; also a Bengali cannot understand Punjabi and a Kannadiga cannot follow a Keralite. The only language which the educated people of different states speak and interact in is English. Even semiliterate on travel or trade are prompted to use broken English to carry on conversation with people of other state. Tourism and other cross country industries make used of English on a large scale. The correspondence between the union government and state government is carries on mostly in English. English is also the language of the Supreme Court of India.

India's abiding connection with the UNO,UNESCO and other world agencies, with the commonwealth, SAARC, EEC, ASEAN and other economic affiliations, her

greater role in the recent context of globalisation and liberalisation of the economy and for the free flow of technical knowhow including satellite technology around the world all these growing bonds should convince educational planners and administrators about the importance of English as a powerful link language which will ensure a major role for India in world development.

Practice Questions

5. What is the relationship between English and Indian languages?
6. What is the role of English as a link language?
7. Write a note on the English as a second language.
8. Do you think that English is a language of language of knowledge?

4.6 Challenges of teaching and learning English

English is taught as a subject in our schools and as a medium of instruction. It is taught for six periods a week and throughout the session. But researches has shown that by the time the student joins the university he hardly knows the 1500 words, and he is not able to use English effectively in day to day communication. English teaching in India is the world's largest democratic enterprise in the world. The pressure of population, pluralism, the colonial legacy, political compulsions, illiteracy, lack of infrastructure, vested interests and the problem of training teachers make English teaching in contemporary India a highly complex activity.

It would be wrong to attribute this failure to any one particular problem. In fact there are many problems that confront us and we are not able to teach English effectively. From what we have discussed so far we can make a list of the major problems in the field of teaching English in contemporary India.

i. Large Classes
ii. Classrooms
iii. Lack of facilities
iv. Trained Teachers

v. Outdated methods of teaching
vi. Textbooks
vii. Population
viii. Pluralism
ix. Colonial Mindset
x. Power Politics
xi. Examination- Centred education
xii. Money Power

i. **Large Classes -**The size of our classroom at the secondary level has become quite unmanageable. The number of students admitted to Class XI and XII ranges from 60 to 100. It becomes very difficult to manage such a class in terms of discipline and teaching. Student's manifest mixed abilities and it is not possible for a teacher to cater to the needs of all students. The teacher does not find any scope for individual attention and pair and group work. He therefore takes recourse to the lecture mode which he finds more suitable and less time consuming.

ii. **Classrooms -**The physical condition of the classroom poses a serious problem. Accommodating a huge number of students to learn. Often they are huddled up together with very little space to sit. At the lower level, the condition is even worse. There are single room schools with a single teacher but five classes. Learning in such situations is highly de-motivating for students; it is equally frustrating for the teacher.

iii. **Lack of facilities -** Most of our schools are terribly ill- equipped in terms of necessary teaching aids- audio and video. The most common aid available to the teacher is the blackboard that, too, is often in a bad shape. Tape recorder, TVs, wall charts and other teaching aids, which the teacher would like to use, are often not found in schools.

The trend is changing now. In many secondary schools, computer – labs have been set up and people have started recognizing the importance of audio-visual aids in teaching English at the school level. In order to follow the activity method, project method, etc., the number of students in a class must be limited

and we need proper facilities in schools and colleges. In the present system, no individual attention 'is possible and that is what is essential in language teaching.

iv. **Trained Teachers -** Even if all schools were provided with different teaching aids, they would mean little to an untrained teacher. Lack of trained teacher is a big factor owing to which the quality of English teaching is poor.

Most of our teachers remain largely ignorant of the changes taking place in English teaching/ learning across the globe. They never bother to analyse why English is taught in schools and what is expected of them. Since, he does not grow; his students also do not grow. One of the experts in syllabus designing has said "It should be unrealistic to expect the teacher to set objectives which he himself is not capable of reaching. A teacher who himself has difficulty in speaking the language he teaches is not going to succeed in giving his pupils a command of spoken English."

The teachers of English at 'various levels are interested only in their 'service conditions' and not in 'service' to the community of students; in most cases unionism has killed professionalism. As Professor

Gokak says in his English in India: Its Present and Future, 'the foundational years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and

Far-reaching developments in the pedagogy of English.' A teacher whose English is faulty cannot be a model in the classroom where English is taught; most teachers, once they get a job, particularly in government service, cease to learn, read or to take any interest in professional matters. Teachers cover the syllabus because it is to be covered. Learners come to the schools and colleges because they want a diploma or a degree. This lifeless exercise is being continued in a mechanical manner.

v. **Outdated methods of teaching-** A large number of teachers are still using traditional methods of teaching. Especially, grammar- Translation method is present in one form or the other in schools. Grammar teaching takes much of school timing and the four language skills receive little attention. Oral work is ignored and the whole session is devoted to preparing students for the annual examination. By and large, teachers refuse to change.

We have been using only imported methods for teaching English in a country like India. Most of the methods advocated were fabricated in monolingual countries like the United Kingdom or the USA. They are not effective in a multilingual context. We have not evolved our own methods based on our own experience and local wisdom. We have learned to live on 'received knowledge' and imported theories and methods-Structural Approach, the Direct Method, and Communicative Language Teaching and so on.

vi. **Textbooks-** Until recently majority of schools used unsuitable textbooks. Most of these textbooks contained prose texts, stories and poems written by native speakers of English. They were linguistically difficult and culturally alien. But now, because of the new textbooks produced by the NCERT, CBSE, and the different Boards of school in India, things are moving in a better direction.

vii. **Population-**The pressure of population and the craze for English have resulted in the commercialization of English teaching in India; it is market-driven and not welfare-driven.

viii. **Pluralism-** Some estimates say that there are about 300 languages and dialects in India; the Eighth Schedule of the Constitution of India recognizes 18 languages as official languages. Not only in terms of languages, but also in culture, religion and ethnicity, India is highly pluralistic; it is multilingual, multicultural, multi-religious and multi-ethnic with large rural areas. This makes language planning a highly complex and emotional problem. This is why the problem of a compulsory official language in India continues to be a puzzle; we do not have a language planning commission. Different groups exploit people and build walls around their languages and what ought to have emerged as nationalism has been turned into fundamentalism and chauvinism.

ix. **Colonial mind-set-**The colonial legacy has continued in the field of education. The colonial mind-set has made the nation dependent on other countries and agencies for all their ideas and the very words in which to clothe them. All our committees and commissions have only tried to adopt and adapt the colonial model though Indians are very adept in evolving their own system of knowledge and education. This involves the decolonization of the mind, resulting in a mind-shift.

x. **Power Politics:** Language, particularly the English language, has become not only a means for power and exploitation; it has also become a site for struggle. The English-knowing class is not interested in any serious changes in the society or in educating the masses. The babu-class is interested only in perpetuating the feudal order. The result is no proper planning or political will in implementation and lack of coordination among various agencies, the central government, state governments, universities, and the aimless drift continues without any direction, clear-cut policies, goals, aims and objectives.

xi. **Examination-Centred Education-** It is the examination that controls 'men and women, materials and methods'. As everybody knows, the present examination system is based on memorization and reproduction. It does not test the learners' competence in English.

xii. **Money Power-**The quantitative expansion in education and English teaching has resulted in lack of quality. Those who have the necessary resources and the money send their children to the best English-medium schools and public schools in the country; those who do not have the means must be satisfied with what they get in the name of English!

We can add many more to the list of difficult circumstances under which English is taught and learnt. But here we conclude by saying that English teaching in India needs a new thrust.

Practice Questions

9. Enlist the challenges of English teaching in Indian context.
10. How do you see the lack of facilities as the hindrance in teaching of English in India?
11. How power politics affect the teaching of English?
12. How untrained teacher affect the teaching of English?

4.7 Summary

English language was introduced into India almost two centuries ago with the advent of the East India Company and the Britishers and ever since has been the root of all progress and development of inspite of occasional outcries against the influence that it exercises on the Indian psyche. Originally it played an important role in the trade and commerce of the country. Gradually English acquired a very important place in the political and educational life in the country.

In today's global world, the importance of English language cannot be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering, and education, is the most important arena where English is needed. Particularly, as a developing country, India needs to make use of this world-wide spoken language in order to prove its international power. This can merely be based on the efficiency of tertiary education.

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4.8 Suggested Reading

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4.9 Essay Type Question

1. How do you see English as a colonial language?
2. What are the challenges of English Teaching in present day scenario?
3. Critically evaluate the relationship of English language with other Indian languages?
4. Do you think that English function as the link Language in India?

Unit 5- Language Teaching- An overview of theories to language learning and teaching- Philosophical, social and psychological bases of approaches to language acquisition and language learning; Western and Indian overview of language learning

5.1 Introduction
5.2 Objective
5.3 An overview of theories to language learning and teaching
5.4 Philosophical, social and psychological bases of approaches to language acquisition and language learning
5.5 Western and Indian overview of language learning
5.6 Summary
5.7 Glossary
5.8 Suggested Reading
5.9 Essay type question

5.1 Introduction

The language teacher is not a theoretician that is why he is usually dependent on the research done by philosophers, linguists, psycho-linguists and socio-linguists. The teacher practices the theories put forward by the theoreticians, including linguists and educationalists, in the classroom. These theories which eventually lead to methods help the teacher to create techniques to teach a foreign language in the classroom effectively. Thus language theories guide a teacher to select and follow an approach to the teaching of any new language. There have been a number of schools of thought that have tried to explain second language acquisition so far. They all have their merits, they all have their shortcomings, and they are all situated

in their historical circumstances. Also, they all contribute to each other, as one theory follows on to the next or arises in opposition to previous ones.

5.2 Objective

After reading this unit you will be able to

1. Students will be able understand the different theories of language acquisition.
2. Students will be able to understand the philosophical, psychological and social bases of approaches to language acquisition.
3. Students will be able to understand the Western and Indian overview of language learning.

5.3 Philosophical, Social and Psychological Bases of Approaches to Language Acquisition and Language Learning

The study of language is such a broad subject that the theoretical perspectives are considerable and varied: psychology, linguistics, philosophy, sociology and many other disciplines have much to contribute about the nature of language and the way it is learnt and it functions in society. Different theoretical disciplines are relevant to thinking about language. It may therefore be helpful not to think in terms of a theory of language but to consider that different theoretical insights from different perspectives can inform and complement each other. In each case it is important to examine how different perspectives either have influenced practice in the classroom directly or else are implicit in particular pedagogic practices.

The Philosophical Bases of Approaches to Language Acquisition and Language Learning

Philosophy of Language is the reasoned inquiry into the origins of language, the nature of meaning, the usage and cognition of language, and

the relationship between language and reality.

Although early inquiry into language can be traced back to as long ago as 1500 B.C. in India, long before any systematic description of language, and there were various schools of thought discussing linguistic issues in early medieval Indian philosophy. In the Western tradition, the early work was covered, as usual, by Plato, Aristotle and the Stoics of Ancient Greece. Plato generally considered that the names of things are determined by nature, with each phoneme (the smallest structural unit that distinguishes meaning) representing basic ideas or sentiments, and that convention only has a small part to play. Aristotle held that the meaning of a predicate (the way a subject is modified or described in a sentence) is established through an abstraction of the similarities between various individual things (a theory later known as Nominalism.

The Stoic philosophers made important contributions to the analysis of grammar, distinguishing five parts of speech: nouns, verbs, appellatives, conjunctions and articles. What they called the lektón (the meaning, or sense, of every term) gave rise to the important concept of the proposition of a sentence (its ability to be considered an assertion, which can be either true or false).

The Scholastics of the Medieval era were greatly interested in the subtleties of language and its usage, provoked to some extent by the necessity of translating Greek texts into Latin, with Peter Abelard, William of Ockham and John Duns Scotus meriting particular mention. They considered Logic to be a "science of language", and anticipated many of the most interesting problems of modern Philosophy of Language, including the phenomena of vagueness and ambiguity.

Language finally began to play a more central role in Western philosophy in the late 19th Century and even more so in the 20th Century, especially after the publication of "Cours de linguistique générale" by Ferdinand de Saussure (1857-1913), which was published posthumously in 1916. For a time, in the 20th Century philosophical branches of Analytic Philosophy and Ordinary Language Philosophy circles, philosophy as a whole was understood to be purely a matter of Philosophy of Language.

The Sociological Bases of Approaches to Language Acquisition and Language Learning

The treatment of language in relation to society is more or less reserved to the sociolinguist from a specialised view- point. The sociolinguist studies the behaviour of man in human society just as the psychologist is expected to study the behaviour of man as an individual person. Language as the most specific of all human behaviour, proper to man as man, becomes the object of study by all these disciplines because language is key to almost all his patterns of behaviour. It is also quite obvious that language acquisition is a process that cannot be isolated from the sociological development of the child. The child grows and matures; and learns how to achieve successful interpersonal communion in society; and parallel to all this he learns to employ his language most effectively in socio- communal situations. Here some of the important sociological theories are discussed:

The socio- cultural Theory

Socio-Cultural Theory (SCT), based on Vygotskian thought, is a theory about the development of human cognitive and higher mental function. The theory argues that the development of human cognitive and higher mental function comes from social interactions and that through participation in social activities requiring cognitive and communicative functions, individuals are drawn into the use of these functions in ways that nurture and "scaffold" them. "From a social-cultural perspective, children's early language learning arises from processes of meaning-making in collaborative activity with other members of a given culture".

Schumann's Acculturation Theory

Schumann's (1978) research argues that social and psychological distance between the second language learner and the target language community is a major factor in determining the degree to which the language learner will acquire the target language without the development of pidginization. The simplified form of speech characterized in a pidgin language, according to Schumann, "shows that social and psychological distance exists and the

speech of the second language learner is restricted to the communicative function". The model proposed by Schumann includes the following eight social variables which affect the quality of contact that second language learners have with the target language community:

i. Social dominance
ii. Assimilation, Preservation and adaptation
iii. Enclosure
iv. Cohesiveness
v. Size
vi. Congruence
vii. Attitude
viii. Intended length of residence

Social Interactionist theory: This theory may seem like a logical next step or perhaps even obvious to readers. It asserts that the social and interactive nature of language means that acquisition cannot be just a one-way process achieved through comprehensible input alone, but is also achieved through the negotiation of meaning in a social context. Language operates interactively through two or more way communication, and therefore it is not just input that is important, but interaction which ideally involves the learner actively contributing, practicing and producing language for both learning and a real social/communicative purpose. Linguistic competence requires competence in both the receptive skills (listening and reading) and the production skills (speaking and writing), which arise from successful interaction in effective social discourse. The inter-actionist theory is very new in Linguistic. Whereas structural / behavioral, cognitive / rational and constructivist theories fall under the umbrella of psycho-linguistics, which looks at what goes on in one's head, inter-actionist perspectives come under socio-linguistics, which looks at both the social context in which language is used, between people as well as the specific social space of the classroom in which it is primarily learned in English First Language (EFL) context (as opposed to English Second Language which is learned primarily in natural settings). It has even developed and entirely new grammar of English, based on the social function which is really interesting. In fact, the possibilities in both fields are endless. Both have

had a creative influence over the way we teach language today, particularly in communicative classes.

Sociolinguists have looked at the actual settings in which language is learned, comparing formal, instructional settings with natural acquisition settings.

Such work has highlighted many differences that exist between learning a language in a traditional classroom setting and acquiring a language naturally in an immersion environment. Characteristics of natural environments include the following:

1. Learners are rarely corrected if they are sufficiently understood. It would probably be rude to do so. The emphasis is often on getting the meaning across clearly, of which proficient speakers tend to be quite tolerant.
2. Language is not structured step by step; rather learners are exposed to wide variety of structures and vocabulary.
3. The learner is surrounded by the language for many hours each day. This may be addressed to the learner or simply overheard.
4. The learner encounters some different people who are proficient in the language.
5. The learner observes or participates in many kinds of language events and situations.
6. Modified input is readily available in one situation, but access to comprehensible input is difficult in the presence of many native speakers at one time.

The Psychological Bases of Approaches to Language Acquisition and Language Learning

The Behaviorist View

The process of language learning, according to psychologists of the behaviorist school, can be explained in terms of conditioning. The model of conditioning which seems better able to account for the fact that a human child learns to use language is that of operant conditioning, though this does owe something to classical conditioning too.

The child begins to hear, during the first year of its life, a large number of speech sounds produced by its parents. Gradually it learns to associate these sounds with

the situations which accompany them. For example, the child learns to recognize the sounds of endearment which its mother produces as she feeds it; after a time, these sounds become pleasurable in themselves, even if they are not accompanied by food. At this stage, conditioning to language has begun.

The more frequently a child is exposed to this process of conditioning, the stronger is its effect. However, the strength of the associative bond between the sounds and the situation accompanying them depends on the satisfaction which the child obtains from the conditioning process.

Before long, the child begins to produce sounds. After a period during which it is experimenting with its own speech organs and learning to control them, the child begins to imitate some of the speech sounds that it has heard. The child does this in an attempt to control the environment. Thus it may want its mother to feed it with mille. It comes to realize that in order to get the desired response from the mother, it has to produce a vocal stimulus - a sort of command. The child produces almost' at random, a variety of sounds in order to get the desired response from its mother.' The mother may, in' all probability, fail to respond to the majority of these random signals; but if, by accident, the child has produced a vocal stimulus which the mother recognizes as appropriate, she responds. For example, the child may produce an utterance which sounds to the mother like milk in that case, she will readily respond to the signal and give the child what it wants.

