अंग्रेजी भाषा की दक्षता
(Proficiency in English)

(सहायक अध्ययन सामग्री-प्रश्नपत्र –07)

प्रारंभिक शिक्षा में पत्रोपाधि

(D.El.Ed)

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प्रथम वर्ष

राज्य शिक्षा केन्द्र, मध्यप्रदेश, भोपाल

D. El. Ed.Ist Year
Proficiency in English

Maximum Mark- 50
External Marks -   35
Internal Marks - 15
Periods - 70

1. **Area of Study :** :—*Pedagogic Studies*

2. **Design of the Course** :—

   - Each unit of the course will enable the student-teachers to improve upon their skills and capacities in English so that it leads to effortless expression and understanding of spoken and written forms of English. In other words, this course will help the student-teachers to acquire the receptive and productive skills of English and provide them opportunities to reflect on their own proficiency in English.

   - Specific reading materials, resources and tasks will be provided in order to help the student-teachers improve their own proficiency in English.

   - The course material and units of study will be flexible so that the units may be re-sequenced for those student-teachers who may have no knowledge of English.

   - Part I (Theory) and Part II (Practical) will be transacted simultaneously in the classroom, but they will be evaluated separately.

   - Part III (School Internship) will be of 40 days, inclusive of internship in other subjects.

3. **Rationale and Aim** :—

   A teacher is confident in her classroom only when she is proficient in English. Otherwise poor command over English shakes her confidence and results in ineffective teaching and learning.

   Therefore the teacher's own belief in her effectiveness has tremendous impact on classroom transaction. A proficient teacher is more likely to use communicative and other innovative teaching strategies, rather than depending on simple translation and using guide-books for teaching.

   This course focuses on the receptive and productive skills in English and

combines within each of these, both an approach on proficiency in usage and classroom teaching.

Specific Objectives :–

- To enable the student-teacher to improve upon their own proficiency in English.

- To enable the student-teacher to brush-up their knowledge of grammatical, lexical and discourse systems in English and use English in context appropriately.
- To enable the student-teacher to link their knowledge with pedagogic practices.

5. Unit wise division of marks:–

S.No.	Unit	Subject	Period	Marks
1	1	Nature of language	10	5
2	2	Listening and Speaking	10	5
3	3	Reading	10	5
4	4	Writing	20	10
5	5	Grammar	20	10
		Practical	-	**15**
		Total	**70**	**50**

6. Units

The theory paper will comprise of the following five units:

Unit 1 - Nature of language

- What is Language: characteristics of language, functions of language, language as a means of communication and thinking
- First, second and foreign language

- The place of English in multilingual Indian society

Unit 2- Listening and Speaking

- Listening with comprehension: simple instructions, public announcements, telephonic conversation, radio/TV, discussions
- Sound system of language with special focus on English sound system, word and sentence stress)
- Enhancing listening and speaking abilities through discussions, role play, interactive radio instruction programme(IRI)

Unit 3 - Reading

- Acquisition of reading skills: reading with comprehension different types of texts, reading for global and local comprehension, importance of reading with speed
- Reading strategies: word attack, inference, extrapolation, analysis
- Skills of reading, skimming, scanning, extensive and intensive reading, reading aloud, silent reading
- Development of vocabulary – meaning in context, formation of words-affixes,
  adjective to nouns, noun to verb, etc., homonyms and homophones
  - Using reading as a tool of developing reference skills: use of dictionary, reference books, encyclopedia, library, journals, internet

Unit 4- Writing

- Improving writing skills: paragraph writing, identifying a topic sentence, arranging sentences in logical order, joining sentences with linking words/phrases(cohesion and coherence)
- Different forms of writing: formal and informal letters, messages, notices, posters, advertisements, note making, report writing, diary entry, resume (bio-data, curriculum vitae)
- Doing the following to experience the process of writing: brainstorming, drafting, editing, conferencing, modifying, revising, publishing
- Mechanics of writing (strokes and curves, capital and small, cursive and print script, punctuation

- Controlled and guided writing (visual and verbal inputs). Free and creative writing

Unit 5 - Grammar

- Parts of speech:
- Verbs- auxiliary, main verb, finites, non-finites tenses, voices, narration.
- Adjectives, determiners, preposition, adverbs
- Kinds of sentences; subject-verb agreement, clauses and connectors

1. **Assignment (Practical)** :–

The students will actively perform the following activities in classroom situations, real and simulated, and will discuss freely on the strategies and importance of each one of them and submit three assignments compulsorily.

- Listening with comprehension to follow simple oral instructions, public announcements, telephonic conversations, classroom discussions, radio, TV news, sports commentary

- Reading aloud text with proper pronunciation, intonation and stress, reciting poems, story-telling, role-play, situational talk. Silent reading. Reading different text type: Comics, stories, riddles, jokes, instructions for games
- Phonemic drills

- Organizing listening and speaking activities: rhymes, songs, use of stories, poems, role play and dramatization
- Use of dictionary
- Writing dialogues, speeches, poems, skits, describing events
- Using ideas of critical literacy: looking at the socio-cultural dimensions of literacy, encouraging questioning on the dominant ethos in a society.

8.Essential Reading /Reference Material

1. Practical English Grammar: Thompson and Martinet

2. Intermediate English Grammar :Raymond Murphy

3. How Languages are learned, Oxford, OUP : Lightbown,P M & Spade , N (1999)

4. English as a Foreign Language : R. A. Close

5. Lessons for guided writing scholastic : Sullivan, Mary (2008)

6. Pictures for language learning- CUP Wright A (1989)

7. Drama techniques in language learning: A Resource book of communication activities for language teachers (2nd edition) –CUP- Maley, A and A Duff (1991)

8. English for Primary Teachers : A handbook of activities and class room language - OUP – Slatternly, M & J. Wallis (2001)

9. handouts : http://www using English. com

State Council of Educational Research & Training

M.P. Rajya Shiksha Kendra, Bhopal

D.El.Ed.

Reference Material

(Experimental Edition)

Proficiency in English

Unit – 1

Nature of Language

Contents

Unit - One
Nature of Language

1.1 Objectives:

After studying this unit learner will be able to:

1. Understand the concept of language.

2. Make a better understanding about functions of language

3. Understand the characteristic features of human languages and make use of it for teaching English language.

4. Know the concept of First language, Second language and Foreign language.

5. Deal with language teaching in an effective manner.

6. Understand the place of English in multilingual Indian society.

7. Improve their own proficiency in English

8. Make efforts to understand English language along with thinking and talking about it.

1.2 Introduction

We born with some language because as far as our memory goes we remember ourselves speaking some or the other language and know instinctively that our children too will pick our language easily. Consequently, we find no reason to try and understand it fully and keep believing that it is just a vehicle of our thoughts, a medium of communication and expression but if we look at every aspect and feature of language we will realise that it is much more than merely a medium of expression and communication.

This unit is expected to help the learners develop a better understanding of the nature of language and how it is acquired in our characteristically multilingual society. The discussions have been purposefully woven around first language, second language and third language in order to help the pupil teachers' learning about nature of language and deal with language learning effectively. This will also help them to improve their own proficiency in English as the content put in the unit aims at making them read the English text and make efforts to understand it along with

thinking and reflecting about it. The whole process, if rigorously followed, is expected to instill confidence in the pupil teachers which will ensure better second language   learning and teaching in the classrooms.

1.3 What is Language?

Look at some of the definitions of language given below. This will give you some idea about the essential features of language in general, not of a particular language but of all human languages**.**

"When we study human language, we are approaching what some might call the 'human essence', the distinctive qualities of mind that are, so far as we know, unique to man."

Noam Chomsky, Language and Mind

"Language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory symbols."

Hall, Essay on Language

"A language is a system of arbitrary vocal symbols by means of which a social group operates"
Bloch& Trager, Outline of Linguistic Analysis

"*Language is not only a rule governed system of communication but also a phenomenon that to great extent structures our thought and defines our social relationships in terms of both power and equality."*

National Focus Group paper on Teaching of Indian Languages

So, what come out as essential features of language? That, it's unique to humans, one of the mental faculties, made up of symbols/signs which were not picked on the basis of some logic but arbitrarily, basically language helps to communicate and interact in a social/cultural phenomenon. Do all these make some sense to you? If not, don't worry, just read on. Get back to these definitions after you have finished reading the entire unit and check whether they help you consolidate your understanding of language.

Try and recall your childhood days, remember how you would play with languages by creating and recreating them. One such language that we created was the 'ch' language. This was created by adding a 'ch' in the beginning. Eg table would be *chtable*. Now what did we do? We made the language ruled based. Every word had to be turned around. Every word would have 'ch' in the beginning. We made it meaningful for us, we knew the meanings of the words which we used. Certain children would become fluent in it while speaking but elders would sometimes get annoyed. One more thing which many of you might have done is that writing numbers for alphabet to write messages like CAT is 31 '20' as C is the third, A is the first and T is the twentieth letter of the alphabet.

These experiences must have helped you to realize that a language is not only 'means of communication' as many of us believe.It rather creates a complete world for the speakers. We think in it, we feel through it, we associate things with it. This perspective about the use of a language by a child is very important for the people who want to work with children. Language plays an important role in shaping the personality as well as in the development of the capabilities of a child. Language becomes a decisive factor to shape up the views, interests, capabilities even values and tendencies of a child. Every child uses a language with a few objectives. One of them is 'to understand the world.'

Let us look into the routine activities of a child – there is actually a direct connection between the language of a child and the first hand experiences a child has while coming into contact with the things. In fact, at childhood, activities and words go hand in hand. To assimilate and express the activities and experiences a child needs words. An experience, which is over, remains available to a child through words. Children take help of words to get more intimate with the things they come into contact with. On the other hand, the words which are not from the experiences of a child remain meaningless to her. 'Cat,' 'run', 'fall', and 'blue', 'river', and 'rough' and many other words,if they have not been a part of a child's experiences and her activities, their meaning will remain superficial to her. Only an active involvement with the words creates an image for the words and the words remain available for future use.

Now Think

- *Now after reading the above passage, how do you look at the practice of asking small children to write the names of five animals, five vegetables, five colours, days, month etc.?*

- *The kind of movies one watches, the kind of books and magazines one reads, the kind of people one talks to and the kind of topics one discusses, how do these interests shape up a personality? Does language have a role in deciding them?*

- *"Only an active involvement with the words creates an image for the words and the words remain available for future use." If the future use is studying, understanding subjects like science, mathematics, social science… what role does a language teacher have?*

1.4 Functions of language

According to the people who have studied the language of children, as soon as children acquire the basic ability to talk they start using the language for various functions, some of them are –

Conducting a task – while doing something children keep on talking. This talk is like a personal comment on what they are doing. Probably this comment helps them carry on with the activity for some more time and keep their interest intact in that. It is immaterial to them whether someone is listening to them or not.

Conducting the attention and activities of others – as parents and teachers we remain attentive to the demands of a child. We remain more attentive to the physical demands of children but the demands that include cognition and emotions are equally important. Children try to draw

> गुरुदेव रवीन्द्रनाथ की एक कविता का सार है एक बच्ची मिट्टी में खेलते हुए मगन हो गई भूल गई कि उसका चेहरा एक पड़े धूल मिट्टी से भर गए है। खेल के आनंद के आगे इस सबका उसे ध्यान नहीं रहा। खेलते खेलते उसे कुछ मिलता है। हाथ लगे खजाने को वह अत्यानंद से आंखे फाड़ कर निहारती रहती है। क्या है वह अनमोल चीज़ जो उस की मुट्ठी में बंद है। वह है एक पक्षी के पर का फर – सफ़ेद झक उसके किनारे पर काली झालर और बीचों बीच गहरा काला धब्बा। कितना मनोहर आकर्षक था वह फर जो उसके छोटे मटमैले हाथों में विराजमान था ! भागती दौड़ती वह अपनी माँ के सामने अपना अनमोल खज़ाना खोल देती है और फर को माँ के सामने पेश करती है। वह बारी बारी माँ को और फर को देखती है। उसके मन में यत्किंचित भी शंका नहीं कि फर को देख उसकी माँ उसी हर्ष उल्लास से खिल उठेगी जिसने उसके मन को भर दिया है – "ओ माँ देखो ! क्या लायी हूँ देखो। "पर लड़की का अंदाज़ लड़खड़ा जाता है। उस हर्षोल्लास का कण मात्र भी उस फर को देख माँ तक नहीं पहुंचता। फर को धूल में फेंक कर माँझट केसे उठते हुए कहती है "पगली कहीं की ! ले दे कर क्या लाई दिखाने ये फर ! क्या कहें इस लड़की के अल्हड़पन को!" वह घर के अंदर चली जाती है। धूल में पड़ा फर लड़की उठाती है झटकती है, पोंछती है और अपने पास संभाल कर रखती है। उसकी आंखो से दो अश्रु छलकते है, उसके मटमैले गालों पर। उसके बाद कितनी बार वह उस फर से खेली होगी, पर कभी ज़िंदगी में उसने किसी बड़े को उसे नहीं दिखाया"|
>
> रेणु गावस्कर के लेख पारस से

the attention of elders to everything unusual in the hope that the thing which has drawn their attention will definitely capture the attention of others too. The expectation is that the thing which has appealed to me will appeal to others as well. This expectation has the joy of living together at its roots. If the person whose attention is drawn does not show interest, it discourages the child which in turn affects her language development.

Play with words – While playing with words, Children repeat the words in different voices which have imaginative references. They love to deliberately use the words at wrong places in order to have fun. They quickly learn and create such rhymes in which the words are playfully distorted.

To Explain – Sometimes the purpose of a child's talk is to explain the reasons behind an event. For example, if you ask a child that how it rained, he will probably explain to you that the clouds overcast the sky first then little drops of water started falling and finally the rain grew heavier

and nothing was visible. This explaining gives her the confidence to explain an important event. This use of language gives birth to stories; this point of view places stories as a means of describing things, events, people…

Presenting Life – The things which are not in our immediate surroundings, we recreate them through words and what we recreate seems so lively that we can discuss it for hours. Children too recall the past – any incident, a person, a trivial thing …and what they recreate seems so engaging that they love to discuss it for hours.

Children, many a time speak about the things so that they can accept them (at a deep emotional level), a frightened child talks about the thing he is afraid of to create a space for the same in his mind. He repeats the things, especially, the things that astound him to include them in usual happenings. This is how they overcome the fear involved in the astounding happening by repeating it.

Now Think

Look at the characters and stories created for children. You will find a whole world of fantasy, all the comic characters, cartoons are living beings with their specialties. This world of fantasy has so strong an influence on children that even after growing up they remain so fond of it and return to their childhood days through those characters again and again. How does language create a magic there. Probe. Can you try and learn to create the same magic? This will come in handy to tell stories to your students.

To Be a Part – When we listen to a story we try to place ourselves in the situations of the characters. To be a part of the story we even go beyond the experiences of our own and assume what one must be feeling. This we do through language.

Preparation– Children sometime imagine unreal situations, hypothetical situations which may never happen but they put themselves in those situations through language. Language helps them to create a picture of future in words. This picture helps them to materialize the future or face it, in case it is not pleasant.

Being cognitively involved means being involved in a conscious mental activity in which one needs to think, understand, learn, compare, apply reasons and take a decision, bear the things in mind. It is not a mechanical drill where one needs to mug up something or write something for ten – fifteen times or reproduce something mugged up.

14

Investigate and apply logic – Every situation poses a problem to children and they want to find out why something is the way it is. Certain questions are so easy that a child can find their answers like, how did the bus stop suddenly? Why does she not like to bathe in cool water? Excetera. A four year old child, who has seen elders investigating into such things through language, can you do this. There are certain problems which a child cannot solve with a scientific reasoning like, why does it rain or why do the trees fall when wind blows strongly? But language gives opportunities to a child to investigate into such things, no matter whether they find a correct answer or not. It matters a lot that a child uses the language to think logically, to solve a puzzle.

(From Krishna Kumar's book, 'Child's language and teacher')

Think –

- *One morning when mother got up, she found that the vessel which had milk in it last night was empty. Pippi was asked to find out the reason. She declared in ten minutes that it was a cat that tip- toed last night and drank the milk. What clues she might have found to put together and reach the conclusion. If you were in place of Pippi, how would language help you to investigate the matter?*

- *If an active involvement (to be underlined cognitively) with things creates meaning for words to a child. What should be the classroom practices in a language class? Should a teacher give freedom to children in a language class to observe their surroundings, talk to each other, collect things and play with them etc.?*

- *Why children talk to themselves while at play? Does it help them remain engaged in the task? Pay attention to the children at play, try to collect the rhymes, songs, doggerels, limericks used by the children in your area.*

- *Take a few everyday situations (shopping at market place, family members discussing an issue, people quarreling over something, some asking a passer by an address, a teacher or a counsellor counselling someone, a staff meeting at a school etc.), ask a few of your friends to simulate the role of various characters and note down what purposes they use the language for.*

1.5.1 Characteristics of Language

Let us pay attention to certain features of the language which may help us define language.

Arbitrariness

The smallest meaningful unit in a language is a word which is a combination of certain sounds like /k/ /a/ and /t/ make 'cat'. Now change the first sound with /b/ and you will find that there is a completely new word i.e. 'bat', now change the last sound with /p/ and there is another new word 'cap'. The number of sounds, both vowels and consonants, are limited in every language but they create a huge world of words.

You will be amazed to notice that there is no logic as to why in a language a 'cat' is called a cat and in Hindi language, it is बिल्ली or something else in yet another language.Further, there is no logic behind the way a sound is written in a script. In Roman the sound /k/ has a symbol like 'k' but in Devnagri it is like 'क'. This is called arbitrariness of the language. How words are arranged in a language (syntax) that too is arbitrary. That is why in Hindi 'object' comes first, next comes the verb (S+O+V) but in English verb comes first and next comes the object (S+V+O).- मैंने(subject)आम(object) खाया(verb)।- I (sub.) ate (verb) a mango (object).

Just by changing the arrangement of a limited number of words you can go on creating a number of sentences, let us take an example - 'man killed lion' and 'lion killed man' is a little change in the arrangement of words and the meaning is changed completely. This changing the arrangement enables us to express infinite number of thoughts though the linguistic items are limited, so we can see that language is a system of finite items which can create infinite number of expressions.

1.5.2 Productivity

The whole idea of Productivity depends upon this capacity of infinite expression. A person can combine words and sounds into new meaningful utterances as they have never before been heard. Every new idea (philosophical, religious, educational, social etc.), every new song, new poem, new joke you can see are created using the same known words and grammatical rules.

1.5.3 Displacement is another wonderful feature of language. It is the capacity of human languages to describe things not happening in the present. One can imagine weird things and

communicate them. You must have seen while meditating the instruct or instructs you to close your eyes, he then asks you to imagine that you are at the bank of a river, experiencing the cool morning breeze etc. The language has the capability to transport you to a new land. While reading a historical novel how you feel one with the characters or while reading a science fiction or reading a Harry Potter novel how you are taken to the same land and period described in the novel is the evidence of displacement of a language.

1.5.4 Rule governed (universal grammar)

All the languages in the world have some striking similarities like all the languages have verbs, adjectives, nouns etc..

All languages lexicalize (coin words for) concepts when you tell someone the meaning of mother in Hindi you need to simply tell him the equivalent not the whole concept, further words have connotative and denotative meanings.

The languages across the world may have any of these three structures –

 a. SOV (Japanese, Tamil, Turkish, Hindi etc.)

 b. SVO (Fula, Chinese, English etc.)

 c. VSO (Arabic, Tongan, Welsh etc.)

 Where - subject (S), object (O) and verb (V)

1.5.5 Duality of Patterning

Another interesting feature of language is Duality of Patterning. Well now you know that the sounds of alphabet have no meaning in themselves, words are arbitrary, the arrangement in a sentence of those words too is arbitrary. So looking at these features we have an impression that language has no rule. But we know it is not true.

See the sounds of alphabet have no meaning for an example, 'c', 'a' and 't' have no meaning in themselves but together they make a meaningful word further it is not the matter of arranging the letters, it is arranging in a unanimously agreed upon order that turns some arbitrary sounds into a meaningful word.

Let us look at the next example, we know there is no logic why 'cat' is a 'cat' but once 'cat' is decided to be used for a small pet animal you can not use it at the place of 'apple' or 'tiger.'

Similarly, the arrangement of the words in a sentence (syntax) changes its meaning if we temper with the arrangement of words in it.For example, 'Man killed lion' has one meaning and 'Lion

killed man' has another. This is how the Duality of Patterning in language can be understood. In other words, on the one hand, language seems a collection of random items, whereas on the other hand, there are strict rules and order which are required to be followed in order to communicate a message meaningfully.

We have discussed some common features of all the languages of the world. This raises a question that if all the languages have some common features why then a few languages are considered to be languages and others dialects. Dialects, as assumed, have no grammar, no standard form, no script, no literature etc. Is it true or there is something else at the core of the issue?

Try these out

- *It's interesting that you can write all the languages of the world in one script or one language in many scripts.Try this.*

- *Think of the examples when you, at school or at home, used to use a code language to cheat in games or otherwise, not only this but used to use the sequential number of English alphabet to write the messages ... what characteristic of a language this example shows?*

- *What made people accept this arbitrary system of language, do you think it was accepted smoothly by all or there had been some phases of disagreements, imagine and share your thoughts.*

- *How come in recent years - encounter, mouse, global warming, sustainable...got a new meaning, discuss.*

- *Well it is true that there is no logic behind why 'cat' is 'cat' and not 'bat' or why 'p' is used to represent the bilabial plosive sound in one language... but language is not an illogical system, just try how many logical relationships you can discover in your language, share this with your classmates for example at the beginning of the chapter when we were talking about creating a new language in childhood, meaningless words and immature efforts though having certain rules/ logic.*

- *Form a few sentences and change the places of a few words in the original sentence.See whether the changes give interesting meanings, no meaning, different meaning.*

1.6 First, Second and Foreign Language

Defining First Language, Second Language and Third Language

Let us begin with some definitions of these terms as we know them

1.6.1 First Language

First language is generally thought of as the language a child hears and speaks since her birth. It could be her mother tongue, father tongue or the language spoken at home. In view of this it is better to call it as home language.

In a country like India a child hears or speaks two or three languages since her birth, even at home. We are multilingual. In fact most countries in the world are multilingual. This means that there could be many first languages that the child knows.

1.6.2 Second Language

Second Language is usually thought of as a language which is not your home language but is spoken in the area or society where you live.

1.63. Third Language/ Foreign Language

Third language is a language learnt in an area or society where it is not spoken.

We will now look at some examples:

First Language: Some Examples

Prachi is born in Uttar Pradesh to a North Indian family. She speaks Hindi at home. Her first language is Hindi.

Tulika's father is a Tamilian. Her mother speaks Malyalam. Her parents speak English at home. Her ayah speaks Kannada to her and her grandparents speak Malyali and Tamil. Tulika is multilingual.

Third Language: Some Examples

I learnt Marathi in my home in Pune. Everybody spoke Marathi at home. I learnt Hindi on the streets and on television at home. I learnt French in school. It was not spoken anywhere in the region. But it was similar to English which was spoken in my home and in school. French was my third language.

Second Language: Some Examples

Rahil stays in Mumbai with his family. They speak Konkani and do the work of fishing on the beaches. Several people drop into Rahil's hut. They speak Marathi with the couple and Rahil. So Rahil's second language is Marathi. Marathi is the language spoken in Mumbai. But Rahil has been hearing Marathi since his birth so we could also call it his first language.

The first language known to the child is the language of her early childhood experience of the world around her, before coming to school. It is the language of her primary socialization. In the process of acquiring this language the child becomes a social being from a biological being. If this language is more than one, any one will be fit to be a medium of education.

Are these water tight definitions?

Why do we have so many problems in finding examples that fit the definitions of first or second language? This is because these definitions are artificial divisions done for the sake of ease. They represent an old understanding of the world as monolingual. Research has now proved that multilinguality is constitutive of our identity. However educational policies have also made the distinction between first, second and third language in the three language formula followed in all states.

How does the Educational Policy of India define first, second and third language?

The Three Language Formula

Our founding fathers recognized early in the country's formation that multilingualism is constitutive of being human and therefore education must provide for multilingualism in the country. The only way to introduce multilingualism through a formal system of education was to make provision for the study of several languages in the curriculum.

The following facts needed to be considered while making such a provision.

- Mother tongue is the first language which children must study from the beginning in the school both as a subject and medium in order to derive maximum advantage from education. This is based not only on sound pedagogical principles (Ausubel, 1968, 1980) but also supported on linguistic grounds because mother tongue is the expression of primary identity of man (Pattanayak, 1981a, 1981b, 1986; Krishnamurti, 1986). Article 350A of the Indian Constitution has also stressed the need for adequate facilities in every school for instruction in mother tongue at the primary stage of education.

- For several school children there may be differences between their mother tongue and the language of the region in which they are studying, and which they ought to study to be part of the life around them and to earn their own livelihood.

- Every school going child ought to study Hindi because it is one of the two official languages of India

- English has also to be studied since apart from being associate official language it is also an international language

Based on the above considerations the Three Language Formula gradually developed as a national consensus duly approved by the Parliament.

At the secondary stage, the State Governments should adopt, and vigorously implement, the three language formula which includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English and in the Hindi speaking states, and of Hindi along with the regional language and English in the non- Hindi speaking states. (The National Policy on Education, 1968: XVII)

Thus the States adopted the three language formula but it created several problems due to the way it was implemented.

Problems in the implementation of the Three Language Formula

- It was felt that the learning of so many languages was a load. Actually this was felt because of not selecting the proper method and innovative practices of teaching, availability of poor teaching learning facilities, lack of motivation and positive attitude.

- The three language formula did not make any provision for teaching through the mother tongues of the minorities. This is an important drawback of the three language formula.

One of the major concern with the way the Three Language Formula was interpreted was that it designated languages to be studied in school as first, second and third language. This has created an impression about the importance of the languages. It also creates a mindset of thinking of languages as hierarchical.

There are two types of linguistic minorities:

- Speakers of minor languages, like some tribal languages

- Speakers of modern Indian languages living in a state where official language is different from the regional language.

How a child from a minority language community copes in school when his language is not part of the school languages.

The Laman Tanda (community) lives on the outskirts of Pune. They are a migrant community, but they have been living on the outskirts of Pune for the last thirty years. They speak Lamani and in this generation at least one parent is educated. They are eager to send their children to school. However the only school which will accept them and which they can afford is the municipal school where Marathi – the regional language of Pune is the medium of instruction. The children have picked up a little Marathi in the streets but this is not the standard Marathi of the school. The teachers consider the laman's language to be vulgar and uncivilized. The children do not understand the teacher's instruction yet they are very supportive of each other and manage to escape punishment by helping each other.

An example of a child from a minority language which is not represented in school.

A child from the Tharu community enters a school for the first time in a village in Uttarakhand. The child speaks Tharu at home. She has heard Punjabi spoken in the street. She is baffled when the teacher speaks to her in Hindi. She does not understand anything the teacher says and amongst the forty children in the class, some of whom speak Tharu, some Bengali and some Punjabi while some speak a little Hindi she is completely lost. She becomes more and more withdrawn day by day. The teacher thinks she is dull. Soon she drops out of school and helps her mother take care of her new born brother.

Some exercises

If we call the language of the pre-school experience of a child her home language we will find three types of situations predominantly in schools.