What has happened the behaviorists say is this: driven by an internal stimulus (hunger), the child has produced a number of behavior patterns, which take the form of random utterances or sound-signals. Most of those do not evoke any response from the mother; but a certain utterance does elicit the desired response. This particular behavior pattern has been rewarded or reinforced, while all the inappropriate behavior patterns have been neglected.

When a behavior pattern is rewarded, this leads to the formation of the bond of association. The child comes to learn the connection between the utterance (milk) and the response which it produces. Learning, though not necessarily, takes place initially through a random association; but once the association has been formed, it is rapidly strengthened through repetition. The child is able to confirm that a certain vocal utterance is the correct stimulus for the desired response, and it can then produce this utterance each time it is needed.

On the other hand, a behavior pattern that is not rewarded gets extinguished: the child will not continue to produce an utterance if it finds that the mother takes no notice of it.

This is what the behaviorists said is the natural process of language learning, which the teaching of language should try to simulate.

For the teacher the following implications of the behaviorist model of learning were seen to be particularly relevant:

1. Language is learnt only through use, practice. The more the learner is exposed to the use of language the better the chances of learning it.
2. The production of language depends on the situation which makes its use necessary. Language cannot be taught divorced from the situation; the teacher has to introduce each new pattern of language in a meaningful situation.
3. Producing the correct linguistic response to a stimulus requires effort. If the learner is not called upon to make this effort there is no learning.
4. Producing the correct response also requires attention. Attention is bound to slacken after a time, so prolonged practice is less useful than spaced practice.
5. The spoken language comes earlier than the written form. The receptive (passive) experience of language is necessary before any productive (active) use can begin.
6. Learning takes place faster if the correct response to a stimulus is immediately confirmed. The learner must know at once if the effort made is right or wrong.
7. Learning is faster if the learner is placed in a situation where s/he can produce only the correct response. Each incorrect response builds up a faulty behavior pattern which interferes with the process of conditioning.
8. Every new item learnt must be reinforced by further practice before further learning begins.

Most of the methods for teaching languages are based on these assumptions from behaviorism and emphasize repeated, but spaced, practice of language material in meaningful situations, in imitation of a given model, first orally, and then in

writing.

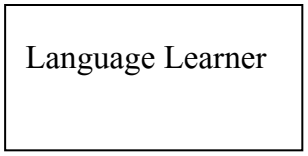
The Cognitive Theory of Learning Extended to Learning of Languages

We had tried to show how behaviorist theories of learning were extended to cover the process of language learning in human beings. Before we go on to examine how the cognitive view of learning applies to, the process of language learning, let us consider the following phenomena:

i. A child begins to "learn" a language at about the age of two. By about the age of four or five, it has mastered the language: it can say whatever it wants to say, and doesn't make a single "error" in the use of the language.

ii. The child is able to understand as well as produce utterances in the language which are completely "new" - it has never heard them before.

Both these facts are difficult to explain on the basis of the behaviorist account of language learning. You know that according to the behaviorists, a child learns to speak, basically, by imitating what it hears. When it imitates correctly, it is rewarded; this serves to reinforce or "fix" the learning. The language utterances which the child hears serve as the input to the child, the utterances which it produces constitute the output. We can represent this as follows:



- INPUT->

(Utterances which the child hears)

--OUTPUT→

(Utterances which the child Produces)

If language learning is explained purely in terms of imitation, it should not be possible for the child to produce any utterances which it hasn't heard before (which are not a part of the input).

Yet no one would pretend that this is what happens. The child does say things which it has never heard before; in fact, children constantly surprise their

parents by producing utterances which they could not have heard before. Even the behaviorists had to accept this phenomenon, and they had to try to account for it.

The explanation offered was the child is able to produce new sentences through a process of substitution.

For example, suppose the child has heard:

i. This is cat
ii. This is a ball
iii. That is a pen
iv. That is a hat

The child will, of course, be able to make these sentences a part of its output. But it also, perhaps, comes out with.

i. This is a pen
ii. That is a ball

Though it hasn't heard these sentences before, it is able to produce them by merely substituting one item for another.

Language Acquisition Device

Chomsky's cognitive model postulates a language acquisition device. According to him, this is a mechanism in the brain which contains the innate knowledge of grammatical universals as well as hypothesis forming capacity. It is with the aid of these that the child on exposure to a given language can deduce the system of rules of that language. Chomsky asserts that it is by training and experience; one must search for an explanation regarding the intrinsic intellectual organization. According to him, a normal linguistic behavior is stimulus free and innovative, and he dismisses as myth the belief that it is habitual and that a fixed stock of patterns is acquired through practice. He also points out that whereas normal speech is a somewhat distorted manifestation of linguistic competence, the child does not merely imitate and reproduce what is heard, but learns that underlying ideal theory.

Inter-Language

The term inter-language was popularized by *Selinker* in the 1970s. It refers to the systematic linguistic behavior of learners of a second language. It can be known to be the stage between L1 and L2. It, therefore, shows the systematic features of both the languages. The theory of inter-language says that the journey any language learner from the initial to the terminal level is marked by a series of intermediary stages. Incorrect forms are not treated as mistakes but as a representation of the process of language learning. According to the theory of inter-language every utterance belongs to some rule-governed system. It is a code that is neither L1 nor L2, but it has features that belong to the both of them. It has its rule system. This is proved by the fact that even correct statements occur regularly in the inter-language.

Some have even suggested that an internal syllabus exists within the learner dictating an order to learning. This syllabus may be common to many learners of the same target language, but is also heavily influenced by the first language. The external syllabus that students follow at school can be complimentary or contradictory to the internal syllabus, but not enough is known about it.

Practice Questions

1. What is the philosophical background of language learning?
2. What is the sociological background of language learning?
3. What do you mean by language acquisition device?

5.5 Western and Indian overview of language learning

John Dewey's Philosophy of Language

John Dewey's mature thought is situated in the midst of 20th century philosophy. Works such as Experience and Nature (1925) and Logic: the Theory of Inquiry (1938) address issues emerging in philosophy during the first decades of the 20th century. The basis of Dewey's discussion in the *Logic* is the continuity of intelligent inquiry with the adaptive responses of pre-human organisms to their environments in circumstances that check efficient activity in the fulfilment of organic needs.

What is distinctive about intelligent inquiry is that it is facilitated by the use of language, which allows, by its symbolic meanings and implication relationships, the hypothetical rehearsal of adaptive behaviours before their employment under actual, prevailing conditions for the purpose of resolving problematic situations. Logical form, the specialized subject matter of traditional logic, owes its genesis not to rational intuition, as had often been assumed by logicians, but due to its functional value in (1) managing factual evidence pertaining to the problematic situation that elicits inquiry, and (2) controlling the procedures involved in the conceptualized entertainment of hypothetical solutions. As Dewey puts it, "logical forms accrue to subject-matter when the latter is subjected to controlled inquiry."

Dewey also addresses the social aspect of human experience facilitated by symbolic activity, particularly that of language. For Dewey the question of the nature of social relationships is a significant matter not only for social theory, but metaphysics as well, for it is from collective human activity, and specifically the development of shared meanings that govern this activity, that the mind arises. Thus rather than understanding the mind as a primitive and individual human endowment, and a precondition of conscious and intentional action, as was typical in the philosophical tradition since Descartes, Dewey offers a genetic analysis of mind as an emerging aspect of cooperative activity mediated by linguistic communication.

Bruner on Language

Jerome Bruner is a psychologist who focused much of his research on the cognitive development of children and how it relates to education. While he has made many contributions to the field of psychology, his greatest contributions have been in the educational field. Initially, Bruner was interested in how the mind organized and categorized information. Because his early career focused on cognitive psychology, Piaget's theories played a large role in his initial studies. Eventually, Bruner's stages of representation came to play a role in the development of the constructivist theory of learning as well.

Bruner's Stages of Representation:

i. **Enactive (action-based) -** Sometimes this stage is called the concrete stage; this first stage involves a tangible hands-on method of learning. Bruner

believed that "learning begins with an action - touching, feeling and manipulating".

ii. **Iconic (image-based) -** Sometimes called the pictorial stage, this second stage involves images or other visuals to represent the concrete situation enacted in the first stage. One way of doing this is to simply draw images of the objects on paper or to picture them in one's head. Other ways could be through the use of shapes, diagrams, and graphs.

iii. **Symbolic (language-based)-** Sometimes called the abstract stage, the last stage takes the images from the second stage and represents those using words and symbols. The use of words and symbols "allows a student to organize information in the mind by relating concepts together". The words and symbols are abstractions; they do not necessarily have a direct connection to the information. For example, a number is a symbol used to describe how many of something there are, but the number in itself has little meaning without the understanding of it means for there to be that number of something. Other examples would be variables such as x or y, etc. Finally, language and words are another way to abstractly represent the idea.

Language is important for the increased ability to deal with abstract concepts. Bruner argues that language can code stimuli and free an individual from the constraints of dealing only with appearances, to provide a more complex yet flexible cognition.

The use of words can aid the development of the concepts they represent and can remove the constraints of the “here & now” concept. Basically, he sees the infant as an intelligent & active problem solver from birth, with intellectual abilities basically similar to those of the mature adult.

Jean Piaget on Language

Jean Piaget, a pioneering Swiss psychologist, observed three 6-year-olds in 1921-22 at the Institute Rousseau. The children were in an open-classroom setting, and adults transcribed their speech, and then listed it in numbered sentences for analysis. The observers noted that in many cases, the children expressed out loud what they were doing, with little need for a response from their companions. In fact, they might not respond to a change of subject from someone else. They believed

that the children's conversation could be divided into two categories: egocentric speech and socialized speech.

i. **Egocentric speech -** Egocentric speech can be repetitive phrases, similar to echolalia, or repetitions of phrases, heard in toddler speech, or it can be a monologue of ideas that requires no listener. A child age 5 to 7 might be heard describing what his toys are doing. Piaget noted that this verbalization is similar to the way people who live alone might verbalize their activities.

ii. **Socialized Speech -** Socialized speech involves more of a give-and-take between people. In "The Language and Thought of the Child," Piaget stated that early language denotes cries of desire. He mentions the word "mama" as coming from a labial motion having to do with sucking.

Further Analysis

Piaget stated in his notes that only about 14 percent of the children's conversation was interactive responses to each other. However, he also noted that before attending school, the children involved in the study had not been accustomed to other children. Piaget placed questions in a special category of conversation. He felt that the children were not seeking an actual explanation when they asked ritualistic questions, such as "Why?" and that they had not really developed sufficient mental complexity to understand causation. Piaget found that more than half of the children's conversation was egocentric speech, indicating to him that much of these 6-year-olds' attention was centred upon themselves and their own concerns.

Conclusions

In the final chapter of "The Language and Thought of the Child," Piaget summed up his study by saying he believed that adults should understand that children are far more egocentric than adults, and that they interact differently even when behaving socially. He added that adults should not expect young children to form social groups, but should expect a gathering of children to be very noisy because the youngsters would all be talking at once.

Vygotsky's Theory of Cognitive Development

Vygotsky divided the intellect into basic innate capabilities which he termed elementary functions (e.g. attention and sensation) and higher mental functions. Vygotsky argued elementary functions can only develop into higher functions via the input of culture. Vygotsky thought of culture as a body of knowledge held by persons of greater knowledge or in books – ideas transmitted through language – hence the importance he placed on language development as part of overall cognitive development. Thus, cultural knowledge is the means by which cognitive development takes place.

Vygotsky envisaged language progressing in three stages.

i. **Pre-intellectual Social Speech (0–3 years)** – Thought is not constructed using language and speech is only used to enact social change (e.g. receiving objects from a parent).
ii. **Egocentric Speech (3–7 years)** – Language helps to control the child's own behaviour and is spoken out loud (e.g. when children play games they often verbalize their actions).
iii. **Inner Speech (7+ years)** – The child uses speech silently to develop their thinking and publicly for social communication.

Vygotsky articulated the importance of culture through the zone of proximal development (ZPD). A more useful translation is the zone of potential development as the ZPD is seen as the distance between the child's current and potential abilities under adult supervision. Instruction from an expert wakens a whole series of embryonic functions that can be extended under supervision from an expert (usually an adult).

Chomsky on Language

Noam Chomsky believes that children are born with an inherited ability to learn any language. He says that certain linguistic structures which children use so accurately must be already imprinted on the child's mind. Chomsky believes that every child has a 'language acquisition device' or LAD which encodes the major principles of a

language and its grammatical structures into the child's brain. Children have then only to learn new vocabulary and apply the syntactic structures from the LAD to form sentences. Chomsky points out that a child could not possibly learn a language through imitation alone because the language spoken around them is highly irregular – adult's speech is often broken up. Chomsky's theory applies to all languages as they all contain nouns, verbs, consonants and vowels and children appear to be 'hard-wired' to acquire the grammar. Every language is extremely complex, often with subtle distinctions which even native speakers are unaware of. However, all children, regardless of their intellectual ability, become fluent in their native language within five or six years.

Evidence to support Chomsky's theory

- Children learning to speak never make grammatical errors such as getting their subjects, verbs and objects in the wrong order.
- If an adult deliberately said a grammatically incorrect sentence, the child would notice.
- Children often say things that are ungrammatical such as 'mama ball', which they cannot have learnt passively.
- Mistakes such as 'I drawed' instead of 'I drew' show they are not learning through imitation alone.
- Chomsky used the sentence 'colourless green ideas sleep furiously', which is grammatical although it doesn't make sense, to prove his theory: he said it shows that sentences can be grammatical without having any meaning, that we can tell the difference between a grammatical and an ungrammatical sentence without ever having heard the sentence before, and that we can produce and understand brand new sentences that no one has ever said before.

Evidence against Chomsky's theory

- Critics of Chomsky's theory say that though it is clear that children don't learn language through imitation alone, this does not prove that they must

have an LAD, language learning could merely be through general learning and understanding abilities and interactions with other people.

Krashen on Langauege Theory

Krashen's theory is made up of five main hypotheses that support his concept that as long as information received by second language learners is easily comprehensible to them, then they can form the foundations toward learning that language more effectively. In Krashen's view, that aspect is less important to the learner's ability to acquisition.

The five hypotheses are as follows:

i. **Acquisition-Learning Hypothesis -** Krashen believed that there is a difference between acquiring a language and learning it. The former provides a much deeper understanding through subconscious acceptance. The latter is a more shallow comprehension that comes with formal instruction. Simply put, Krashen believed the best way to acquire a second language is through natural, organic communication, instead of instruction of words and grammar through repetition as something to be learned and taught.

ii. **Monitor Hypothesis -** In this facet of the theory, Krashen further defines the difference between acquisition and learning in that a "monitor", the person teaching the language, must step out of the dominant role that often needs to correct the learner and, as a result, fosters the shallow understanding that comes with learning instead of acquisition.

iii. **Natural Order Hypothesis -** This component describes Krashen's belief that all languages come with a particular grammatical order that learners are going to grasp onto more quickly than any other. Therefore, instructors must let this natural order progress and work towards influencing learners by introducing them to the naturally simplistic aspects of the language first, and not attempting to divert from that order.

iv. **Input Hypothesis -** Basically Krashen felt that the best way to acquire a language is through constant communication that is easily understood by the learner, yet always remaining one level more challenging than the learner is

currently. Many second language learners don't have an opportunity to practice the new language beyond the classroom, so providing them with comprehensible yet challenging input in a natural setting will help them to acquire the language more effectively.

v. **Affective-Filter Hypothesis -** This area of the theory describes Krashen's concern for filters that could be put in place to hinder true language acquisition to the brain. These are often emotional in nature as a learner becomes nervous, scared, filled with anxiety, and eventually discouraged or frustrated. Preventing these filters from placing obstacles to that acquisition is the key to efficacy.

Indian View on Language Acquisition

Mahatma Gandhi on language acquisition: For Mahatma Gandhi, learning languages was a way to better understand the world around him, and ultimately to change it for better. Gandhi's first language was Gujrati. He began to learn other languages in school, where English and Sanskrit were compulsory. It was during his time in law school that he became committed to learning other languages skills for him meant that he would not work in his desired profession. He stated: My weak English was a perpetual worry to me… A friend suggested that, if I really wanted to have the satisfaction of taking a difficult examination, I should pass the London Matriculation. It meant a good deal of labour and much addition to my extra expense worth the name" Gandhi Ji saw learning languages as a way of communicating better with others and understanding the world more profoundly. Not surprisingly, he believed that everyone should learn more than one language stating that "It is now my opinion that in all Indian curricula of higher education there should be a place for Hindi, Sanskrit, Persian, Arabic and English beside of course the vernacular"

Maharshi Aurbindo says that Language is the sign of the cultural life of a people, the index of its soul in thought and mind that stands behind and enriches its soul in action.

For Aurbindo language is the dynamic foundation out of which self- consciousness, culture and religion arise. Each language is the self expression and "power of the

soul of the people which naturally speaks it . As the self expression of the soul, language has two levels: the inner intuited sense and the outer material manifestation as spoken words.

Ravindranath Tagore has opined that If God had so wished, he could have made all Indians speak one language…the unity of India has been and shall always be a unity in diversity. Tagore was of the opinion that plurality language enhances the plurality of thought and so the adding the cultural richness. He further says that somewhere in the arrangement of this world there seems to be a great concern about giving us delight, which shows that, in the universe, over and above the meaning of matter and forces, there is a message conveyed through the magic touch of personality. ... Is it merely because the rose is round and pink that it gives me more satisfaction than the gold which could buy me the necessities of life, or any number of slaves. ... Somehow we feel that through a rose the language of love reached our hearts

Dr. Radhakrishanan was of the opinion that "for the medium of instruction for higher education, English be replaced as early as practicable by an Indian language which cannot be Sanskrit on account of vital difficulties". He opines in the report of University Commission that this Indian Language should be Hindi was not made explicit though the commission took it that Hindi would be the federal language of the union. The commission however recommended that English should continue to be studied in high schools and universities in order that we may keep in touch with the living stream of ever growing knowledge.

Giju Bhai Badheka opines in regard of language learning that reading should proceed by writing and writing should start withdrawing lines. Child should be taught that how to hold the pen with fingers, how to turn it, how to control it and how to reach the shape of a letter through drawing absurd shapes. Dictation may also help to acquire speed and accuracy of writing after hearing. He further says that grammar is a part of language and should not be taught separately. In his book on day-dreams the teacher Lakshmi Shankar teaches noun, verb, pronoun, adjective etc. through play. Children recognise them by playing with words.

Practice Questions

4. What is the Indian view on language acquisition?
5. Explain the Bruner's Stages of Representation.
6. Write a note on Vygotsky's theory of cognitive development.
7. What do you mean by egocentric and socialized speech?

5.6 Summary

There have been a number of schools of thought that have tried to explain second language acquisition so far. They all have their merits, they all have their shortcomings, and they are all situated in their historical circumstances. Also, they all contribute to each other, as one theory follows on to the next or arises in opposition to previous ones. In this unit we have discussed philosophical, sociological and psychological bases of language acquisition along with Western and Indian overview of language learning.

5.8 Suggested Reading

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13. Verma, S. K. (1994). Teaching English as a second language in India. In R. K. Agnihotri, & A. L. Khanna, *Second Language Acquisition.* New Delhi: Sage.
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5.9 Essay Type Question

1. What do you mean by the philosophical bases of approaches to language acquisition and language learning?
2. What do you mean by the psychological bases of approaches to language acquisition and language learning?
3. What is the opinion of Chomsky on language learning?
4. What is your opinion on Vygotsky's theory of cognitive development?

Block 2

Unit 1- A Critical Analysis of the Evaluation of Language Teaching Methodologies

1.1 Introduction
1.2 Objective
1.3 Method and Approach
1.4 Methods of English teaching
  1.4.1 Grammar- translation method
  1.4.2 Direct Method
  1.4.3 Audio-Lingual Method
  1.4.4 Bilingual Method
1.5 Approach of English Teaching
  1.5.1 Communicative Approach
  1.5.2 Structural Approach
  1.5.3 Whole language Approach
  1.5.4 Task based Approach
  1.5.5 Thematic Approach
  1.5.6 Eclectic Approach
1.6 Summary
1.7 Glossary
1.8 Suggested Reading
1.9 Essay type question

1.1 Introduction

English language teaching has become very important because of the global status of English and people all over the world are learning this language. Nowadays, teachers are free to choose other supplementary materials; they can also choose

methods or activities they want to use in their lessons. It is a big advantages but also a big challenge. In this unit you will be able to learn different methods techniques and approaches of English language teaching.

1.2 Objective

After reading this unit you will be able to

5. Students will be able tell the difference between approach, method and technique.
6. Students will be able to understand the different methods of teaching of English.
7. Students will be able to understand the different approaches of teaching of English.
8. Students will be able to understand the various advantages and disadvantages of methods and approaches of English language teaching.

1.3 Approach, Method and technique

When the linguists found that the grammar- translation method and Direct Method lacked the scientific and vigorous basics, it becomes necessary on the part of the linguists to formulate the set of systematic principles that can guide language teaching. An American applied linguist, Edward Anthony proposed a three level difference in 1963 between approach, method and technique. According to him:

a. **Approach:** An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic.1t describes the nature of the subject matter to be taught.
b. **Method:** Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.
c. **Technique:** A technique represents implementation; it is the actual implementation of a method in the classroom. It is a particular thing of doing things to accomplish an immediate objective. Techniques must be

consistent with a method which in turn must be in harmony with an approach.

Different methods have given rise to different practices over the years. Drawbacks in one method have led to the development of another method or approach. In order to achieve the objective of teaching- learning of English, teachers must be familiar with different methods so that they can choose a particular method or approach according to their needs. The teachers of English should be able to weigh methods against each other and choose the one which they find most appropriate in their respective situations.

Practice Questions

1. What do you mean by method?
2. What do you mean by approach?
3. What is the difference between method and approach?

1.4 Methods of Teaching English

1.4.1Grammar-translation Method

Grammar- translation method is also known as traditional method. It is known as the traditional method because it is one of the most conventional methods, which has a long history. This method was emerged when people of west wanted to learn foreign language such as Latin and Greek. This method has also got a fair amount of success especially in the hands of practitioners like Franz Ahn (1796-1865) and HG Ollendorff (1803-1865).

The major characteristic of grammar- translation method is

a. the teaching of the second language grammar, and
b. the practice of translating passage from one language into the other.

This method is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, application of that knowledge to the task of translating sentences and texts into and out of the target language necessarily brings in memorization of rules. Vocabulary selection in this method is

solely based upon the reading texts used. Words are taught through bilingual word list. Sentence is the basic unit of teaching as that can be translated. Students' native language is the medium of instruction in this case. Theoretical assumption behind this method is rather narrow because the rationale or justification for it not supported by any linguistic or educational theory.

Advantage

1. The method makes extensive use of the student's knowledge of the mother tongue. English was taught with the help of the mother tongue. Teachers and students felt at home and comfortable.
2. The method saved time and trouble of teachers.
3. The students learnt the meaning of a large number of English words.
4. Even an average teacher could follow the method confidently.

Disadvantage

1. The students learnt the theory but could not use the language as a tool of communication.
2. The natural way of learning the mother tongue or any other language is by listening , speaking, reading and writing in that order. But this method starts with reading.
3. Learning a language involves habit formation and habits are formed through intensive practice. In this method the patterns of English were not practised.
4. If we translate English sentences into the mother tongue all the time, it leads to artificial sentences.
5. The method seeks to teach English through rules and not through current usage.

With all the disadvantages, the grammar – translation method is still popular with many teachers and pupils due to its easy mechanism.

1.4.2 Direct Method

The direct method, sometimes also called as the 'reform' method, 'natural' method, 'psychological' method, 'phonetic' method, and 'anti- grammatical' method, was established in France and Germany around 1900, and introduced in India in the early 20th century as a reform which was needed in the methods of teaching English**.** The major assumptions of this method were in opposition to the grammar-translation method. Hence, it is considered as a reaction against the grammar-translation method. It is also an offshoot of the Behaviourist school of psychology. It insists that the key to all language learning lies in association. It stresses the need for direct association between experience and expression in the foreign language. The aim is to enable the learner to think in foreign language and to cultivate an unerring language sense. It recognises that language sense has its roots in the spoken language and lays stress on the oral approach. This Method is based on the direct involvement of the student when speaking, and listening to, the foreign language in common everyday situations. Consequently, there is lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammar rules and syntax. The focus of the lessons is on good pronunciation, often introducing learners to phonetic symbols before they see standard writing examples.

The Direct Method continues to provoke interest and enthusiasm today, but it is not an easy methodology to use in a classroom situation. It requires small classes and high student motivation, and in the artificial environment of a classroom it is difficult to generate natural situations of understanding and guarantee sufficient practice for every student.

The following principles are used in the direct method

i. All instructions are to be given only in the target language.
ii. Grammar is to be taught inductively.
iii. Teaching points are to be introduced orally.
iv. Speech and listening comprehension both are to be taught
v. Correct pronunciation is to be emphasized.
vi. Concrete vocabulary is to be taught through demonstration
vii. Oral communication is to be built up in a carefully graded position.

Advantage

1. In this method, the students learn English language in the same way as he learnt his mother tongue.
2. Since learning begins with speech, students can read and write better later.
3. The Direct Method, with its emphasis on speech practice, helps correction of mistakes the moment they are made.
4. Direct association between word and meanings tends to improve expression in speech and expression in writing.
5. It follows the principle of "proceed from particular to general", "proceed from concrete to abstract". It bridges the gap between the practice and the theory.

Disadvantage

1. This method promotes the oral aspect of language learning and undermines the significance of reading and written work.
2. This method aims at the active command of a language. This makes it learning more difficult.
3. Since the method aims at the directly associating word with meaning, it restricts the scope of vocabulary as all words cannot be directly associated with their meaning.
4. The success of this method is dependent upon the proper atmosphere conducive for learning English.
5. Lack of linguistically useful material and equipment because of its prohibitive cost hampers the progress of this method.

1.4.3 Audio-Lingual Method

During the World War II, American soldiers had an urgent need to learn languages like-German, French, Chinese or Japanese to communicate effectively when posted in various countries. The Army Specialised Training Programme (ASTP) was established in 1942 by American linguists to meet this urgent need. 55 American Universities were involved in the programme by the beginning of 1943. This

technique of teaching was initially called the 'Army Method' and was the first to be based on linguistic theory and behavioural psychology.

The Audio-lingual method has a lot of similarities with the Direct Method. Both were considered as a reaction against the shortcomings of the Grammar Translation method, both reject the use of the mother tongue and both stress that speaking and listening competences preceded reading and writing competences. But there are also some differences. The direct method highlighted the teaching of vocabulary while the audio-lingual method focus on grammar drills. The main activities include reading aloud dialogues, repetitions of model sentences, and drilling. Key structures from the dialogue serve as the basis for pattern drills of different kinds. Lessons in the classroom focus on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected in usage, no explicit grammatical instruction is given. It is taught inductively. Furthermore, the target language is the only language to be used in the classroom.

The salient features of the audio- lingual method are as following

i. Language teaching begins with the spoken language.
ii. The target language is the only language of the classroom.
iii. New language items are practised as per the situation.
iv. Vocabulary selection is based on an essential service vocabulary
v. Reading and writing are introduced once a sufficient lexical and grammatical basis is established.
vi. The teacher plays the role of role-model for drill and practice.

Steps involved in Audio-lingual Method

i. **Dialogue Memorisation-** Short pieces of conversation between two people are used. Student memorise the dialogue through mimicry. Certain sentence patterns and grammar points are included within the dialogue**.**
ii. **Repetition Drill-**Students are asked to repeat the teachers' model as accurately as possible.

iii. **Chain drill-**The teacher begins the chain of asking and answering; the students responds; then turns to the next student, greets and asks; the chain continues.

iv. **Substitution drill-** The teacher says a line, usually from the dialogue leaving out something and gives a word or a phrase as the cue. The student fills in the slot, fitting the cue where it belongs. The number of slots may be increased progressively.

v. **Question-answer drill, transformation drill-** Students are asked to give answers to questions or transform sentences.

Advantages

i. It aims at developing listening and speaking skills which is a step away from the Grammar translation method

ii. The use of visual aids has proven its effectiveness in vocabulary teaching.

Disadvantages

- The method is based on false assumptions about language. The study of language doesn't amount to studying the "parole", the observable data. Mastering a language relies on acquiring the rules underlying language performance. That is, the linguistic, sociolinguistic, and discourse competences.

1.4.4 Bilingual Method

CJ Dodson of the University of Wales wrote a pamphlet *The Bilingual Method* in 1962 in which he argued that the amount of time required learning a language naturally is of necessity, large and our present school curriculum does not allow the time requirement for such a learning process. He further also added that in natural method a teacher employs a technique that waste time. Dodson advocated that a method should be within the capabilities of all teachers, it should be simple and balanced between the spoken and the written word. In practice, most teachers in India use only the Bilingual method to teach English and other subjects in English

medium classes. Some kind of English is used even in teaching of modern Indian languages and a classical language like Sanskrit.

There are certain disadvantages associated with this method. They are as follows:

i. Since many teachers are not well-versed in the features of the students' mother-tongue and the foreign language, they may create a muddle.

ii. A contrast between the features of the two languages, viz., English and the mother-tongue, may confuse the students to a great extent.

iii. The Bilingual Method is not suitable at higher secondary stage.

iv. There is always a strong possibility of reducing the teaching to mechanical translation exercise in the classroom. If the teacher fails in handling the Bilingual Method properly he may degenerate it into the Translation Method.

Despite all these drawbacks, one may not say that the Bilingual Method is just another attempt for the backdoor entry of the Grammar- Translation Method

Practice Question

4. What are the advantages and disadvantages of audio-lingual method?
5. Write a note on bilingual method
6. What are the advantages and disadvantages of grammar- cum translation method?

1.5 Approach of teaching English

1.5.1 The Communicative Approach

Communicative Language Teaching (CLT) is a very exciting development in the field of language teaching. In the recent past, language teaching seems to have shifted the emphasis away from 'accuracy' to 'fluency' and from 'structural competence' to 'communicative competence'. Since it the latest and obviously the most popular and widely used approach, we are going to discuss it here in detail. In this approach the

aim is to build up the learner's communicative competence. A distinction is made between the grammatical rules of usage that enable users to construct correct sentences and the use of language to accomplish some kind of communicative purpose. CLT aims broadly at applying the theoretical perspectives of the communicative approach by making communicative competence the goal of language teaching. According to D.L. Freeman in CLT, "almost everything that is done is done with a communicative intent; students use the language a great deal through communicative activities such as games, role plays, and problem solving tasks". It is noteworthy that CLT is not averse to the use of mother tongue in teaching. D.L. Freeman who is regarded as one of the exponents of CLT spells out the role of the mother-tongue of students and writes that the first language, that is, mother-tongue, "should be used not only during communicative activities, but also, for example, in explaining the activities to the students or in assigning homework. The students learn from these classroom management exchanges, too, and realize that the target language is a vehicle for communication, not just an object to be studied. T.W. Littlewood discusses the aims of CLT and writes, "the CLT pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view." He further adds that the CLT, "encourages us to go beyond structures and take account of other aspects of communication. It can therefore help us to match the content more closely with the actual communicative uses that the learners will have to make of the foreign language". Communicative Language Teaching (CLT) Principles the CLT principles discussed by D.L. Freeman (1986) are as follows:

i. Whenever possible, 'authentic language' as it is used in real context should be introduced.
ii. Being able to figure out the speaker's or writer's intention is part of being communicatively competent.
iii. The target language is a vehicle for classroom communication, not just the object of study.
iv. One function can have many different linguistic forms. Since the focus of the course is on real language use, a variety of linguistic forms are presented together.
v. Games are important because they have certain features in common. In real communicative events there is a purpose of the exchange.

vi. Errors are tolerated and seen as a natural outcome of the development of communication skills.
vii. One of the teacher's major responsibilities is to establish situations likely to promote communication.
viii. The social context of the communicative event is essential in giving meaning to the utterance.
ix. The grammar and vocabulary that the students learn follow the function, situational context, and the roles of the interlocutors..."

Drawbacks of CLT in Indian situation: There are following drawback of CLT particularly in Indian situation

i. To plan and conduct CLT activities, teachers of English must be fully competent and highly resourceful.
ii. Conducting task based activities in classes with a large, almost unmanageable number of students may be difficult and time consuming.
iii. It needs professional commitment on the parts of teachers.
iv. The compulsions of the syllabus and the examination system may not allow the use of authentic English.

1.5.2 The Structural Approach

Pedagogically speaking, the Structural Approach (SA) stresses the importance of structures which are carefully selected and graded. Structural grading consists of arranging the structural items or patterns into a suitable order. In this approach the basis of teaching is structures and patterns of English. The selected and graded structures are presented in a text book and taught through classroom situations, actions, gestures, pictures, blackboard drawings, etc. The teacher is expected to give choral, group and individual oral drills based on certain structural patterns in order to reinforce and consolidate the language items taught. The SA has certain inherent weaknesses; for instance, it is more concerned with the selection and gradation of language items to be taught than with the presentation of the same in the classroom. It just helps in course-designing. The drills presented through this approach are not only generally meaningless but also lawfully boring and mechanical. Conclusively speaking, the SA develops learner's structural competence to some extent but fails

miserably in developing their communicative competence. The principle of Structural Approach:

The principles underlying the structural approach are as following:

1. Language is primarily speech
2. Learning a language is learning a set of habits.
3. We should teach the language, not about the language
4. Language (English and Indian Language) are different.

The structural approach is usually connected with the oral approach. The best way to learn a language, even if the main aims are the skills of reading and writing, is through the oral presentation of the new material by the teacher. The structural approach is linked with the repetitive drill method. People believe that through drills, a new word or structure gets fixed in the students mind. By miming and memorisation of set phrases and sentences used by the teacher, pupils form the correct language habits. Importance is given to pronunciation through the use of tapes and the visual aids. There is a very little or no explanation of grammar of the language. Drills are varied by using new objects, but keeping the basic structure unchanged.

Advantage

Most of the allegations against structural approach are because of mixing it up as a method. Structural approach is not a method. It is a view point, a matter of principle involved in the teaching of a language. Approach therefore, is more pragmatic in its outlook and may go with any method.

1. Structural approach can be easily adopted at all stages.
2. It emphasise the equal importance of the fourfold linguistic aims of listening, speaking, reading and writing.
3. Structural approach rightly assigns primacy to speech and also called aural-oral approach.
4. It is based on the principle of simple to complex.
5. This approach junctions by developing learning situations for pushing desired structure.

Disadvantage

1. It is not very useful for Indian setting.
2. It becomes very difficult to cover the whole syllabus.

3. Average teacher will not be able to cope up with the structural approach.

1.5.3 Whole language Approach

In the simplest terms, the "whole language approach" is an approach of teaching children to read by recognizing words as whole pieces of language. Proponents of the whole language philosophy believe that language should not be broken down into letters and combinations of letters and "decoded." Instead, they believe that language is a complete system of making meaning, with words functioning in relation to each other in context. The philosophy of whole language is complex and draws from education, linguistics, psychology, sociology, and anthropology. Whole language is a constructivist approach to education; constructivist teachers emphasize that students create (construct) their own knowledge from what they encounter. Using a holistic approach to teaching, constructivist teachers do not believe that students learn effectively by analyzing small chunks of a system, such as learning the letters of the alphabet in order to learn language. Constructivist instructors see learning as a cognitive experience unique to each learner's own perspective and prior knowledge, which forms the framework for new knowledge.