- Home language = first language taught in schools

- Home language is different from first language taught in schools but there is a similarity. (E.g. There is a similarity between Hindi and Marwari, Hindi and Marathi, Kannada and Telagu, Bhojpuri, Maithili and Hindi)

- Home language is completely different from the language taught in schools.

Give examples of all three situations from your experience.

Read the following case studies and answer the questions given below :

Case Study 1 Suleman comes from a Lamani tanda which speaks a dialect of Telagu. He lives in Rajasthan. In school the first language is Hindi. But none of the children speak Hindi. They speak Mewari. The school teaches English from Class II. The medium is Hindi.

1. What is Suleman's first language?
2. What is the first language taught in the class?
3. Is there any child in the class room whose first language matches the first language of the class?
4. What problems will the children face in the class?
5. Will the problems of Suleman be different from the problems of the other children in the class?
2. Fill in the blanks to complete Suleman's story.

Suleman soon picked up _____. He played with his new found friends. This helped him to _____. He also learnt _____ in class. But in class II _____

3. Before entering school, children interact with people – adults, children, shopkeepers etc. all around them. The languages they speak may not necessarily be the same as their home language(s).

For example Maithili lives on the border of Bangalore which is a few kilometers away from Kadappa in Andhra Pradesh. Maithili's maternal grandparents are from Kadappa and speak Telagu, Maithili's parents both speak Kannada but they drop Maithili at her grandparents' home every morning and go to work in the cloth mills nearby. They have many friends who drop in with their children, in the evening. They speak Kannada with Maithili's parents but some of them speak Tamil with their children as they are Tamilians settled in Bangalore. Everyday Maithili goes to a Rajasthani shop with her grandfather and plays with her friend who speaks Marwari while her grandfather chats with his Rajasthani friend. Would you say that Maithili's first language is Kannada or Telagu or both? What status would you give to Marwari and Tamil? When Maithili went to school she was quite happy with her teacher who spoke both Kannada and Tamil. Why was this so? Very soon Maithili was taught English. But she had already begun to pick up some English from the television, pamphlets and advertisements. She noticed that the auto drivers who were her father's friends always spoke English with the people who they ferried. So she started paying attention to what they were saying. What is the status of English in Maithili's life? Is it a first, second or foreign language?

1.7 The Place of English in Multilingual Indian Society

'The aim of English teaching is the creation of multilingual that can enrich all our languages; this has been an abiding national vision. The multilingual perspective also addresses concerns of language and culture, and the pedagogical principle of moving from the known to the unknown.'

This is how National Focus Group Paper on Teaching of English highlights the overarching goal of teaching English in India, a country which is essentially multilingual in the popular sense of the term.

We are a multilingual country because we, as a nation, speak many languages (mother tongues); each of us knows and uses more than one language (generally speaking) at different spheres in our life; or a lot of intermixing among various language has brought many languages closer to each other. Think. Interestingly enough, in a country which has been linguistically so rich, the languages of power-Sanskrit, Persian and English- (used for governance and knowledge creation) have been the languages which were never the mother tongue of any group of people in the country. Should it continue to happen or should we try and bring about more equality among languages and thereby among their speakers and should English remain an alien (unfamiliar) language for the majority of the people or should be made more accessible to the common people like any other Indian language? These are the question that we will try and find answers to in the course of the reading of this document.

So let us try and develop a better understanding of these issues with the help of a few probing questions.

Look at the following questions and the multiple answers given below. Choose the appropriate answer as per your understanding of the issue and recheck your responses when you finish reading the entire write up.

1. What does the above discussion suggest about this sub-unit?
    a) English is the most important language in India.
    b) English is a foreign language in India.
    c) English is a second language in India.

    d) Many languages are spoken and learnt in our country and English should be treated as one of them.

    e) English has no place in multilingual India.

2. There are 1652 languages (mother tongues) spoken in India? What does this huge number signify?

    a) We are a linguistically diverse country.

    b) We are a culturally diverse country.

    c) The rich diversity we have is a great resource for the country.

    d) This kind of huge diversity is a challenge for the country

3. We have 22 scheduled languages which are included in the eighth schedule of the constitution of India and used for educational and administrative purposes. What does the difference between the number of home languages (spoken at home) and scheduled (officially notified languages) suggest?

    a) The number of home languages is greater than that of scheduled languages.

    b) There is some basic difference between the two categories of languages mentioned above.

    c) Many languages and their speakers do not get equal opportunities for growth.

    d) Languages need to be used for various purposes in order to survive and grow.

So as prospective teachers of English how should we look at teaching of English in multilingual India? And how do the people of our country collectively look at English?

English is viewed in our country from different angles. On the one hand, It is considered a language of power as this language is mostly used by the people who have greater influence and power in every sphere of life. It is also regarded as a language of market and technology since market and technology, both are operated through this language. As a result, English is treated as a language of economic and social upliftment. No wonder, it is increasingly acquiring the aspirational value for the common and even marginalized sections of Indian society. There is a popular urge to learn English among various sections of the society, perhaps, because we believe that learning English can guarantee employment, economic prosperity as well as social status. However, to some this status enjoyed by English is marginalizing Indian languages. Many of

which are being sidelined by their own speakers as they don't see any use of these languages in their life. Consequently, many home languages are heading towards extinction and with them their culture is also going to die. Another important fact about English in India is that English is acquiring various forms under the influence of the languages spoken in different parts of the country and all of them are acceptable. Therefore, there is no single English which is ruling the world but many Englishes which are flourishing with the local languages.

: Discussion Points

- Do you think there is a need to save hundreds of minority languages which will surely face the danger of extinction if nothing is done to save them?
- In view of the above, how do you view English in today's context?
- Do you think that English should continue to be treated as a language of power or as one of the Indian languages?

This is how the focus group position paper on teaching of English envisages the status of English and aims of teaching English in the country.

"English in India is a global language in a multilingual country (Sec. I). A variety and range of English-teaching situations prevail here owing to the twin fctors of teacher proficiency in English and pupils' exposure to English outside school."

The goals for a language curriculum (Sec. II) 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, for example, literacy. This argues for an across-the-curriculum approach that breaks down the barriers between English and other subjects, and other Indian languages. At the initial stages, English may be one of the languages for learning activities that create the child's awareness of the world; at later stages, all learning happens through language. Higher-order linguistic skills generalise across languages; reading, for example, is a transferable skill. Improving it in one language improves it in others, while mother-tongue reading failure adversely affects second-language reading. English does not stand alone. The aim of English teaching is the creation of multilinguals who can enrich all our

Now the question arises how we define multiliguality. Let us first try and build our understanding about multilingualism and multilinguality.

Think as you read

> - *What is linguistic purism?*
> - *What do you mean by code mixing and code switching?*

1.8 Multilingualism

'A multilingual person, in a broad definition, is one who can communicate in more than one language, be it actively (through speaking, writing, or signing) or passively (through listening, reading, or perceiving). More specifically, the terms bilingual and trilingual are used to describe comparable situations in which two or three languages are involved. A multilingual person is generally referred to as a polyglot. Poly (Greek: πολύς) means "many", glot (Greek: γλώττα) means "language".' (Source: Wikipedia)

However, there is no specification about the degree of command of the second or third language needed for a person to be called a bilingual or multilingual speaker. Maximally speaking, a multilingual person should have native speaker like command of the language other than her mother tongue. Minimally speaking, if that speaker is able to make use of the language for basic communication, she should be regarded a multilingual person.

Coming to another important term, 'multilinguality',which is defined as a state in which many languages exist and grow together in a society. It's pertinent to note here that dialects too are considered full- fledged languages by linguists. Besides, linguists do not consider any language community as purely monolingual as a lot of intermixing keeps taking place among languages, a natural process that enriches languages and makes them more efficient in terms of their having the ability to carry new thoughts and ideas in the rapidly changing times. So multilingualism is a fact of life in almost all societies. Keeping this in mind, it's only natural to expect that all these languages have a fair chance of being used in all kinds of discourses, informal as well as formal, in a given society.

Multilingualism - a Socio-cultural Reality

As most of us know and believe that language is a human construct (something which makes them human). It is a part of what we are. So as we humans interact with each other, we change

and grow in the process. Similarly, the language/s that we speak also changes/change and grows/grow like any other living entity. Going by that logic, it can be easily assumed how most of the languages must have been shaped and reshaped by the influence of other languages, accommodating various words and patterns from them. Traces of such constant borrowings abound most of the languages the world speaks. This explains why Position paper of National Focus group on Teaching of English advocates that, "Linguistic Purism, whether of English or the Indian languages, must yield to a tolerance of code-switching and code-mixing, if necessary." Apart from this, if a language is supposed to be an instrument of access to experiences in the world through interactions of various kinds, then different kinds of registers, ranging from informal to formal also serve as languages. And as we switch from one register to the other, we, actually, switch languages. This is just to prove that multilingualism is not a new idea but in its basic construct, every linguistic group is multilingual.

Ram Vilas teaches Hindi in a village school. He is an excellent teacher but gets very irritated when his students address him as masterji in place of guruji because master is an English word and he thinks it is not proper for them to use an English word in a Hindi class. He also discourages his students from bringing in the words of their home languages in his Hindi class as he believes that mixing words of different languages actually pollutes languages. he believes in linguistic purism and always uses only Hindi words in his transaction and conversation.

On the other hand, his friend Sneh Vilas who is also a teacher of Hindi in a primary school of a neighbouring village doesn't mind mixing words of children's home languages in Hindi. While speaking with him, his students mix words from Hindi Malvi and English but he enjoys their mixing the codes and even when they switch to their home languages while speaking to him in Hindi, he doesn't discourage them from switching the codes as he believes that languages grow in each other's company.

So which method(that of Ram Vilas or Sneh Vilas), do you think, will help their students learn a language in a better way?

Let's find out together whether the presence of many languages in a society helps in learning a new language or interferes in the process of learning.

Multilingualism- a Resource

Under this, we should first examine who we can consider multilingual in the light of various levels of proficiency in a language. Then, we will try and see if language distance or closeness between two languages impacts language learning. Thirdly, we will look at multilingualism as a means of attaining better cognitive development. The first important aspect of language proficiency is conversational fluency which includes commonly used limited vocabulary and simple grammatical construction (BICS). The second one is discreet language skills which deals with the rule governed aspects of a language and the third one is academic language proficiency, involving less commonly used vocabulary, complex syntax and abstract expressions (CALPS). Now, ideally speaking, a proficient knower of a language should have a certain degree of mastery over all these aspects. But the fact is that even when it comes to our mother tongue, we fall at different levels of proficiency yet each one of us is able to communicate messages and understand the world through it. So there is no set benchmark which can define the optimum level of proficiency in a language. By the same logic, multilingual proficiency does not necessitate the similar level of proficiency in all the languages a person knows. As long as s/he is able to communicate meaning through different languages, s/he is multilingual.

So what would you say now? Is multilingualism a resource?

Discussion Point

❖ Who are these strange creatures, BICS and CALPS?

BICS(Basic interpersonal communication skill) and CALP(Cognitive and academic language proficiency) are acronyms coined by Jim Cummins to refer to general conversational fluency, BICS and academic fluency, CALP in a language. So if you are able to hold general talk in a language your BICS is strong and if you are able to study and write different types of text for academic purposes, your CALP is strong.

Another question which is closely linked with the question of considering multilinguality as a resource is of language distance. Whether socio-semantic distance between any two languages in

terms of culture and status impacts language learning? Is it easy for us to master languages from the same language family? Or is it comparatively difficult for the masses to master the language of the classes and vice versa? If we probe these issues deeply, we will find that familiarity, whether it comes from the same culture or same status, does have positive bearing on acquisition of second or third language yet it cannot be considered to be of any significant advantage because it touches upon surface level aspects of that language, e.g. pronunciation, fluency etc.. At deeper cognitive level a common thread runs through all languages which makes it possible for us to learn all kinds of languages, howsoever unfamiliar they are to us. And, perhaps, this commonality also makes it possible to write all languages of the world using one script.

Think as you read

- ❖ Is language distance more between Hindi and Malyalam than between Tamil and Malyalam?
- ❖ Is language distance more between Oriya and Bhojpuri than between Hindi and Bhojpuri?
- ❖ What do we mean by mutual intelligibility between languages?

The national decadal Census attempts to enumerate speakers of different 'mother tongues' (MT).[3] The 2001 Census has identified 1652 MTs. These MTs are then 'rationalised' into recognised languages. In the 2001 Census, these 1652 MTs were grouped into 122 languages. This is an artificial exercise and MTs (or languages) grouped under one language could be very different from each other. For example, the MTs of Sadri, Lambadi and Chattisgarhi are grouped under the language Hindi. Speakers of these languages would have low mutual intelligibility and also would not find it easy to understand the standard dialect of Hindi. Similarly, the classification between scheduled and nonscheduled languages has been guided by several nonlinguistic considerations.[4] Four languages have been added to the list of scheduled languages in 2003, taking the total of such languages to 22. Bodo, Dogri and Santali were earlier included in the list of nonscheduled languages and Maithili was a MT grouped under Hindi.The 2001 Census recorded that 57 languages had more than one million speakers, including 27 'mother tongues' listed under Hindi. Hindi, with all its MTs, formed the largest language group with 422 million speakers.[5] A total of 234 MTs were reported as having more than 10,000

speakers. These include MTs listed under scheduled and nonscheduled languages. It is estimated that more than one third of India's districts are linguistically heterogeneous, i.e. more than 20% of the population speaks languages that are not the dominant language of the district. There is a

high level of linguistic diversity, even within a block, an administrative unit with 100_200 villages and a similar number of primary schools.(Dhir Jhingran)

Yes, if we understand that a language is meant to be used for functional purposes and is not just a set of rules. So if we can learn to use a language for the purpose of communicating with each other, eliciting information from each other or getting things done, the same learning can be used when it comes to using some other language for the same purpose. This brings us to the issue of interference vs. interdependence of languages. Does the earlier learnt language interfere with the learning of the later one or does it serve as a support? The researches done in this area prove that the relationship between any two languages learnt one after the other is characterised more by interdependence than by interference as many kinds of transfers take place from one language to the other. For instance, when it comes to attaining clarity about concepts, the already learnt language comes as a great help. Secondly, the strategies one employs in learning the first language can be reemployed in the second language as well. Besides this, awareness about different sounds and their association with the meaning often helps the learners of the second language unconsciously. Moreover, the most consistent findings indicate that bilinguals are more aware about the functions and structures of the languages they learn than the monolinguals.Besides, mother tongue based instruction in the initial years of schooling followed by the introduction of another language a little later also helps in the improvement of the other mental abilities of the children. When children learn to apply rules of one language to the other, their ability to make generalizations and distinctions in the areas of subjects also improves. For instance, when children are made to compare the ways words for different functions are used in different languages-say in Hindi and English, they realise that in case of questions, question word comes in the beginning in English whereas it comes in the end in Hindi-it makes them observe things so closely in subjects as well.

Does it mean that I don't need to discourage my students from using their home languages in class? Does it also mean that they will still be able to learn English if they also get the enough exposure to English through different ways-talking, listening , reading and writing?

Besides, the folk and tribal cultures are a rich repository of ancient wisdom and useful practices which are hidden in their languages, literature and art forms. This knowledge can be a part of mainstream world if their languages are used, enriched and explored. The Reading project, taken up as a part of MLE+ in Orissa, has tried and saved many folk tales and stories from getting lost by collecting and printing them with the help of the senior members of the tribal communities. In the same programme, children are made to understand concepts of mathematics taking help from the folk games they play. Thus multilingual education can be a great means to bring indigenous knowledge into the mainstream system of education.

Multilingualism in Education

Multilingual education typically means using child's first language as medium of instruction in the first few years of her/his schooling and thereby help her/him transition to second or third language which provides her/him a strong foundation for acquiring a new language and understanding new concepts in other areas of knowledge. So, initially learning happens through child's home language and as she/he acquires fluency and literacy in the first language, second language is simultaneously introduced only in the oral form and writing is introduced only after the child has acquired a considerable degree of oral fluency in the second language. Thereafter, both the languages are used for lifelong learning.

"… research increasingly shows that children's ability to learn a second or additional languages (e.g., a lingua franca and an international language) does not suffer when their mother tongue is the primary language of instruction throughout primary school. Fluency and literacy in the mother tongue lay a cognitive and linguistic foundation for learning additional languages. When children receive formal instruction in their first language throughout primary school and then gradually transition to academic learning in the second language, they learn the second language quickly. If they continue to have opportunities to develop their first language skills in secondary school, they emerge as fully bilingual (or multilingual) learners. If, however, children are forced to switch abruptly or transition too soon from learning in their mother tongue to schooling in a second language, their first language acquisition may be attenuated or even lost. Even more importantly, their self-confidence as learners and their interest in what they are learning may decline, leading to lack of motivation, school failure, and early school leaving." (UNESCO Report on Education-2007)

Similarly, In India, the policy document on Education (NCERT position paper, 2005) eventually recognises multilingualism as an asset which should be treated as a resource, a teaching strategy and a goal. It also sees a positive correlation between multilingualism and cognitive growth, divergent thinking, scholastic achievement and levels of social tolerance. It also emphasises that language of each child be respected in the classroom which should constitute not only the medium but also the content of teaching and learning.

How does it work in classroom situation: the position paper of National Focus Group on Teaching of English answers this question with a few suggestions but before we go into that, it would be pertinent to look at what Krashen (1985:94) points out in this connection, " (while) concurrent translation is not effective", the use of two languages in the classroom can be " done in such a way as to provide comprehensible input in the target language, using the first language to provide background information."

In the similar vein, Position Paper comes up with the following suggestions:

i)   *Reading is a transferable skill; improvement in reading in one language results in reading improvement in general (west 1914), not just for languages sharing the same scripts, but also in bi-scriptal situations(West worked with Bangla and English).*

ii) *Introducing parallel texts in more than one language. These may be the same story...such parallel texts may not be precise translations of one another but may convey the similar meaning...that sensitise the child to language-sound structures.*

iii) *Using the known language for the reconstruction of the meaning of the attempted expression through imperfect English, in consultation with the learner.*

iv) *The production of bilingual learners' dictionary at various levels must be undertaken as a state initiative.*

v)   *Another bilingual educational model is to have inputs in a foreign language with production in a familiar language, sometimes reflected in a demand by(English medium) universitystudents for writing their answers in their own language.*

However, what we get to see is a different reality. Even though thousands of languages are used in the world for informal conversation but very few among them have the acceptability for formal discourse. Such languages are used maximally for knowledge creation which in turn

makes them more popular and creates economic and political advantages around them. This is how certain languages acquire dominance through political patronage while a large multitude of languages (many of them referred to as dialects) either get reduced to a minority status or get marginalised and eventually die which is a cause for concern for societies aspiring to become more inclusive and egalitarian, hence all this talk about creating a level playing field for people's home languages. Besides, there are issues related to connections between people's culture and identity which are deeply linked to one's language.

Now when we talk about creating an environment where all languages are respected and are provided with opportunities to interact with and grow rich in the company of each other, we will have to look up to education for laying the foundation of such non-competitive, linguistically rich society. This brings us to the raging debate on the issue of adopting multilingualism in education, especially, mother tongue (MT)basedapproach which seeks to begin a child's education through her mother tongue and strengthen her command of her MT before introducing the second language and thereby using both languages as a resource for each other. This approach does not seek to use the mother tongue merely for the purpose of helping the child transition to the second language as is the case with immersion technique. It rather helps the child develop a strong concept base in her own language before a host of new concepts start making a demand on the little child's cognitive abilities.

Multilingualism in Consonance with Democratic Values

Values like equity and justice are two of the most important values of a democratic framework which entail creating equal opportunities for all citizens, providing them with a level playing field to grow and attain freedom at their own personal level (which is the ultimate aim of the education). However, access to such a level playing field remains just an idea for all those whose home language does not find place in their classrooms and they are compelled to fight their way out at two fronts-understanding and acquiring a new language and then understanding different subjects and concepts through that language. Any gap in that understanding, at any stage results in poor academic achievements/ learning and that, consequently, adversely affects their morale, competence and efficiency in the long run as the dominant language which " replaces their mother tongue prevents profound literacy." (Dhir Jhingran) Now, such multitude cannot be expected to participate in the democratic process on equal terms.

Discussion point:

So if you are convinced with the arguments presented above in favour of treating multilinguality in a class and in a society a resource, how will you, as a teacher of English, use it in your class? Give at least two examples of some concrete actions.

Moreover, such a system of education which is blind to the plight of linguistically marginalised groups and tilted in favour of a few dominant languages is often perceived to be discriminatory and not an instrument of democratic transformation. Besides, plurality and inclusiveness are inherent to the idea of democracy which includes languages as well. At the very basic level, welcoming attitude to different languages means acceptance for different cultures, ideas and life styles. To conclude, it would be pertinent to restate what constitution of India envisages with regard to status and role of different languages in shaping the destiny of the nation.

It is important to remind ourselves and everybody we meet that India does not have a national language and for good reasons; that Hindi and English are our official languages. There is no doubt that we are under a constitutional obligation to promote the cause of Hindi and try to make it the lingua franca of India. However, we need to do so with at least three riders: Dravidian, Munda and Tibeto-Burman languages and other Indo-Aryan languages of the rest of the country are as systematic and dignified as Hindi; that Hindi is only the official language of India; and finally, it has the potential of becoming the lingua franca of this country if, and that is the third and the most important rider, what is promoted is the common man's Hindustani rather than the purified, sanitized and Sanskritised Hindi. Hindi needs to respect the multilingual ethos of India within its domain and in its coexistence with other Indian languages, including English and Urdu.

The Constitution is also sensitive to the needs of each individual and gives minorities the right to education in their mother tongues and the right to all citizens to appeal for justice in their language. The Constitution also has the 8th Schedule. It is not called 'the National or Regional Languages of India'; it is just called 'Languages' and one should not be surprised that its number has increased from 14 to 22, with more to come soon. It is an open schedule and in principle includes all the languages of the country. It is indeed a pity that no government has tried to follow the Constitution of India in letter or spirit. It was indeed a compromise and a consensus. But, as Granville Austin (The Indian Constitution: Cornerstone of a Nation, Oxford

The mother tongue based multilingual approach is advocated by linguists and psychologists because it is said to have cognitive advantages for the child who finds it easy to build concepts in her own language and also applies the acquisition/learning strategies of her own language to the next language she happens to be learning. As for the challenges involved in the implementation of this method, they are many, ranging from having to deal with speakers of two to three languages in a class to huge demand of trained teachers required for the purpose, especially, in a country with such linguistic diversity as we have. Perhaps, at present we don't seem to have any solution in sight to these problems but like other aspirational goals that seem to be quite unachievable at present, for instance the constitutional values which have helped us create broad aims of education, are something we look forward to achieving eventually. However, that doesn't mean that we should keep waiting for the elusive ideal circumstances when these high

aspirational goals will be achievable. For this to happen, we need to keep making great efforts for a long time braving all the doubts and disappointments we will have to encounter through our journey.

Summary:

❖ English in today's context of India can be best described as one of the Indian language which are also a second language for most of the learners in the country and has to grow in the company of other languages.

❖ Multilingualism is a social and cultural reality of our country as every part of the country is immensely rich in terms of the number of languages spoken in that part.

❖ Multilingualism is a resource as it has various cognitive and socio-cultural advantages.

❖ Multilingual/bilingual education is being experimented upon even though its implementation is fraught with challenges.

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Questions

Unit-01

Nature of Language

1. What is your understanding of language? Explain it about 100 words.

2. Give any two definitions of language and explain them.

3. What are the essential features of a language? Any four.

4. What do you mean by first, second and third language? Explain in about 150 words.

5. What is three language formula? Explain in about 100 words.

6. What are the problems in the implementation of three language formula ?

7. Explain the term multilingualism.

8. Why is English considered as one of the most important languages?

9. Why is second language learning considered difficult? Give answer in 150 words.

10. Do you agree that fluency and literacy in the mother tongue lay a cognitive and linguistic foundation for learning additional languages? Give examples in support of your answer.

Appendix 1

बहुभाषिता, साक्षरता, बहुभाषिभाषा–शिक्षण एवं बौद्धिक विकास

रमाकांतं अग्निहोत्री

बहुभाषी भारत

हमारा देश किस मायने में बहुभाषी है, यह समझना जरूरी है। खासकर उन लागों के लिए जोसाक्षरता, शिक्षा, बौद्धिक विकास एवं सामाजिक बदलाव के साथ जुड़े हैं। कुछ लोग तो केवल यही समझते हैं कि भारत बहुभाषी है क्योंकि उसके संविधान की आठवीं सचूी में 18 भाषाएं अनसूुचित हैं। हमारा देश केवल अपने संविधान की ही दृष्टि से बहुभाषी नहीं, यह अलग बात है कि उसका संविधान कई भाषाई आयामों की दृष्टि से अनूठा है। जब संविधान लागू हआु तो केवल 14 भाषाएं थीं, आठवीं सूची में। 1967 में सिंधी जोड़ दी गई व 1992 में कोंकणी, मणिपुरी व नेपाली। स्पष्ट है कि भारतीय गणतंत्र में इतनी जगह है कि जब भी कोई समदुाय चाहे तो उपयुक्त राजनीतिक एवं प्रशासनिक तरीकों से आठवीं सूची में अपनी भाषा का नाम जुड़वा सकता है। यह महन्वपूर्ण बात है कि इसके लिए कोई आवश्यक नहीं कि उस भाषा की अपनी विशेष लिपि हो या कोई प्राचीन लंबा–चौड़ा साहित्य हो। एक बात और महन्वपूर्ण है संविधान की दृष्टि से भारतीय संविधान बनाने वालों ने राष्टंभाषा का सवाल नहीं उठाया। इस बात से देश को मक्तु रखा कि राष्टं, राष्टीयताव राष्टंभाषा में कोई अनिवार्य समीकरण है– ऐसे समीकरण जो लगभग सभी अन्य देशों में अनिवार्य माने जाते हैं बहुत अधिक हुआ तो राज्य की दो, राष्टीय भाषाएं मान ली। भारत में हिंदी को राजभाषा का दर्जा दिया, हिंदी के प्रचार, विस्तार व मानकीकरण के लिए प्रवधान रखे व अंगेज्ञी को सह–राजभाषा का दर्जा दिया और अहिंदीभाषी भारतीयों को यह आश्वासन कि जब तक वे नहीं चाहेंगे, अंग्रेजी को इस देश से हटाया नहीं जाएगा। इन सब बातों के बावजूद, सवैंधानिक बहुभाषिता भारत के बहुभाषी होने का केवल एक आयाम है जो उसकी बहुभाषित

की रक्षा तो करता है पर उसे परिभाषित नहीं करता, उसके मर्म को नहीं समझता। यह संविधान का काम भी नहीं है शायद।

कुछ अन्य लोग कहते हैं कि भारत में केवल 18–20 नहीं अपितु 1632 भाषाएं हैं, क्योंकि ऐसी गिनती जनगणना दफ़्तर ने की है। इसलिए भारत बहुभाषी है। राजनीतिक या धार्मिक कारणों की वजह से गिनतीकरते वक्त कई छोटे–मोटे समुदायों की भाषाएं, जो एक–दसूरे से काफी मले खाती थीं, अलग–अलग गिना गया, आरै दसूरी तरफ भोजपरुी, अवधी, मैथली, बुंदेली आदि जसैी मुख्य भाषाओं को हिंदी भाषा के अंतर्गत गिन लिया गया। उनर भारत मुख्यतः हिंदी भाषी है, ऐसी मान्यता बनाने के लिए आखिर कोई आधार तो बनानाही था। स्पष्ट है कि बहुभाषिता का एक आयाम यह भी है कि आप भाषा किसे कहते हैं भाषा व बोली में अतंर करते हैं या नहीं समाज भाषा किसे मानता है? भाषा–वैज्ञानिक भाषा किसे मानते हैं क्या भाषा केबारे में समाज से हटकर कुछ भी सोचा जा सकता है? भाषावैज्ञानिक होने के नाते मैं समाज से कितना भी कहूं कि अवधी अपने आप में एक भाषा है व हिंदी की मा जैसी है, समाज यही कहेगा कि अवधी हिंदी की एक बोली है। भाषाविदों ने तो कह दिया कि एक शब्दकोश व कुछ संरचनात्मक नियमों की नियमबद्ध व्यवस्थाभाषा है अब इस परिभाषा में न तो समुदाय के लिए कोई स्थान है, न जनगणना की राजनीति के लिए और न ही मानकीकरण के सामाजिक परिणामों के लिए।कुछ लोग भारत को बहुभाषी इसलिए मानते हᴇं क्योंकि हमारे यहां अखबारें, फिल्में, किताबें, टी.वी.,रेडियो, शिक्षा, दफ़्तर, कचहरी आदि का कामकाज कई भाषाओं में एक साथ होता है। कोठारी कमीशन से लेकर आज तक त्रिभाषा सूत्र भारतीय शिक्षा का आधार–सा बना हुआ है। यह बात अलग है कि कुछ अनसुूचित जातियों के लिए इसका अर्थ रहा है, चार या पांच भाषाएं सीखी जाएं व कुछ समृद्ध उनर–भारतीयों के लिए केवल एक या दो।

असल में भारतीय बहुभाषिता के कई आयाम हैं और यह कोई हैरानी की बात नहीं कि पश्चिमी एकभाषी देशों को यह सब एक सिरदर्दी–सा लगता है, अधिकतर पिछड़ेपन से जुडा़ हुआ। अभी तक जितने पहलुओं की हमने चर्चा की है उन सभी में भारतीय बहुभाषिता का कोई न कोई अंश अवश्य निहित है लेकिन सबको मिलाकर भारत की बहुभाषिता परिभाषित नहीं की

जा सकती आरै उसको समझे बिना, उसके प्रति सवेंदनशील हुए बिना, किसी भी साक्षरता, शिक्षा या सामाजिक परिवर्तन के कार्य्म को कैसे सफल बनाया जा सकता है?

सबसे मुख्य बात तो यह है कि बहुभाषी होना व्यक्तिगत या सामाजिक स्तर पर भारत के लिए कोई सिरदर्दी का विषय नहीं रहा, कभी भी। कई भाषाओं को अपने–आप में समेट लेना व अन्य देश–विदेश कीभाषाओं से स्वतंत्रता पर्वूक आदान–प्रदान करना, भारतीय व्यक्ति व समाज के लिए एक आम बात है यहा यहकोई अचरज की बात नहीं कि बेटा मां–बाप से तो भोजपुरी में बात करता है, पुराने दोस्तों से भोजपुरी व हिंदी में कॉलेज के दोस्तों से हिंदी या अंग्रेजी में व अपने व्यवसाय का सारा काम केवल अंगेज्री में करता है। यही नहीं, कई परिस्थितियों में तो ऐसा भी होता है कि दो या अधिक भाषाएं मिल–जुल जाती हैं। ऐसी प्रव्यिासे भाषाएं समद्ध होती हैं न कि खिचडी़ बनती हैं। एकभाषी मापदंडों से बहुभाषी क्षमता को नापा नहीं जा सकता। भाषाएं मरती नहीं, हमारे यहां अक्सर बदलती रहती हैं कोई भी समुदाय अपनी भाषाई पहचान कोआसानी से नहीं छोडता। आज भी लोग बहस करते हैं कि भारतीय स्वतंत्रता–सग्रंाम का माध्यम अंग्रेजी थी, हिंदी, हिंदुस्तानी, उर्दू या लोगों की स्थानीय भाषाएं। किसी–न किसी स्तर पर मानना पड़ेगा कि सभी थीं। जब तक कोई विशेष राजनीतिक या धार्मिक प्रश्न सामने नहीं आता, हम एक भाषा, एक भौगोलिक परिधि, एक समुदाय, एक धर्म आदि के चव्व्यह से दर ही रहते हैं।

भाषा, समाज, राजनीति

लेकिन ऐसा नहीं है कि भाषा, सामाजिक सना व राजनीति में कोई सबंध नहीं। न जाने कितने वर्षोंसे संघ लोकसेवा आयोग के बाहर कई लोग इसलिए धरना दिए बैठे हैं क्योंकि उनके मतानुसार अंग्रेजी काज्ञान भारतीय शासकीय तत्रं में कोई पद प्राप्त करने के लिए आवश्यक नहीं होने चाहिए। वे नहीं मानते कि हमारे लिए केवल अंग्रेजी ही ज्ञान की भाषा है या अंग्रेजी के बिना भारत का वैज्ञानिक व तकनीकी विकास संभव ही नहीं। या कि हम और अधिक पिछड़ जाएंगे, हमारे विचार फिर से दकियानस्ूी हो जाएगे वो जो विश्व के साथ जुड़े रहने का एक झरोखा है, हमारे पास वह बंद हो जाएगा। उनका कहना है कि यदि फ्रेंच लोग अपना

काम फ्रेंच में व जर्मनी अपना काम जर्मन में कर सकता है तो भारत अपना काम भारतीय भाषाओं में क्यों नहीं कर सकता। ऐसा क्यों है कि अग्रेंजी ही सामाजिक सना पाने का एकमात्र तरीका है? ऐसा क्योंहै कि हर महन्वपर्णू क्षत्रे में वझैानिक या तकनीकी, शैक्षिक या व्यापारी, शासकीय या न्यायिक, चिकित्साशास्त्रीयया औद्यांगिक सभी जगह अंगेजी वालों का बोलबाला ह? ऐसा क्यों है कि त्रिभाषीय कार्यव्म हिंदीभाषी क्षेत्रोंमें ंअधिकतर द्विभाषी होकर रह गया? भाषा आरै राजनीति में गहरे संबधं से आप कहां तक भागेगें ? हाल ही के कुछ ऐतिहासिक मुपों में भाषा का प्रयोग किस प्रकार हुआ है इस पर एक नजर डालें। अब नई आर्थिक–नीति को लेकर एक बहुत ही मोहक शब्दकोश लोगों तक इस खूबसूरती से पहुंचाया जा रहा है कि लोग उसे लगभग अपना ही मानने लग गए हैं भाषा के राजनीतिक आयामों की वास्तविकता अब कुछ साफहाने लगी है। कुछ झारखंड में, कछु सिंधी, कोंकणी, नेपाली व मणिपरी के संविधान की आठवीं सूची में आने से, कुछ उन लोगों के प्रयासों की विफलता से जो साक्षरता से जड़े हैं आरै कुछ उन लेागों की घारे निराशासे जो दूर –सुदरू गावों में जाकर एक तरफ तो गांव वालों की भाषाओं को बचाना ही नहीं बल्कि समृद्ध करनाचाहते हैं आरै दसूरी तरफ उन्हें सामाजिक तरक्की के लिए मानकीकृत भाषाएं पढ़ाने को भी अपने आप को मजबरू पाते हैं। बहुभाषिता के इस तरह कई आयाम हैं। एक अपार स्रोत है हमारी शक्ति का। लेकिन यदि हम बहुभाषिता के बारे में और अधिक सवेंदनशील रह के कुछ गहराई से नहीं सोचेंगे तो हम उस प्राचीन सदियों से चली आ रही, हमारे घर–घर में बसी अपार संपति का कुछ फलदायी इस्तेमाल नहीं कर पाएंगे। यह दुर्भाग्य का विषय है कि हमारे अधिकतर भाषा वैज्ञानिक अपने शोध–कार्य को सरंचनात्मक सीमाओं में ही रखते हैं। उसे ही विज्ञान समझते हैं। और अधिकतर जो बातें सरं चना की दृष्टि से पश्चिमी भाषाओं में दिखाई जा चुकी हैं उन्हें अपनी भाषाओं में निरंतर ढूढ़ने का प्रयास करते रहते हैं। शायद वह समय आ गया है कि यदि भाषाविज्ञान एक सामाजिक विज्ञान हैतो भाषाविद् अपने आप से कुछ सामाजिक सवाल पूछें व अपने शोध–कार्य को उन सवालों से जोडें।

साक्षरता

साक्षरता कार्यव्मों में शिक्षाकर्मी अक्सर ये मानकर चलते हैं कि जो पढ़ा—लिखा नहीं वह आज्ञानी है और अज्ञान का यही अधेरा उसकी गरीबी व दुःखों का एकमात्र या मुख्य कारण है। वे लोग यह भी मानकर चलते हैं कि साक्षरता से, यानी लिखना—पढऩा सीखने से या कछु गिनती व पहाड़े याद करने से उसकाअज्ञान दरू हो जाएगा आरे उसके साथ—साथ गरीबी भी। ऐसी अवधारणाए! कितनी गलत, बेबुनियाद व खतरनाक हो सकती हैं, यह समझाने में एक भाषा वैज्ञानिक काफी मदद कर सकता है। वह शायद यह भी समझा सकता है कि इस प्रकार की अवधारणाएं मासूमियत की निशानी नहीं, पर उनके पीछे एक पूराराजनीतिक एजेण्डा छुपा रहता है।पहली बात तो यह कि जिसे पढऩा—लिखना नहीं आता वह अज्ञानी नहीं है वह पूरी तरह से अपनी भाषा या भाषाएं समझ व बोल सकता है उनमें कहानी व कविता कह सकता है। विवरण व इतिहास सुनासकता है। अपनी भाषा के साथ नए—नए प्रयोग कर सकता है। अपनी भाषा का प्रयागे कर सकता है शोषण के लिए, अपनी पहचान के लिए या फिर अपने अस्तित्व के लिए लडऩे के लिए। साक्षरता में जुटे शिक्षाकर्मीके लिए यह समझना आवश्यक है कि उसके विद्यार्थी उसके सामने ज्ञान व भाषाओं की एक संपनि लिये बैठे हैं ऐसी संपनि जिसका सदुपयोग करने स ` साक्षरता सार्थक हो सकती है। उदाहरण के लिए, साक्षरता का कार्यव्म हम सीखानेवालों की भाषाओं से ही क्यों न शुरू करें। यदिवे अपनी भाषा लिखना सीख जाएगे तो मानकीकृत भाषा खुद ही सीख जाएंगे। अपनी भाषाए! लिखने कीप्रव्यिामें उनके सामने अपनी भाषाओं की समानताएं व अतंर कदुरती रूप से सामने आएंगें इन सब बातोंको वे आसानी से अपने माहौल से जोड ़ पाएंगे। भाषागत विश्लेषण से बौद्धिक क्षमता व सवाल उठाने कीताकत का सार्थक विकास संभव है।

भाषा—शिक्षण

बहुभाषिता केवल साक्षरता में ही नहीं अपितु भाषा—शिक्षण में भी बहुत मददगार हो सकती है। वास्तव में, हमारे लिए तो जरूरी है कि हम ऐसे तरीके निकालें जिनका आधार बहुभाषिता ही हो। दुर्भाग्यवश हम निरतंर एकभाषी देशों में बनाए गए तरीकों व सामग्री का उपयोग अपने

देश में करते रहे हैं। जब व्याकरणव अनुवाद पर आधारित तरीकों की हवा चली तो हमने अंग्रेजी ही नहीं सस्कृत व उर्दू भी उसी तरीके सेपढ़ाई। फिर व्यवहारवाद का जमाना आया आरै हम सब पावलोव केकुने – जेसै हो गए–अधिक अभ्यास, अधिक ज्ञान। एक ही चीज को बार–बार याद करो तो वह आदत–सी बन जाएगी। व्याकरण व अनुवाद की छुमी। आजकल संप्रेषण–आधारित तरीकों कम्यूनिकेटिव एप्रोचज की बात होती है। फंक्शनलिज्म का जमाना है। काम होना चाहिए। परिस्थिति उपयुक्त भाषा बोलनी व लिखनी आनी चाहिए। मुझे कभी यह समझ नही आया कि एकभाषी समाज में स्थापित मानदडों से आप बहुभाषी समाज की क्षमताओं को कैसे नाप सकते हैं? अक्सर आपने सुना होगा कि भारत में अग्रेंजी के स्तर बहुत तेजी से गिर रहे हैं आरै कई भारतीयअंग्रेजी वाक्यों व अभिव्यक्तियों को लके र भारतीयों का काफी मजाक भी उड़ाया जाता है। लेकिन क्या कोई एकभाषी अंग्रेजी बोलनेवाला भोजपुरी, हिंदी या तमिल जसै अन्य भाषाए भी बालेता है? जो बात साक्षरता के संदर्भ में कही है वही मुझे भाषा–शिक्षण क े संदर्भ में भी कहनी है एक कक्षा है आपके सामने, जो एकभाषी

नहीं है। अलग–अलग भाषाए! बोलनेवाले कई बच्चे है, उस कक्षा में। इस बात को नकारने की बजाय या इसे एक समस्या समझने की बजाय, इसका अत्यधिक व्यात्मक उपयागे कक्षा में ही हो सकता है। उदाहरण के लिए मान लीजिए आपकी कक्षा में तीन–चार अलग–अलग भाषाए! बोलनेवाले बच्चे हैं। यह कोई अनूठी बात नहीं। दिल्ली के किसी भी स्कूल में हिंदी, भोजपुरी, बंगाली व तमिल बोलनवे ाले बच्चेएक ही कक्षा में हो सकते हैं गांवों या छोटे–मोटे शहरों में भी ऐसी परिस्थिति हो सकती है। मध्यप्रदेश के किसी भी मिडिल या हाइर्स्कूल की कक्षा में अक्सर बुंदेली, मराठी, हिन्दी व गोंडी बोलने वाले बच्चे साथ–साथ पढत़े हैं। एक गतिविधि पर गौर कीजिए। आठवीं कक्षा मानकर चलिए। अध्यापक बच्चों से पछू कर हिंदी के कुछ शब्दबोर्ड पर लिख देता है फिर उन्हीं से उनके बहुवचन पूछ कर लिख देता है। अध्यापक का काम लगभग खत्म। अब तमिल बच्चा उठकर उन्हीं शब्दों के एकवचन या बहवुचन सभी बच्चों को सिखाता व लिखवाता है। देवनागरी लिपि में तमिल लिखी जा सकती है। कोई भी भाषा किसी भी लिपि में लिखी जासकती है। अध्यापक भी इस प्रक्रिया में कुछ तमिल शब्द सीख रहा है, बच्चों के साथ बैठा। इसके बाद इसी तरह बंगाली बच्चे की बारी

आती है। काफी मसाला हो गया दो दिन के लिए। बच्चों को तीनों भाषाओं के एकवचन–बहवुचन बनाने के लिए नियम निकालने हैं व सारी कक्षा को समझाने हैं। अध्यापक को भी।आपका यह पूछना अनुचित न होगेा कि इसमें पढ़ाई क्या हुई? सच पूछिए तो काफी पढ़ाई ही नहीं बल्कि और भी बहुत कछु हुआ। बच्चों व अध्यापक के बीच का फासला कुछ कम हुआ। दूसरे, बच्चों को यहअहसास हुआ कि उनकी भाषा का भी स्कूली पाठय़्म में कोई स्थान है। जब बच्चे आरै अध्यापक मिलकरयह समझते है कि बुंदेली भी उतनी ही नियमबद्ध व व्याकरणयुक्त है जितनी हिंदी तो बुंदली बोली के लिए उनके दिल में जो एक अनादर की भावना बनी हुई थी, दूर होने लगती है तीसरे, बच्चे एक–दसू रे की भाषाके प्रति अधिक सवेंदनशील होने लगते हैं। चौथे, भाषाई संरचना के प्रति जागरूक होते हैं– भिन्न–भिन्न भाषाओं की समरूपता व अतंरों को पहचानने लगते हैं वास्तव में, यही व्याकरण है। पाचवां, जो कि शायद सबसे अधिक महन्वपूर्ण है, वे एक ऐसी प्व्यिा से गुजरते हैं जिसे वैज्ञानिक माना गया है।

बौद्धिक विकास

विज्ञान व वैज्ञानिक तरीके की क्या परिभाषा हो? इस पर काफी वाद–विवाद है। लेकिन शायद इसबात पर कोई विशेष असहमति न हो कि सामग्री या आंकड़े एकत्रित करना, उनका समरूपता या किसी अंतर के आधार पर अलग–अलग वर्गीकरण करना व उस वर्गीकरण के आधार पर कुछ नियम बनाना और फिरउन नियमों को आरै भी ज्यादा सामग्री पर जाचना वैज्ञानिक प्व्यिा का एक महन्वपूर्ण हिस्सा है और जब बच्चे बार–बार एसी प्व्यिा से गुजरते हैं तो उनका दिमागी विकास लाज़िमी है।

पहले ऐसा माना जाता था कि बहुभाषिता व बौद्धिक स्तर में एक उलटा रिश्ता है– जैसे–जैसेबहुभाषिता बढती है, बौद्धिक स्तर घटता है। इसी तरह की मान्यताए! व शोध–कार्यव्म जरूरी भी थे एकभाषीउपनिवेशवादियों के लिए, जो बहुभाषी देशों पर राज करना चाहते थे लेकिन आज पूरी तरह से साबित हो चुका है कि बहुभाषिता व बौद्धिक स्तर में सीधा रिश्ता है– जैसे जैसे बहुभाषिता बढ़ेगी, बौद्धिक–स्तर भी ऊंचा होगा।

हमारे पास तो पहले ही भंडार है बहुभाषिता का। हम क्यों न कोशिश करें ऐसी पाठन–सामग्री बनाने का, पढ़ाने के ऐसे तरीके निकालने का व मूल्याकंन के ऐसे मापदंड बनाने का जिनका आधार बहुभाषिता हो। यह कोई कठिन कार्य नहीं है केवल हमें अंधे होकर एकभाषीय संदर्भ से उपजे तौर –तरीकों की नकल को बंद करना होगा।

Appendix 2 The Theories of Second Language Acquisition and Learning

Second Language Acquisition

Stephan Krashen has done extensive work on second language acquisition. It is important to understand his five hypothesis. As we have seen, language acquisition is a subconscious process. - Children are usually not aware of the fact that they are acquiring the languages in the environment. They are aware that they are using the language for communication. - Children who acquire home language – languages of the neighbourhood are not aware of the rules of the language. - Error correction has no effect on acquisition. Parents don't really correct the errors of children, they celebrate them. **Second Language Learning** Second language learning is conscious learning of language. - In school, children are taught the rules of the language, they become aware of rules. - A child who is learning a language can talk about the rules – grammar of the language. - Children who are learning a language – usually in school are conscious that they are learning the language. **How does this distinction help us as teachers?** This distinction between acquisition and learning helps us to understand the difference between what happens when a language is acquired spontaneously in the environment and when it is learnt in school. *The direction that this theory gives us is that class rooms must create an atmosphere for second language acquisition along with its plan for learning/ teaching. This also gives us part of the answer as to why children in rural areas can't speak English although they are introduced to English from class one. If we believe that acquisition is the best way to learn a language and class room learning is not the best way, we can provide for acquisition to happen in the class room using different methods.* **How is second language acquisition different from first language acquisition? Why is learning a second language so difficult?** The answer to this is given by Krashen's two other theories of second language acquisition. The Monitor Hypothesis When we acquire a language through natural surroundings and input rich environments we speak fluently – we may make mistakes but we don't bother about them. But when we are learning a language in a class room where a teacher is correcting our mistakes and we are conscious about our grammar then there is a monitor in our mind which watches for correctness. Sometimes this monitor makes us tongue tied. We try to correct ourselves, then we give up and speak in the language that we are comfortable. This tells us that learning formal rules play a limited role in second language performance. **The Input Hypothesis** If the monitor hypothesis is correct then the central question would be How do we acquire language?We acquire it by understanding

meaning and as a result of this understanding we acquire the rules of the language. Thus we understand meaning before rules. And in our class room we teach rules before meaning! Chital was seven years old when he started working with his father as a tourist guide for foreigners who came to see the beautiful Ajanta caves. These foreigners often asked him questions in English. Chital used to be quiet at first but later he began to answer their questions. He followed what they said and gave them useful information. They appreciated him. Rammanna went to school when his father admitted him, reluctant and screaming. His teacher spoke English. She taught rules of grammar and meanings of words. She wrote the alphabet on the board and asked children to copy it down. Rammanna could not speak English even after a year in school. Chital acquired English by first understanding the meaning of the questions asked to him by the foreigners. This was because he wanted to help his father. He also found it exciting and had the challenge of trying to understand what the foreigners were saying to him. This means that if we begin with meaning – the structure (rules) will be learnt through the effort of understanding the meaning. Moreover this will happen unconsciously. **Meaning is more important than rules!** In school when we begin with rules the child faces incomprehension as the child has not understood the meaning of the words – the thoughts. We cannot understand meaning by rote learning – learning by heart. Small children understand meaning by 'doing things' with words and ideas. These things could be physical or mental. Suppose children are asked to collect a lot of things like leaves, flowers, stones, pens etc. and to classify them and name them. They will understand the meaning and use of the names they have classified much better than learning a list of words and their meanings in regional language. What is meaningful Input? Input-rich communicational environments are a prerequisite for language learning Section(III). Inputs include textbooks, learner-chosen texts, and class libraries allowing for a variety of genres: print (for example, Big Books for young learners); parallel books and materials in more than one language; media support (learner magazines/newspaper columns, radio/audio cassettes); and "authentic" materials. The language environment of disadvantaged learners needs to be enriched by developing schools into community learning centers. The Position Paper for English (National Curriculum Framework 2005) Extract from the Executive Summary However 'doing things' is not always physical. It can also be in the form of mind-problems. Suppose you tell children that they have to set up a new class room and they need to buy things for the class room. What are the things that they will need? When they have done this they can decide where each of the things

will be placed. The teacher will provide them with the words that they don't know. E.g. If they want to put the black board on the wall. The teacher will help them with the word 'on'. The Input theory also says that speaking fluency cannot be taught directly, it emerges over time. Different children get into the state of readiness to speak at different times. **Natural Order Hypothesis** Every subject has its own natural, logical ordering of concepts. We know that we cannot teach a child multiplication without teaching addition. In the same way children acquire the structures of language in a natural order. **How did we find out about the natural order for language learning? What is the importance of this information for teachers?** Linguists did careful research of children in various stages of language acquisition. This helped them to find out the natural order in which a child acquires concepts. The appendices below give you extracts of this natural order. The significance of this research is that it helps you to find out the stage at which the child is and to provide comprehensible input i.e. input just above the level of the child i.e. i+1. This idea represents the level of input which the child can easily respond to + the level of input slightly higher where the child needs to reach. The Burden of Incomprehension The role of meaningful language exposure or "input" for the mind to work on is acknowledged by all cognitive theories of learning and language learning (as opposed to behaviourist theories of learning as habit formation). The "burden of languages" (as of all education) is the burden of incomprehension. This happens when language is taught for its own sake as a set of forms or rules, and not introduced as the carrier of coherent textual meaning; it becomes another "subject" to be passed.8 Position Paper for EnglishThis idea has been misrepresented in text books which follow a structural approach. They begin with teaching the alphabet, then three letter words, longer words, short sentences, longer sentences and then some poems and texts. They begin with simple sentences and go on to complex ones. This is in complete contradiction to 'comprehensible input'. Comprehensible input can only be through natural language as spoken in real situations. This language never consists of letters or words. It is whole. **Is comprehensible input enough?**Simi is a great teacher. Her class room looks very beautiful. Its walls are decorated with colourful TLMs on all the English lessons. These are all at the eye level of the children. She frequently changes them. She begins her lessons with pictures and rhymes and stories. Yet children can't speak English very well. Simi is disappointed. What advice would you give her? The answer to this question is that comprehensible input is not enough. If you carefully read the case of Chital you will realize that the comprehensible input that he received from the

foreigners was accompanied by an opportunity for noticing input and an opportunity for output. When the foreigners asked Chital questions they gave him an opportunity for noticing input and also for expressing himself. This made him an active learner. Moreover we must also remember that- Every child learns at her own pace so the input should not contain 'a structure' but the 'whole language'. - Every child also needs time to process the input that the teacher is giving. And in this processing several months may elapse until they start talking and that the speech that emerges is error free. The Silent Period Before beginning to speak a child goes through a silent period. This is not a zero achievement period. The child is building up competence in the second language via listening and understanding. Communicative Approach – Stephan Krashen (pg. 27) - Children will take their own time to process language. This is because there is a time lag before a child is able to process information and connect it to her previous knowledge and create rules for herself. The moment she is able to do this she tries out the language by speaking. At that moment the child needs an opportunity for out put. What is i+1? 'I' is the stage at which the child is at the moment and +1 means just one stage above that. This means that we learn a language when we find it meaningful. The way we find is meaningful is when we understand something and this motivates us to understand more. The language environment in the class room must be meaningful but at the same time it must be motivating by creating challenges which gives the child the satisfaction of learning. What do we mean by whole language approach? Whole language approach is a philosophy of language learning. Whole language approach is based on the belief that all children can learn language if they acquire it through the environment which has meaningful and whole language. This means that the language of the classroom must have elements of narrative that we find in the world outside. This means that we do not begin with bits of language like the alphabet or lists of words but with stories, poems and conversation. **Some pedagogical thoughts** Will it help if the teacher is impatient that a child answers her every question? How can a teacher given ample opportunity to children to express themselves and not hurry them to do so?Will it help if the teacher scolds a child for remaining silent or for making mistakes? **Affective Filter and Monitor Hypothesis** In learning any language our interest and motivation play a large part. You may remember that many times you are tongue tied and cannot speak English before strangers. This is because of your hesitation. This is caused by the affective filter which is in turn caused by your monitor. Your brain creates an emotional reaction because of the constant correction of the monitor who tells you where you

are going wrong. If the monitor is high the affective filter is high and you feel hesitant to speak English.High Affective Filter Input Out put Affective Filter If the affective filter is high the output is low. Affective Filter Variables - Krashen 1981 - Motivation Children with high motivation do better in second language acquisition. - Self Confidence Children need to have self-confidence and a good self-image to do better in second language acquisition. - Anxiety Low anxiety is conducive to second language acquisition. Low Affective Filter Input Output Affective Filter If the affective filter is low the output is high. A Page from Sitamma's Diary I have been teaching slum children English for several years. In the 80s I used to make great efforts, take a lot of TLMs to class, talk in English all the time but children from low economic background never responded. However nowadays I first tell them the importance of English. The mobile revolution and the migration of many slum sisters and brothers to Dubai helps me now as I do not have to motivate children to learn English. They come to me to learn English. I tell them nowadays that they need not feel they can make mistakes, use mixed language and talk about themselves. I have never used a text book. Today I actually begin with the children's words, thoughts and problems in their own language. They became interested, lost hesitation and soon began to speak some English. **What are the two factors that helped Sitamma? Some pedagogical principles for a second language class room** - Provide comprehensible input - Create opportunities for students to notice input - Create opportunities for students to express themselves when read - Build the confidence of the learner – it is ok to make mistakes - Create interest in several ways - Help overcome hesitation by being patient Shama was very happy when she was appointed as an English teacher in a school in Bangalore in one of the richest areas. It was one of the best schools. She thought that all the teachers would be trying out innovative methods. She had also learnt some great methods from her teacher who had taught in a rural school. But Shama found that the teachers were using traditional methods. When she used new methods the children were very happy but there was no difference in performance between her class and other classes. The children were from affluent homes and at least one parent of most children was settled in USA. They spoke English on the playground and at home. **Read the following questions** Where were these children getting their comprehensible input and opportunities for output? Where was language acquisition happening? What was happening in the other classes? What value did Shama's methods add to her class room? What is the difference between this school and a rural state board school? What will a teacher have to do in a

State Board School to help children speak English? **What are the questions that you would like to ask Shama to give better answers to the questions above?**

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State Council of Educational Research & Training

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D.El.Ed.