Whole language approach is based on the belief that children learn to read by writing, and vice versa. This approach encourages children to read and write for "real purposes," with nonfiction texts and interpretation of what they read forming much of the basis of their assignments. The whole language approach to reading also stresses the love of literature and the use of engaging texts to help children develop that love. Teachers who use this approach exclusively do not place heavy emphasis in the early grades on spelling and grammar, which can make some parents uncomfortable. The whole language philosophy emphasizes children's efforts to make meaning and seek meaning in language; therefore, correcting errors places the focus on technical correctness, which is not where whole language teachers believe it should be. The effective whole language teacher "hears and sees through" the child's error, using the information gained for formative assessment, and then creates experiences that help the child to acquire the correct structure and form.

1.5.4 Task based Approach

Task-based teaching offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it.

1.5.5 Thematic Approach

Under this approach a proper theme is identified and after that further course of action is taken. Thematic approach is an approach of exploration development of the language to be mastered with the reality of the people's environment. This approach offers continuity from lesson to lesson as well as the flexibility in structure, implementation and the individual outcomes. This approach avoids the compartmentalisation of English teaching lessons.

A teacher can identify a theme, somehow randomly out of the classroom discussion by focusing particular topic of interest. In this way a teacher can take the themes from the interest of the students. There is no structured plan for the identifying the theme of the classroom discussion. A structured programme may hinder the natural inhibitions of the students. A student may take some story from some television programme or from some road side incident. After that a teacher may arrange some resources and material for the students.

1.5.6 Eclectic Approach

Larsen-Freeman (2000) and Mellow (2000) both have used the term principled eclecticism to describe a desirable, coherent, pluralistic approach to language teaching. Eclecticism means the use of a variety of language learning activities, each of which may have very different characteristics and may be motivated by different underlying assumptions. The use eclecticism is due to the fact that there are strengths as well as weaknesses of single theory based methods. Reliance upon a single theory of teaching has been criticized because the use of a limited number of techniques can become mechanic. The students, thus, cannot get benefits of learning. The use of eclecticism does not mean to mix up different approaches randomly. There must have some philosophical backgrounds and some systematic

relation among different activities. Usually it is recommended to mix structural approaches with communicative use of language.

Practice Questions

7. What do you mean by communicative language teaching approach?
8. What do you mean by thematic approach?
9. Explain the whole language approach.
10. What is structural approach? Explain this approach in detail by mentioning the advantages as well as disadvantages.

1.6 Summary

In this chapter we have studied about the difference between approach, method and technique by discussing the various methods and approaches of English language teaching. The methods and approaches studied are as following: Grammar translation method, Direct method, Audio-lingual method; Communicative approach, Whole language approaches, Task based approach, Thematic Approach, Structural approach, Eclectic approach

1.7 Glossary

1. **Approach:** An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic.1t describes the nature of the subject matter to be taught.
2. **Method:** Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.
3. **Technique:** A technique represents implementation; it is the actual implementation of a method in the classroom. It is a particular thing of doing things to accomplish an immediate objective.

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1.9 Essay Type Question

1. What is the concept of method, approach and technique? Explain
2. Why translation cum grammar method is still a popular method in India? Explain.
3. What is direct method? How it is beneficial for the English language learners?
4. Write a detail note on communicative language teaching.

Unit 2- Listening Skill

2.1 Introduction
2.2 Objective
2.3 The concept of Listening
2.4 Sub skills of listening
2.5 Materials and resources for developing listening skill
2.5.1 Story telling
2.5.2 Situational Conversation
2.5.3 Role Plays
2.5.4 Simulations
2.5.5 Speech Games and Contexts
2.6 Language laboratory
2.7 Multimedia material and assessing listening
2.8 Summary
2.9 Glossary
2.10 Suggested Reading
2.11 Essay Type Question

2.1 Introduction

Listening is the one of the important language skill yet the most neglected skill in classroom setting. It is a neglected skill not because we do not recognise the importance of listening but because we take it for granted that learners automatically acquire this skill with any special training. We think we give students enough practice in listening in our classroom through our expository methods of teaching. But the matter is not as simple as it appears to be. Listening involves various aspects in it. In this unit you will be able to learn different aspects of listening.

2.2 Objective

After studying this unit you will be able to

9. Students will be able tell the meaning listening comprehension.
10. Students will be able to understand the importance of language lab in enhancing listening skill.
11. Students will be able to understand the importance of sub- skills of listening.
12. Students will be able to use the material and resources for listening skill.
13. Students will be able to assess the listening skill.

2.3 The Concept of Listening

Listening is an active process. It can be depicted as follows.

Input----------Processing---------Output

By input, we simply mean the words spoken by the speaker and by the output the listeners' response. The listener processes the input before coming out with his/her output. Now we will understand that what happens during the processes stage? The input could be processed in the following way.

A. Bottom up processing

B. Top up Processing

In bottom up processing, the listener depends solely upon the incoming input for the meaning of the message. The input is received and analysed at different levels of organisation. The sound signals are organised into words, the words into phrases, phrases into clauses, and the clauses into whole sentence. In bottom up processing, listener uses their lexical and grammatical competence in the language for getting the intended meaning of the message.

In top down processing listeners rely on their background knowledge for understanding the message. So, input is not the only source of meaning. Listeners through their knowledge of the world make guesses of the intended meaning of the message and approach the input to confirm them and fill out the specific details.

However, good listeners know when to use which type of processing and when to use both types of processing, and the choice usually depends upon the listeners' purpose of listening, their familiarity with topic and their background knowledge.

Let us take an utterance from a conversation and look at the process which we go through before we understand its intended meaning.

Input: Ram is fond of fruits

The input is first organised into words.

Ram/ is/ fond/ of/ fruits

Then it is organised into sense groups.

Ram/ is fond of/ fruits.

Our knowledge of grammar helps us in this process.

With the help of our mental dictionary, we arrive at the propositional meaning of the utterance. The propositional meaning attributes a certain quality to Ram. Until now we have used bottom up strategies.

We may on the other hand use a top down strategy. An utterance can have many meanings depending on the context in which it is used and usually we get the clue to the intended meaning when we look at the utterance(s) which precede(s) or follow(s) it.

Ram is conscious about his health. **Ram is fond of sweets.**

With the help of the underlined utterance we can infer that the speaker is attributing a quality to Ram for being conscious of his health. The tone of the speaker also helps us in understanding the meaning. It tells us about the attitude of the speaker. We can know from the tone whether s/he approves or not.

Discourse markers and cohesive devices also help us in interpreting the message. Listeners can also know the attitude of the speaker to preceding and subsequent propositions with the help of proposition markers such of course, really, and establish continuity between one utterance and another with the help of discourse markers such as actually well anyway and now. We can also use cues such as talking about that reminds you of by the way to identify directions in topic development.

So the following process is involved in comprehension.

1. The type of interactional act or speech event in which the listener is involved is determined (e.g. conversation, lecture, discussion, debate).
2. Scripts related to particular situations are recalled.
3. The goals of the speaker are inferred through reference to the situation, the script, and the sequential position of the utterance.
4. The propositional meaning of the utterance is determined.
5. An illocutionary meaning is assigned to the message.
6. This information is retained and acted upon, and the form in which it was originally received is deleted.

Types of Listening

Adrian Doff (1988) talks about the following types of listening:

1. **Casual Listening:** Many times we listen to someone or something without any particular purpose. At such times, we often do not listen to them with much concentration, unless we hear something which interests us. This type of listening is often found in social contexts when we interact with others.
2. **Focussed listening:** it is 'intensive listening' for information or for transacting business. The listener is attentive and concentrates on what the speaker is saying.

Listening involves processing the data, reconstructing the data and giving meaning to the data. But hearing is just letting the sound signals bombard your eardrum. The signals are received and recorded but they are not processed. Listening thus is an active process whereas hearing is passive.

When we go out into the street, we hear many sounds but when we switch on the radio for the news, we listen to the news.

Barriers to Listening

Some of the reasons of unsuccessful listening are:

1. The listener may not have listened to something properly.

2. S/he may have listened to it properly but may not have comprehended the message because of the difficult words or the sentence patterns used.
3. S/he may have heard the speaker but may not have listened to him/her because of the pre- occupation of his/her mind with something else.
4. S/he may have listened to and understood the speaker but may have succeeded in interpreting the message because of lack of previous knowledge. Sometimes listeners can make sense of what they hear only when they interpret the spoken language with the help of their previous knowledge or the knowledge of the world. A lack of background knowledge can lead to serious problem of comprehension.

Questions for Exercise

1. What do you mean by listening?
2. Write about the different types of listening?
3. Write about the process involved in comprehension?
4. Write the barriers to listening?

2.4 Sub Skills of Listening

Sub- skills can be understood as the pupil's competencies expressed in behavioural term. They are also known as enabling skills. Pupils acquire these skills when they are provided with ample opportunities to listen to good models of spoken English.

Richards (1983) identified as many as 5o micro- level sub-skills in listening that the students of English, in a second language situation, are expected to master to understand the day to day conversational discourse. These skills are indispensable to develop listening for comprehension and listening for conversation.

The following are some of the sub-skills of listening

The students

i. Understand the meanings of words, phrases and sentences
ii. Follow directions and commands given by the speaker

iii. Understand intonation patterns, pauses in speech, stress etc which provide clues to understand the speakers tone and intention.
iv. Understand simple descriptions and narrations
v. Understand the meaning of inverted statements
vi. Understand questions and respond to them suitably
vii. Recognise cohesive devices like 'such as', 'in addition to', 'in fact' 'in tune with', etc., used by the speaker

What are the sub skills of listening?

By sub- skills we mean the students' competences written in behavioural terms. They are: students

i. Understand the meanings of words
ii. Follow commands/ directions given orally
iii. Interpret elementary intonation patterns
iv. Understand questions
v. Understand simple narration/descriptions
vi. To help students acquire these skills, teachers should ensure that students
vii. Realise the need for listening to English in the classroom attentively (as they did, to learn their mother tongue, as babies).
viii. Realise that they can speak English words only after listening to those words intensively.
ix. Listen to (or get exposed to) good English
x. Enjoy listening to the English language.
xi. Understand what the teachers says through the technique used, namely teaching aids, gestures, students' activities, blackboard drawings etc
xii. Are not laughed at or made fun of when they make errors in any manner.

These sub-skills in listening can be learnt by the students effectively when they practise them keeping in mind the purpose of listening, namely, listening for perception, listening for comprehension and listening for conversation. Towards these objectives, teachers can follow some technique. Some of them are described here. They must not forget that if students acquire the listening skill properly, they will find the learning of other language skills fairly easy. The teacher should do this

to brush up their English usage, improve their pronunciation and provide a good model of spoken English to their students.

Question for Exercise

5. What are the sub skills of listening?
6. What do you mean by sub - skills of listening?

2.5 Materials and Resources for Developing the Listening Skill

Many teachers admit that they do not teach English through English. They often say that if they did that their learner should not be able to follow them. They also say that they are force to use regional language much against their wish. When a teacher uses English in the classroom s/he makes listening demand on the learner. When s/he explains, they should understand it; when s/he praises or rebukes someone, they should know it. But listening in a foreign language is not an easy task. It needs training. The teacher has to prepare the students for understanding him/her and other teachers in the school/college and also comprehend the message of others outside the classroom, in real-life settings. Only then, can s/he expect the learners to respond to the demands of listening.

2.5.1 Story Telling Method

A teacher can think of many other ways of teaching listening. S/he can come out with his/her own listening activities if the textbook does not have enough of them.

For example, the teacher can tell the learners a story, real or imaginary and pause frequently while narrating the story and ask them to guess what is going to happen next.

“A, few nights ago, I was asleep at home as usual. At about three o’clock in the morning.....(what happened?)....I was suddenly awakened by a noise....(what noise) .....of rushing water....(what was it) . It came from the bathroom, so I got up and went to investigate.(what was it?). I found to my dismay that the cold water pipe

burst and the water was pouring all over the floor...(so what did I do?) So I got a bucket and put it underneath...(what should I have done?) Then I realised what i should have done. I went out into the hall and turned off the main tap." (Doff,1988)

When we listen to a story, we want to know what happen next. So the use of these questions is natural. However, the teacher should see to it that all the learners take part in discussions. S/he should try to get as many answers as possible. This technique will help the learners in developing their ability to predict, which an important sub skill of listening is.

2.5.2 Situational Conversation

In real-life listening situations, most of the spoken language we listen to is informal, spontaneous and can contain many features like slurred speech, colloquial vocabulary and incorrect grammar. Listeners usually know in advance something about what is going to be said as they expect to hear something relevant to the context in which they find themselves. Speakers usually direct what they are saying at the listener and take the listener's character and intentions into account when speaking. Naturally, listeners are normally speakers as well as we usually respond to what we are listening to by taking part in the conversation or by answering questions.

A small amount of the listening we do is done blindly through listening to the radio or talking on the phone. However, most of the time, there is something or someone to look at that is linked to what is being said.

2.5.3 Role Plays

Role-playing takes place between two or more people, who act out roles to explore a particular scenario. By preparing for a situation using role-play, you build up experience and self-confidence with handling the situation in real life, and you can develop quick and instinctively correct reactions to situations. This means that you'll react effectively as situations evolve, rather than making mistakes or becoming overwhelmed by events.

To role-play:

i. Identify the situation.

ii. Add details.

iii. Assign roles.

iv. Act out the scenario.

v. Discuss what you have learned.

2.5.4 Simulations

Listening activities based on simulated real-life situations are more motivating and interesting to do than working through textbook comprehension exercises, which quickly becomes boring. Try some of the following listening texts and tasks that are likely to grab your student's attention.

Formal talk: Listening texts should be based on discourse that is genuine, improvised or spontaneous speech. Written text simply read aloud is likely to be stilted and won't incorporate characteristics of informal speech such as spontaneity.

- Direct speaker-listener interaction: Instead of the conventional use of audio recordings, try to write some of the texts yourself or use a video as a positive contribution to effective listening practice.
- Single exposure: In real-life listening situations, discourse can't be exactly repeated. So, try to encourage students to develop the ability of extracting the information they need from a single hearing. For students to master this ability, information can be provided more than once within the original listening text. As in real-life situations, students can ask for a repeat or explanation of what was said but the discourse should not automatically be played through several times if students do not ask for repeats.
- Expectations: Giving students an idea of what they are going to hear is the same as putting them in a real-life context where they will know what to expect due to the context they find themselves in.
- Purpose: Explain what the purpose of the listening exercise is as this helps students to listen selectively for significant information.

2.5.5 Speech Games and Contexts

Using games to teach effective listening to children is a fun way to develop auditory skills and social development. Listening is key to following directions and developing the ability to remember concepts taught in the classroom. Games serve as repetitive activities that enhance these skills and cultivate auditory and literacy development. You can even use games as a way to exercise the brain and promote retention of academic content. Listening activities condition children to develop new vocabulary and recognize appropriate grammar. For this purpose following game may be very helpful.

The teacher says two sentences

They must leave.

They must live.

Students should say whether the sentences are the same or different and award points to one of the groups. They respond by raising their hands if the sentences are the same and keep quiet if they are different. Those who make a mistake are out of the game.

The teacher shows an object or draws a picture on the blackboard and says a sentence is relevant students should respond, say by raising their hands or else they should keep quiet. These games enhance the students' listening comprehension.

Guess Who Game

Playing games with varying sounds helps children learn to identify and connect sounds with objects. This promotes perception and language development. Try making animal sounds or use a recording and ask your child to identify the corresponding animal. If they identify the animal, show them a picture to reinforce their learning. This listening and identification activity will reinforce the connection between sounds and symbols. Share 10 key concepts with a group of older children and ask them to write down five of them. Repeat these three or four times and give a prize to the child that recalls the most. This game connects listening with memory and content retention.

Hide and Seek

Following directions is a beginning listening concept that is critical for young children. Try hiding a small toy or treat and use verbal cues to help your child find the item. Use simple directions but emphasize that finding the treasure hinges on their ability to listen to you. Older children can hone their listening skills by working together to decipher a verbal puzzle. For example, pick a famous person and tell the group they can ask 20 questions to figure out the name of the person. Impress upon the children that listening and connecting the information shared is the key to success.

Questions for Exercise

7. What do you understand by speech games? How speech games help in developing listening skill.
8. What is simulation?
9. What is a role play?
10. Explain in detail about the story- telling methods.

2.6 Language Laboratory

Language Laboratory: A Language laboratory is a room designed for learning language (especially second/foreign language) and equipped with tape recorders, video cassette recorders, or computers connected to monitoring devices enabling the instructor to listen and speak to the students individually or as a group. A teacher can use varied materials in a language laboratory with individual tape recorders for each pupil and with facilities for the teacher to check learners' work. Most of the suggestion for exercises can also be used with a simple tape recorder in class, but listening practice is often more effective when the learner has his own machine and can listen to the same piece many times. Tape recorders can be used to help the pupil both to understand and to speak the language he is studying. Computer has brought about a revolution in the field of language laboratory. Firstly, the most effective use of the laboratory is likely to be in the training and

development of listening skills. A very simple analysis of listening would give it four headings: understanding a speaker's accent or pronunciation, understanding his grammar, recognizing his vocabulary and being able to grasp the meaning of what he says. As teachers of a foreign/second language we may then construct exercises to practice each of these aspects of listening one by one. However, effective comprehension depends on our being able to do everything at once and so the learner must also have some chance of natural listening practice that is not directed towards any particular aspect of listening skill but involves them all. Secondly, the language laboratory can also be used in a more limited way to train speech habits. The language laboratory is not as suitable for speaking practice as it is for listening practice. You can listen to and learn from a tape/computer, but you cannot really talk to one. You can only simulate talking.