Reference Material

(Experimental Edition)

Proficiency in English

Unit – 2

Listening and Speaking

Contents

Unit – Two
Listening and Speaking

1.1 Objectives
After studying this unit learners will be able to:

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1. Understand meaning and concept of Listening with comprehension

2. Develop listening and speaking skills among their students with the help of different activities.

3. Use IRI (Interactive Radio Instruction programme programme effectively

4. Understand Sound system of English language and improve pronunciation through different activities.

1.2 Introduction

A language is learnt best when it is present in the environment and there are opportunities and motivation with the learner to listen to it and use it. All these conditions remain present in the case of the home language of the child. And that is the reason why children acquire their home languages so easily without making any conscious efforts. They literally pick it from the environment. When it comes to learning the second language in which the input is extremely limited in their environment. The responsibility of teaching that language rests entirely with the teacher and the classroom processes carried out in school. Therefore classroom processes should create maximum opportunities..

Language is an integration of oral - aural abilities. Thus looking at listening and speaking as separate abilities doesn't help in understanding them . Speaking follows closely to listening and by the time a child reaches school he can listen and speak very well. In other words, he is able to talk. The very first principle which NCF 2005 talks about is the natural capacity of a child to

learn from his/her environment by discussing, asking question, playing with the things in his surrounding, observing and by sharing his/ her observations. But schools want the child to remain quiet at school and learn whatever is taught in various periods.

In our day to day life, apart from participating in the conversation, we listen to the audio input while watching TV or various announcements in the city, colony, railway station, bus station etc. We listen to speeches and debates and discussions and jokes and interviews and many other things. These categories of verbal engagements require understanding of various forms of language.

Case Study 1: Mukesh practises English

Mukesh is a very active primary school teacher who teaches all the subjects to his students of Class III. When Mukesh started his job as a teacher, English was not taught at primary level. But after a few years, the state government decided to introduce English from Class I. All the primary teachers of the state were given five days of training in methodology of teaching the English language. Teaching English as a second language is very challenging to first-generation learners; it requires planning, resources and enthusiasm to teach and learn English. Read Mukesh's account of how he approached teaching English language skills.

Even after the training, I still felt insecure, especially about teaching English to students who were mainly first-generation learners. My own knowledge of English was very limited and I felt uncomfortable speaking English, worrying that I was making mistakes. But I knew that I had to develop myself to be a good English teacher - no one else could do it for me. I decided to listen every day to English language radio

programmes. I also asked my wife to converse in English with me every evening, because her English was better than mine, so we shared our news about the events of the day, talked about the news on the radio and had general conversation about the family and our meal in English.
I also practised speaking simple sentences in English such as 'How are you?', 'My name is Mukesh', 'I am a teacher' and 'I live in Bangalore' by recording these sentences on my mobile phone. I would play them back, listen to them and re-record myself to improve further. I must admit, sometimes I felt a bit silly 'rehearsing' like this, but I found that it did really improve my English and made me feel more confident.

I prepared a list of everyday classroom instructions with another teacher in school, for example: 'Sit down now please', 'Everybody up', 'Can you come to the board?', 'I want you to make two lines' and 'Can you make a big circle'. I practised saying these instructions loudly and clearly at home. I started giving instructions in English in the classroom, speaking slowly and using gestures and actions, and the students responded very well.

Another action I took was to develop some very short activities and games for listening and speaking with students. Every week I implemented one of these activities in my classroom. I made it a point not to worry about the mistakes I made or the students made - I wanted the students not to be afraid to take part. As a teacher, I know that mistakes happen when we learn anything new, and I made sure that my students felt rewarded for having a go rather than punished for getting it wrong.

1.3 Listening Comprehension

Certain abilities are inborn in humans. Listening is one of them. You grow up listening to sounds around you. Gradually these sounds become meaningful to you. You listen to a wind chime, a bell ring, a cat mew, children make noise, tyres screech etc. You listen to people talking in different languages around you. We will discuss that how you gradually learn to make meaning out of these sounds.

As a child grows, she begins to notice that most of the sounds that she hears are accompanied by some movements or actions. For instance, if an object falls that makes a sound or when people speak their lips move. The simultaneous occurrence of the object falling and the hearing of a particular sound make the child notice and associate the sound produced with the movement of the object from a higher place to the ground or some surface. Gradually the child learns to associate the sound with the object even when it is not seen. Frequent repetitions of sounds matched with objects/people familiarize the child with object-sound code/word.

In fact, every word is a concept for a child and she learns it in connection with the other known concepts. For example, in the early years of one's childhood mother and food are connected. Likewise, kitchen, flavours, smell, texture and colour of different food items, along with their taste get associated in our mind and create a schema (concept web).

> *Now think how difficult it would be if concepts were to be kept in mind separately. How many concepts/ words a person would possibly be able to store in her mind? Discuss it. You can also try to see the connections of the concepts you know with other concepts, for example, rain with clouds, overflowing rivers and drains, floods, pleasant weather etc..*

Listening comprehension is more than just hearing what is said. Hearing is just a physical act wherein involvement of the mind is very little. Whereas, listening is a child's ability to understand the meaning of the words she gets to hear. As the sounds contained in the words reach to her ears she relates them to some actions, objects and experiences and thereby makes the meaning of it. The act of listening involves paying attention to what is said and relating it to one's previous knowledge or experiences which is also

understood as active listening. So when children listen to a story, they understand it, remember it, discuss it, and even retell it in their own words. This is an important skill to develop even at an early age, because good listeners grow up to become good communicators. Learning to listen attentively(actively) for a longer stretch of time helps the children in developing a good attention span and also lays a rich ground for the development of literacy.

A child is curious to observe the trees in changing seasons, the moon in its different forms, ants and other insects and all the activities happening around her. She, in short, has an unlimited curiosity to understand the world. Talk plays a vital role in this. Through talk the life at school, the life at home, and at neighbourhood come closer. But talking is not considered a right thing in our schools. It is thought that if someone is talking she is not studying well. Hence, at school we don't create space for talk. In fact, for the students of nursery and primary levels, talking is a medium to reinforce what they have learnt. Let us read the conversation given below involving two children.

First child – Did you notice Madam is wearing a ring today?

Second child – Did you not notice it earlier?

FC – Yes I saw it earlier also.

SC – But this a new ring.

FC – Yes, Madam has bought a new ring it is smaller than the earlier one.

SC – No, this one is thinner than the old one.

Let us now try to understand how this seemingly non-academic activity(talk) helps in the cognitive development of the children. If we look closely at the above given conversation between two children we will get to see that the children engaged in the conversation are recalling, differentiating and understanding the difference between small and thin. To be aware of the usage of talk, it is necessary that we develop a practice of listening to children. It is a difficult task, for elders think that they have a more important job of instructing the children and children should listen to them. A teacher who knows the basic objective of talk and possibilities of learning through it encourages it in her classes, especially. at the primary level. Teachers/facilitators should encourage active conversation in the class, learner centric teaching encourages learners to be more participative in activities.

(From Krishna Kumar's book, 'Child's language and teacher')

1.3.1 Talk

You may have seen little students play 'Teacher Teacher' when they come home, where they say and do whatever they have heard or seen their teacher say and do. Maybe you even played this game yourself as a child. Students everywhere learn 'teacher talk', or the language of 'classroom management', although no one has taught them that language.

You should make it a habit to greet the students in English, and to give instructions in English for things that you do every day so that students will automatically acquire this language.

Read through the words and phrases below, ticking the ones you already use every day. Try to add new words and phrases and use them consistently.

- Good morning/good afternoon/good evening, students/class.
- Please sit down./Yes, you may sit down now.
- Please stand up. Thank you!
- Please stand up when you speak.
- Who knows this word?
- Put your hands up, please! Those who know the answer!/Those who have finished their work!
- Yes, come in, please.
- Please wait a little.
- Let the others speak!
- One at a time, please.
- Please come to the board and write the date.
- Thank you. Please go back to your place now.
- Open your books/notebooks.

Try this in the classroom

Teach students to say 'Thank you', 'Please' and other polite words for requests by using these words yourself when you speak to them. Teach the students to say 'good morning', 'sorry', 'excuse me', etc. to you and to each other; and to use the appropriate expressions for permission to enter, go out or speak - for example, 'May I ...?' Remind students of words and sentences they already know in English.

Use English to find things out, and use materials and resources available in the classroom to talk about them. Allow students to talk in English or in Hindi, and then say

and practise the words in English. For instance, when you hold up a pen, a book or an object, you can ask:

- What is this?
- What is it called in English?
- What is its name in English?

When you show pictures of actions or objects, such as pictures in the textbook, you can ask:

- What is he/she doing?
- What is the name for this in English?
- What do you call this in English?

Vary your use of English by saying things in different ways, for instance:

- I don't understand.
- I'm not sure I got that.
- Sorry, but it is not clear to me.
- I am not following you.
- Do you mean . ?
- What do you mean?
- I don't know what you mean.
- Perhaps I have misunderstood.

You can extend students vocabulary by giving examples of words that mean the same thing in English by using formal and informal words, for instance:

- Please stop talking.
- Please stop chatting.
- Please stop speaking.
- Please stop conversing.
- Please stop discussing.

What space/ opportunities can you create in language class so that children can talk freely?

Find around you two children talking, note down their talk, bring it to your class and analyse the talk to see what cognitive abilities children might be developing through this talk.

You can try out the following for helping children improve their overall command of the target language.

- Let them talk about themselves.

- Let them share their experiences at school.

- Discussing the pictures/ photographs.

- Telling / listening stories.

- Enacting stories/ skits/ scenes from everyday life (simulation).

Language skills like speaking, listening, reading and writing can develop simultaneously. The children who often keep quiet raise a doubt in the mind of their teacher whether they are listening attentively or not. Listening stimulates thoughts in the mind. A child as he/ she listens makes connections, compares, challenges, disagrees, agrees, recalls etc..

Early stages in language learning require plenty of exposure to oral and aural activities. For example recitation, singing songs etc.

Some of these forms could be simple instructions, public announcements, telephonic conversation and Radio/TV discussions. There are various categories of spoken expression. A teacher needs to make sure that his children talk freely so that the abilities required to understand these categories of talk get developed in them. To do so a teacher has to make his students feel that what they speak is carefully listened to and valued.

Let us have a look at some of the samples of the above said categories of communication and find out as to what is involved in making sense of them.

1.3.2 Simple Instructions:
How to make tea-

- Take a kettle.
- Take a cup of milk and add a cup of water to it.
- Add two spoonful of tea and two spoonful of sugar to it.
- Boil it for five minutes.
- Strain the brew in two cups.

What will happen if you jumble the order of some instructions? For example, to instruct someone to cook rice, if you say 'Boil the rice in a pot' before saying 'Rinse the rice' imagine what will happen? Create some such sets of interesting instructions and imagine the mix up that takes place.

Take up some tasks and create instructions for them.

1.3.3 Public Announcement:

All the residents of Adarsh Nagar are informed that the water supply schedule is going to be changed from coming Monday. The colony will have the water supply on alternate days i.e. Monday, Wednesday and Friday during 10:00 a.m. to 12:00 p.m.. However, on Saturdays and Sundays there will be no water supply. The decision is taken to cope with the scarcity of water during summers. Please save water. Use water judiciously.

Announcements are meant for people in general (not for a particular person or a group of persons) that is why their language is kept simple and unambiguous. They cover vital information without any reference to people who already know this. The key message is sometimes given through catchy phrases or slogans depending on what kind of announcement it is. You must still remember the style of olden days' harbingers '**suno ! suno ! suno !'** while making an announcement. As announcements are made about known issues it is difficult to understand them if the background is unknown to someone.

Make certain announcements in your class related to lunch hours, holidays, submitting assignments etc..

Tell your students stories in which announcements take place.

Note down the announcements made during morning assembly. Try and make them in English.

You can ask two or more children to simulate(enact) a telephone conversation. You too can simulate the same in your class.

1.3.4 Telephonic Conversation:
Listening activity plays a significant role in telephonic conversations. Clear speech, medium pace/speed – neither too slow nor too fast- make communication easier and accurate.

The phone rings at the office of Ajit Book Publishing Co.

Receptionist - Good afternoon, Ajit Book Publishing Co.

Nitya – could I speak to the sales manager please?

Receptionist – Would I tell him who is calling please?

Nitya – I am Nitya Menon. I am calling from a public Library.

Receptionist – Thank You.

Telephone conversation can be formal or informal. The one we have read above is a formal one. Certain etiquette is followed in both kinds of telephonic conversations. For example, polite tone and precision and clarity of the message. In this age of information technology telephonic interviews are common place. So to take part in a telephonic conversation it is necessary that one listens carefully, interprets well, makes logical connections in mind, gives references etc. while replying.

1. Write and enact an imaginary telephonic conversation between the village school teacher and the headman of that village about improving quality of the mid day meal

2. Enact an imaginary T.V. discussion on the issue of 'Education for All'. One person can play the role of a moderator.

3. Think of a few issues on which your students can have a discussion. The issues can be simple, interesting and suggestive (from their daily life.)

1.3.5 Radio and T.V.Discussions

TV or Radio discussions can be of most varied kinds, from a discussion on cricket to a serious discussion on economic policy or terrorism or environmental issues. Discussion therefore can be enjoyed by the one who is familiar with the issue/s. Discussions are long and can discuss multiple aspects of an issues with multiple perspectives. For example, we can discuss '**Education in India'** and its historical background with a perspective of a democrat who believes education to be a tool for creating an egalitarian society (society where everyone is

treated as equal). On the other hand, in the background of globalization one can also discuss education with a perspective of its having an instrumental value where it is a

means for growth and development of all classes of a society, especially, under privileged classes of that society.

TV Discussion:

Host – Hello friends! I am Abhishek, I welcome all the viewers of Sky TV. Friends, today is May 31. As you all know today is World No Tobacco Day. We all know Tobacco is harmful to smokers as well as non smokers.

Smoking is a big killer which kills around six million people across the world every year. Youngsters who start smoking just for fun end up being an addict. Quitting smoking reduces the health risks caused by exposure to tobacco smoke.

We will talk more on the issue with Dr. Naresh Tripathi who is MD at Forties Hospital, New Delhi. Welcome to the show Dr. Tripathi!

 Dr. Tripathi – Thank you Abhishek.

Abhishek - Does tobacco smoke contain harmful chemicals?

Dr. Tripathi - Yes. Tobacco smoke contains chemicals that are harmful to both smokers and non smokers. Breathing even a little tobacco smoke can be harmful. Of the more than 7,000 chemicals in tobacco smoke, at least 250 are known to be harmful, including hydrogen cyanide, carbon monoxide, and ammonia. Among the 250 known harmful chemicals in tobacco smoke, at least 69 can cause cancer.

Abhishek - What are some of the health problems caused by smoking?

Dr. Tripathi - Smoking harms nearly every organ of the body and diminishes a person's overall health. Millions of Indian have health problems caused by smoking. Smoking is a leading cause of cancer and death from cancer. It causes cancers of the lung, oesophagus, larynx, mouth, throat, kidney, bladder, pancreas, stomach, and cervix, as well as acute myeloid leukaemia. Smoking also causes heart disease, stroke, chronic obstructive pulmonary disease, asthma,

hip fractures, and cataracts. Smokers are at higher risk of developing pneumonia and other airway infections.

Abhishek – What are the risks of tobacco smoke to non-smokers?

Dr. Tripathi – Second hand smoke also called environmental tobacco smoke, involuntary smoking, and passive smoking, is the combination of "side stream" smoke, the smoke given off by a burning tobacco product and "mainstream" smoke, the smoke exhaled by a smoker. The International Agency for Research on Cancer have classified second hand smoke as a known human cancer-causing agent. Inhaling second hand smoke causes lung cancer in non-smoking adults. Approximately 3,000 lung cancer deaths occur each year among adult non-smokers in India as a result of exposure to second hand smoke.

Abhishek - Is smoking addictive?

Dr. Tripathi - Yes. Nicotine is a drug that is naturally present in the tobacco plant and is primarily responsible for a person's addiction to tobacco products, including cigarettes. During smoking, nicotine enters the lungs and is absorbed quickly into the bloodstream and travels to the brain in a matter of seconds. Nicotine causes addiction to cigarettes and other tobacco products that is similar to the addiction produced by using drugs such as heroin and cocaine. Continued

Now as you have gone through a sample T.V. discussion, make a list of the things the listeners needed to know in order to completely understand and take part in such discussions.

1.4 Developing listening and speaking abilities

Let us start understanding the methods /means of improving these skills-Listening and speaking-with the help of our own language learning experiences. The below given questions can help you recall your experiences and insights in this matter.

1. *Why is the focus on listening and speaking abilities? Do they help in learning/acquiring a language? How?*

2. *Do you think we can talk about these abilities only in the context of the second language or English?*

3. *Did you have to work on the listening and speaking skills when you were learning your mother tongue? Why/why not?*

4. *Were you made to work on these abilities in your school years? If not, then do you think that your teachers should have helped you develop these abilities better even*

in the case of the first language you were taught in the school? Give reasons in support of your answer.

See if the following pages confirm your answers or help you find them.

Case Study 2: Sapna reflects on her teaching

Sapna is a primary school teacher who has been teaching Class IV for many years. Students enter Class IV after finishing at least three years of schooling. They learn English starting in Class I. When students get to Sapna's class, they can write English by copying from the board or the textbook - but even though they have been learning English for three years, the students cannot generally speak any English. As their second or third language, it was all the more challenging for them to produce English orally; also, it is not used in their homes. Read Sapna's account of how she initiated a change in the way the school approached speaking and listening in English.

For some time, I had wanted to see if a focus on more speaking and listening in English in all the classes would bring better outcomes for our students. In a staff meeting on curriculum development I discussed my ideas with colleagues. I was pleased to find that the headteacher was very supportive and agreed that all the class teachers should try to focus on speaking and listening in English in all the classes, and so several of us came up with some activities that could be used. We found that, by working together, we thought of more ideas than we would have done alone and for the less confident teachers they had suggestions as to how to proceed.

In Classes I-III teachers learned a number of simple songs, rhymes, chants and poems in English. First the teachers practised these together so that they felt confident. Then they started to use the songs, rhymes, chants and poems in their classrooms. They encouraged pupils to repeat and join in. They used pictures to illustrate words. Students soon began to repeat the words with confidence. The teachers saw how these activities helped students to master the sounds, rhythms and intonations of English through simple reproduction.

In Class IV onwards, the teachers implemented pair and group work in English, and also games. One game that worked very well was the 'Which Animal Am I?' game, where one student comes to the front of the classroom and mimes an animal. The rest of the class ask questions - such as 'Are you a horse?' or 'Are you a camel?' - and the student can answer 'yes' or 'no'. Whoever guesses the right answer gets to come to the front of the class and mime another animal.

Another activity that worked well was 'Playtime'. Teachers ask the students to talk about activities they do in the playground, park or at home (e.g. playing on the swings, playing hide and seek, cricket, football, etc.). The teacher writes the activities on the board and then asks individual

students, 'Do you like ...?' The student can answer 'Yes, I do', 'No, I don't' or 'It's OK'. The students then ask and answer the same questions in pairs, using the prompts on the board.

After several months, we had a meeting to evaluate the changes in the use of English in the classroom. First of all, we all agreed that our confidence to use English orally with students had improved. We were speaking more English, and our pronunciation and fluency were improving. There was no doubt that the songs, rhymes and games were really helping the students to learn English with enthusiasm. We had all observed that when students understood how to play the games and sing the songs, they would do these things on their own in the playground or before and after school - so they were practicing English more often. We were also pleasantly surprised to learn from some parents that students were teaching the English songs, rhymes and games to younger siblings at home, and even to grandparents.

As we have already read in the previous section of this unit, the language that we naturally acquire comes to us as a whole and not in bits and pieces. It is true that in the initial phase of language acquisition, the child mostly receives the language input through her auditory sense and the input thus received is understood in connection with what she experiences through her other senses. For instance, the child can make the complete sense of the language spoken around her by understanding that in relation to the expressions and gesture which accompanied the spoken words and the reactions/ responses they evoked in the listener. So if mother said something to the elder brother with pleasant expressions, in response to which the brother hugged the mother. This whole scene makes the meaning of the utterance clear to the early learner of a language. Such experiences when made available to the child on regular basis, she cognitively processes and internalizes them, a process that goes a long way in helping a child acquire her home language/s. To replicate the same may not always be possible in a second language class but providing the learners of this second language with such experiences where language comes to them as a whole is extremely vital for second language acquisition through learning. In upper primary and secondary classes, discussion activities and role play may serve this purpose to a large extent as the learners get involved in listening to the points put forward by the fellow participant, judging

them on the basis of one's knowledge and experiences and responding to them. Such and many other interactive methods of engaging students in developing greater familiarity with English help them lose self consciousness, anxiety and fear that come in the way of their acquiring English with ease.

1.4.1 Understanding Listening
Characteristics of active listening

We can easily understand the problems faced by the learners of the second language in a formal situation. But before we go on discussing them further, let us try and understand clearly as to what it means to listen and speak proficiently even in one's home language. Let's begin with listening. What all is involved during the process of listening to something important or academic listening, e.g. lecture, news, story etc.. As the first step it involves paying attention to what is being said and then we listen in order to get details of the talk, to make inferences about the context with the help of which we create the global understanding of the discourse. The understanding about the main and sub ideas of the listening input helps us listen with understanding each thing said or narrated. The process does not remain limited to our listening to the input with attention but it also involves our inferring attitude, feelings and moods of the speaker which, actually, make the complete meaning of the discourse. For instance, the changing facial expressions of the speaker give us clues about the meaning of the utterance as the meaning lies not just in words but in the context which is created by the expressions and gestures of the speaker as well. So in the course of listening we pay attention to words, expressions and gestures, make prediction about the things about to be said and make inferences about the attitude, feelings and mood of the speaker. All these together help us listen with understanding.

Similarly, when we speak (not randomly) in a group to present something or to share our views on something, we do not simply speak a few sentences but convey an idea in its whole, in its entirety. We organise it mentally so that things we are going to say are related to each other and make sense as a coherent (having unity of ideas) piece. Simultaneously, we keep using various interactive strategies, like looking into the eyes of the listeners to build a connection with them; taking pauses; asking questions; using various kinds of expressions and gestures to convey fully what we wish to put across. Besides, we have to continuously infer the attitude, feelings and mood of the listener/s according to which we need to change our interactive strategies.

Face to face communication

Thus we have come to know that listening and speaking are not just about simply listening and speaking but they involve many other associative cognitive abilities as well.

Let's now listen to the attached audio clips which suggests a prescription for being a good listener. List them out and hold a discussion on the listening habits in your group. The second audio talks about barriers to listening, talk with your friends and find out as to how many barriers are present when you are listening to a lecture in your class. Listen to the third audio also which gives some tips about listening to a lecture. Try following the suggestions while listening to some of the lectures in the classroom. See how far they can be followed.

01_01_Ex04.mp3   01_01_Ex05.mp3   01_02_Ex01.mp3

(Source: A course in Listening and Speaking II; V.Sasikumar, P. Kiran Mai Dutt, Geetha Rajeevan; Foundation publication)

Now put down your understanding about good listening in a few sentences.

Let's now move on to speaking.

1.4.2 Understanding Speaking

Who will you consider a good speaker, the one who pronounces words accurately and uses beautiful or difficult words while speaking or the one who uses easily understood words, organises thoughts in a meaningful and logical sequence for which she selects words and sentences according to setting, audience and topic and is able to use language quickly and confidently with few unnatural pauses.

This gets us into the debate of accuracy vs. fluency. Before we talk at length about this debate, let us try and understand what each of these terms mean.

Accuracy is the ability to produce correct sentences using correct grammar and vocabulary.

Fluency is the ability to read, speak, listen or write easily, smoothly, expressively and spontaneously. It is also the ability to compensate for lack of any of these.

So what appears to be more important at the initial period of the development of the speaking abilities, accuracy or fluency? Perhaps having a look at the barriers to speaking will help us answer this question.

Barriers to speaking:
The following are reported to be the major fears that stop a person from speaking confidently at formal platforms:

- Error correction(grammar, vocabulary, pronunciation, prosodic features-intonation, stress, rhythm)
- Learners' inhibition
- Comfort level with the topic: nothing to say
- Shy: others will laugh

Accuracy vs. fluency

Both fluency and accuracy matter at early stages of language learning because the learner internalizes it and it is difficult to unlearn at later stages. To bring about greater clarity on the issue, let us do this activity.

Discuss the following conflicting opinions (with regard to second language) expressed in groups. Create an oral argument to support your opinion and defend your opinion to one another.

Opinion 1: I think for lower classes fluency is more important than accuracy but for higher classes accuracy is more important. Fluency should be developed before accuracy, especially, for primary students because you want them to talk as much as possible to communicate. Therefore for beginners and elementary students fluency is more important than accuracy and for pre-intermediate and intermediate accuracy is more important than fluency and for upper intermediate and advance level both fluency and accuracy are important.

Opinion 2: A beginner can not say that much in a language so it might as well be accurate! At primary level we need to focus the language learning on accuracy. The students don't have enough language to worry about fluency. This can be continued through pre-intermediate level and then start introducing fluency activities, e.g. discussion and debates, at the end of pre-intermediate and start of intermediate levels when students are independent language users. This when we need to focus on fluency.

*Keep in mind the barriers to speaking while debating on the opinions. Put down the conclusions emerged through the debate in the form of an article.

Now have a look at the activities suggested below to develop good speaking skills. Which ones, do you think, will give a total language experience to the learners . Give arguments to justify your answer.

- Repeating sentences that the teacher says
- Writing and reading aloud a conversation that includes examples of a structure just learned
- Oral grammar drills
- Reading aloud from a course book

- Doing a book review and discussing it with peers
- Timed oral language drills
- Giving a prepared speech
- Acting out a scripted conversation
- Completing the ending of the story and enacting it
- Giving instructions so that someone can use a new machine
- Describing a picture while another one has to locate it

Every classroom is different. You may teach students who come from homes where people know and speak some English, or read and write in English; or you may teach students who come from homes where people do not read or write much and may not know any English at all. You may teach some students who are learning English as a second, third or even fourth additional language. See how discussion and role play activities can bring them all together on a common platform where they interact with each other in an attempt to participate in the activity and through this interaction help each other better their proficiency in English.

1.4.3 Discussions and Role play

1. Look at the following excerpt from a well-known story by Munshi Premchand. The excerpt describes a character. Get organised in small groups and discuss whether such methods (as the ones the character seems to be practising) are helpful   in learning. Present the conclusions your small group arrives at before the large group, as far as possible, in English.

'*He was studious by nature. He always sat with an open book in front of him. Sometimes, he would draw pictures of birds, dogs or cats on the margins of his books and notebooks. Sometimes, he would write the same name, or word or sentence over and over again. Sometimes, he would write a line of poetry in beautiful hand writing.*
'

2. You are a teacher, teaching English in class VIII. In your class the students are from various backgrounds-socially, economically, culturally as well as linguistically. It is reported to you that one student was caught stealing and there is a request from the side of the parents and staff that the culprit be expelled. You do not want to take such an extreme step. So you talk:

> To the student individually
>
> To the class
>
> To the parent
>
> To your colleagues
>
> To the principal for keeping her informed
>
> To the management for appointing the counsellor
>
> **Task:** Work in pairs. One of you will assume the role of the teacher with problem in hand and the second person will assume one of the six roles mentioned above. Discuss the problem and work towards a solution.

1. Read the story given below and conduct the discussion and role play activities around the story as per the given instructions.

The Elixir of Life

> *Once upon a time, there lived in ancient China a king called DI Wu. He was very old, some said over 100 years, and very healthy. The secret of his good health was his elixir of life. It had been given to him as a child by a wise magician, who had told him to drink 10 drops every year to keep him young and healthy. He kept the elixir secret from all the people, worried that they might try to steal some of it, and for many years nobody knew the secret of his eternal youth.*
>
> *Unfortunately, one day when he was drunk on wine he told his secret to some of his friends. The news spread and everybody in the city began talking about it and started to wonder if that was really the secret of his eternal youth. The months passed, and the New Year arrived. Di Wu went to the room where he had kept the elixir for his yearly dose. However, when he took out the elixir from its box, he noticed that the box had been opened recently, and the bottle inside was empty. Di Wu was furious. He called all the friends he had told about the elixir into a room for meeting: "Several months ago, I told you about the elixir of life. This morning I found the bottle empty. Somebody has stolen the elixir. If I don't find who it was, I will kill all of you."*

Discussion:

> 1. What do you think has happened to the elixir?
> 2. What do you think will happen at the meeting?
> 3. Do you believe in the power of elixir?

For conducting a role play on this story role cards are given on Annexure 2.

Activity based learning

You must be convinced by now that learning any language requires learners to have the total and meaningful exposure to the target language through a variety of modes which simply means that if children are not getting such exposure at their homes and neighbourhood then it becomes the sole responsibility of the target language teacher to provide them with a total and meaningful exposure to that language by the way of using the language often in the classroom; involving children in the tasks which demand their getting engaged with the language through listening, thinking, speaking, reading etc…

1. So, for example, after reading of a lesson, children can be asked to take up the roles of different characters in the story and share with the class what they would say or do if they were in the place of those characters.

2. The children can be involved for the first ten minutes of language period in discussing the latest event/incident happened in their neighborhood.

3. They may be told a story using both Hindi and English and can later be asked to rephrase the story in their own way using as many English words as possible.

4. The children may be asked to read story books in Hindi or English but try and talk about them using as much English as they are comfortable doing.

5. The teacher may start using English newspaper for helping children get familiar with English vocabulary used in the day-to-day conversation. They can be involved in the loud reading of short news reports and later a discussion can be held in the class around some issues raised in the news story.

6. Books having parallel text(in both Hindi and English) can also be bought for the library and can be used in making the students read the story first in Hindi and then in English.

7. Such brief exercises, if done on a regular basis in a class, can bring about a tremendous change in the level of their proficiency in English.

1.Create two each of discussion and role play activities meant to be used in the classes you are going to start teaching. Take feedbacks on the activities you prepare to modify them further.

2.Take up a lesson from a textbook taught in one of the elementary classes and use the content of the lesson for creating a few activities for improving listening and speaking abilities of your potential students.

Read the statements given below and choose the options (put under them) that perfectly match them.

1. The above given activities motivate the learners to listen to the input carefully and intelligently which means:
   a) Listening to each and every word spoken and remember that
   b) Listening with alertness in order to get the gist and required information
   c) Listening without moving one's head
   d) Taking down each and every word while listening
2. You can not force people to listen to something carefully and intelligently unless:
   a) You link the input to some task and present it in an interesting manner
   b) You speak correctly and impressively
   c) You tell them some stories
   d) You keep the room cool
3. Listening, like any other ability, needs to be worked on in order to develop it because:
   a) It requires training to keep listening amidst distraction
   b) We need to be trained to increase our attention span as normally we have a short attention span
   c) There is not much you can do about your attention span but you need to learn what part of the text of the speech requires the greatest attention and also the organization of all the information/ideas picked from the speech
   d) You need training to follow different accents
4. Speaking is an art which needs to be developed as it involves:
   a) Thinking of what to say, choosing the relevant words, using the right tone and sentence structure to put your thoughts across
   b) Thinking of what to say and using the correct pronunciation
   c) Impressive style and right words
   d) Gauging the mood of the listeners
5. A good speaker focuses on:
   a) Impressing her audience
   b) Her choice of words and pronunciation
   c) The mood of the audience
   d) Conveying the message effectively(in such a way that it conveys what the speaker intends to convey)

Did the exercise help you consolidate your understanding about listening and speaking abilities? Write how your new understanding of these abilities is different from the old one you had. Share it in the class.

1.5 IRI- Interactive Radio Instructions

Have you ever listened to any radio lesson? If yes, can you talk about some of the important features of such programmes? You can begin with the following:

It's a teaching learning programme using radio.

A distance education programme, containing a set of instructions for aiding learning…

Now let us look at IRI, Interactive Radio Instruction Programme

It is an educational radio programme, especially designed for helping the learners develop their speaking abilities in English. This programme is a bit different from the traditional radio lessons in which one way teaching is done by the radio teacher. As the title of the programme suggest, it involves the learners in the process of listening and speaking in an interactive manner. The process includes completion of a task with the help of the instructions given by the presenter of the programme. Here the students are given the opportunity to use the language in different ways during the broadcast. For example, they repeat, answer, sing and perform some activities, etc..now you would say that all this can be done in face-to-face mode as well. Then why do we need the radio lessons? The question is valid. We should think over it. Think a while and list out the reasons.

Some of the reasons you come up with could be:

-It is said that listening is necessary for speaking. But what we get to see in our usual classrooms that very few structured listening tasks are conducted there as a part of teaching learning processes. Such programmes can be used as structured exercises for enhancing overall proficiency of pupil teachers in English.

-Most of the teachers (teacher educators) teaching English don't feel comfortable using English in their classes because of which pupil teachers remain deprived of the exposure to spoken English. Such programmes do fill this gap and can be used in creating input rich environment in English classes.

-They make teaching learning process interesting

-To help them learn the art of speaking with the help of the resource persons available. It also makes learning joyful for them.

Languages are learnt in real life like situations and it is difficult for an average teacher to create such situations in the class.

Let us listen to one of the episodes of 'English is fun'.

> While the episode of this programme is played in the class, the teacher is expected to continue playing her role as a facilitator and the students are expected to follow the instructions given by her.

As the programme gets over, the teacher should discuss about the characters in the programme, along with timings of different programmes, title song, special effects, and the language games included in the programme etc..

Discussion about the programme

Let's talk about the characters-Tulsi, a radio teacher, Syan, a volunteer radio teacher, Raju, a student in the radio class, Chanda, another student in the radio class(comparatively more sincere and more attentive), Miththu, a parrot(a comic character).

There are four IRI programmes. Detail calendar is available in annexure 3:

Do you know who the persons are; instructions are given to, by the radio teacher?

Sometimes the instructions are for radio students Raju and Chanda whereas sometimes they are for actual class teachers teaching in various schools of the state and the instructions are for actual students in real classes.

Friends, you have already listened to one of the episodes of IRI and now you have the idea of how the programme should be organised, can you suggest some of the things the teacher should keep in mind at the time of the IRI lessons to make the lessons effective and purposeful.

- Teachers should make some preparations before the programme begins like, keeping the things ready, e.g. radio set, TLM, stationery etc..

- Classroom arrangement should be thought of beforehand

- Students should be asked to get ready to participate in the interaction

- No other official or personal work should be done during the programme

- Mobiles and other disturbance should be controlled some how

- Report writing of the programme should not be done during the programme(it should be done briefly when the programme gets over)

  The main thing is that the teacher should understand the instructions and get them carried out.

  Broadcast schedule of IRI programmes is given below:

S.No.	Programme	Timings	Classes for which it is meant	Days when broadcast	Number of episodes
1.	English is Fun (Level I)	12:00-12:30 p.m.	I and II	Monday to Friday	120
2.	English is Fun (Level II)	12:30-1:00 p.m.	III and IV	Monday to Wednesday	80
3.	Jhilmil (for Math, Science and Social Science)	12:30-1:00 p.m.	IV and V	Thursday and Friday	60
4.	Meena ki Duniya	2:45-3:00 p.m.	VI to VIII	Monday to Friday	-

1.6 Sound System of English

1.6.1 Speech sounds

We read in the previous unit, Nature of language, that all human languages are made up of some combination of vocal sounds. Sounds that our vocal system can produce. We also got to read in that unit that these sounds are different from the other sounds we keep hearing in the environment. For example, the sound of the falling of some object on different surfaces or the sound made by a fan are certainly different from the sounds which we use in our languages. The different sounds thus produced by our vocal apparatus are meaningless if

used in isolation but when they get combined, they form words which convey some meaning. The words thus formed get together to make sentences which we use for various functions of language.

We humans are able to utter a limited number of speech sounds. For instance,/m/, /s/, /r/, /p/, /t/, /e/,/i/ and many others like these. Most of these sounds are common across all the languages people speak in the world. There is also a commonality of pattern in the way these sounds are arranged in words and in sentences. For example, consonant, vowel- consonant, vowel (cvcv…)is a general pattern across the languages of the world. That is why we get to see only a few examples of consonant and vowel clusters (cccc… or vvv…) in most of the languages in the world, e.g., there are three consonants in the following words of English and Hindi, 'street(cccvc), spring(cccvcc), straight(cccvc), sprout, or in Hindi, 'smriti (cccvcv),.Let us look at the vowel clusters in the following words, ' ouch(vvc), eye(vv), aao in Hindi(vv) However, putting of different sounds within this pattern and associating them with certain objects/concepts differ from language to language, e.g. 'aaj' in Hindi and 'today' in English have a different combination of sounds but they convey the similar meaning. So, one thing is clear that if we can learn Hindi easily we can also learn English or any other language equally easily because we have the similar sounds and similar pattern of their arrangement. To know a little more about the mystery of sounds let us understand how different branches of knowledge study them. Linguistic, as the study of the structure of all languages and phonology, as the study of the sound system of one particular language.

Any speech sound caused by a stream of air that, originating in our vocal apparatus, escapes through our mouth or nose. The sounds differ according to the voicing, location and manner of their production. A minor change of any of these three factors may alter a sound significantly. For example, if a stream of air leaves the vocal tract unhindered, the result is a **vowel.** If the stream of air is obstructed in any way the result is a **consonant.** To understand this let us look at the vocal organs that are used in speech.

1.6.2 Linguistics

One of the major scientific disciplines in the study of language is **Linguistics** which focuses on the study of language.

Linguistics studies

- The sounds and syllables(a single unit of speech, either a word or one of the parts into which a word can be separated, usually contains a vowel sound, e.g) that make up words
- The principles that organize words into phrases and sentences
- The semantic (related to meanings of the words)relationships that link words in sets

Linguistics helps us to understand how a few elements combine into speech sounds, how speech sounds combine to form syllables, how these syllables combine to form words and how these words combine to make meaning and how a language packs these finite structures into infinite number of meaningful utterances.

What is Linguistics?

It is the systematic and scientific approach to the study of human language.

"Linguistics shares with other sciences a concern to be objective, systematic, consistent and explicit in its account of language. Like other sciences, it aims to collect data, test hypotheses, devise models, and construct theories. Its subject matter, however, is unique: at one extreme it overlaps with such 'hard' sciences as physics and anatomy; at the other, it involves such traditional 'arts' subjects as philosophy and literary criticism. The field of linguistics includes both science and humanities, and offers a breadth of coverage that is the primary source of its appeal." (**David Crystal 1987**)

Linguistics is the scientific study of systems/principles underlying human languages. It is scientific because it follows the general methodology of science. (Observation, analysis, generalization). Linguistics has two major aims: to study the nature of language and establish the theory of language. And to describe a language and all the languages by applying the theory established.

A **linguist** is a person who studies language in all its aspects. Linguists have a set up phonology, morphology, lexical, syntactic and semantic levels of analysis.

Branches of Linguistics:
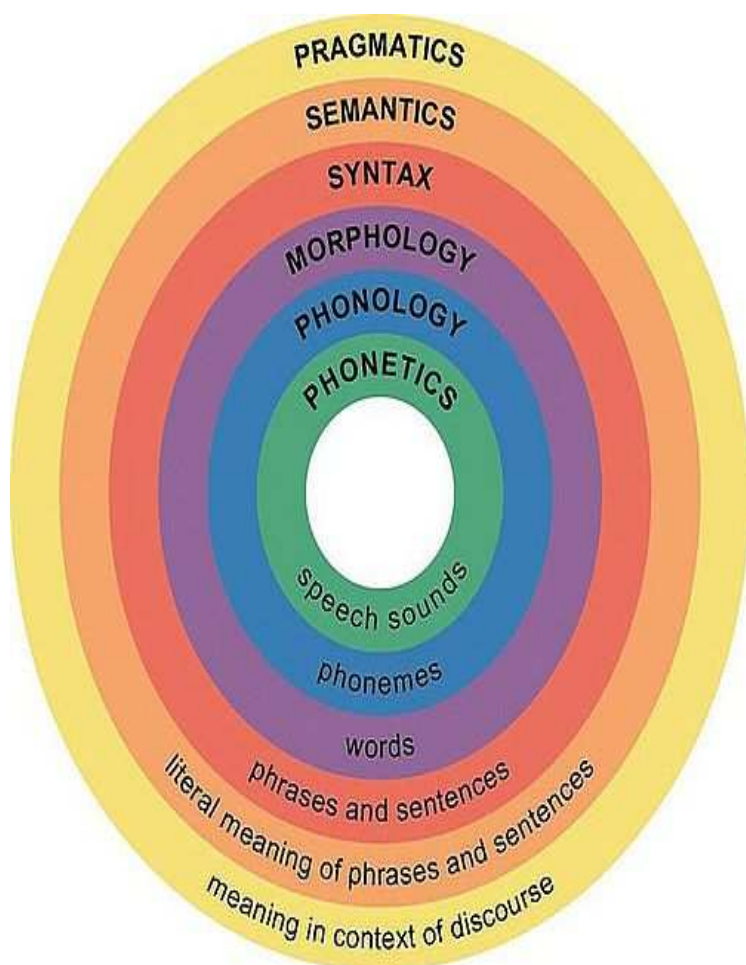
Phonetics: Study of the production & perception of speech sounds of language & how these sounds are articulated and how the hearer perceives them.

Phonology: study of the sound patterns of a language.

Morphology: studies word formation and structure & how words are put together from their smaller parts.

Syntax: is the study of sentence structure & attempts to describe what is grammatical in a particular language in term of rules.

Semantics: is the study of meaning, how we represent the meaning of a word in our mind.

Pragmatics: is the study of the social
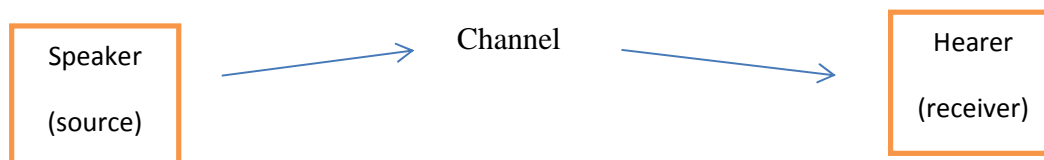
Modes of Linguistic communication:

There are three basic **modes** of linguistic communication, corresponding to different modes of perception:

1. Oral communication, relying on the use of speech and hearing organs;

2. Writing, a visual representation; and

3. Signing, a visual or tactile representation. (Sign language used by the hearing impaired).

1.6.3 Phonetics

The study of the speech sounds, utilized by all human languages to represent meanings is called **phonetics.** To describe speech sounds one has to understand what an individual sound is and how they differ from one another. The science of phonetics helps describe all the sounds produced in a language.

All human languages have a *small*, *limited set* of speech sounds. The limitation is due to the restricted capacity of our *vocal apparatus*. The speech sounds are referred to as *consonants* and *vowels*. The distinctive speech sounds are called phonemes. Phonemes are themselves meaningless. But we can arrange and rearrange them into larger linguistic meaningful units called words.

```
┌──────────────┐                                      ┌──────────────┐
│   Speaker    │              Channel                 │   Hearer     │
│              │  ───────►             ───────►       │              │
│  (source)    │                                      │  (receiver)  │
└──────────────┘                                      └──────────────┘
```

1.6.4 The Organs of speech

For the production of sounds we need air stream mechanism. The air we breathe out comes out of the lungs and before it gets out, various organs of our body convert it into speech sounds The Organs of speech can be divided into the following groups:

1. The respiratory system; comprising of lungs, the muscles of the chest and the windpipe.

2. The phonetary- system; comprises the larynx

3. The articulatory system; comprises the nose, the teeth, the tongue, the roof of the mouth and the lips.

Some of the motions of speech are visible from outside- Those of the jaw, lips & the tongue. Other important motions occur inside where they cannot be visually observed.

However we can detect these inner motions as we speak, sensing the position of the tongue and throat just as we sense the location and posture of our hands without seeing them.

How sound is produced by the vocal tract:

The Lungs are the source of the air stream essential to speech. The diaphragm pushes the air through the windpipe and into the mouth, the muscles of the rib cage do the same. The vocal cords housed in the larynx or voice box vibrate and so provide us with voice. The oral cavity contains the parts of the mouth that enable us to speak.
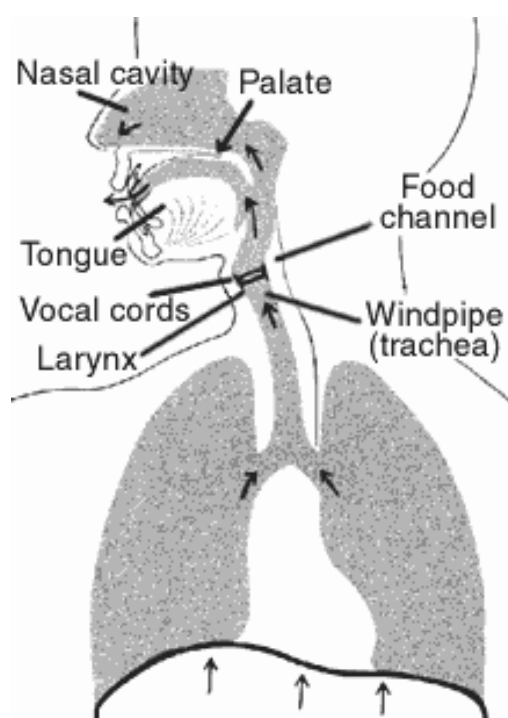
How do we speak?

We allow air from the lungs to pass through our mouth and at the same time move our mouth in various ways to produce **speech sounds,** consonants & vowels.

In the picture you will find the articulators, and the points of articulation. The **articulators** are the active parts of the speech mechanism they do all the work. They are movable.

Articulators: A brief description:

➢ The **lower lip,** which can move on its own

➢ The **lower teeth,** which moves because the lower jaw moves

➢ The four parts of the **tongue,** which moves on its own

ORGANS OF SPEECH

85
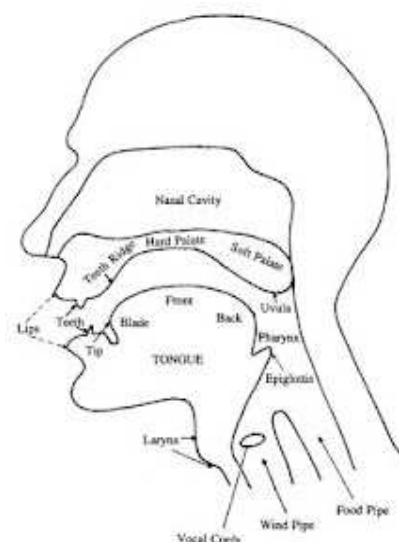
➢ The **apex** or the tip of the tongue

➢ The **blade** or **front** of the tongue is behind the apex

➢ The **center** or **centrum** of the tongue is at the center;

➢ The **dorsum** is the back of the tongue

Points of articulation are the passive parts of our spech organs except the upper lip.

➢ The **upper lip** is movable on its own and coordinates with the lower lip

➢ The **upper teeth** is fixed because the upper jaw does not move

➢ The **alveolar ridge** is the gum ridge behind the upper teeth

➢ The **hard palate** is the roof of the mouth

➢ The **velum** is the soft palate behind the hard palate

➢ The **uvula** is the hanging flesh at the far end of the mouth

Speech is a secondary function of the human "vocal apparatus". It also plays a role in sustaining the life. The vibration of the vocal cords distinguishes the voiced from the voiceless sounds. Try saying /p/ & /b/. When we keep our finger at the Adam's apple we can feel the voiced from the voiceless sounds. Try with these words, thin, thirty, then, those.

As you explore the words note also the position of the lips, the tongue with respect to the teeth, alveolar ridge. By saying loud the words the manner of articulation and the position will be evident.

With the understanding of how speech is produced & how speech organs function let us now focus on the limitations of languages and how we can overcome them. The modern alphabetof many languages do not help transcribe sounds on a one to one basis. In such instances where we need to understand we need a common sound representation system by which we can transcribe the sounds produced in various languages.

It is for this purpose the **International phonetic alphabet** came into being.

IPA helps students and linguists to learn and record the pronunciation of languages accurately, and avoid inconsistent spellings. It also helps provide a unique & distinct symbol for each distinctive sound in a language--that is, every sound, or phoneme, that serves to distinguish one word from another.

Eg. [a] represents sounds of /a:/ in "ah," /e/ in "bated," /æ/ in "bat". The difference in pronunciation of different sounds in each of the given words becomes clear with the help of phonetic symbols used for these sounds.

1.6.5 Phonology

Phonology is the study of speech sounds in a particular language. It is concerned with how sounds are organized in a language. It examines what happens to speech sounds when they are combined to form a word & how these speech sounds interact with each other. It endeavors to explain what these phonological processes are in terms of formal rules.

1.6.6 The Phonology of English

On the surface English seems easy when compared to other languages; after all, it has only 26 letters. However, those 26 letters represent 44 different sounds. Although there are only 5 vowel letters, there are 20 different vowel sounds as well as 24 consonant sounds. This causes difficulties for learners. One problem for pupils is that a single sound may be written in many different ways. Eg Apple / always. And conversely, a single letter may possess several different sound Eg be/police. Unless pupils are aware of these features of English, they will have difficulty in decoding words well. This can be seen from the table above.

Single sound /i:/represented by different letter	Same letter 'a' representing different sound
bee	apple
sea	always
piece	about
seize	artist
	acorn

Vowel sounds are produced by passing air through different shapes of the mouth, with different positions of the tongue and of the lips, and with the air stream relatively unobstructed by narrow passages except at the glottis. Pronounce the following words, and you'll realize that English has at least a dozen distinct vowel sounds: *peat, pit, pet, pat, put, pool, poke, pot, part,* and *port.*

> Try saying feed/food & feet/fat in front of a mirror alternately and feel the difference in the position of the lips.

Look at the letters **ough** and pronounce the following : tough, cough, bought, hiccough and through.

English has 26 letters but 44 sounds. Let us look at the sound system of English as compared to the sound system of Hindi. The Devnagri script employed by Hindi contains both vowels (10) and consonants (40) and is characterized by bars on top of the symbols. Hindi is highly phonetic; i.e. the pronunciation of new words can be reliably predicted from their written form. This is in strong contrast to English. In English there are 20 vowels and 24 consonant sounds. However, in comparison with English, Hindi has approximately half as many vowels and twice as many consonants. This leads to several problems of pronunciation. One difficulty is distinguishing phonemes in words such as said / sad; par / paw; vet / wet, etc. The phoneme / ʒ / as exemplified by the 's' in pleasure is missing in Hindi and so pronunciation of such words is difficult. Consonants clusters at the beginning or end of words are more common in English than Hindi. This leads to errors in the pronunciation of words such as straight (istraight), fly (faly), film (filam).

(http://esl.fis.edu/grammar/langdiff/hindi.htm)

1.6.7 Word stress

English is basically a stress-based language. In some languages people say each syllable(a word or part of the word containing only one vowel sound)with equal force. But in English, and some other languages, we put a big force (stress) on some syllables and no force on other syllables or words. This can make it difficult for speakers of other languages to understand English that is spoken quickly. Of course, for native speakers it is not difficult - in fact, stress actually helps native speakers understand each other. So it is very important.

1.6.8 Sentence Stress

Sentence stress is another golden key for speaking and understanding English. With sentence stress, some words in a sentence are STRESSED (loud) and other words are weak (quiet). Look at the following sentence:

Sentence stress is the music of spoken English. Like word stress, sentence stress can help you understand spoken English, especially when spoken fast.

> Sentence stress is what gives English its **rhythm** or "beat". You remember that word stress is accent on **one syllable** within a **word**. Sentence stress is accent on **certain words** within a **sentence**

1.7 Summary/Recapitulation

In this unit you got to read about the cognitive, pedagogical, structural and physiological aspects of listening and speaking. The first section of the unit, listening with comprehension, was meant to help you understand what listening is in its entirety. That listening is just an act of hearing without comprehension and comprehension of a listening input involves not just the reception of the sounds/ language through the sense of hearing, but also many cognitive functions, for example, paying attention, building the context by connecting what we listen to what we already know, drawing inference, predicting etc.. So with the help of all this we make meaning of what we listen to. In this section your attention was also drawn to some of the informal and formal listening experiences and what is involved in listening to them carefully. For example if you are indulged in a casual chat with somebody, you can afford not to pay attention to some of the things s/he tells you but in the examination hall when the instructions are given or when the announcement about the train you are travelling by is made, you have to remain attentive all through, or you may lose valuable information. In the same section, importance of allowing children to talk in the classroom was also discussed to help you understand that talk also serves an important purpose in language learning.

The next section was focussed on the strategies for enhancing listening and speaking abilities in children through discussion, role play and radio instruction programmes. In the section the discussion points were, looking at listening and speaking as important social and life skills; barriers to speaking; the debate about accuracy and fluency; how interactive

activities like, discussion, role play and radio programmes can help the learners in improving their over all command of the target language/ English.

The third section was meant to give you a brief idea about the science of the study of the structure of languages as a common sign system and as a study of patterning of sounds in a particular language. The larger purpose behind keeping this segment in the course material is to help you see for yourself the commonality of all languages in terms of the sounds used in them and rules of patterning followed in forming words from the sounds and arranging words in sentences. Besides, your attention was also drawn to some broad aspects of the phonological features of English. But, the material given doesn't promise to give you the knowledge of everything you need to know about the given topics, instead, it is meant to motivate you to read more and draw your own conclusions by linking theories with practice. Remember, knowledge lies useless in our mind unless we make use of it in life, in our work. So go ahead and test in the field what you have read here.

1.8 Test Yourself

1. Prepare at least four small talk based activities for class four.

2. Make a lesson plan for teaching a textbook lesson through discussion and role play activities in class VIII.

3. Make a list of English words pronounced differently by most of the people in your region. See how many of them have consonant clusters in the beginning or the end of the word. Also find out how many vowel sounds are pronounced differently by the people in your area. Think of the reasons behind such differences in the pronunciation.