Listening in the language lab can therefore be a real language experience, whereas talking in the lab is only a rehearsal for real conversation. We can discuss speaking exercises in the lab under two headings-intuition and manipulation. Dialogue exchanges can be recorded to practice the pronunciation of particular sounds, stress, rhythm patterns and intonation. The learner can repeat these models in the privacy of the laboratory as many times as he wants to. The learner cannot, practice speaking in a language laboratory, but he can practice using the rules of the language that he will need when he speaks. Exercises or drills for those purposes can be divided into two type exercises that require substitution and those which require transformation. To be effective, language laboratory lessons need to be carefully planned and integrated with classroom. Laboratory materials also need to be interesting as well as relevant, if possible amusing as well as systematic.

2.7 Multimedia Material and Assessing Learning

Multi-Media Resource- For recent pedagogical instruction of listening, multi-media materials surely present a significant resource of input. Various multimedia resources may be used in the following manner:

i. **Audio Resources-** Teacher can teach listening skills through audio segments of radio programs, online podcasts, instructional lectures and other

audio messages. You should model this interactive listening process in class with your students, and then instruct them to repeat the exercise on their own. First, instruct students to prepare for listening by considering anything that they will want to learn from the content of the audio segment. Once they have written down or shared these ideas, then play the audio segment, allowing the students to take notes if helpful. Once they have gained confidence and experience, repeat this activity but instruct students to not take notes until the completion of the audio segment. You can use shorter or longer audio segments, and you can choose more accessible or more challenging material for this type of exercise.

ii. **Video Resources -**Another helpful resource for teaching listening skills are video resources, including short sketches, news programs, documentary films, interview segments, and dramatic and comedic material. As with audio resources, select the portion and length of the video segment based on the skill level of your students. With your students, first watch the segment without any sound and discuss it together. Encourage the students to identify what they think will be the content of the segment. Then, watch the segment again, this time with sound, allowing students to take notes if helpful for their skill level. After the completion of the video segment, you can have students write a brief summary of the segment, or you can take time to discuss as a group how the segment compares with the students' expectations.

Assessing Listening Skill

In order to provide authentic assessment of students' listening proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through listening.

- It must have a purpose other than assessment
- It must require students to demonstrate their level of listening comprehension by completing some task.

To develop authentic assessment activities, consider the type of response that listening to a particular selection would elicit in a non-classroom situation. For

example, after listening to a weather report one might decide what to wear the next day; after listening to a set of instructions, one might repeat them to someone else; after watching and listening to a play or video, one might discuss the story line with friends.

Use this response type as a base for selecting appropriate post-listening tasks. You can then develop a checklist or rubric that will allow you to evaluate each student's comprehension of specific parts of the aural text.

For example, for listening practice you have students listen to a weather report. Their purpose for listening is to be able to advise a friend what to wear the next day. As a post-listening activity, teacher should ask students to select appropriate items of clothing from a collection you have assembled, or write a note telling the friend what to wear, or provide oral advice to another student (who has not heard the weather report). To evaluate listening comprehension, teacher may use a checklist containing specific features of the forecast, marking those that are reflected in the student's clothing recommendations.

Question for Exercise

11. Write a note on language laboratory?
12. What do you mean by multi- media resources? How a multi- media resource can is useful in enhancing listening skill?
13. How can a teacher assess the listening skill of a student?

2.8 Summary

In this unit we have discussed about the listening. There are various types of listening primarily casual listening, focused listening. There are various techniques and methods of teaching English such as story-telling method, situational conversations method; role plays method, simulations method, speech method, games method. There are various barriers to listening also. Multimedia resources may prove quite helpful in addressing listening skill.

2.9 Glossary

1. **Casual Listening:** Many times we listen to someone or something without any particular purpose. At such times, we often do not listen to them with much concentration, unless we hear something which interests us.
2. **Focussed listening:** It is 'intensive listening' for information or for transacting business. The listener is attentive and concentrates on what the speaker is saying.
3. **Story telling Method:** The teacher can tell the learners a story, real or imaginary and pause frequently while narrating the story and ask them to guess what is going to happen next.

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2.11 Essay Type Question

1. What do you mean by listening? Explain the different sub- skills of listening.
2. What method may be opted for assessing the listening skill? Explain
3. Explain various methods of listening skill.
4. Write about the different speech games for enhancing listening skill.

Unit 3 - Speaking Skill

3.1 Introduction
3.2 Objective
3.3 The concept of Phonetics
    3.3.1 Stress
    3.3.2 Pitch
    3.3.3 Intonation
3.4 Material and resources for developing Speaking Skill
    3.4.1 Story telling Method
    3.4.2 Dialogue Method
    3.4.3 Situational conversation
    3.4.4 Role Plays
    3.4.5 Simulations
    3.4.6 Speech games and Contexts
3.5 Language Laboratory
    3.5.1 Multimedia Resources
3.6 Summary
3.7 Glossary
3.8 Suggested Reading
3.9 Essay Type Question

3.1 Introduction

Speaking skills is the ability to express opinions or thoughts and feelings to a person or group verbally, whether face or by distance. Alternatively speech is a natural means of communication between members of the public to express their

thoughts and as a form of social behaviour. In this unit we will study about various dimensions of speaking skill.

3.2 Objective

After reading this unit you will be able to

1. Students will be able to know about the basic concepts of phonetics.
2. Students will be able to know the importance of speaking skill.
3. Students will be able to know about the role of language laboratory in language learning.
4. Students will be oriented towards the use of various resources and teaching learning material.
5. Students will be able to use the different speech games for language learning.

3.3 The Concept of Phonetics

Phonetics is that branch of linguistics which deals with sound and speech sounds. It may be divided into three categories:

a. Articulatory Phonetics: That deals with the production of sound by the organ of speech.
b. Acoustic Phonetics: that deals with sound waves and the transmission of sound.
c. Auditory phonetics: That deals with the reception of sound.

An understanding of the organs of speech is useful in the study of speech sounds. Study the following diagram and note the organs of speech.

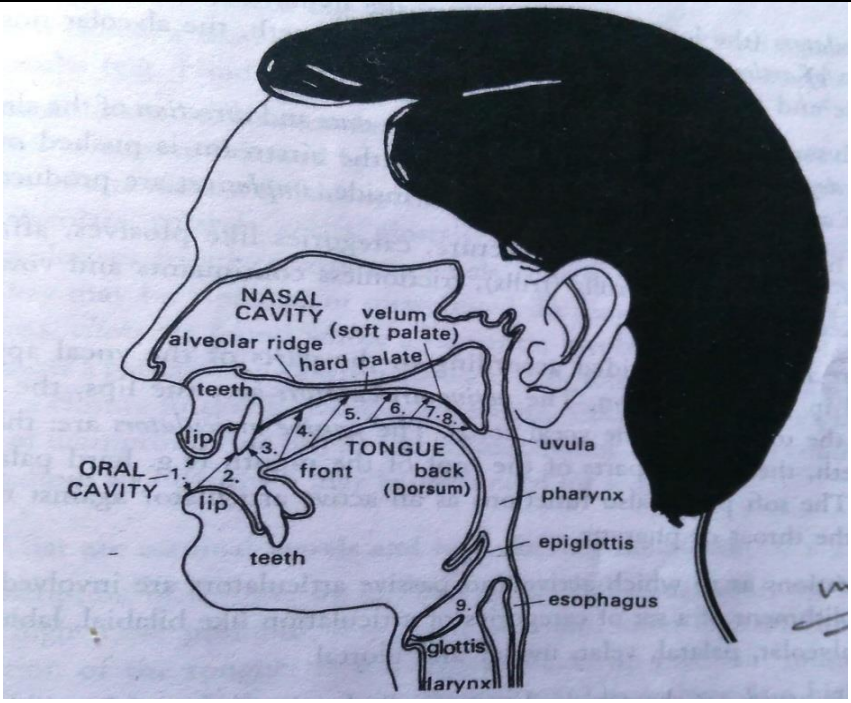

Figure 2.1

Figure1.1: The vocal tract, places of articulation: 1. Bilabial 2. Labio- dental 3. Dental or interdental 4. Alveolar, 5. Palate- alveolar, 6. Palatal, 7. Velar, 8. Uvular, 9. Glottal

I. The way speech sounds are produced can be divided into three categories depending upon the part the speech organs play in the production of speech:

a. Initiution- Generally the process of getting the airstream moving is initiated in the lungs. This is known as the *pulmonic* airstream. The other two are the *glottalic* airstream in which the larynx with the glottis firmly closed is the *initiatot* and the *velaric* air stream where only the air in the mouth is set in motion.

b. Phonation-This refers to the part played by the vocal cords in the production of speech.

The opening between the vocal cords or bands is called glottis. If the glottis is wide enough to permit the air to pass through without any obstruction, a voiceless sound is produced (p, t, k). If the glottis is completely closed, a glottal stop is produced. If the glottis is half-open, the vocal cords vibrate and the sound produced is a voiced sound (b,d,g,m,n).

c. Articulation-The parts which are involved in articulation may be divided into three groups – reasoning cavities or chambers (oral, nasal and pharyngeal), articulators (the lower lip, the tongue, the uvula and the lower jaw0 and points of articulation (the upper lip, the upper teeth, the alveolar ridge, the palate and the velum)

II. Speech sounds are classified according to the state and direction of the airstream and the degree of stricture of air passage. If the airstream is pushed outside, explosive are produced and if it is pushed inside, implosive are produced. On the basis of the degree of stricture, categories like plosive, affricates, fricatives, nasals, laterals, rolls(trills), frictionless continuants and vowels are established.

These are further subdivided according to the parts of the vocal apparatus involved in the articulation. The active articulators are: the lips, the various parts of the tongue and the vocal cords. The passive articulators are: the upper front teeth, the various parts of the roof of the mouth (e.g. hard palate, soft palate). The soft palate also functions as an active articulator against the back wall of the throat or pharynx.

Considerations as to which active and passive articulators are involved lead to the establishment of a set of categories of articulation like bilabial, labio-dental, dental, alveolar, palatal, velar, uvular and glottal.

III. While vowels are characterised acoustically by the absence of audible friction and, from the articulatory point of view, by a free passage of air, consonants are noises that are pronounced with a stricture of the air stream.

A distinction is made between momentary consonants (a complete closing followed by an abrupt opening) and continuous consonants. If a consonant is characterised by an exhalation of breath, an unvoiced noise, which is heard after the abrupt opening or explosion, it is aspirated; otherwise, it is unaspirated. The following chart shows the distinction:

	Aspirated	Unaspirated
Voiceless	Ph	p
Voiced	Bh	b

The tongue is divided into three parts: the extreme front (called the tip) , the next half inch (called the blade), and the back or dorsum. The tip and the blade together are called the apex.

The consonant and vowel system: A vowel is a sound produced by the unobstructed passage of the air stream without the oral cavity being constricted enough to cause audible friction. Vowels are generally voiced but there are also vowels (e.g. Hindi) if the oral exit is closed, a nasal vowel results; if the oral exit is partly closed, a nasalised vowel results (e.g. Hindi).

A consonant is a sound characterised by constriction accompanied by some measure of friction or closure followed by release. Consonants are classified according to the point of articulation (bilabials, labio-dentals, dentals, inter-dentals, alveolar, paltao-alveolars, palatals, velars, glottals, etc) and the manner of articulation (stops or plosives, fricatives, affricates, nasals, laterals, trills, flaps, retroflex sounds etc.). They may be aspirated or unaspirated. In some South African languages like Xhosa, clicks are found whose articulation involves making a velor closure which causes a partial vacuum when the back of the tongue is lowered and abruptly releasing a closure further forward in the mouth. Clicks occur in other languages as signs of disapproval or to encourage animals. The term continuant is used for those sounds which may be prolonged for some time.

3.3.1 Stress

Stress is a vital element in correct pronunciations and a great attention to it is essential. Stress means emphasis. If we make a sound with more energy, the sound will come out with force. If we make sound with less energy, the sound will come with less force. This indicates that there are degrees of stress.

Kinds of Stress: There are three kind of stress

1. Syllable Stress
2. Word Stress
3. Sentence Stress

Syllable Stress: There is a variation in stress on syllable in English. The main points concerning it are as follows:

a. There are words of two syllables with stress on the first

b. There are words of two syllables with stress on the second
c. There are words of two syllables with stress on both
d. There are words of three syllables with stress on first.
e. There are words of three syllables with stress on second.
f. There are words of three syllables with stress on third.
g. Word of four syllables have usually the stress on the last but one.
h. If a word of two syllables is used as a noun and a verb, the noun will have stress on the first syllable and the verb on the second syllable.

Word Stress:

a. Content words are stressed and structural words are not stressed.
b. Nouns, adjectives, main verbs and adverbs are stressed, whereas articles, auxiliary verbs, prepositions and conjunctions are not stressed.

Sentence Stress:

In a sentence some words are more important than others and this is indicated by stressing the words. Difference in stress leads to difference in the meaning, for instance:

A. 'He is my brother. (Not anyone else)
B. He is 'my brother. (Not anybody else)
C. He 'is my brother. (Why do you doubt?)
D. He is my 'brother. (Not sister)

3.3.2 Pitch

Pitch is the degree of highness or lowness with which one speaks. For example, some people naturally have a high-pitched voice. Emotional factors can also affect the pitch of someone's voice. For example, people may speak in a lower pitch when they are tired. Surprise may make them speak in a higher pitch than usual.

3.3.3 Intonation

Stannard Allen says, By intonation is meant the melody of speech, the changing pitch of the voice. It is to a certain extent controlled by stress, because important changes in pitch occur only on stressed syllable.

FW Frisby says, "Much of the meaning of spoken language is conveyed by the tune to which it is set."

There are two main tunes used in appropriate contexts according to the emphasis which is required on certain words to bring out the required meaning. The teacher can practice the two types of tunes, which are common and frequent in speech.

The Falling Tune: This tune starts with the first stressed syllable fairly high and falls step by step, from stress to stress until the last significant (meaningful) stress is reached. The falling tune is indicated by a symbol in front of the last stressed syllable.

The Rising Tone: This tune starts with the first stressed syllable fairly low and rises step by step until the last stressed syllable. The rising tune is used for Yes-No questions, requests, doubtful remarks with mental reservations, and carries a sense of incompletion. It is indicated by a mark before the syllable concerned.

Questions for exercise

1. What do you mean by stress?
2. What do you mean by intonation?
3. What do you mean by phonetics?

3.4 Methods for Enhancing Speaking Skill

Story- telling, dialogues, situational conversations, role plays, simulations, speech games and contexts

Though listening and speaking go together, it is the latter which makes the learner more active in learning process. Therefore, it is necessary to provide maximum opportunity to the pupils to speak the language. As a matter of fact in various developed countries the effectiveness of a lesson is judged by the ratio of the pupil speaking time (PST) to the teacher speaking time (TST) in a lesson period. The greater the PST the more effective the lesson is likely to be.

Chorus drills are often suggested as an effective technique providing oral practice in over- crowded class. This has both advantages and disadvantages. The advantages lies in the fact that chorus drills do give some opportunity for imitative repetition and to the extent such repetition is necessary, they have a place in language teaching. Chorus drills are also encouraging for the shy pupils; and because of their ritualistic nature, they can be very motivating in the lower classes.

3.4.1 Story Telling Method

When teaching speaking English for the students, it constantly have to keep in mind the fact that what we have in front of us is admixed class with expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on too, expand and grow. A teacher can think of many other ways of teaching speaking. S/he can come out with his/her own speaking activities if the textbook does not have enough of them.

For example, the teacher can ask the learners to tell a story, real or imaginary and ask him to pause frequently while narrating the story and ask other students to guess what is going to happen next. Storytelling, the art of narrating a tale from memory rather than reading is one of the oldest of all art forms. Storytelling is the original form of teaching and has the potential of fostering emotional intelligence and helps the child gain insight into human behavior. Storytelling is an activity that enables the students to understand the story and able to tell the story with their own language development.

For speaking class teacher who wishes to use storytelling, it is best to begin by choosing a simple story with only a few characters and an uncomplicated plot. The story should have action, the plot should be understandable to the students, and the events of the story should have a definite climax that leads to a conclusion the students will find satisfactory. In the classroom following activities may be conducted:

Activity 1

Divide the students into groups and each group prepares a story. Each member of the group tells two to three sentences and the next one continues until the end of the story could gradually increase from two or three minutes. Before the lesson, the students could divide their tasks in advance and practice their own parts. They could also be given a few minutes to practice in class the whole story if necessary. The teacher moves among the groups and chooses two or three groups to present their stories before the class. Because the students have enough time to prepare and they are working together, this helps them build confidence and create a lively and brisk atmosphere.

Activity 2

Divide the students into four to five groups and each group is given an opening of a story and asked to finish the story in about 20 minutes. Then select one student from each group to tell their story in the class and the best one wins 10 points for their group. To get everyone fully involved and avoid the liability that each group just asks their best storyteller to do the job, the storyteller are selected by drawing lots instead of being chosen by them. This is also helps enliven the atmosphere of the classroom. So each group must work together to make the story as interesting as they can. An alternative way is to ask each member of the group to tell a part of the story and make a whole.

Activity 3

Ask each group to hand in an incomplete story and redistribute them among the groups. Give the students 20 minutes to read their stories and finish them. After each group presents their story, compare it with the original one. The most interesting one and the one closest to the original win.

Activity 4

The teacher gives the first sentence to the class and then each student adds one more sentence to make a whole story impromptu. Because there is no preparation and nobody has an idea about what the next person will say and where the story is going, there are often lots of fun and surprise in the game.

3.4.2 Dialogue Method

Dialogue method is also quite helping in enhancing the speaking skill of students. A teacher can create various situations for utilising the dialogue method. In this method small dialogues may be given to student as the starting of the conversation and later on the whole conversation may be built up.

3.4.3 Situational Conversation

In real-life situations, most of the spoken language is informal, spontaneous and can contain many features like slurred speech, colloquial vocabulary and incorrect grammar. Speakers usually know in advance something about what is going to be said as they expect to hear something relevant to the context in which they find themselves. In the classroom situation also some situation may be created for the students and they will be asked to talk in that situation.

3.4.4 Role Plays

Role-play is commonly regarded as a useful activity for developing oral skills. Role-playing takes place between two or more people, who act out roles to explore a particular scenario. By preparing for a situation using role-play, you build up experience and self-confidence with handling the situation in real life, and you can develop quick and instinctively correct reactions to situations. This means that you'll react effectively as situations evolve, rather than making mistakes or becoming overwhelmed by events. Role play has high appeal for students because it allows them to be creative and to put themselves in another person's place for a while

To role-play

vi. Identify the situation.

vii. Add details.

viii. Assign roles.

ix. Act out the scenario.

x. Discuss what you have learned.

3.4.5 Simulations

Simulation is a technique of teaching learning that is based on an actual situation. Simulation is designed to replicate a real life situation. Students can participate in the simple system and learn how the real system operates without spending the days, weeks, or years to do this experience in the real world. Furthermore, the students can bring prop to create the real situation. Through simulation technique, there are so many advantages for students in learning process. Simulation can bring fun for students and the teacher. Simulation is very useful to improve students' speaking skill, where the emphasis is on fluency and not so much on accuracy. The most important thing in simulation, namely; the students imagine themselves in a situation outside the classroom and use language appropriate to this new context. It means that the students are not acting as themselves, but they are someone else. So it can develop the imagination and self-confidence of the students. Therefore, it can inspire and motivate the student to be more active, creative, and brave to speak when teaching learning process. As a result, simulation can improve students' speaking skill.

Simulation is very similar to role-plays but what makes simulation different than role plays is that they are more complex. In simulation, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, he brings a microphone to sing. Simulation encourages students to actively participate in the teaching learning process because this activity provides a way of creating a rich communicative environment where students actively become part of some real world systems and functions according to the predetermined roles as members of that group. Simulation increases students' self-confidence because in simulation activities, students have different roles and do not speak themselves. It means that they do not have to take the same responsibility. By using simulation, students expected to be able to speak English actively, creatively and confidently.

The student activities is so dynamic in the learning process because the students are involved directly and the student can make the student accustomed to understand the story or the real problem and this case called learning implementation based on

contextual learning. By grouping learning can make personal relationship well and also can increase their imagination.

3.4.6 Speech Games and Contexts

Games are quite helpful in developing speaking skill among small children. Games offer students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way. While playing games, the learners' attention is on the message, not on the language. Rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people. In a game-oriented context, anxiety is reduced and speech fluency is generated, thus communicative competence is achieved. There may be various games, but here we will learn about few of them.

I. Story Starters

Prepare a list of opening sentences or phrases. For example: 'It was a dark and stormy night', 'In 20 years time I will be ...', 'It made me yell', 'Something is terribly wrong ...', 'This is the secret I've never shared before', 'I never knew what happened ...', 'Sometimes I just want to ...', 'You know it's Summer when ...', 'Happy birthday to you, happy birthday to you',

II. Continuous Story

This is best done with a group of people. Each person gets up and might speak for anywhere from 20 seconds to a minute and they start telling a story. And when their time is up, the next person has to get up and they have to continue the story.

So, obviously each person doesn’t know what the person before them is going to say and so they have to continue the story.

The goal of this is to make the story make sense. This game helps people engage in listening and learn to be creative enough to make the story continue on and make sense.

Ask the students to begin their story with the given opener, building a story and extending it however they wish. This will help them in thinking creatively and give them fluency in language speaking.Question for exercise

1. How story telling method helps in developing speaking skill? Explain
2. What is the role of role play in enhancing speaking skill of students
3. How role play is different from simulation? Explain.

3.5 Language Laboratory

A Language laboratory is a room designed for learning language (especially second/foreign language) and equipped with tape recorders, video cassette recorders, or computers connected to monitoring devices enabling the instructor to listen and speak to the students individually or as a group. A teacher can use varied materials in a language laboratory with individual tape recorders for each pupil and with facilities for the teacher to check learners' work. Most of the suggestion for exercises can also be used with a simple tape recorder in class, but listening practice is often more effective when the learner has his own machine and can listen to the same piece many times. Tape recorders can be used to help the pupil both to understand and to speak the language he is studying. Computer has brought about a revolution in the field of language laboratory. Firstly, the most effective use of the laboratory is likely to be in the training and development of listening skills. A very simple analysis of listening would give it four headings: understanding a speaker's accent or pronunciation, understanding his grammar, recognizing his vocabulary and being able to grasp the meaning of what he says. As teachers of a foreign/second language we may then construct exercises to practice each of these aspects of listening one by one. However, effective comprehension depends on our being able to do everything at once and so the learner must also have some chance of natural listening practice that is not directed towards any particular aspect of listening skill but involves them all. Secondly, the language laboratory can also be used in a more limited way to train speech habits. The language laboratory is not as suitable for speaking practice as it is for listening practice. You can listen to and

learn from a tape/computer, but you cannot really talk to one. You can only simulate talking.

Listening in the language lab can therefore be a real language experience, whereas talking in the lab is only a rehearsal for real conversation. We can discuss speaking exercises in the lab under two headings-intuition and manipulation. Dialogue exchanges can be recorded to practice the pronunciation of particular sounds, stress, rhythm patterns and intonation. The learner can repeat these models in the privacy of the laboratory as many times as he wants to. The learner cannot, practice speaking in a language laboratory, but he can practice using the rules of the language that he will need when he speaks. Exercises or drills for those purposes can be divided into two type's exercises that require substitution and those which require transformation. To be effective, language laboratory lessons need to be carefully planned and integrated with classroom. Laboratory materials also need to be interesting as well as relevant, if possible amusing as well as systematic

Multi Media Resources: Multimedia is the combination of various digital media types, such as text, images, sound, and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience. It provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video. Nowadays multi- media classrooms are making the process of teaching English much easier and smoother. The availability of internet, computer, projector and various software makes teachers' task easier and simple. Multimedia activities encourage students to work in groups, express their knowledge in multiple ways, solve problems, revise their own work, and construct knowledge. The advantages of integrating multimedia in the classroom are many. Through participation in multimedia activities, students can learn:

- The challenges of communicating to different audiences
- How to present information in compelling ways
- Techniques for synthesizing and analyzing complex content
- The importance of research, planning, and organization skills

- The significance of presentation and speaking skills
- How to accept and provide constructive feedback
- How to express their ideas creatively

Questions for Exercise

4. Write a note on language laboratory?
5. What multimedia resources may be used for language teaching in Indian context?
6. What is the role of multi-media resources in enhancing the speaking skill of a student?
7. How multimedia resources are helpful in classroom teaching? Explain

3.6 Summary

Speaking skills is the ability to express opinions or thoughts and feelings to a person or group verbally, whether face or by distance. Alternatively speech is a natural means of communication between members of the public to express their thoughts and as a form of social behaviour.

3.7 Glossary

1. Speaking Skill: Speaking skills is the ability to express opinions or thoughts and feelings to a person or group verbally, whether face or by distance.
2. Phonetics: Phonetics is that branch of linguistics which deals with sound and speech sounds.
3. Stress: Stress is a vital element in correct pronunciations and a great attention to it is essential. Stress means emphasis. If we make a sound with more energy, the sound will come out with force.
4. Pitch: Pitch is the degree of highness or lowness with which one speaks.

5. Intonation: Intonation is means the melody of speech, the changing pitch of the voice. It is to a certain extent controlled by stress, because important changes in pitch occur only on stressed syllable.
6. Multimedia: Multimedia is the combination of various digital media types, such as text, images, sound, and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience.

3.8 Suggested Reading

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3.9 Essay Type Question

1. What do you understand by language laboratory? Do you think that it should be an essential element of language learning?
2. What is phonetics? Discuss in detail.
3. What do you mean by speaking skill? Explain in detail.
4. Discuss various methods and techniques of enhancing speaking skill in detail.

Unit 4 - Reading Skill

4.1 Introduction
4.2 Objective
4.3 Sub skills of Reading
4.4 Importance of reading Skill
4.5 Types of Reading
    4.5.1 Reading Aloud and Silent
    4.5.2 Extensive and Intensive
4.6 Study Skills
4.7 Summary
4.8 Glossary
4.9 Suggested Reading
4.10 Essay type question

4.1 Introduction

Reading is generally defined as a process that helps us to decode, decipher and identify the words in print, articulate, speak and pronounce the words in print, understand, interpret and sense the meaning of the words in print.

When reading starts in the child's mother tongue, he or she does not face any trouble.

4.2 Objective

After reading this unit you will be able to

1. Students will be able tell the role of reading.
2. Students will be able to understand the importance of reading skill.
3. Students will be able to understand the difference between intensive and extensive reading.

4. Students will be able to understand the concept of sub-skills of reading.
5. Students will be able to understand about the importance of study skills.

4.3 Sub- Skills of Reading

An efficient reader is versed in several ways of interacting with various types of text. S/he is flexible and chooses appropriate reading strategies depending upon the particular text that s/he intends to read. An efficient reader is able to 'switch' styles according to the type of the text. So a reader has to match reading skills with reading purpose. We would not, for example, read and extract from a seventeenth centaury novel in the same way as we would read the entertainment page in the newspaper to look for a particular programme. Skilled readers can scan to locate specific information in a text and skim to extract general information from the text. The major sub skills of reading that the reader may adopt are as follows:

a. Skimming
b. Scanning
c. Intensive reading

Skimming- When we go to a book exhibition what do we do? Do we buy any book that we lay our hands on? No. We look at the titles of the books, go through the contents page, flip through the pages quickly, go through the short write- up on the blurb and so on. In short, we try to find out what the book is about before we decide to buy it. In other words, we skim through the book. Skimming is looking quickly over a text to get a general superficial idea of the content.

Scanning-When we want to find out the telephone number of any individual, we do not read the telephone directory from the beginning. We go to the relevant page, run our eyes through it till we locate the name and then find the number of that person. In other words we scan the directory. Scanning is looking quickly through the text searching for the specific piece of information. We use the same technique when we look up a dictionary to find out the meaning of a particular word.

Intensive Reading- When we read shorter texts, like a research paper, for extracting specific information, we read slowly and intensively. This is called intensive reading.

In real life, our reading purpose often varies and so we have to devise varied exercise for practice according to the type of text and the purpose for reading it. Efficient readers interrogate materials of different types by looking for 'clues' in titles, subtitles and within the passage itself. Pre-reading questions can be useful because they focus the reader's attention on the kind of the information that the reader is expected to come across in the text. When working on a page of classified advertisements (ads), for example, it would be highly artificial to work on exercises requiring detailed comprehension of ads. Such activities would be boring and would only discourage the students.

Questions for Exercise

1. What do you mean by intensive reading?
2. What do you mean by skimming?
3. What is the difference between skimming and scanning?

4.4 Importance of Reading Skill

Whether you are engaged in a novel, pouring over a newspaper or a just looking at a sign, reading skills allow you to interpret and become engaged in the world around you. According to the National Institute of Child Health and Human Development, "Reading is the single most important skill necessary for a happy, productive and successful life." Developing those skills takes active engagement from an early age.

Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - failing this, they can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important for the particular task they are employed in. And they can do it quickly!

Educational researchers have also found a strong correlation between reading and vocabulary knowledge. In other words, students who have a large vocabulary are usually good readers. This is not very surprising, since the best way to acquire a large vocabulary is to read extensively, and if you read extensively you are likely to be or become a good reader!

Reading to Learn- Children today have many opportunities to gather information. Books are not the only tools children are exposed to. Using a Smartphone, reading from an electronic tablet or researching on a computer has opened the floodgates for finding and accessing information. A student with the reading skills necessary to access and use information is not just learning to read but also reading to learn. With proper reading skills, he or she can explore topics ranging from how spiders spin silky webs to the details of the Wright brothers' first flight in North Carolina.

Creating Lifelong Readers - Fluency, decoding and vocabulary development are needed to comprehend written material. Readers use these skills to interpret and understand written words on a page. They read often from a wide variety of materials. They read to find out more about the world in which they live and use that information to improve their lives. Lifelong readers think critically about what they've read and make connections to their own lives. They apply their skills in language and writing development.

Successful Students - Whether the author is writing to inform, persuade, give directions or entertain, he or she is communicating to his or her audience. A person who can read has the ability to empathize with and connect to the characters in a story. A reader builds background knowledge about many different subjects that he or she can later use. Students with the necessary reading skills can later develop writing and language skills necessary for academic and professional success.

So if you want your students to be successful at school encourage him or her to read. Reading non-fiction in English is probably the most important, but English

fiction and any reading in the mother tongue - if done extensively - will help your child develop the reading competence that is essential for academic achievement.

Question for Exercise

4. What do you understand by creating lifelong reading?
5. Explain about the importance of reading skill.

4.5 Types of Reading

The main purpose of reading is comprehension, i.e. understanding the meaning of words and relationship between ideas. There are six types of reading which lead to comprehension. They are loud, silent, intensive, extensive, supplementary and library reading.

Loud Reading

Loud reading is also known as oral reading. It is introduced after two months after the student has learnt to read his textbook. It teaches the student to read with correct pronunciation, articulation, intonation, stress and rhythm. It enables the student to read with expression. It helps the teacher to evaluate the students' knowledge of spoken words, phrases and sentences. It aids the student to read with understanding and paves the way to silent reading.

The Objective of Loud reading is as following

i. To enable students to read with correct pronunciation, articulating, intonation, stress and rhythm.
ii. To test the students, knowledge of speaking words, phrases and sentences.
iii. To enable students to read with expression.
iv. To prepare students for effective silent reading.

Procedure: The teacher reads aloud any particular passage, paying attention to correct pronunciation, articulation, rhythm etc. The passage is selected, taking into consideration the comprehending capacity of the students.. This followed by the

students reading aloud the same passage. The teacher corrects the mistakes of pronunciation; articulation etc. after the student has finished reading. At the junior level, accuracy in reading is stressed and speed is emphasized at the senior level. Word by word reading should not be encouraged while the word recognition can be developed.

Precautions

i. The loud reading should be given only if the teacher has given model reading.
ii. The passage for the reading should be within the comprehension power of the student.
iii. Frisby has suggested that Over emphasis on reading aloud in the early stages will often promote word by word reading and pattern reading by the teacher may not help in any long term way. Positive measures to improve phrases and recognition may be taken by the institution material, followed by a few questions to make sure that what has been read has also been understood.
iv. Before loud reading pronunciation drill is essential.
v. Weak students should be given special attention.
vi. In the beginning speed should never be emphasised
vii. The teacher should check the students' posture while reading.

Advantages

The student learns to read properly. He develops the skill of speech and can learn elocution. Mistakes in pronunciation, articulation, stress are corrected at an early stage. The various ensure organs such as ears, eyes, and mouth is trained simultaneously. The students learn by imitation which is a natural method of learning.

Disadvantage

The disadvantages of this method are that some students may not enjoy reading aloud. It does not help deep understanding of the text. In later life, silent reading is preferred and if a student becomes used to reading aloud and cannot become

extensive reader. The other student of the class are distracted when one student is reading aloud, thus only a few students get the benefit of this.

Limitation

i. Loud reading is not a source of pleasure.
ii. It does not help in penetrating the meaning.
iii. In later life, it is silent reading which is preferred.
iv. If a student becomes habitual to loud reading, he cannot become an extensive reader.
v. It has been often found that students of the class pay no heed to what the other student is reading aloud.
vi. In public places like library and reading room, only silent reading is allowed.

Silent Reading

This is the very important type of reading. Along with the ability to read aloud, the children may be encouraged to read silently. Most of the reading done at the higher stage of learning should be of this kind only. The purpose of silent reading is to encourage the students to read with comprehension. Silent reading is sometimes considered as recreational reading or independent reading as in silent reading something is read in a relaxed mood and only a single individual remains concerned about it. 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 read and discussed. Also, we do not need to read one word at a time. As teachers 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. Silent reading also helps develop the skills of reading for a purpose, as the focus is on understanding the content without having the additional burden to pay attention to pronunciation. This is because silent reading helps students to focus their attention on the text; their increased concentration on the text is sustained until the entire text is read. This also helps students absorb ideas into their subconscious mind and then use them in their daily lives.

Procedure: Teacher explains about the silent reading after that he asks students to read the passage silently. The teacher takes round of the class and checks whether students are whispering murmuring and their posture of reading. After some time s/he asks a few question to test the understanding.

Precautions

i. Only those passages should be read which can be understood and appreciated.
ii. The paragraph of reading should not be much long.
iii. Necessary instructions must be given before silent reading.