Annexure 1

1.9 Resource: English Language Games

English language games

'Suman Says'

The language used in this game is simple instructions given by the teacher. The challenge for the students is to listen carefully, to see if the instruction begins with 'Suman says'. If it does, they should follow the instruction; if not, they should ignore the instruction. The teacher does not make any gesture or movement.

Suman says: sit down, stand up, walk a step forward/back, jump once, turn around, look at your friend, open/close your eyes/book, touch your nose/head, shake hands, shake your head, nod your head ...

'Twenty Questions'

Divide the class into two groups. Group 1 has to secretly think of a thing or a person; Group 2 has to ask questions to guess what or who it was. Group 1 can only answer only 'yes' or 'no'. As the teacher you must help Group 2 to ask their questions. Prepare for the game in the following way:

Think of six things and people that Group 1 can choose as their secret - these can be familiar to the students, such as a chair, a table, a spoon, a Tiffin box, a water bottle or a book. For people, think of professions like postman, driver, cook, teacher, doctor, nurse or policeman/woman. Then think of all the words that could be used to describe these things and people. Next, think of how questions could be asked using these words. Most importantly, make time to practise the words in English - play 'Twenty Questions' with a fellow teacher as partner.

Let Group 1 choose one of the six things or people as their secret. Remind the students in Group 1 that women as well as men could be found in all the occupations. Here are some examples:

For people (postman, driver, cook, teacher, doctor, nurse or policeman/ woman):

Does the person wear a uniform?

Is the uniform white?

Does the person use chalk/a stethoscope/a thermometer/a bicycle .?

Does the person work in a hospital/school/kitchen/police station?

For things (a chair, a table, a spoon, a Tiffin box, a water bottle, and a book):

Size words: Is it big? Is it small? ...

Shape words: Is it round? Is it square? Is it long? .

Colour words: Is it white? Is it black? Is it coloured?

Material words: Is it made of plastic/paper/wood/leather/steel . ?

Used-for words: Is it used for writing/reading/cutting/keeping things . ?

Location words: Is it here in your bag/ in this room/ is it in school/ is it in every house ...?

'Be Quick'

Students decide on a 'category' of naming words (such as flowers, fruit, cities, actors, movies .), sit in a circle and alternately snap their fingers and clap their hands (twice, quickly) to a rhythm. First, get the rhythm going in the group. Then each person in the circle has to name a word in turn in the chosen category, while snapping their fingers, without missing a gap in the rhythm while everyone continues to clap and click.

Teachers can vary the game by adding describing words (adjectives) or doing words (verbs) to the game e.g. The category could be 'things brothers and sisters do' with the following suggestions:

Clap, clap - 'Sit still' - clap, clap - 'Eat food' - clap, clap - 'Make noise' - clap, clap - 'Wash dishes', etc.

'Name, Place, Animal, Thing'

This can also be a pen-and-paper game, or it can be played orally to the same rhythm as 'Be Quick', as individuals or in teams. One student chooses a letter of the alphabet, and the others name a person's name that begins with that letter, followed by the name of a place (a city or a

country), an animal, and a thing. For example, if the first student chose 'R', the others might choose 'Ramesh' - 'Raipur' - 'Rat' - 'Ruler'.

You can vary this game to fit the focus of your lesson, so you may want to restrict the letters to be chosen and then play 'Colour, Number, Furniture, Food', for example.

What Did You See?

Stage 1: Ask one child to go out of the room, see what is happening outside, and tell the class what he saw. For instance, he might report that he saw a truck, two shops and a bicycle.

Stage 2: Now the rest of the children, preferably sitting in a circle, will ask him questions, one by one, and one question per child. For instance, a child may ask: 'What was hanging from the bicycle's handle?' The reply may be: 'A basket.' The next question may be, 'What colour was the basket?'

Stage 3: When one round of questioning is complete, the teacher will ask the child who has gone out: 'Who asked the best question?' Supposing he says, 'Shashi asked the best question; the teacher will ask: 'What was the question?'

Stage 4: The next round starts with Shashi. Ask her to see something that the earlier child had not seen. When she comes back, ask children to come up with new questions - not the ones they have already asked.

Asking the Explorers

Send a small group of children, no more than five or six, to study some specific object or place near the school or even inside the school building. For example, they may be sent to examine a cluster of trees, a tea stall, a broken bridge, or a nest. Ask them to explore it carefully and discuss among themselves everything they notice.

While the explorer group is away, tell the rest of the class about the object in some detail. For example, if the explorers have gone to examine a tea stall, tell the class about the things available at the stall, who runs it, where do the things available there come from, etc.

When the explorer group comes back, it will face questions from the class. The teacher can also have her turn.

Next time, send a different group.

Guess What I Saw

One child goes out, stands at the door or at some distance from the class, and selects one of the hundreds of things she sees around (it could be anything - tree, leaf, squirrel, bird, wires, pole, grass, stones). When she comes back, she says just one sentence about the thing she has in mind. For example, she might say, 'What I saw is brown.'

Now every child in the class gets one chance to ask more about the thing and guess what it was. For example, questioning may go like this:

Child 1:	'Is it thin?'
Answer	'No.'
Child 2:	'How big is it?'
Answer	'It's quite big'.
Child 3:	'Is it as big as a chair?'
Answer	'No, it's smaller than a chair.'
Child 4:	'Can it turn?' ...

Finally when the thing has been guessed correctly, some children may object to the answers they got for their questions. For instance, someone may point out that the colour was not brown but clay-like. In such situations, the

teacher's role is very important, as someone who can help children establish subtle distinctions between meanings.

Doing What Was Said

Ask children to listen and do what you tell them to do. Start with simple things to do, and ask the whole class to do them together. Examples:

'Touch your head'.

94

'Close your right eye.'

'Clap on your head.'

Divide the class in two groups. The teacher will give instructions to the first group, and the children of this group will now give similar instructions to the second group. Gradually make your instructions more complicated, for example:

'Touch your head with both hands, then touch your right ear with your right hand.'

'Close both eyes, touch your neighbour, ask him to give you his left hand.'

When children of one group give instructions to the other group, they need not repeat everything they have heard. Encourage them to make up new instructions.

Comparing

Make sets of similar-looking things, such as leaves of two or more trees, flowers of different plants, stones, pieces of paper cut in different shapes etc.

Ask children to listen to the description you give of one of the things in a set, and on the basis of the description they must decide which one you are thinking of. Example:

'I'm thinking of a leaf that is smooth and long, and it has even edges.'

After doing this activity a few times, ask children to take turns to choose and describe. Change things each time you do this activity. Identify more subtle features each time.

Role cards

Student A-King Di Wu

You are king Di Wu. You are angry and must find out who has drunk your elixir. If more than one person have taken some of the elixir, you should decide who to punish, and how. If anybody has a very good reason for taking it, perhaps you will spare them. You can try to get advice from your friends, but everybody is under suspicion. Make them argue. Hat will show who your real friends are. Ask as many questions as you need to. Start the meeting by saying the line given at the end of the story as king's words. Then ask one of your friends, "Do you know who took the elixir?"

Student B-Doctor

You are the most respected doctor in the city. Two months ago you stole ten drops of the elixir when you were feeling tired and depressed. You have saved a lot many people from death, including the king himself, and you have found the cures to three diseases. You know that the politician has also stolen some of the elixir.

Student C-Politician

You are the most experienced politician in the city. Three months ago you stole ten drops of the elixir when you were feeling sick with heart pain. Since then you have felt much better. You have been prime Minister for three years, and the city has become richer and safer since then. You have improved hospitals and schools. You know that king's wife has also stolen some of the elixir.

Student D-King's wife

You are the king's wife. Four months ago you stole ten drops of the elixir because you thought you would die early while your husband, the king will live on. You felt insecure as you had a young daughter who you wanted to see as the next ruler of the state for which you had to keep training her until she grew into a politically mature and competent young lady. You know that the doctor has also stolen some of the elixir.

Student E- Artist

You are the king's artist. five months ago you stole ten drops of the elixir when you were finding it difficult to come up with ideas for your art. Since then, you have had many great ideas

and started the largest and the most beautiful paintings for the walls of the Town hall. The king and everybody else who has had a look at your work is highly impressed with it. You know that the chemist has also stolen some of the elixir.

Student F-Chemist

You are the professor of Chemistry at the city university. Four months ago you stole ten drops of the elixir because you wanted to find out what it was made of so that you could produce it yourself. Unfortunately, you had no success. So you decided to drink it which has helped you to work with greater concentration and you have discovered the formula of turning silver into gold and helped the king grow richer then ever. You know that the general has also stolen some of the elixir.

Student G-general

You, the general of the king's army who protects his state. Two months ago you stole ten drops of the elixir. You did this because you were about to fight a war and needed extra strength and courage. Since then you have won the war and increased the territory of the kingdom by thirty miles. The king never thanked you for this. The soldiers all believe in you, and you don't think the king can order them to punish you. You are scared of nothing, not even death.

Now let us look at the above discussion and role play activities a little more closely. Can they really help the learners develop their listening and speaking abilities and thereby their overall command of English. In order to know that let us take the help from the following exercise.

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D.El.Ed.

Reference Material

(Experimental Edition)

Proficiency in English

Unit – 3

Reading

Contents:

1. Objectives :

2. Introduction

3. Acquisition of reading skills

   3.1 Reading different types of texts

   3.2 Reading for global and local comprehension

   3.3 Importance of reading with speed

4. Reading strategies-with a special focus on word attack, inference, extrapolation and analysis.

5. Skills of reading with a special focus on skimming, scanning, extensive and intensive reading, reading aloud and silent reading.

6. Development of vocabulary

   6.1 Meaning in context

   6.2 Formation of words-affixes, adjectives to nouns, nouns to verbs etc.

   6.3 Homonyms and homophones

7. Using reading as a tool of developing reference skills-use of dictionary, reference books, encyclopedia, library journals and internet

Unit – Three
Reading

1.2 Objectives

After studying this unit learners will be able to:

1. Understand meaning and concept of Reading with comprehension

2. Develop reading skills among their students with the help of different activities.

3. Understand and recognition of English language script and improve reading speed through different activities.

1.2 Introduction

Reading is a basic life skill. It is a corner stone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost.   (Richard C. Anderson)

Most of us would agree with the above statement and probably would think that it is relevant only to those who do not know how to read and write. But if you study the case a little more closely you will realise that even among the educated, people are at different levels of reading proficiency. As reading is not merely the ability to recognise the script of a particular language and knowing a number of words in it. It is much more than that. To understand reading proficiency better take a few books on the same subject, it may be the subject of your own choice, and try reading only the foreword of each of them. Do you follow everything in the foreword of the every book you had picked even though you know the language and the script? If not, then think what makes some readings easy and some difficult. Is it only the vocabulary which is easy or difficult or there are other things as well which are involved in the process of reading. Let us try and understand the process of reading with the help of the things we do and read in the following pages.

Try and read the following:

a) @, ⬇, £, ☺, ⅔, ÷
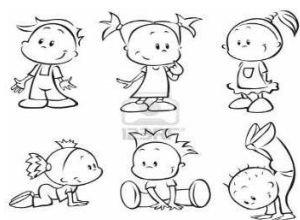
b) g, h, t, y, u, i

c) Our understanding of reading is extremely limited.

Now if it is asked that whether you could read everything given above, you would probably wonder what had been expected to read? Perhaps, you would point out the last line as the thing which you read but if it is asked that whether you could make meaning of everything given above, you would say 'yes' without any hesitation. It's because we, generally, associate reading only with deciphering of a known script which involves recognizing words and knowing their meaning in isolation as well as in connected speech. But if we look at reading a little closely, we will get to know that what we understand as reading is only a fragment of the actual concept of reading. In fact, it is no different from making sense of a picture, a symbol or a sign, as you did in the case of first three examples of the exercise. So what is involved in making sense of something or meaning-making? We will talk about this in the section on comprehension and then we will talk in detail on the strategies and skills of reading and will also look at the importance of vocabulary building and reference skills for the improvement of reading abilities.

1.3 Acquisition of Reading

any of us, even after attaining higher education, struggle hard to make sense of purely academic or a conceptually difficult text, or to form and articulate our views, feelings, opinions etc. in oral or written forms even in our own language. At the root of this is the mechanical way of looking at literacy which is understood as mere reading and writing skills and listening and speaking. However, new ways of looking at literacy strongly advocate treating oracy and literacy as a common set of abilities which get developed in each other's company and as (basically) ways of meaning making. This new approach helps the children work on their language and cognition simultaneously and insists on including children's own experiences in the process of meaning

making through the print medium. So the focus should not be so much on the drills and practice but on enriching children's experiences cognitively and emotionally.

2.1 What is Reading? Is Reading Comprehension different from simple reading?

To answer this question let us go through the passages given below:

1.*I do not remember when I first realized that I was different from other people; but I knew it before my teacher came to me. I had noticed that my mother and my friends did not use signs as I did when they wanted anything done, but talked with their mouths. Sometimes I stood between two persons who were conversing and touched their lips. I could not understand, and was vexed. I moved my lips and gesticulated frantically without result. This made me so angry at times that I kicked and screamed until I was exhausted.*

2. When Ernest Rutherford was experimenting with radioactivity at the University of Manchester in 1911, atoms were generally believed to consist of large mushy blobs of positive electrical charge with electrons embedded inside — the "plum pudding" model. But when he and his assistants fired tiny positively charged projectiles, called alpha particles, at a thin foil of gold, they were surprised that a tiny percentage of them came bouncing back. It was as though bullets had ricocheted off Jell-O. Rutherford calculated that actually atoms were not so mushy after all. Most of the mass must be concentrated in a tiny core, now called the nucleus, with the electrons hovering around it. With amendments from quantum theory, this image of the atom persists today.

So what was your experience of reading the two excerpts given above like? I am sure you were able to decode every word in the passages (recognize the words and know their meanings) and that way you were able to read every line of the given texts as the script was familiar to you but could you make complete meaning of the text. For instance, in the case of the first excerpt/passage, didn't you wonder as to whom could this character be that was surprised noticing that people used their mouth for speaking? What guesses did you make? And what about the second excerpt/passage, could those of you who had not studied Science understood it? Did you realize that in order to understand the first excerpt or passage completely you needed to have some background knowledge of the stories from which they had been taken and in case of the second one, did you feel that you needed to be aware of concepts like, radioactivity, plum pudding model, quantum theory etc. in order to make some sense of the excerpt?

So what new features have you added to your definition of reading? Is it still limited to simply recognizing the words and recalling their meaning? While doing the above exercise did you realize that a text is not a collection of separate sentences but a unified whole where every word and sentence makes meaning only when logically made a part of a larger text around some theme or context. For instance, you could have understood the first passage completely if you were familiar with the story line or context of the story of Helen Keller, a visually and hearing impaired, speechless child.

This makes it clear that reading doesn't just require the knowledge of language, familiarity with a script but also some background knowledge which comes through everything you do in your life, ranging from listening and talking to reading, travelling, observing and experiencing a variety of things, to getting engaged in doing things, solving problems and thinking thoughts and ideas. Whatever we do and experience in our lives enriches our knowledge of the things, people, places and practices around us. All this helps us in creating context for meaning making at the time of reading. To consolidate our understanding of reading, let us read how Anderson defines it.

Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of interrelated sources of information...

Reading can be compared to the performance of a symphony orchestra. This analogy illustrates three points.*First, like the performance of a symphony, reading is a holistic act. In other words, while reading can be analyzed into sub skills such as discriminating letters and identifying words, performing the sub skills one at a time does not constitute reading. Reading can be said to take place only when the parts are put together in a smooth, integrated performance. Second, success in reading comes from practice over long periods of time, like skill in playing musical instruments. Indeed, it is a life long endeavor. Third, as with a musical score, there may be more than one interpretation of a text. The interpretation depends upon the background of the reader, the purpose for reading, and the context in which reading occurs.

(From 'Becoming a Nation of Readers' by Dr. Richard C. Anderson et al.)

As is evident from Anderson's definition of reading that his approach to reading takes into account both linguistic(related to language) and cognitive (related to our mental faculties) elements involved in reading which simply means that he places equal emphasis both on decoding and meaning making and doesn't accord more or less importance to any of them. However, there have been different approaches to understand reading which differ from each other on the basis of the importance they have attached to one or the other dimension (linguistic or cognitive) of reading. Having a look at the table (below) containing a brief summary of different theories of reading will help you understand the journey humanity has undertaken in their attempt to understand and define reading.

Look at the major theories of Reading and their basic postulates as summarized below:

Linguistic Theory		Cognitive theories	
Traditional bottom up view	**Psycho-linguistic view**	**Interactive view**	**Schema theory**
Focussed on the printed text-data driven. 2. According to this view, reading is a linear process by which readers decode a text word by word, linking the words into phrases and then sentences. 3. Reading is understood as a sequence of skills which could be taught. 4. Readers viewed as passive recipients of information in the text. 5. Meaning resides in the text and the reader has to reproduce it. 6. Over-reliance on the structure.	1. A top-down or conceptually driven model. 2. Reading is understood as a process of predicting meaning based on reader's knowledge of oral language. 3. Making sense of what you read by using what you know. 4. It is the concepts which generate a search for data to confirm the predictions. 5. Reading is a psycholinguistic guessing game, a process in which readers sample the text, make them hypotheses, confirm or reject them, make new hypotheses, and so forth.	1. This view integrates both bottom up and top-down processing. 2. Reading involves attending to general context, syntax and the semantic and syntactic environment in which the words occur and from which an interpretation of meaning is made.	1. Schema theory is based on the notion that past experiences lead to the creation of mental frameworks that help a reader make sense of new experiences. 2. Comprehension is the interaction between old and new information. 3. Schemata represent generic (related to a whole group of similar things) concepts which can be modified or adapted as we encounter new information similar to Piagetian concepts. 4. Schemata serve as the basis for making inference, predictions.

Think as you read

1   One method of teaching reading and writing (Strongly rooted in tradition) involves teaching learners letters of the alphabet first and then moving on to words and sentences follows a particular approach or theory of reading..Can you identify the approach? And do you agree with this approach ? Give reasons in support of your answers.

2   If reading means meaning making which comes from learners total experience with the language then what role do you see of talk, experience sharing and discussion in the improvement of reading abilities ? Substantiate your answer with examples.

3   Is schema theory relevant only to reading or do we use it in other areas of study as well? Give examples to prove your points.

4   If a learner is able to recognize most of the words in a text but hardly understands anything. Which approach, do you think, was followed to teach her reading, bottom up or top down(Linguistic or cognitive)? Give reasons in support of your answer.

2.2 Reading for global and local comprehension

In our attempt to understand and define the term, reading, we also got to know what is involved in the process of reading. For instance, on the basis of our discussion on reading so far, if we are asked to mention only the very basics of what is involved in making meaning of the text, we would say knowledge of the language(structure, script, semantics etc.) of the text and the knowledge of the world(background knowledge). Knowledge of the world helps us understand the overall idea of the text (global meaning and knowledge of the language helps us decipher each and every sentence (local meaning). If you are wondering as to why I have not mentioned 'words', you will get to know that while making meaning of a text or oral input, we do not focus our attention on each and every word but on chunks of words and the meaning conveyed through sentences.

Besides, the knowledge of the language of the text and background/previous knowledge, the process of reading involves many cognitive faculties, for example, making guess about the context, meaning of the difficult words, and the next thing going to be said; making prediction about the next idea, event in the story; making hypotheses about the probable meaning and confirming it; making inference(opinion) about something true or false/ real or imaginary/somebody's opinion or a fact etc.. We also visualize mentally seeing the images of something) the scenes while reading a novel or story. For instance, if a character's physical features are being described in a novel, we begin to mentally form the image of that character according to our experience of having seen such people in life. All these cognitive functions are involved in reading if we focus our attention on meaning making.

The word reading comes from the Anglo-Saxon raedan, " to advise oneself". It does not mean just the ability to interpret the symbols on a page and know the words they form. It is also the ability to advise oneself of the meaning and significance of what is being seen. Buzan, who advocates similar broader interpretation of reading, defines it as a seven stage process:

1. Assimilation of the visual data by the eye

2. Recognition of letters and words

3. Understanding; relating the words being read to the meaning of the passage as a whole.

4. Comprehension; relating the information to one's whole body of knowledge

5. Storing the information in memory efficiently and effectively

6. Recalling the information where and when it is needed

7. Making effective use of the information and communicating it successfully to others; and also communicating it to oneself, thinking clearly

(Reading by C. Peter Russel from the book, Reading for Meaning (NCERT Publication)

Now let us try and understand the difference between the processes of getting the global meaning (gist) of a text and making the local meaning (meaning of each and every sentence) of it. Reading and working on a brief paragraph given below may help us understand them better.

*The sea is our ecosystem of last resort. Destroy or seriously **impair** the oceans and we **obliterate** not only the diverse and bountiful life **harboured** there but **ultimately** ourselves as well. A dead ocean **portends** a dead earth. Most marine experts are profoundly disturbed about this possibility.*

Now if I ask you whether you have understood the above paragraph, you may say 'no' or 'somewhat' because of a few difficult words figured in it. But, I am sure you might have understood the main idea of the paragraph, how important saving the ecosystem of the ocean for our own survival is. This means you have followed the gist/global meaning of the paragraph but could not get the local meaning. However, if you look at the paragraph a little carefully, you will realize that knowing the overall idea of the text can help you make sense of each and every sentence as well. Let us start doing it by guessing the meaning of the difficult word by substituting them with the easier words.

1. 'impair' could be substituted by 'spoil' or 'damage' because the paragraph is talking about the destruction of the eco system and the word preceding this word is 'destroy'
2. 'obliterate' can also be substituted by words like, 'destroy' or 'wipe out' because here the paragraph is talking about obliteration of not just ecosystem but humans as well
3. 'harbored' word has been used after 'bountiful life'. So it should mean something positive and if earlier negative terms like, 'damage' and 'destroy' were used in the context of ecosystem, 'harbored' should indicate life being saved, protected.
So you must have understood by now how global meaning helps in making guesses about local meaning.

After reading about the entire process of reading you may be wondering as to how we are able to do all this while reading and yet maintain a reasonable speed of reading. In fact, reading with speed helps us read better.

2.3 Importance of reading with speed

In this section we will first try and understand how reading with speed helps us in understanding the text better. Then we will try and understand how eye and brain work together to make the process of reading possible. Later in the section we will get to know more about becoming a skilled reader.

Try to read the following texts.

i)   I j u m p e d o v e r t h e b e n c h a n d s a t d o w n a t m y d e s k. N o t t i l l t h e n, w h e n I h a d g o t a l i t t l e o v e r m y f r i g h t, d i d I s e e t h a t o u r t e a c h e r h a d o n h i s b e a u t i f u l g r e e n c o a t, h i s f r i l l e d s h i r t, a n d t h e l i t t l e b l a c k s i l k c a p, a l l e m b r o i d e r e d, t h a t h e n e v e r w o r e e x c e p t o n i n s p e c t i o n a n d p r i z e d a y s.

ii) sit ting qui et ly li ke our sel ves; ol d Hau ser, wi th his thr ee-cor ner ed hat, the for mer ma yor, th e for mer post mas ter, an d se ve ral oth ers be sid es. Eve ry bo dy loo ke d sa d; an d Hau ser ha d bro ught an ol d pri mer, thu mb ed at the ed ges, an d he he ld it ope n on his kn ee s with his gr ea t spe cta cles ly ing ac ro ss the pa ges.

iii) While I was wondering about it all, M. Hamel mounted his chair, and, in the same grave and gentle tone which he had used to me, said:

Which one could you read with the best of your speed? And which one you could understand easily? Hope, to both the questions your answer is the third. What made it easy for you to read and understand the third one with speed and ease? The answer to this question can be found in **C. Peter Russel's article on reading which has been included in NCERT book on Reading** and talks about science of reading. Here are a few excerpts from the article selectively to help you understand the physiological and cognitive processes of reading.

Children are normally considered to have learnt to read once they are reading silently without moving their lips and without tracing the words with their fingers. But in terms of the fantastic amount of visual information that the brain can take in and retain, they are all very poor readers…We have simply not been taught how to read visually(by moving your finger or a pencil fast over a line and then following the visual image of finger or pencil to move through the line). This would speed up our reading to several thousand words per minute. Nor have we been taught how to maximise both our comprehension and our retention of what is read. Learning to read is seen as learning to recognise the letters and put them into words. Yet these are only the first stages in the reading process.

Eye movement in reading

…The visual information is picked up by the eye in a few hundredths of a second and is quickly sent on its way to the brain. The brain itself takes a quarter and a half of a second to process and recognise the visual data. While this is taking place, the eye is already moving on the next point of fixation, often on to further fixation points. Thus, the eye will usually be a phrase or two ahead of what one is conscious of reading.

Although the sharpest perception occurs at the fovea, images that are off centre are still seen but less clearly. This off-centre vision is called peripheral vision. We often talk of it as 'seeing out of the corner of the eye'.

Peripheral vision performs the most valuable function during reading. Words that lie ahead of the current point of fixation will be partially received by the eye and transmitted to the brain. On the basis of this slightly blurred view of what is coming, the brain will tell the eye where to move to next. Thus the eye does not move along the line in a regular series of jumps but skips redundant(unnecessary) words and concentrates on the most useful and distinguishing (different) parts of the text.

Most readers do not continue to read along the line in a steady sequence. Much of the time their eyes are jumping back to check on words already 'read' and even on words in the preceding line. This back skipping is called regression. Generally, the more skilled a reader, the less regression there is.

113

Why read left to right

What we see to our left (the left visual field) falls on the right retina of each eye and is transmitted to the right side of the brain. Conversely, the right visual field of each eye is transmitted to the left side of the brain. Since the left hemisphere is better at verbal tasks, whatever lies in the right visual field will have its verbal content processed more quickly than that which lies in the left. Experiments have shown that when words are briefly flashed to either the left or right visual field. The words flashed to the right are recognized more quickly than those flashed to the left.

Recognition

Once the visual information has been received by the brain. It has to be recognized and given meaning. As soon as the data arrive at the visual cortex at the back of the brain, they undergo feature analysis. The data are broken up into their basic constituents of lines, curves and angles, the whole process taking only a few hundredth of a second.

It appears that letters are also recognized holistically, that is, as informational wholes in their own right. Not only are individual letters recognized holistically, but common words are often recognized and treated as single units…Words can also be recognized when they are in peripheral vision and the individual letters are too blurred to be recognized.

When we read, we can take in about five chunks at a time. A chunk may be a single letter, a syllable, a word or even a small phrase. The more meaningful the material, the easier it is to understand, and the larger will be the chunks.

Redundancy

There is a large amount of redundancy in printed English, and much of the material can often be omitted without any loss in meaning…The brain knows that only certain arrangements of lines and curves are going to occur and fits in the letters according to the general gist of the whole thing. It is this redundancy that allows a pharmacist to read a doctor's prescription. The reason many people find doctor's prescriptions illegible is that they are searching for the correct word out of millions of possibilities. The pharmacist making up the prescription has only to pick the right word from a few hundred possibilities. This means that the writing need contain less information and that more of it is redundant.

The information we have read in the box must have given you insights into the art of skilled reading. Can you now list out the practices that help us become skilled readers?

Did your list contain the following?

1 Reading with speed is a necessity for skilled reading which requires that we do not keep going back to the already read words, lines etc. for better comprehension because it hinders the speed and also the process of understanding the text.

2 It is important for a skilled reader that she takes a large chunk in one eye movement and stops the movement of the eye only at important content words because many words in a sentence serve only a grammatical function and are not required to be read for meaning making. For example, in the previous sentence, if you stopped your eye movement only at 'words', 'grammatical function', 'not required', and 'meaning making', you would understand the whole sentence fully with a cursory glance on the other words.

3 Using peripheral vision during reading makes it fast and accurate as you have read in Peter Russel's article.

4   Getting really interested in the content/ reading material. Feeling motivated to read is important for a better reading speed and good comprehension.

5   It's a good idea to preview the book/material before reading it by turning the pages of it, looking at the pictures, headings etc. in order to get the theme/ over all idea of it.

1. Reading Strategies

To know what reading strategies we use or we should use in order to become proficient readers, let us do the following tasks:

1. Read the paragraph given below and find out how you make sense of the difficult words.

> *Madhya Pradesh's tableau, a beautiful display in the Republic day function in New Delhi was a major show stealer, a great attraction, especially for children due to the presence of the legendary, a famous and well known character of Mowgly, the hero of Rudyard Kipling's The Jungle Book. The tableau based on this archetypal work, a literary classic, stood out for its theme and attractive presentation.*

So which words did you find difficult to understand when you went through the passage for the first time? Were they 'tableau', 'show stealer', 'legendary' and 'archetypal'? Could you guess their meaning during the second reading of the passage? I am sure you could. Did you also visualize the scene of the Republic day Parade? Let us go through the process of meaning making of these difficult words. The background knowledge you have of the Republic day function -that there is a display of the glimpses of cultural life of different states- you might have brought to the text to understand the meaning of the word, 'tableau'. Besides, the knowledge of the structure and syntax of English language- that a comma after a noun and a word or phrase after that usually describes the preceding noun which might have helped you conclude that the meaning of the word 'tableau' could be close to what is given after the comma. Similarly, you could have predicted and confirmed the meanings of other difficult words with the help of your understanding of the context and the syntactic cues available in the text.

Let us now explore the strategies of reading further with the help of the following exercise.

2. Try and fill the blanks with the suitable words. Also mentally note the process that helped you fill them.

    Kalpana Chawla, the _____ Indian woman astronaut, was _____ enough, to make her career in aeronautics. She was an _____ friend and colleague, a role model. She had dreamt about flying when she was a _____ child. How she joined NASA is an _____ story. Initially, she joined NASA as a _____ scientist. She was later inspired by the _____ Indian pilot, JRD Tata. Her first mission in the Space Shuttle Columbia was on 19th November 1997.

    So how did you go about it? Did you, first of all, go through the entire paragraph to know what it is talking about? Now let us talk about the process of your filling the first blank. Did you realise this blank and probably most other blanks too should have adjectives in them? And did the words that come to your mind for the first blank were 'great', 'famous', 'only', 'well known', 'first'? While trying to figure out as to which word should fill the blank, did you also ask yourself some questions, for example, was kalpana chawla the only Indian woman astronaut or the first one, or other such questions?

So which strategies did you use in making meaning of the paragraphs given in the above exercise? Making prediction/hypothesis, confirming it, visualizing (the scene of the Republic day parade), questioning your choice of the word/s, making associations (between what is given in the text and your own experiences), clarifying and summarizing (after making sense of the text yourself).

Try making meaning of the following passage to understand the use of reading strategies better.

People usually shudder(tremble out of fear) when we mention_____. This is unfortunate because most _____are harmless and interesting creatures. The mother___cares for her baby just as carefully as a human. The _____carries her baby with her for the first two weeks of life. Like all mammals, she provides it with milk by nursing it. By the time it is two weeks old, its wings are ready for flight. A_____wing is unusual. It really is a thin skin that stretches from the arm like front limb, along the body, to the hind leg. The flying habits of _____are amazing. Although they fly only at night when it is dark, they never strike an object _____ cannot see in the dark, but they have a special sense that warns them before they fly into an object.

The passage demonstrates how we use predicting, confirming and integrating strategies. Reading such a passage helps us realize that meaning is constructed from the text as a whole. Through a sampling of the print, readers confirm predictions and predict subsequent meaning; tentative meanings are confirmed or disconfirmed depending on information met later in the passage. Having tried a number of possibilities-snakes, slugs, war, inflation-most of us have realized we are reading about bats with the reference to wings. Knowing bats are the only mammal which can fly allows us to establish a meaning for the missing word. The remainder of the passage provides confirmation, at the same time offering what may also be some new confirming and integrating…

How can we help students develop more fluent reading strategies? One major objective should be to help them overcome the obstacle of unknown words. Because many non-fluent readers think reading is an exact process, involving the accurate identification of every word. They usually stop when they come to something they don't know. Many of them try at that point to "sound it out" usually with little success. In the meantime they

have forgotten what they have been reading about. We need to help students understand that the meaning of the whole doesn't depend on being able to identify every word. We can help them realize there are a variety of decisions they can make when encountering something unfamiliar. They can do what fluent readers do.

-They can try reading on to see if what comes later in the passage offers more information

-They can try substituting a 'placeholder'-something which makes sense until some new information makes it necessary to try something else.

-They can choose to reread, to see if they have missed something which would help specify the meaning.

-They could decide to make no decision for the moment, to read on and later return to what is unfamiliar if it seems crucial.

(From Judith M. Newman's article 'What about Reading')

2. Skills of reading

Skills are the abilities required to do a job well. And here, the job is, reading. So far we have read about the meaning of reading and the mental processes that are involved in reading. In this segment, we will read about what makes reading possible.

4.1 Scanning

In our day-to-day life, we read a variety of things, from bill boards to newspapers to shopping list and legal documents, novels, stories, and many other things. Do we read them all in the same manner and with the same focus ? When we look at the the electricity bill or mobile bill, we are interested in knowing the amount we are required to pay. At the most we can check the month. So we scan through the bill to look for the amount needed to be paid or when we search for some particular number in a directory, we don't have to read each and every name and number carefully, we run our eyes through the pages and stop only at the name or number we are looking for. This skill is called **scanning.**

4.2 Skimming

But we do not read just the bills but many other things as well. For example, imagine how you begin reading a novel, story or a news report. You read the jacket of the novel or book-containing a brief information about the book and the author- in the first place, look at the pictures printed on the cover pages and inside the book and then proceed to read the introduction, or in case of a news story, you read the main points of the story before reading the complete story. Why do you do so? To get an overall idea about the book, story etc., to find out if it will hold your interest or not. This skill of forming the preliminary opinion about the text is known as **Skimming.**

4.3 Extensive reading

When we read longer texts, novels, real accounts of people's lives etc. for pleasure, we don't have to read each and every detail of the story carefully. Many things in the story are predicted in the course of the reading. So when we reach to that part, we don't have to spend much time on it. This kind of reading is known as **extensive reading**.

4.4 Intensive reading

On the other hand, when we are preparing for some exam we read each and every part of the text with great attention, or when we read legal documents, we can't afford to miss any detail of it. So we read each and every word extremely carefully. This is what we call **intensive reading.**

However, reading skills are not limited to only the above four. There is a long list of the skills which are necessary skills for reading. They are:

- Recognizing the script of a language
- Deducing the meaning and use of unfamiliar lexical items
- Understanding explicitly(clearly) stated information
- Understanding information when not explicitly stated
- Understanding conceptual meaning
- Understanding relations within the sentence
- Understanding relations with between the parts of a text through lexical cohesion devices
- Understanding cohesion between parts of a text through grammatical cohesion devices
- Interpreting text by going outside it
- Recognizing indicators in discourse

- Identifying the main point or important information in a piece of discourse
- Distinguishing the main idea from supporting details
- Extracting salient points to summarize(the text, an idea etc.)
- Selecting extraction of relevant points from a text
- Basic reference skills
- Transcoding information to diagrammatic display

(From Reading and Reading Comprehension byFrançoise Grelet)

3. Development of vocabulary

A good vocabulary is a prerequisite for an efficient reading. On the other hand regular and independent reading enriches one's stock of vocabulary. However, the mechanical ways of increasing one's stock of vocabulary (e.g. writing down and learning words and their meanings) do not yield results as in the first place, it is very difficult to keep a huge number of words in your memory unless they pass through your mind a number of times and become a part of your experience. On the other hand, even if one is able to learn a huge number of words, they are of no use until they are made a part of one's experience either by the way of reading, thinking or speaking wherein the words are placed in certain context and get registered in one's mind in association with that context.

So the mechanical exercises that are done in our classrooms to help the students enrich their vocabulary hardly prove useful. However, what helps us build vocabulary is a continuous engagement with the target language through listening, reading, conversation, discussions etc..

As you must have experienced that every language has a stock of vocabulary that is in active use. You get to see those words almost everywhere. For example, commonly used verbs, nouns and adjectives along with grammatical terms like, prepositions, helping verbs, articles etc.. Such vocabulary of a few thousand wordskeeps passing across our eyes and ears a number of times through some or the other context and that's why it gets registered in our mind easily. Another kind of vocabulary is passive vocabulary which comes to us as additional vocabulary that adds richness to the language but is not absolutely necessary for making meaning. Since,we do not encounter it so often, we have to make some efforts to bring it into use by consciously deciding to use it to create an impact. Another kind of vocabulary is linked to some specific subjects/area

of study, for example, medicine, journalism, business, finance etc.. The words used in them are, generally , understood by the people who study or work in these fields whereas, others don't have any familiarity with the jargons used in them because they don't require them for anything in their life.

So what needs to be mastered by all is active vocabulary which forms the building blocks of a language without which it's impossible to make use of that language for any purpose and that can be acquired only through a continuous and sustained engagement with a language through various modes as mentioned above.

5.1 Vocabulary building through learning of word formation strategies:

The word stock in any living language keeps growing by the way of borrowing of words from other languages (e.g. words like curry, bazaar, hallabol etc. have now become a part of English dictionary), creating words by adding prefixes or suffixes (un+lock, un+necessary, ir+relevant, happi+ly, priorit+ize etc..) compounding words and making a new word(black board, veg.cutter etc.), clipping words by making them short(ad. for advertisement, govt. for government, lab. for laboratory, photo for photograph etc.), blending two words into one (biography+picture=biopic, smoke+fog=smog, motor+hotel=motel).

5.3 Homonyms and homophones

To understand the difference among homonyms, homophones, homographs, just have a look at the following table. Later, try and find more such words of each category.

Homonyms	Homophones	Homographs
Multiple meaning words	*Words that sound alike*	*Same spelling, different pronunciation, different meanings*
the **spruce** tree... to **spruce** up...	**addition** for math **edition** of a book	**desert** = abandon **desert** = area of land
suit yourself... wore a **suit**...	I want **to** go I like it **too** One plus one is **two**	**bass** = fish **bass** = instrument
weigh on the **scale**... **scale** the wall...	**capitol** building state **capital**	**close** = nearby **close** = to shut
the price is **fair**... go to the **fair...**	pick a **flower** bake with **flour**	**bow** = to bend down **bow** = ribbon

(Source: spellingcity.com)

4.   Using reading as a tool for developing reference skills

Does reading help in developing reference skills? Think about it and read the following paragraph and then think as to how you can understand it fully.

> '*Socrates has shown that there are confusions in conventional morality : Thrasymachus rejects it altogether and maintains that human behaviour is and should be guided by self interest. He represents a type of view that was not uncommon in the fifth century, among the Sophists in particular, and which has indeed always had advocates. The precise interpretation of Thrasymachus' presentation of it is a matter of controversy(cf. Cross and Woozley, ch.2) and Plato's treatment of him is unsympathetic, making him noisy and offensive.*'
>
> *(From Plato's 'The Republic')*

Now tell how much of the above paragraph can you make sense of only with the help of dictionary. Of course, you can look up the difficult words in the dictionary. But can dictionary help you understand who the Sophists were and what their views were. Or what could be the precise interpretation of Thrasymachus' presentation of his statement? Or who was Thrasymachus in the first place and what was his difference of opinion with Socrates? Questions like these can be answered only with the help of encyclopedia or internet and without knowing the answers to these questions you cannot make complete sense of the paragraph.

So reading difficult texts/texts having references to something else which is not there in the text makes you search some other sources for getting to know about the people/things/places/ideas etc. of the references. This, in turn, helps you improve your referencing skills.

6.1 The Reading Class
1 Motivate your students to read

 In your classroom, you can provide students with opportunities to read English from the textbook as well as other English language resources, such as story books and children's magazines. Your students will have varying levels of ability in reading English, requiring varying levels of support from you. Research has shown that, whatever level of reading skills they might have, it is important to provide students with daily opportunities to experience reading pleasurably.

It is important that students are motivated by a genuine desire or need to read. How can you make reading motivating for your students on a regular basis?

Here are five key actions you can take that will help motivate your students to read.

1. Show the students that you are a reader yourself. Talk about what you like to read and share suitable examples with them.
2. Create a reading environment in your classroom with library or book corner.
3. Make time to read aloud in class just for pleasure, not just for teaching language skills and tests.
4. Talk to your students about what they like to read (and what they don't like to read),.
5. Make time for quiet independent reading in your classroom.

Case Study 1 : Mrs Shanta makes a class library

Mrs Shanta is a primary school teacher of Class V in a co-educational government school. She is a very keen reader who reads whatever she can lay her hands on and knows the benefits of reading. She explains here how she went about making a class library.

I observed that most of the students in my class didn't have any books at home and were very reluctant readers. Although my students had the opportunity to borrow books from the school library once a week during the library period, I felt they were not very interested in reading them. I started thinking about how I could encourage my students to read more books and other print material. I examined my classroom and found that I had very few books for my students to read. Moreover, because the books were kept inside a cupboard, they were often not visible.

I, therefore, decided to make some changes. First, I decided to increase the number of books I had with me. I asked my colleagues if they had any surplus books, which I then added to my supply. I also decided to spend all my annual allowance for purchasing teaching and learning materials on books. I bought many interesting, inexpensive books from the National Book Trust and Children's Book Trust. With the help of my students, I also made some story books using notebooks and magazine pictures.

While selecting and making the books, the most important thing was to ensure they would be appealing to my students. I included picture books, easy-to-read books (designed to be read by emergent readers on their own), fables and folk tales, poetry books, novels, biographies, jokes

and riddle books, comics (including Spiderman), books on sports, and books on making things. I also borrowed children's magazines from the school library.

My next task was to create a library in the corner in my classroom, with shelves and a reading area. I asked my students' advice as to where this might be. Initially they felt that the room was too small to accommodate this, but when we rearranged all the furniture we were surprised to see that everything could fit in.

I placed a mat in the library corner because most of the children found it more comfortable to read while sitting on the floor. I obtained some attractive posters, free from book sellers, to encourage reading. A chair provided a place for me or one of the students to read aloud to the other students.

The students referred to the corner as a special place. The physical presence of the book corner gave them the message that books are so valued that space should be taken from the rest of classroom to make room for them. The students asked for more books, more time to use the corner and permission to eat while reading the books.

Following my example, other teachers in the school started their own classroom library as well.

Activity 1: Talk to your students about starting a class library

Before the lesson, make a list of books or other reading materials that you could collect in order to start a class library.

During the lesson, tell your students you want to make a library corner in their classroom. Write the following questions on the board:

- What are the books you have read?
- Which ones did you like, and why?
- What kind of books would you like to read?
- Are there other things you would like to read?

Then divide students into pairs and ask them to ask each other the questions that you have written on the board. Give them a few minutes to do this and then bring the class back together to write their ideas on the board.

After the lesson, consolidate their ideas. Look again at your own list. Do their ideas match with yours? What did you find out?

2 What can reading do?

Reading has a crucial role to play in creating independent learners and in increasing the educational attainment of individuals. Reading is the basis of a student's success at all levels of education: primary, secondary or tertiary. Developing good reading habits is vital to a child's future – not just academically, but in everyday life as well.

Here are four important reasons for developing reading habits in students:

- **Reading develops vocabulary:** The more a student reads the more new words will find their way into their vocabulary. Reading exposes students to words and phrases that they might not hear in every day speech. As a teacher, when you read aloud to your students, you are not only helping to prepare them to learn to read; you are also exposing them to the rich language that they otherwise might not hear or read on their own.

- **Reading increases the attention span of children:** Encouraging good reading habits from an early age develops your students' attention span and allows them to focus better and for longer periods of time.

- **Developing reading habits early leads to a lifelong love of books:** Students with good reading habits learn more about the world around them and develop an interest in other cultures. Reading leads to asking questions and seeking answers, which expands students' knowledge on a constant basis.

Pause for thought

What do you like to read yourself, in English or in any language? Poetry, novels, biographies, newspapers, information books, or something else?

> *What do you think your students enjoy reading for themselves, in English or in any language?*
>
> *Do you have any of these texts in your classroom? Why or why not?*

3 The teacher's role

As a teacher, you play a critical role in influencing your students' attitude towards voluntary reading – especially if they come from families with no education or if their parents do not understand the importance of reading. If students do not associate reading only with drilling and testing, they associate reading with pleasure and enjoyment, as well as with language skill development, they are more likely to become voluntary lifelong readers.

As mentioned above, one of the most important things you can do is to be a role model for pleasurable reading. Show your students regularly that you are a reader who loves books and reading. Tell them what you have read lately – this might be a story, or it might also be something in the newspaper or in magazine, or even something you read on an advertisement or billboard. Talk to them about what you like to read for enjoyment. Start a conversation and show interest in what they like to read.

A teacher speaks from experience

Bhaskar is my student studying in Class V. He is a very good football player and an ardent fan of David Beckham, but he has limited reading skills. During the reading period he would do everything but read!

I thought about this. What could I provide that he would want to read? How could I encourage him to find reading pleasurable? I got some football magazines and the sport sections of newspapers. I put them on the shelf open. When Bhaskar saw this, he was so excited that he immediately picked up the magazine and started reading. After a few days I observed him reading the newspaper with some other children and checking out the weather.

4 Reading aloud with expression

 You will know how much students love to imitate their teacher: what you do and say, they will do and say. When you read aloud to your students – for pleasure rather than as a language drill –

you can inspire them to become expressive readers themselves. This can help your students improve their pronunciation of English.

Try this in your classroom

Choose a short story or a poem that you think your students will enjoy. (It does not need to be from the textbook.) Read the story or the poem aloud. Then invite a student to read the story to the rest of the class. The student may have memorized some or all of the text, but this is fine – let the student imitate the way you read with expression and enthusiasm. Sit with the other students and show them how to be a good listener. Join in if there are choral parts to the reading.

You do not need to attach any drills to this kind of reading aloud. Simply focus instead on the pleasure and enjoyment of reading.

Case Study 2 : Nandini develops enjoyable reading routines

Nandini teaches Class III in an elementary school. She really wanted her students to become voluntary readers – read how she went about this.

I had spent lot of time teaching my students reading skills and have a small collection of books in my classroom library. But I noticed that my students associated reading with drills and tests rather than doing it for enjoyment. I therefore took following steps:

- **I read to them aloud :** I began to read aloud to my students just for pleasure every day. When I did this, there were no drills and tests to follow. This made them associate reading with enjoyment.
- **I talk to parents:** During the parent / teacher meetings I talked to my students' parents about the benefits of reading. As many of the parents could not read themselves, I asked them to ask their children to talk to them about what they read in school. However, I discovered that a few parents could read in English and invited them into the classroom to read aloud to the students themselves.
- **I have a daily reading routine:** I wanted my students to read for pleasure for at least 20 minutes every day. I knew that if they could choose books that interested them,they would be more likely to read voluntarily. With the busy teaching schedule, it was a challenge to carve out 20 minutes for independent reading, but I felt it was a priority. The

reading period was generally quiet, but a little talk and movement was acceptable. Initially the students used to close their books immediately after hearing the school bell – but as they started getting interested in reading, they didn't want to stop.

- **I monitor students' reading habits:** I developeda simple system to keep track of students' reading. I kept a weekly reading log in which students recorded the date, the title of their book, and number of minutes spent on reading each day of the week.

- **I try to be a role model:** When my students first began to participate in the independent reading period, I would circulate books among them to see what they were doing and to help them if necessary. As they began more to read on their own, I decided to read independently in the classroom as well, as a way of modelling this practice to my students.

- **I encourage a system of reading buddies:** I decided to pair students so that the ones who were less interested in reading could be inspired by the more enthusiastic ones. In my class there was a girl named Ritu who was usually very quiet, but who seemed to be enjoying taking turns to read out load and discussing the accompanying pictures with her reading buddy.

- **I talk to my students about books:** I make an effort to talk to the students about what I am reading and what they are reading. I praise their efforts and achievements in reading in English.

Look around your classroom and think about how you could arrange the space and furniture to make a small class library in a corner. Make a list of:

- Books you can get from the local library
- Books you can make
- Magazines you can get
- Posters about books
- Any other reading materials.

5 Monitoring students' progress

Continuous and comprehensive evaluation (CCE)

Observe the behaviour of at least five of your students while they are listening to stories, browsing books or reading independently. You may find it helpful to use a checklist similar to Table 1 for this purpose.

Table 1 :- Checklist for assessing students' attitudes and abilities with regard to reading:

Name of student:			
Class:	Date:		
Statement	Always	Sometimes	Never
Listens attentively while being read to			
Responds with questions and comments to text read to them			
Asks to be read to			
Handles books appropriately			
Voluntarily browses the books and other reading material available			
Leafs through reading material voluntarily, paying attention to the pictures			
Reads voluntarily, paying sustained attention to the text			
Additional observations:			

How can this kind of information help you tailor the kind of support you can give to individual students?

How might you use this kind of checklist to assess a student's progress over time?

Shared reading in the elementary English language classroom

Shared reading is different to reading your students a story aloud. In shared reading, you:

- Encourage all your students to follow the text that you read aloud and have them join in, repeat after you or read in chorus.

129

- Lead your students in reading a text.
- Model the reading process: how to read with expression, how to work out unknown words and how to enjoy reading.
- Choose books that have the potential for teaching new vocabulary and language structures.
- Plan how you will use the book with your students and think about what you will do before, during and after the reading.

Shared reading, offers a valuable opportunity to assess your students' participation, understanding and reading skills.

Modelling reading strategies

In shared reading it is especially important to model to students what to do as a reader when you come across a word you don't know. Even when students can decode an unfamiliar word by using their knowledge of letters and sounds, they still may not know what it really means. There are different ways they can try to work this out, such as:

Classroom management

Shared reading can be done for the whole class or in groups across the week. If you want to lead shared reading in a small group, you need to plan activities to keep the rest of the class engaged. But if you have a few fluent readers or older students in your class, you can assign one of them to read aloud to a group, giving clear instructions to the reader and to the group. You can then monitor groups throughout the week. Shared reading is a good opportunity for assessing students' reading, participation and understanding.

When reading aloud is going on in small groups, voice management strategies need to be in place for students so that their reading does not disturb the other groups. It is important to discuss and create a few class rules for voice management during reading times so that objectives of the activities can be accomplished.

Case Study 1: Miss Samreen facilitates shared reading in her class

Miss Samreen is a teacher in Bihar who has incorporated shared reading into her Class I elementary English lesson. Read about her experience of using this technique with her students.

First I prepared a big book, so that my students could see the words and pictures easily. The story was 'A Little Red Hen' and I adapted it from our English textbook, so the students were already familiar with the story (see Resource 1).

I grouped the students around me, making sure they could all see the pages.

Before the reading, I explained we would be reading a book together. I showed them the cover and reminded them that we had read the story in our textbook the day before. I asked them if they could remember anything about it. They called out the names of one or two of the characters that they remembered.

I then explained that they should follow my finger as I moved it under the words in the book, listening to me and reading aloud together. I checked that they understood the instructions by practising doing it with the title of the book, which was familiar to them.

I began by asking the students 'Are you ready?' Then I turned to the first page, reading the text aloud slowly and clearly, following it with my finger. The students hesitated a little at first, but after one or two began to copy me, the others joined in, becoming more confident with each new page. In order to emphasize the pronunciation of the words, I exaggerated the intonation slightly, changing the voices to match each character.

Where I could, I made gestures and actions that the students could copy as they read, such as nodding or shaking their head, or waving their hand.

Because the students were new to shared reading, I focused mainly on the progression of the story and its characters to capture their attention and keep the momentum. Sometimes we paused before starting to read the page and I pointed to a character or picture, asking them 'Who is she?' 'What is that?' or 'What is he doing?' and the students shouted out their simple replies. Whether they were entirely accurate or not was not so important; the intention at this stage was to encourage their participation and build their confidence in reading together. In order to vary the pace and create an element of suspense, I also asked them 'What do you think happened next?' before slowly turning to the next page.

The story contains repeated phrases. On the second or third repetitions, I paused slightly at the start, students continued to say the phrase themselves. They seemed delighted to have done so, seeing it as a kind of game.

When we had finished the book, I asked the students some simple questions about it. I told the students to raise their hands if they knew the answer rather than selecting one and making them respond. This gave me an idea of how much they had followed the story. Where necessary, I paraphrased their answer, repeating them once or twice and phrasing them. If the students became too eager and it was difficult to hear their responses, I reminded them how important it was to listen carefully to one another and take their turn.

I plan to read the story again with them, perhaps focusing on some of the letters, words or sentences.

Pause for thought

- What did Miss Samreen do to prepare her students for the shared reading?
- What techniques did she use to maintain their attention during the shared reading?
- How did she bring the activity to a close?
- Is there anything you particularly liked about her lesson? Is there anything you would have done differently?
- Which of these techniques do you already do with your students?
- Which techniques would you like to incorporate more frequently into your classroom practice?

Activity 1: Choose a story for shared reading

Select a story you want to read aloud. It could be from the textbook or from any other book. The length of the story should be short – let the actual narration not take more than 10-12 minutes. Choose a story that suits students' present level, so that it is sufficiently challenging and interesting to them.

Make a note of the criteria you used to select the story, for example

- It is based on the students' interests
- It is based on your interests
- The students' background
- Your familiarity with the story
- The students' language level

- Your level of confidence with English
- Any other criteria, e.g. topic, language development, etc.

See Resource 1 for an example of a suitable story.

Practise reading the story aloud, slowly and clearly. Read with enthusiasm and expression. Record yourself if possible (you could use your mobile phone for this purpose), or read aloud in front of a colleague or a member of your family.

Make a list of any vocabulary that you want to introduce before reading, e.g.,the use picture cards or the mother tongue to communicate their meaning?

Note the specific teaching points you want to focus on:

- Letters and sounds, rhyming words
- Vocabulary development
- Word recognition
- Sentence structures and grammar
- Characters and story-building .

Think about how you will introduce the book and organise students for the reading. Will you, for example, look together at the cover of the book and talk about what might be inside it? Then you should prepare questions to ask:

- During the reading – identify points in the story where you can stop and ask students to predict a word, or predict what will happen next.
- After the reading – how will you evaluate students' understanding?
- Could you make a big book of the story you have chosen? Big books are easy to make, as you will see in Activity 3.

Guided reading in the elementary English language classroom

In guided reading you organize students into reading ability groups where they have individual books or a big book geared to their reading level. You should spend enough time with each group, listening to individual students, take turns to read aloud and talking with them about the book. As you work with each group, the other groups must be working independently. Guided reading gives you opportunities to assess the reading levels of students by listening to them read and asking them comprehension questions. You can also ask what students like about the book,

or what they find interesting or funny. This gives them time to talk about reading in an enjoyable way.

When you set up students to read in groups, it is important to give them an additional task to do when they finish their reading, such as drawing pictures of characters, worksheets, writing a new ending to the story or designing a new cover for the book. This additional task can act as a reward and keep students motivated because they will all read at different speeds and therefore finish at different times.