Advantages

i. It saves time and energy.
ii. It develops the ability to read with interest.
iii. In later life it has immense value because it is used in public places and higher classes.
iv. According to Ryburn, 'It enables attention and energy to be concentrated on meaning so saves a division of attention resulting in greater assimilation of knowledge.

Disadvantage

i. It cannot be checked whether student is reading or not.
ii. The mistakes done by students during silent reading cannot be corrected.
iii. Sometimes students cannot understand some parts of the passage, but they cannot take help of teachers.

Importance of Silent Reading

i. **To help you read faster-** Reading out loud slows down your reading speed. If you usually read out loud you will start reading out the words in your head even when you are reading silently and so reduce your reading speed all the time to the speed when you are reading out loud.
ii. **To improve understanding-** Because half of your brain is concentrating on pronunciation when you read out loud, you comprehension is much less than when you are reading silently. The same is true when listening to other people reading out loud.

iii. **To help you ignore words you don't need-** When you are reading out loud you have to think about and pronounce every word in the text, but there are many words you don't need to be able to pronounce and/or understand, such as people's names and place names. When you are reading silently, you can just skip past anything that you think is too difficult or not important, and then go back to it later if you need to.

iv. **To allow you to reread**- If you are reading out loud, once you have read a word or sentence with the right pronunciation it is normal to move onto the next part. If it was an important and difficult to understand part, though, it can be worthwhile to read it once or twice more. This is much easier and quicker when you are reading silently.

v. **To help you read whole words at once-** When you are reading out loud it is normal to read each word from the first letter to the last in the way it is pronounced, but it is possible to read faster by looking at a whole word or even groups of words at the same time and then moving onto the next section.

vi. **To move quickly to the information you need-** Reading out loud means reading each sentence in order. With most comprehension questions in exams and textbooks, it is much quicker and easier to read the question and then quickly skim and scan until you reach the part of the text where that information is. You can then read that part slowly and carefully, and as many times as you like.

vii. **To involve all the students-** It is very difficult to concentrate when another person is reading out loud, and even if you are listening carefully it is not good listening comprehension practice as, unlike real life, you have the text in front of you to read too.

viii. **To give a good model-** Other students are not usually a good model of pronunciation and speaking at natural speed, so listening to them read out loud is not likely to improve your pronunciation and listening skills.

ix. **To stop you moving your lips-** Some people who have done most of their reading out loud move their lips as if they are speaking even when reading silently. This slows down your reading speed and can be embarrassing if people see you!

x. **To help your listening comprehension** - Texts and people you will need to listen to will be much faster than you reading a text out loud, so reading silently and quickly is actually better practice for real life listening comprehension than reading out loud is.

Intensive Reading

Intensive Reading occurs when the learner is focused on the language rather than the text. For example, the learner may be answering comprehension questions, learning new vocabulary, studying the grammar and expressions in the text, translating the passage (sometimes called 'careful reading'), or other tasks that involve the student in looking intensively (inside) the text. Most often all the students read the same short text that the teacher decided. The advantage of IR is that it focuses the learner on certain aspects of the language. However, IR is usually done with difficult texts with many unknown words that require the learner to use a dictionary. This means the reading is slow and that there are few opportunities for the learner to learn to read smoothly, because she has to stop every few seconds to work on something she can't understand. This slows or prevents the development of fluent eye movements that are so necessary to improve one's reading skill.

IR is the most typically taught method of teaching reading. Unfortunately some teachers only know this method and believe that by teaching the vocabulary and grammar that is all the learner needs. This is not so, s/he also needs practice in reading and to be trained in developing reading skills.

However, some people feel that intensive reading can be disadvantageous too. The major drawback found in this strategy is that students need to spend a lot of time in reading even a short text. Perhaps, this is helpful at the lower level. But, as the students' progress in comprehending different reading texts, teacher can guide them to read fast and to get most from the text. Many studies have shown that students who have learned to read using different techniques feel comfortable even with difficult or longer texts.

Extensive Reading

Extensive reading is reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go. In other words, instead of spending a half hour decoding a tiny part of one book (also known as intensive reading), you read many simpler books that are at or slightly below the level at which you read fluently. This lets you get used to reading more complex sentences with ease, reinforces the words you already know and helps you learn new words from context.

What are the principles of extensive reading?

Start with stories that are well below your fluent reading level, and while reading, follow these principles:

i. Don't look up words in the dictionary.
ii. Skip over parts you don't understand.
iii. If you aren't enjoying one book, put it aside and get another.
iv. Finally, keep track of your progress:

Why start at such a basic level?

- It helps you get used to reading quickly; since you should know most of the words already, you hardly have to think about them.
- The sentences are simpler, so you can understand them immediately, and as you start reading more complex sentences you'll have an intuitive sense of how they fit together.
- It helps you learn to use the information in the text to figure out unknown words, instead of a dictionary.
- You get a sense of where your fluent reading level is, so as you improve you can tell when a book is too hard or too easy.
- Words that are part of basic books are basic words themselves, and as you see them over and over, you learn them quickly; when you progress to more advanced books, you'll know those basic words without having to think about them.

- You can finish books in a reasonable amount of time, so you don't get bored with one book.

Questions for Exercise

6. What is the difference between loud and silent reading
7. What is the difference between intensive and extensive reading.

4.6 Study Skills

Study Skills: Study skills are the skills you need to enable you to study and learn efficiently. These study skills or supplementary skills are very crucial for students, when they progress in their studies.

Note - Taking: Note-taking is one of the study skills. The students write some points on a certain passage read. This is an important skill for the development of their abilities of comprehension and expression. Sometimes they may have to read the passage more than once. They must know what to note and what to leave in the passage. This skill can be improved among the students by encouraging them to take notes when they listen to their teachers, Encourage them to take notes from radio talks or television programmes.

Note Making: Note - making is one of the study skills. It is the process wherein the students prepare a brief summary of what they have written in the name of note-taking. While making notes, narration in the first person has to be written in the third person.

i. Process involved in note - taking/making: The person interested in making notes should
ii. Read the whole text, at least twice
iii. Decide the title for the text
iv. Reduce the text into an outline with all the important points
v. Divide it into main and sub- points on the basis of the title given to the text
vi. Prepare the note in such a manner that he can reconstruct the original passage at a later date

vii. Not change the logical sequence of ideas given in the text.

Reference Skill: There are a number of instructional instruments that can be called essential aids in language learning and teaching, they essential for reference purposes, locating, sorting or retrieving information, and study. Unfortunately it has got least importance in classroom situation.

i. Locating information:
ii. Gathering Information: Skimming, Scanning, intensive reading, extensive reading
iii. Storing Information: Note taking, note making, summarising and information transfer involving graphic and pictorial material, charts, tables, maps, etc.
iv. Retrieving and interpreting information: The use of the library for locating the sources of information: making summaries, etc.

Uses of Thesauruses, Dictionary, Encyclopaedia etc:

Dictionary: A suitable dictionary and the ability to use it is an important aid to independence in reading, especially in the learning of English, which is a foreign language. Once the learner has passed the stage of extensively glossed as well as carefully graded readers and simplified abridged books, he will be required to read unabridged books, similar to the real life situations. Even when he has already been trained and encouraged to guess the meanings of words or expressions with the help of the contextual clues provided, these may not always be sufficiently helpful. It is here that training in the use of the dictionary becomes relevant. He may need guidance and assistance in reacting quickly to the use of the order of the letters in the alphabet as well as the catchwords appearing at the top of each page.

However, he should be warned against an excessive and indiscriminate use of the dictionary. The dictionary is like a medicine which should be used only when one must. Most pedagogical and learners' dictionaries nowadays give not only the pronunciation, spelling and meaning(s) but also examples of usage with illustrations, variations in the British/ American spelling, collocations, exceptions and a whole lot of information necessary to learn English.

Learners must be taught how to use such dictionaries. For example, Longman Dictionary of Contemporary English gives picture illustrations for the entry bird; pictures are given for sparrow, kingfisher, pigeon, woodpecker, crow etc., and the names of the parts like feather, wing, bill etc., are shown for a bird. A person who gets up or arrives early will be successful, kill two birds with the same stone, etc. Learners may be trained to look up such dictionaries often so that their vocabulary gets expanded.

Cambridge International Dictionary of English (1995) under the entry child gives the meanings and usage of related expression like child abuse, child care etc. And useful quotations like "the child is father of the man' (Wordsworth). There is a wealth of information in modern dictionaries.

Longman Essential Activator is a word – bank that contains all essential information to help the learner to put ideas into words.

Macmillan Dictionary for advanced Learners comes with CD-Rom; two similar but separate editions, one for the British variety and another for the American variety, are available. This dictionary is highly innovative and user-friendly.

Encyclopaedia: An encyclopaedia is another useful source of information and knowledge. An encyclopaedia is arranged in an alphabetical order by subject. On the spine of each volume the letters show the subject covered ; for example, Volume I A-C covers all subjects, the first letters of whose titles are between A and C. There can also be cross-references for certain subjects: e.g. 'see also' Vol. IV. There is also an index at the end of the last volume to help the users.

The following are some of the general encyclopaedias:

i. New Encyclopaedia Britannica
ii. Encyclopaedia Americana
iii. Colliers' Encyclopaedia, 24 Vols.
iv. New Columbia Encyclopaedia, 1 Vol.

There are also a number of abridged versions of dictionaries and encyclopaedias in the market.

Thesaurus: The thesaurus is another useful book for reference purposes. Roget's Thesaurus of English words and phrases is the standard one. A thesaurus is a

converse dictionary in which, the idea being given, one can find the word or words and phrases by which the idea may be most aptly expressed. This arrangement is according to the meanings of words; it gives all synonyms in terms of meaning categories. For example, in the section on formation of ideas, we find all words related to intellect, absence of intellect, thought, idea, curiosity, incuriosity, attention, inattention, acre, neglect, etc. Under intellect, we find all related words:

N. intellect, mind, understanding, reason, rationality.....

V. note, notice, mark; take-notice, cognisance of

Adj. Intellectual, mental, rational, etc.

There are several versions like The New Roget's Thesauruses Dictionary Form and even abridged versions.

Questions for Exercise

8. How dictionary can help in developing reading skill?
9. How thesaurus and encyclopaedia can help in developing reading skill?

4.7 Summary

Reading is generally defined as a process that helps us to decode, decipher and identify the words in print, articulate, speak and pronounce the words in print, understand, interpret and sense the meaning of the words in print. The major sub skills of reading that the reader may adopt are as follows:

a. Skimming
b. Scanning
c. Intensive reading

4.8 Glossary

1. **Skimming-** Skimming is looking quickly over a text to get a general superficial idea of the content.

2. **Scanning-** Scanning is looking quickly through the text searching for the specific piece of information.
3. **Loud Reading-** Loud reading is also known as oral reading. It teaches the student to read with correct pronunciation, articulation, intonation, stress and rhythm. It enables the student to read with expression.
4. **Silent Reading-** This is the very important type of reading. Along with the ability to read aloud, the children may be encouraged to read silently. Most of the reading done at the higher stage of learning should be of this kind only.
5. **Intensive Reading-** Intensive Reading occurs when the learner is focused on the language rather than the text. For example, the learner may be answering comprehension questions, learning new vocabulary, studying the grammar and expressions in the text.
6. **Extensive Reading-**Extensive reading is reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go

4.9 Suggested Reading

1. Abercrombie, D. (1967). Elements of General Phonetics. Edinburgh: Edinburgh University Press.
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6. Doff, A. (1988). Teaching English. A Training Course for Teachers. Trainer's Handbook. Cambridge: Cambridge University Press.
7. Field, J. (1983). Listening Comprehension. London: Macmillan.
8. Freeman, A. (1991). Mastering Study Skills. London: The Macmillan Press Ltd.

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26. Rivers, W. M. (1980). Foreign Language Acquisition: Where the real problems lie. Applied Linguistics, 1, 48-59.
27. Scarborough, D. (1984). Reasons for Listening. Cambridge: Cambridge University Press.

28. Stern, H. H. (1983). Fundamental Concepts of Language Teaching. OUP.
29. Verma, S. K. (1994). Teaching English as a second language in India. In R. K. Agnihotri, & A. L. Khanna, Second Language Acquisition. New Delhi: Sage.
30. White, R. (1980). Teaching Written English. London: George Allen and Unwin.
31. Widdowson, H. G. (1990). Aspects of Language Teaching. Oxford: Oxford University Press.
32. Williams, E. (1984). Reading in the Language Classroom. Hongkong: Modern English Publications

4.10 Essay type question

1. Write the difference between intensive and extensive reading.
2. What do you understand by the scanning and skimming?
3. Write in detail about the sub skills of reading.
4. Critically examine the importance of reading skill.

Unit 5- Writing Skill

5.1 Introduction
5.2 Objective
5.3 Stages of writing
5.4 Formal and Informal writing
5.4.1 Informal Writing
5.4.2 Formal Writing
5.5 Reference Skill
5.6 Summary
5.7 Glossary
5.8 Suggested Reading
5.9 Essay type question

5.1 Introduction

Writing is one of the most difficult of language skills. It is more than putting down sign or letters or the alphabet or words and phrases in isolation. Writing requires the ability to produce language in chunks; it requires deliberate organisation of ideas and their logical development with appropriate language use and meaningful expression. In a good piece of writing, we look for lexical range and syntactical correctness and furthermore, we look for proper format or layout development and movement in content and finally, style. These are important issues to be considered when we are talking of developing the writing skill in learners.

To quote Tricia Hedge, 'Writing in its broad sense- as distinct from simply putting words on paper- has three steps : thinking about it, and doing it again (and again and again, as often as time will allow and patience will endure)

The first step 'thinking', involves choosing a subject, exploring ways of developing it and devising strategies of organisation and style. The second step, doing is called drafting and the third, 'doing again' is 'revising'.

Writing is a complex activity. As you think about a topic, you are already beginning to select words and construct sentences- in other words, to draft. As you draft and as you revise, the thinking goes on: you discover new ideas, realise you have gone down a dead end, discover an implication you had not seen before.

It is helpful to conceive of writing as a process having, in a broad and loose sense, three steps. However, remember that you do not move from step to step in smooth and steady progress. You go back and forth. As you work on a composition, you will be, at any given point, concentrating on one phase of writing. Nevertheless, you are always engaged with the process in its entirety.

5.2 Objective

After reading, this unit you will be able to -

1. Students will be able to understand the importance of writing skill.
2. Students will be able to know the stages and process of writing.
3. Students will be able to differentiate between the formal and informal language.
4. Students will be able to understand the different approaches of teaching of English.

5.3 Stages of writing or Process of Writing

Out of the four skills in learning a language , 'writing ' is very important, as it serves as the medium through which we communicate our ideas, thought or feelings to people who are at a distance from us. In fact, language learning is incomplete without acquiring writing skills. For a second language learner, writing in second language is used for specific purposes but his mother tongue is used for all other general purposes.

We know that the teaching of writing is a complex process involving many activities like initial probing into experiences, organisation of ideas into meaningful sentences and expression of thoughts and feelings by students with confidence and ease. The student may be asked to write only those sentences and words that they have practised orally. Writing should be taken up just after the completion of word

recognition exercises. There are various advantages in doing so. First writing reinforces oral and reading work. The language items learnt already get firmly fixed in the minds of the students. Second, writing provides a change of activity and thus helps in reducing monotony. Finally, it encourages pupils to take up creative writing.

Why do we have to learn how to write? Learning to write in English is a mode of communication. It is essential to remember that language activities – listening, speaking, reading, and writing are integrated in actual communication. Of the four activities, writing develops the slowest. The process of writing is often described as consisting of three major activities or groups of activities:

a. **Pre- Writing-** Before putting pen to paper, the skilled writer in real life considers two important questions.

   What is the purpose of piece of writing? This first question is do with function. For example, is it a report which the writer hopes will be persuasive and stimulate action? Is it a letter of invitation to some friends or a letter applying for a job? The purpose of the writing will influence the choice of organisation and language.

   Who am I writing this for? The second question is to do with audience. The reader may be an individual, one you know ell, or a group of colleagues, an institution, an examiner or a tutor. Thinking about the eventual reader(s) helps the writer to select what to say and how to present it in the most appropriate style- formal, friendly, serious and tentative.

   The answers to these two questions provide the writer with a sense of purpose and a sense of audience, in other words, a writing context which significantly influences the first stage of the composition process that consists of exploring possible content and planning outlines.

   The good writer generates plans for writing at this stage though, as we have seen, the amount of planning varies. We could draw a scale from comparatively spontaneous writing to very carefully planned writing and place different kinds of writing in appropriate place on the scale.

b. **Writing and Rewriting-** The second stage of activity is the writing itself and with good writers this consists of making a first draft. But, writing the first draft is often interrupted as the writer stops to read over the review, to get an idea of

how the text is developing, to revise plans and bring in new ideas or to process the old ones. There is a good deal of recycling in the process from planning to drafting, reviewing, re- planning, revising, etc. Good writers tend to concentrate on getting the content right first and leave details like correcting, spelling, punctuations and grammar until later.

Revision involves assessing what has already been written and deciding the point like these:

i. Am I sharing my impressions clearly enough with my reader?
ii. Have i missed out any important points of information?
iii. Are there any points in the writing where my reader has to make a "jump" because I have omitted a line of arguments or I have forgotten to explain something?
iv. Does the vocabulary need to be made stronger at any point?
v. Are there some sentences, which do not say much or which are too repetitive and can be missed out?
vi. Can I rearrange any sets of sentences to make the writing clearer or more interesting?
vii. Do I need to rearrange any paragraph?
viii. Are the links between sections clear? Do they guide my reader through the writing?

c. **Editing-** The post- writing stage consists of reading through and trying to apply a readers' perspective in order to assess how clearly readers might follow the ideas. The editing process makes the final readjustment and checks accuracy so that the text is maximally accessible to the reader. Some poor writers tend not to engage in editing but assume that their writing is clear to others because it is clear to them. Alternatively, poor writers may concentrate throughout the whole writing process on accuracy in grammar, punctuation, etc., without considering whether the overall structure is clear.

Questions for Exercise

1. What do you mean by writing?
2. Explain the stages of writing.

3. What is the significance of pre-writing?

5.4 Formal and Informal Writing

5.4.1 Informal Writing Style

i. **Colloquial** - Informal writing is similar to a spoken conversation. Informal writing may include slang, figures of speech, broken syntax, asides 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 are likely to address the reader using second person (you and your).

ii. **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.

iii. **Contractions and Abbreviations** - Words are likely to be simplified using contractions (for example, I am, doesn't, couldn't, it's) and abbreviations (e.g. TV, photos) whenever possible.

iv. **Empathy and Emotion**- The author can show empathy towards the reader regarding the complexity of a thought and help them through that complexity.

5.4.2 Formal Writing Style

i. **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.

ii. **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.

iii. 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).

iv. 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).

Short Story Writing

Good short story writing should have the following three characteristics:

i. **Setting and Time:** Use your 5 senses-sight, sound, touch, taste, and smell-to describe an interesting place and time. Use colorful adjectives. Some examples of interesting settings: A deserted beach, an empty classroom, a crowded festival.

ii. **Character:** Use interesting expressions to describe the people in your story. What do they look like? What kind of personalities do they have? Tell the personal backgrounds of the people. Try to have interesting relations between people. For example, if your English teacher and your mother got together, what would happen?!

iii. **Plot:** Will you write a mystery story? an action story? Science Fiction? a historical story? A standard plot line features the main character facing and then overcoming a major problem. Try to have nail-biting emotional situations! Try to incorporate humor into your writing! (Humor is important.) Anybody can write high-quality fiction if he or she tries.

Poetry Writing

Poetry writing requires no license, no education, and no experience. All teacher need to get started the students with a pen and some paper. In fact, many writers discovered their calling because they were compelled to write poetry at a young age.

But there's a big difference between writing poetry and writing good poetry which must be properly understood. Opinions about the art and craft of good poetry are many and varied. Some hold poetry to a high academic or literary

standard. Others appreciate the fact that poetry writing provides a creative and healthy form of self-expression.

It is believed that all poetry is good in the sense that anything that comes from the heart or anything that speaks truth is good. The poem itself may not win any awards, but the act of writing it can be mood-altering, healing, and maybe even life-changing. Many poets pursue the craft with a clear goal: they want to get published. Others write poetry because they find solace in the work. They don't care about readers, publication, or awards. And plenty of writers fall in between; they write for the joy of it but also with a desire to continually develop their poetry skills with hopes of getting published one day.

Diary Writing

Diaries often give us a glimpse into the innermost thoughts and personal feelings of an individual or even historical figures. They are capable of providing an unbiased recollection of events occurring at the time in which they were written.

A teacher should encourage his students for writing diary because it can give regular practice in writing skill, which will obviously build the confidence of students. H/She should make aware the students with following tips:

- Be as honest as possible – open up and put your soul on the page while making a diary entry.
- Write to the world - Don't start the entry with personalized words like 'dear', instead write for someone else's eyes.
- Keep things in order - Chronological order is the best way to construct a diary entry.
- Spell check your entries – poor grammar and spelling makes it difficult to decipher the entry once you attempt to read it again.
- Give details – Diaries are all about personal reflection. Being very detail oriented is the key.

It is not difficult to write a great diary. The only requirement for this purpose is to be willing, open and honest in the process. By following these simple, quick tips students can write a great diary.

Notice Writing

A notice is a short piece of writing which is generally formal in style. It is used by schools to announce events, celebrations to make appeals and to issue different information. Writing an effective notice is a kind of art that can be acquired with practice with keeping some basic points in mind while writing them out. A notice should give complete information and must be written in a clear and lucid style and easily understandable language.

Items that includes a good notice writing:

i. Name of the organisation
ii. Date of issuing the notice
iii. Heading of notice
iv. Eye- catching caption or heading to hold the immediate attention
v. Purpose of the notice
vi. Details of schedule i.e. date, time, venue, programme, duration, etc.

Points to be addressed

i. Notice can use capital letters for details like name of school, and any specific detail.
ii. The date should be mentioned at the top right or left of the notice.
iii. The entired text may be put in a box
iv. The individuals/ responsible for issuing the notice indicates the name below the signature with their designation.
v. Complete sentences are required always.
vi. Usually future time references predominate over other tense forms.

Article Writing

Article writing is an art, and it's not everybody cup of tea. An article usually takes the following structured format:

- The introduction
- The main body: a development of the issues
- A conclusion

The Introduction: The function of the introduction is simply to introduce the subject, to explain how you understand the question, and describe briefly how you intend to deal with it.

The Main Body: The main body contains the whole thought process of the article.

A Conclusion: At the end of an essay you should include a short conclusion, the purpose of which is to sum up or draw a conclusion from your argument or comparison of viewpoints.

Dialogue Writing

A dialogue literally means "conversastion normally between two or more person" Dialogue –writing has gained a reputation of a very useful form of composition, especially for the third world country in general and India in particular. Writing an effective dialogue require some dramatic power as the writer has not only to see both sides of a question, but has also to put himself , so to speak, inside to imaginary person so as to make them express their opposite opinions natural. He has in turn to be each one, and see the point of view of each on the question and react accordingly. A written dialogue should be so composed that it appears to be spontaneous and well within the context. Thus writing a dialogue requires careful preparation. It is always advisable to make some rough outline of dialogue.

Some important points to remember while writing dialogue:

i. Never let any of the character to monopolise the conversation, as if he were giving a public lecture. Let the conversation be brisk and rapid whereby every character getting an equal chance to talk.

ii. As in real conversation sometime we encounter a condition where one person sometimes interrupts the other, a sparing use of such interruption in written dialogue is quite permissible as this adds to its naturalness.
iii. The dialogue should begin in an interesting way.
iv. Proper use of interjection for surprises, pleasures, irritations

Speech Writing

The basic speech format is simple. It consists of three parts:

a. an opening or introduction
b. the body where the bulk of the information is given
c. and an ending (or summary).

Choose Your Main Ideas- Don't try to put too many ideas into your speech. Research shows that people remember very little from speeches, so just give them one or two ideas to hang onto.

Write Like You Talk- Remember that you're writing a speech, not an essay. People will hear the speech, not read it. The more conversational you can make it sound, the better. So try these tips:

- Use short sentences. It's better to write two simple sentences than one long, complicated sentence.
- Use contractions. Say "I'm" instead of "I am" "we're" instead of "we are."
- Don't use big words that you wouldn't use when talking to someone.
- Concrete details keep people interested. For instance, which is more effective?

Always read your speech aloud while you're writing it. You'll hear right away if you sound like a book or a real person talking!

Get Your Facts Together- You want people to believe that you know what you're talking about! So you'll need to do some research. For instance, let's say your big issue is the environment. You promise to pass a law that says all new cars must run on electricity, not gas. That will cut down on air pollution! But it would help if you had a few facts: How much bad air does one car create each year? How many new

cars are sold every year? So how much will pollution be cut every year? Use the library or the Internet to do research. Your new policy proposal will sound really strong if you have the facts to back it up.

Your issue should reflect who you are and what you care about.

Persuade With a Classic Structure- In a speech where you're trying to persuade someone, the classic structure is called "Problem-Solution." In the first part of your speech you say, "Here's a problem, here's why things are so terrible." Then, in the second part of your speech you say, "Here's what we can do to make things better."

Simplify - After you've written a first draft of your speech, go back and look for words you can cut. Cutting words in the speech can make your points more clear.

Letter Writing

Letter writing is an important activity in the life of an educated person. Everyone writes letter- personal, social, official or business. These include letters which one writes to relatives, friends and acquaintances and also invitations. Students should learn how to write clear, readable letters. Official letters include applications, business letters and letters to local civic authorities and newspapers.

It is good to have in mind the person or the audience to whom one is writing a letter. It will give the necessary motivation to write. F.G. French says 'It should be real letter written to the real uncle, asking for real money to pay real school fees. In the light of this principle, we can understand the lack of realism in the most of the topics given to pupils to write letters. Different letters have different forms. But some apply to all the letters, like those given below.

i. The Heading is the address and date
ii. Polite greeting or salutation
iii. The body of the letter containing the message or the communication.
iv. The subscription or the courteous leave taking
v. The signature
vi. The superscription or the address on the envelope

The date can be written as 12.06.2009;

June 12, 2009

12th June 2009.

Divide the Body of the letter into some paragraphs. Use simple and short sentences. Keep the person you are writing interview and write what you want to say directly. Write the letter neatly. Mind the marks of punctuation.

Official and business letters may be formal and begin as

Dear Sir,

Dear Sirs and end as

Yours truly,

Yours faithfully,

Report Writing

Report writing has been of late incorporated as a writing skill at different levels. A report is different from an essay, a fact which is usually over looked. It involves the use of a number of research techniques and methods of collection, tabulation, analysis, representation and drawing inference from the data. A report is thus an objective description of occurrences written in a fixed format.

i. **Collection of data:** Collection of data can be done through schedule, questionnaire, interviews, observation, telephone conversation and from secondary sources already available. Scientific tools should be used to collect primary data.

ii. **Tabulation of data:** Collection of data through schedules, questionnaires, filed visits etc. should be followed by their tabulation. Unless they are put in a proper table they cannot be analyzed.

iii. **Figurative Representation:** Collected data can be presented through different figures like graph, histogram, bar chart pie chart etc. This helps in a visual presentation.

iv. **Analysis of data:** The data can be analyzed through comparison and contrast, using statistical tools like mean, mode median, chi-square test etc.

v. **Interpretation of data:** After analysis of data, the reporter interprets them in order to draw some conclusions on the basis of the objectives and the data available.

vi. **Drawing Conclusions and Offering recommendations:** The interpretation leads to conclusion on the basis of which recommendations can be given.

vii. **Features of a good report:** A good report needs to be objective, analytical and representative. It must be presented in the required format with the structural components divided into the front, middle and back parts.

viii. **Correction of Writing Exercises:** Despite all the initial oral preparation and blackboard work, students may make mistakes. Teachers should correct them in a way beneficial to the students. It is no use filling the pages of notebooks with red ink.

Generally, pupils rarely look at the corrections but turn to the last fresh page for the next exercise. Teachers should really plan their correction work. It is tedious no doubt but is rewarding if done methodically. Teachers should have an encouraging attitude towards their students. Harsh criticism will not help them learn. Teachers should point out the weaknesses as well as the strengths of the pupils. They may occasionally read out good writings written by some good people. Students make mistakes in language as well as the content. Before they set pen to paper, the teacher should discuss the topic orally. Oral responses expose their mistakes, which can be corrected the moment they are made. The correct forms may be drilled orally, till they become a habit with them. A list of common errors made by all of them may be written down on a chart and the correct forms may be pointed out in each case. If they are content words, they may be quickly used in sentences that are self-explanatory, so that the students may learn how to use them in future.

Question for Exercise

4. Write a note on letter writing.
5. Write a note on speech writing
6. Write a note on report writing

5.5 Reference Skill

In learning a language, every child is expected to acquire some supplementary skills to use reference materials. These supplementary skills are known as 'Reference Skills'. There are many reference materials like dictionaries, Encyclopaedias, Year Books, Thesauruses, maps, charts, schedules etc. The main purpose of these materials is utilitarian in nature. The reference skills, when developed properly, would certainly help the children improve their ability to use the English language.

Dictionary: A suitable dictionary and the ability to use it is an important aid to independence in reading, especially in the learning of English, which is a foreign language. Once the learner has passed the stage of extensively glossed as well as carefully graded readers and simplified abridged books, he will be required to read unabridged books, similar to the real life situations. Even when he has already been trained and encouraged to guess the meanings of words or expressions with the help of the contextual clues provided, these may not always be sufficiently helpful. It is here that training in the use of the dictionary becomes relevant. He may need guidance and assistance in reacting quickly to the use of the order of the letters in the alphabet as well as the catchwords appearing at the top of each page.

However, he should be warned against an excessive and indiscriminate use of the dictionary. The dictionary is like a medicine which should be used only when one must.Most pedagogical and learners' dictionaries nowadays give not only the pronunciation, spelling and meaning(s) but also examples of usage with illustrations, variations in the British/ American spelling, collocations, exceptions and a whole lot of information necessary to learn English.

Learners must be taught how to use such dictionaries. For example, Longman Dictionary of Contemporary English gives picture illustrations for the entry bird; pictures are given for sparrow, kingfisher, pigeon, woodpecker, crow etc., and the names of the parts like feather, wing, bill etc., are shown for a bird. A person who gets up or arrives early will be successful, kill two birds with the same stone, etc. Learners may be trained to look up such dictionaries often so that their vocabulary gets expanded.

Cambridge International Dictionary of English (1995) under the entry child gives the meanings and usage of related expression like child abuse, child care etc. and useful quotations like "The child is father of the man' (Wordsworth). There is a wealth of information in modern dictionaries.

Longman Essential Activator is a word – bank that contains all essential information to help the learner to put ideas into words.

Macmillan Dictionary for advanced Learners come with CD- Rom; two similar but separate editions, one for the British variety and another for the American variety, are available. This dictionary is highly innovative and user- friendly.

Encyclopaedia: An encyclopaedia is another useful source of information and knowledge. An encyclopaedia is arranged in an alphabetical order by subject. On the spine of each volume the letters show the subject covered ; for example, Volume I A-C covers all subjects, the first letters of whose titles are between A and C. There can also be cross-references for certain subjects :e.g. 'see also' Vol IV. There is also an index at the end of the last volume to help the users.

The following are some of the general encyclopaedias:

i. New Encyclopaedia Britannica
ii. Encyclopaedia Americana
iii. Colliers' Encyclopaedia, 24 Vols
iv. New Columbia Encyclopaedia, 1 Vol

There are also a number of abridged versions of dictionaries and encyclopaedias in the market.

Thesaurus: The thesaurus is another useful book for reference purposes. Roget's Thesaurus of English words and phrases is the standard one. A thesaurus is a converse dictionary in which, the idea being given, one can find the word or words and phrases by which the idea may be most aptly expressed. This arrangement is according to the meanings of words; it gives all synonyms in terms of meaning categories. For example, in the section on formation of ideas, we find all words related to intellect, absence of intellect, thought, idea, curiosity, incuriosity, attention, inattention, acre, neglect, etc. Under intellect, we find all related words:

N. intellect, mind, understanding, reason, rationality.....

V. note, notice, mark; take-notice, cognisance of

Adj. Intellectual, mental, rational, etc.

There are several versions like The New Roget's Thesauruses Dictionary Form and even abridged versions.

Study skills: Study skills are the skills you need to enable you to study and learn efficiently. These study skills or supplementary skills are very crucial for students, when they progress in their studies.

Note-Taking: Note-taking is one of the study skills. The students write some points on a certain passage read. This is an important skill for the development of their abilities of comprehension and expression. Sometimes they may have to read the passage more than once. They must know what to note and what to leave in the passage. This skill can be improved among the students by encouraging them to take notes when they listen to their teachers, Encourage them to take notes from radio talks or television programmes.

Note Making: Note-making is one of the study skills. It is the process wherein the students prepare a brief summary of what they have written in the name of note-taking. While making notes, narration in the first person has to be written in the third person.

Higher Order Language Skills

During school time, students are beginning to develop higher-level language abilities. Most of the students do this so naturally we do not even notice. Teacher should help the students during process. However, students with language disabilities or academically weak students may have some difficulty in acquiring these higher language skills.

Higher Language Skill:

i. Development of good vocabulary
ii. Understanding of word relationships such as homophones and homograph.
iii. Use of figurative expression
iv. Organisation of sound sentences.
v. Ability to draw conclusion and inferences
vi. Understanding the use of mature grammar

vii. Ability to paraphrase and rephrase.

Questions for Exercise

7. What is a reference skill?
8. What is study skill?
9. What do you mean by higher order language skills?
10. Enlist the higher order language skills.

5.6 Summary

Writing is one of the most difficult of language skills. It is more than putting down sign or letters or the alphabet or words and phrases in isolation. Writing requires the ability to produce language in chunks; it requires deliberate organisation of ideas and their logical development with appropriate language use and meaningful expression. In learning a language, every child is expected to acquire some supplementary skills to use reference materials. These supplementary skills are known as 'Reference Skills'.

5.7 Glossary

1. **Writing-** 'Writing in its broad sense- as distinct from simply putting words on paper- has three steps : thinking about it, and doing it again
2. **Study skills-** Study skills are the skills you need to enable you to study and learn efficiently. These study skills or supplementary skills are very crucial for students, when they progress in their studies.

5.8 Suggested Reading

1. Abercrombie, D. (1967). Elements of General Phonetics. Edinburgh: Edinburgh University Press.

2. Britton, J. (1975). Teaching Writing. In A. Davies (Ed.), *Problems of Language and Learning.* London: Heinemann.
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5.9 Essay Type Question

1. What is the difference between formal and informal writing?
2. Write a detail note on the stages of writing.
3. Write a detail note on reference skill.
4. What do you mean by higher order language skill?