If you are not familiar with guided reading, read Case Study 2 below. Think about how you could implement this practice in your classroom.

Case study 2: Famida facilitates guided reading in her class

Famida teaches English to classes III and IV. It is a multi-grade class with 46 students,who are at different levels and reading session is for two periods of 80 minutes' total duration. Read below Famida's account of how she organized the class.

First, I made the students sit in six groups: five groups of eight and one group of six. I took the help of four students to organize the seating, calling out the name of each student and assigning a group to him or her. While assigning a student to each group, I was careful to ensure that students of similar reading ability were grouped together. Students in one group can barely read and I gave this group a big book I had used at the beginning of the year, based on a class II text. Students in two groups could read fairly fluently. To one of these groups I gave story books I had borrowed from the school library; to the other I gave a collection of simple stories I had been compiling from students' section of newspapers. Students in two other groups were familiar with letters and sounds, and could recognize some sight words. I asked them to use their English textbook lesson.

The six students in the last group were those who required special help: one child was blind, one was dyslexic and four were migrant students who had joined school only ten days earlier. I gave the blind child tactile letters that I had cut out from sandpaper, as was advised in the training on inclusive education I had attended in the summer. I told her to feel these letters and guess what they were, and that I would come back to help her. To the other five I gave a large picture book

that my own son has now outgrown reading. I told this group to take turns to read the picture book and talk quietly about what they could see in the pictures, and that I would come back to help them.

Monitoring and assessment

I planned to observe three groups of students: two that are struggling to read and one that has students who are fluent readers. Within the 80 minute double period, I also wanted to ensure that I spent time with all the groups of students.

Once the students settled in their groups, I spent about five minutes moving around from group to group ensuring that they were all reading and had understood what was expected of them. Once I was satisfied they were settled, I spent 10-15 minutes with each group, listening to and asking them questions to gauge how much they had comprehended what they had read. As I did this, I used a checklist I had prepared beforehand against each student and made very brief notes where necessary.

Classroom management

By the time I reached the third group, two students in another group had started quarrelling. Most students in the first group had finished reading what was assigned to them and were clamouring for my attention. For a moment, I must admit, I felt flustered. I had planned to spend more time with the third group because they have been struggling to read despite their best efforts. I had to act quickly; I separated the two students who were quarrelling and put them into different groups, telling them to help each other and that I would be watching them to see if they achieved this. I asked some of the students who had finished reading to make drawings in their notebook, depicting the story. I asked two others to read aloud the picture book to the last group. Only then I was able to spend the next 20 minutes with the third group.

By this time, the noise level in the class had been steadily rising as students had either finished reading or become restless. I tried my counting strategy: my students know that when I start counting slowly up to five, they must settle back into their places and stop making noise. Only five minutes are left before it is the lunch break. I quickly gave them a homework assignment of

reading and copying the label of any three products they find in their house or neighbourhood shop. I called the last group of six students aside and asked them to draw any three products and write the first letter as their home assignment. I asked the blind student to ask his mother to name three products and repeat them in the next class.

I made a note in my diary soon after the bell: to make time in the next class to work with students in the group who were given the library books, and the names of students who I did not hear read that day.

Pause for thought

Famida ran a very complex, multi-levelled set of classroom activities in a large class. There was a lot going on! Reflect on how your class is similar or different from Famida's and use the following questions to think about her strategies and techniques:

- What are some of the classroom management strategies she has adopted for group work?
- Have you used any of Famida's strategies for group work?
- What would you have done differently if you were in Famida's position? Why? Why not?

Famida used a big book, library books, the English textbook, small books she made from newspaper stories and a personal copy of a picture book. What resources can you use for reading group work?

Famida adapted a Class II book to make her own big book for Class III. Can you think of a class book that you could adapt so that it would be appropriate for readers who are more fluent or less fluent?

Activity 3: Make a big book for your class

1. Select a short story or a poem you want to help the students to read. This can be from your textbook, or could be something that you already know. You could also make up your own story or poem from your imagination. When you do this, you can incorporate students' names and local landmarks.
2. Break the text into chunks of two to three sentences.
3. Copy each of these chunks in large writing on the pieces of paper. Do not write more than two to three sentences on one sheet of paper.

4. Illustrate each sheet appropriately. You can also stick pictures on it or ask the students to do the illustrations.

5. Design an attractive cover page, or invite the students to do this after they have read the story.

6. Pin/tie together all of the sheets along with the cover page.

Resource 2 : Some examples of post – reading activities

First read the short story, 'A Different Kind of Duck'. Then look at the post-reading activities below.

'A Different Kind of Duck'

There was once a dog who wanted to be a duck. He lived on a farm with some ducks. Everywhere the ducks went, the dog too went.

The dog knew he did not look like a duck. Ducks have wings, and he didn't. Ducks' feet were big and flat, but his were small and round.

'I'll just be a different kind of duck,'said the dog.

One morning the dog was with the ducks when they took off into the air. The dog ran after them, calling, 'Come back, come back!' He jumped into the air and flapped his legs to fly, but he just fell down instead.

'This is no fun,' thought the dog. 'Maybe I should be happy just being a dog.'

Worksheet

1. How is the dog different from the ducks in this story?
   (a)   The dog lived on a farm.
   (b)   The dog has a bill.
   (c)   The dog has small, round feet.
2. What happened in the story that cannot happen in real life?
   (a)   The ducks swam in the water.
   (b)   The dog went everywhere with the ducks.
   (c)   The dog spoke to the ducks.
3. What would happen if the dog had wings? What would happen if you had wings?

Cloze sentences

Complete the sentences below using the appropriate words: 'flew', 'fly', 'lived', 'tried', 'wanted', 'tried', 'knew', 'ram', 'run', 'barked', and 'bark'.

1. A dog and some ducks …………….. in a farm.
2. Ducks can ………………….. while a dog can …………………………………
3. The dog ……………………. It cannot ……………………., but it ……….to.
4. When the ducks ……………. The dog ………………………. behind them.
5. Thought it ………………… the dog could not …………….It…………………… and thought, 'Ducks cannot ………………… like me.

In shared reading using a big book, you can 'cloze' words and ask students to predict the word that is covered. You can also cloze part of a word and ask students to predict the covered word based on the first letter they see. This is an effective way to help students focus on initial letter sounds of words. For example: 'Ducks can f……………….. while a dog can r……………….'

Summary Points:-

> 1. Reading is a form of meaning making, made possible with the fulfillment of three fundamental conditions, command of oral language, familiarity with the script and background knowledge.
> 2. There cannot be any reading without comprehension.
> 3. Reading skills are what make a person a proficient reader whereas reading strategies are what help a person in understanding a variety of texts.
> 4. There have been mainly two basic approaches under which all theories can be put, bottom up and top down. Bottom up approach puts emphasis on the mastery of the script(sounds, letters, words etc.) as here, the assumption is that meaning lies in the text whereas top-down approach stresses on enriching the oral language, experiences of the world/background knowledge of the reader which are very much required in making meaning of any text.

5. Vocabulary enrichment happens as a part of the overall development of language. The more opportunities a learner has of engaging with a variety of language in oral and written forms, the better her vocabulary will be.
6. Reference skills develop as one reads a variety of texts, related to a variety of subjects and also when she takes up the in-depth study of some subjects.

Test Yourself

1. A pre-reading activity/task is meant to trigger thinking in the reader around the topic of the text, that aids comprehension by helping her get an idea about the content and access her previous knowledge about it whereas, post reading activity/task is used to check reader's understanding of the text. Design a few pre-reading and post-reading activities/tasks around a textbook lesson of some primary classes.
2. Try and conduct a few activities mentioned in the section, 'The Reading Class' during some of your internship sessions and document your experiences in the form of an article highlighting the insights you gain about reading through this exercise, hurdles you face and the modifications that need to be made in the activities themselves.
3. Design a few exercises for your students/classmates where they have to use referencing skills to understand the given text.

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State Council of Educational Research & Training

M.P. Rajya Shiksha Kendra, Bhopal

D.El.Ed.

Reference Material

(Experimental Edition)

Proficiency in English

Unit – 4

Writing

Contents:

1. Objectives :

2. Introduction

3. Mechanics of Writing

      3.1 Strokes and Curves

      3.2 Capital and Small letters

      3.3 Punctuations

4. Improving writing skill

      4.1 Developing writing at the early stages of children's learning

      4.2 Paragraph writing

      4.3 Coherence and Cohesion

5. Different forms of writing

      5.1 Formal and Informal Letters

      5.2 Messages

      5.3 Notices

      5.4 Posters

      5.5 Advertisement

      5.6 Note making / Talking

      5.7 Long Compositions

            5.7.1 Report writing

            5.7.2 Daily Diary Entry

            5.7.3 Resume (Bio-data, Curricum vitae)

            5.7.4 Application for Job

6. Process of writing

7. Controlled and Guided writing

      7.1 Free and Creative writing

8. Summary

9. Test Yourself

10. References

Read the article, know about Sylvia Aston Warner who worked on writing then try to work on assignment to generate a discourse in class.

Unit – Four
Writing

1. Objectives

After studying this unit learners will be able to:

1. Improve writing skills of their students.

2. Know, use and teach the different forms of writing

3. Know, use and teach the different processes of writing

4. Teach mechanics of writing to their students

5. Use controlled and guided writing in the classroom

6. Understand and teach free and creative writing

2. Introduction

Have you ever thought why humans might have felt the need to write for the first time in the history of mankind? What do you think might be the reason –was it for sheer joy or was there any need behind the invention of symbols of writing?

Language is symbolic. Every sound in language is represented by phonetic symbols each representing a speech sound. It was the outcome of need for expression.

When human beings felt the need for distance communication and to preserve human knowledge to posterity they invented orthographic symbols representing different sounds. Combination of these symbols gave birth to words in language.

These symbols both in speech and in writing were shared by every member of the society in common.

Words so framed were associated with a meaning shared by every member of the society in common. The meaning that is conveyed by these words is of prime importance.

In other words we can say writing is the graphic representation of speech. Speech is used in direct or face to face communication whereas writing a means of indirect communication. Writing is prolonged expression of organised thoughts.

Before we probe deeper into the issue let us read the stories given below.

- *Amaan is a three year and three month old child. He loves to scribble on the walls of his house. Seeing him doing so his parents have brought him two notebooks which he has filled with his scribbling. When he draws something, he also talks about the picture which helps others to have an idea of what he is drawing. He seeks the help of elders too to get the things drawn. One day he asked his father to draw a water tank. After a few days, showing his drawing to his father, he said, "Papa see a tractor has come to supply water to Amaan's house." His father saw that he had drawn something very close to a tractor and a zigzag line was going from the tractor to the tank. On being asked what the zigzag line was, he said it was a pipe. Mama explained to father that he had drawn an incident that took place a few months ago when they lived in an area where water supply was scarce and people had to call water tankers to meet their daily needs of water. Amaan had drawn that from his memory.*

- *Punita makes X – ray drawings which means when she draws a person she draws his pants showing the purse in the pocket as well as money in the purse. And when she draws a horse rider, she draws the other leg of the horse rider too which, in fact, no one sees.*

- *Roopa is a three and a half years old child. One day when she came to know that on 22nd of that month her grandparents were supposed to visit her house, she asked her father where 22nd in the calendar was and then she drew two faces there.*

- *Munia notices that whenever people talk they make gestures necessarily. Interestingly enough, she has now started noticing that Papa raises his eyebrows when he says, 'what' whereas Mamma moves and twists her right hand while asking the same question. Once she was asked to tell a story at school she started the story with the sentence – 'once there was a big jungle' and made a gesture by moving her arms, spreading them around.*

- *Sona was playing with her brother. She took the cane of her Dada Ji and, putting it between her legs she made a horse out of it. She started treating it like a horse. When it hit the sofa she said, "Oh my horse hit the sofa", and when she was asked to eat her snacks she said, "my horse is also hungry and made a gesture as if she was feeding her horse, the cane."*

There are three important things we see in the examples discussed above.

 Children-

- Draw pictures
- They assign roles to the things
- They substitute or complement their words with gesture while talking.

    All these are representations/symbolization in which one thing represents the other (stick represents the horse, gestures represent certain actions/messages). Now, look at writing in which certain shapes (letters, of which words are formed) represent ideas/thoughts/oral language). So if other systems of symbols are learnt naturally by the children when they are presented to them as something meaningful, why should it be difficult for them to master the writing system/s provided they look meaningful to them.

    Samuel Johnson has somewhere said, "What is written without efforts is in general read without pleasure."

    Undoubtedly writing is one of the most important inventions in human history. It is used to keep a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories etc. Writing allows us to share our thoughts, ideas and feelings not only with our contemporaries but with the future generations also. As we have discussed already that good writing is not only about writing correct spellings and grammar and beautiful handwriting but more importantly, it is an ability to express one's thoughts clearly and effectively.

3. Mechanics of writing

Writing also involves a graphic representation of sounds used in a language. Writing any script should not be taught directly by teaching writing alphabet. There should be eye and hand coordination which is a must for writing any script. Strokes and curves help children in forming letters properly in their initial stages of learning writing.

3.1 Strokes and curves

Here are some examples of strokes and curves:

1 Slanting lines (Left)	--	\\\\\\\\\\\\\\\\
2 Slanting lines (Right)		/////////
3 Horizontal lines	--	======
4 Vertical lines	--‖ ‖ ‖ ‖ ‖ ‖ ‖	
5 Cross	--X X X X X	
6 Plus	--+ + + + +	
7 Semi circle (Left)	--(((((	
8 Circle	--O O O O	
9 Semi Circle (Right)	--)))))	

Later strokes and circles should be taught jointly. This leads to writing letters. Example: b, d, q, p, D, B etc.

3.2 Capital and small letters

English alphabet can be written in two types' capital letters and small letters. After developing above skills students should be taught to write letters.

Capital Letters
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Small Letters
a b c d e f g h i j k l m n o p q r s t u v w x y z

Cursive and print script

As we know, when we write English language by hand, the shape and size of letters are somewhat different, as can be seen in a notebook of a student. Wherever we read this language in printed form the letters seems somewhat different. This can be seen in a textbook or newspaper etc. The letters written on paper by hand are called cursive letters and the letters printed in a matter i.e. in a book or newspaper, are called print script.

3.3 Punctuations

Punctuations are symbols used in a sentence to clarify exact meaning of a sentence. Use of punctuation is a discipline of grammar. In English language we use a number of punctuation marks. Some example are given below

Symbol	Punctuation
.	Full stop
,	Comma
?	Question mark
" "	Inverted comma
-	Dash
;	Semicolon
:	Colon
!	Sign of exclamation
' '	Quotation mark

4. Improving writing skills

If we look at the current practices followed in the schools for teaching and improving writing, we will find that they are mechanical processes. It takes several months for a child to be able to learn writing letters of alphabet but what is even worse, is that during this entire process the child loses all interest in writing and accepts it as a process imposed on her by the teacher. Moreover, it creates a wrong impression on the child that only the teacher knows what to write.

The most important ability about writing is the ability to express one's thoughts or the content in writing, after which comes the presentation part which involves grammatical and lexical accuracy and hand writing etc.. However, in our writing classes, all focus seems to be on the

presentation part, even at the cost of original expression which requires plenty of opportunities with the child for sharing of experiences and listening and narration of stories.

We learn a language well through a proper language atmosphere. This atmosphere should be meaningful, interesting and suitable to the level of learners. It does not necessarily have to be grammatically sequenced. That means, children might be exposed to grammar structures in real life situations which are taught only at later stages in school. Some ways in which we can create artificial environment in the literacy class are given below:

- Classroom labeling

- Display of children's writings, drawings, collections, etc., to be changed from time to time

- Display of a variety of texts, pictures with captions, to be changed from time to time

- Special focus areas such as: - Book corner; Poem corner; Message boards (can include a meaningful and simple morning message);

- Word walls: for e.g. theme based word list with pictures

- Written instructions and captions (open the door; close the window; switch on the fan) and so on

- Space for free writing and drawing

- Opportunity to engage with a variety of books and literature – both fiction and non-fiction

In their initial years of learning children should be given opportunities to draw and paint which paves the way for them to hold writing as a meaningful and interesting exercise.

4.1 Developing writing at the early stages of children's learning

Traditionally, children are asked to draw some stereotyped topics or objects such as lotus flower, banana and so on in their drawings which are asked/given by the teacher and creates an impression in the child's mind that only teachers/grownups know what they should draw or do. From this command the child infers the following:

- The teacher knows what I am supposed to do

- Painting is not a medium of expression for me

- What I draw as banana must be approved by the teacher as a banana

Drawing can contribute to the total development of children and especially, the development of the use of language and writing, if only, they get a chance to get deeply involved with this medium. For this purpose, the teacher can make use of a lot of material – loose sheets, wrappers, old notebooks, registers, homemade brushes made of twigs, cotton and other fibers, Tesu (टेसूकेफूल) flowers, coal, Geru (गेरू), chalk, ink, blue for colour, plastic cups and other disposable material.

Exposure to books and other reading material encourages them to take initiative and make demand for being introduced to writing. It is always a good practice if teacher asks children about their opinion on what to write while introducing writing to children rather than making them write what teacher feels right. In the initial process of writing, floor could be used as an excellent aid to writing. It allows one to write in big letters, and it is lot cheaper.

Next important thing which could be kept in mind is that letters of alphabet are representations of certain sounds and do not contain any meaning in themselves. So excessive use or isolated practice of writing letters of alphabet mechanically bores the child and does not help her develop any interest in the process of writing. No wonder, many of us keep avoiding writing tasks all through our lives. Writing should always be presented as a mode of communication and expression to the child. Establishing several strong bridges between words and meaning can take care of the above problem of writing being reduced to a mechanical process.

When it comes to deciding when to expose the child to the process of writing, the teacher or the care giver at home can take this call depending on the level of engagement the child has had with the preliminary processes, like drawing, playing imaginary games, talking, listening to stories read out to her from the books etc.

- *Shanti is a teacher she once asked her students to go around the school and stick a paper slip on everything and write its name on the slip. One child came to her, and quietly stuck a slip on her Sari and wrote 'Madam'.*

- *Next day, she distributed pictures cut from old newspapers among her students and asked them to write the names of the people shown in them.*

- *Later, she distributed pictures of some people (men and women) and asked her students to give imaginary names to them. Interestingly, the children gave names of their classmates and family members to the people in the pictures and were able to decide what names to give to whom as per their gender.*

Do you think that Shanti was trying to bridge the gap between letters of alphabet and meaning?

After the children have mastered the basic skills of writing, the real challenge is how to continue developing it. A few things can help in this, provided the teacher understands the following abilities of children and makes the best use of them.

The social purpose and style of conversation:1. Why to speak? 2. What to speak and 3. How to speak? (Style) This means that a child should be able to guess who would like to listen to what. For an example, what would my younger sister like to listen to or my grandma would like to listen to? You must have observed that the children have this sense. They know what style of talking will make an impact. For example, "*Come with me, I will show you a new flower which has bloomed in my garden.*" This could have been said, most probably, by a child to another child but not to a stranger who came to visit the family for the first time. This sense of the social purpose of a language helps them in writing as well.

Willingness to convey her/ his idea: The purpose of conveying, actually, gives birth to the desire to convey. Otherwise, why would anybody like to convey anything? The purpose may be to inform, to entertain, to warn, to instruct, to wish, to criticize etc.

To achieve these two goals a teacher has to organize certain activities keeping in mind that a sense of the social purpose of language and desire to convey one's ideas are connected with 'Talk' and 'Writing' both. The activities to promote talk will help in writing and the activities to promote writing will enrich the talk.

> *Think how the sense of social purpose shapes one's thoughts when she decides to write a story for children, a notice for her employees, or birthday greetings.*

While writing one has to have a reader in mind. To expand this sense of listening a teacher can suggest various listeners to a student, like – ask the classmate sitting next to you why she was absent yesterday, explain her what happened yesterday in the class, talk to the Bus that passes by your school every day, talk to the Dog that comes every day in the recess to your school etc..Such imaginary possibilities can enliven the writing practice of your children. They will choose the words required to hold conversation with different people/ characters.

Practice the activities given below with your classmates so that you can organize them well, later, with your students and see how they help a person grow in to a good writer:

I.   *Make a list of the names, advertisements, hoardings, slogans etc. you see every day on your way to school.*

II. *Make teams, each team will have five members. Each member from the first team will write a word on a theme and the next team will add five more words to the list of the words put on the board. In the next round, theme will be decided in advance and first few words will be given by the next team. Later, the teams will develop a short note using the words related to one particular theme.*

III. *Write a note on how you reach your school. Give a brief description of the things you see on the way. Also create a map to supplement the note. Label the places in the map.*

IV. *Make maps to reach to the places close to your school like – backyard, river, and mango orchard etc..Label the places in these maps.*

V.   *Describe a picture in your words.*

VI. *Make teams, each having four members. Give each team four lines of a poem. Ask every team to add four more lines to the previous four.*

Now let us have a look at some of the formal forms of writing

4.2 Paragraph writing

The word paragraph comes from two Greek words. 'Para' means beside and 'grapheme' means to write. A paragraph to be effective must deal with one controlled thought. It must include details that support this central thought logically as well as forcefully.

There are steps to follow in writing a paragraph composition. These steps also apply to writing a paragraph in a longer composition.

1. **Make an inventory of your ideas and information:** as thoughts on your topic come to mind, write them down. Thus you have a collection of ideas with you on which you can write down,

2. **Select from your inventory the ideas that are closely related to each other:** if we study our inventory of words and phrases, we find that some items group themselves together naturally. They can be used to write a paragraph.

3. **Write a topic sentence that expresses the central thought of your paragraph**: choose a topic and the central thought of the paragraph which is a topic sentence. The central thought is the idea or impression or belief or feeling one wants to express. The topic sentence usually appears in the beginning.

4. **Keep to the central thought** as you write.

5. **Arrange your ideas** in a logical order.

   A paragraph is more than simply a collection of sentences that support the central thought. So sentences must cohere, or stick together. The development of the central thought must progress logically from the first sentence to the last.

Use linking words and phrases that guide your reader from point to point.

Using linking words and phrases is a way to strengthen the cohesion of a paragraph that guides the reader from point to point. Following three types of linking devices can be used for this purpose:

(a) Repeat a key word given in the preceding sentence.

(b) Use a pronoun that refers to a person/place or thing in the preceding sentence.

(c) Use connectives:

   - To show relationship – soon, meanwhile, on the following wording etc.

   -To show space relation- on the lawn, to the right of the tree.

   -To show thought relation – In fact, however, moreover, therefore etc.

4.3 Coherence and Cohesion

Coherence and Cohesion are the two elements that make your writing look like a perfect piece. A text is cohesive if its elements are linked together. A text is coherent if it makes sense. It should be clear that cohesion and coherence are not the same things. A text may be cohesive (i.e. linked together), but incoherent (i.e. meaningless). Here is one such (invented) text:

I am a doctor. The doctor was late for clinic. Clinic rhymes with ethnic. The ethnic groups were hostile to each other. But it wasn't. When I was a child it was our usual practice to gobble up anything like a tree, a vessel or a broom, but sometimes mother would cook such tasty things like tyres and screws that we would forget gobbling up these small things

So every piece of writing has to have cohesion and coherence. You can start writing such pieces on simple topics. Start with a paragraph or two and go to a full article. A paragraph is a group of related sentences that develop a main thought, or idea, about a single topic. The structure of a paragraph is not complex. There are usually three basic elements:

(1) A topic

(2) A main idea or topic sentence

(3) Supporting details.

The topic sentence states the main point or controlling central idea. The sentences that explain this main point are called supporting details. These details may be facts, reasons, or examples that provide further information about the topic sentence.

As a writer, these paragraph elements provide you with an easy-to-follow structure for expressing your ideas clearly and effectively. As a reader, these same elements help you know what to look for and ensure that you will understand and remember what you read.

5. Different forms of writing

5.1 Formal and Informal Letters

When it comes to writing in English, there are two main styles of writing – formal and informal. Different situations call for different ways of putting words together. The way we write in academic and scientific settings differs greatly from the way we write to a friend or a close one. The tone, vocabulary, and syntax, all change as the occasion changes. This difference in the styles of writing is the difference between formality and informality, or the difference between formal and informal writing.

Here's a list of some of the main differences between informal and formal writing:

Informal	Formal
May use colloquial words/expressions (*kids*, *guy*, *awesome*, *a lot*, etc.).:	Avoid using colloquial words/expressions (substitute with *children*, *man/boy*, *wonderful*, *many*, etc.)
May use contractions (*can't*, *won't*, *shouldn't*, etc.).	Avoid contractions (write out full words – *cannot*, *will not*, *should not*, etc.).
May use first, second, or third person.	Write in third person (except in business letters where first person may be used).
May use clichés (*loads of*, *conspicuous by absence*, etc.)	Avoid clichés (use *many*, *was absent*, etc.)
May address readers using second person pronouns (*you*, *your*, etc.)	Avoid addressing readers using second person pronouns (use *one*, *one's*, *the reader*, *the reader's*, etc.)
May use abbreviated words (*photo*, *TV*, etc.)	Avoid using abbreviated words (use full versions – like *photograph*, *television*, etc.)
Difficulty of subject may be acknowledged and empathy shown to the reader.	State your points confidently and offer your argument firm support.

Formal and Informal letters

Category	Informal	Formal
Name	- Hi/Hello Mary Mary, (or no name at all) Dear Mary	Dear Mr/Mrs/Ms Chaturvedi
Previous contact	Thanks for your e-mail. Re your e-mail... Sorry, I haven't written for ages, but I've been really busy.	Thank you for your e-mail of... Further to your last e-mail... I apologize for not getting in contact with you before now.
Reason for writing	Just a short note about... I'm writing about... Here's the...you wanted. I got your name from... Please note that...	I am writing in connection with... I am writing with regard to... In reply to your e-mail, here are... Your name was given to me by... We would like to point out that...
Giving information	Just a note to say... We can confirm that... Good news! Unfortunately...	I'm writing to let you know that... We are able to confirm that... I am delighted to tell you that... We regret to inform you that...
Attachments	- I've attached... Here is the...you wanted.	Please find attached my report. I'm sending you ... as a pdf file.
Asking for information	Can you tell me a little more about... I'd like to know... Please send me...	Could you give me some information about... I would like to know... I'm interested in receiving/finding out...
Requests	Please could you... Could you...? Can I have...? I'd appreciate your help on this.	I'd be grateful if you could... I wonder if you could... Do you think I could have...? Thank you in advance for your help in this matter.

Promising action	I'll... I'll look into it. I'll get back to you soon.	I will... I'll investigate the matter. I will contact you again shortly
Offer help	Do you want me to...? Shall I...? Let me know if you'd like me to...	Would you like me to...? If you wish, I would be happy to... Let me know whether you would like me to...
Final comments	Thanks again for... Let me know if you need anything else. Just give me a call if you have any questions. My number is...	Thank you for your help. Do not hesitate to contact us again if you require any further information. Please feel free to contact me if you have any questions. My direct line is...
Close	Looking forward to... (+ -ing) Best wishes to... Speak to/See you soon. Bye (for now) / all the best	I am looking forward to... (+ -ing) Give my regards to... Best wishes Regards

5.2 Messages

Many times we need to convey information in a precise manner. So we use messages for conveying information using minimum number of words. Messages should be brief, clear and simple to understand, so that the receiver of the message should get the same meaning as the sender intends to convey. Message can be both formal and informal.

Here is a sample.

Message

15th August 2014   8.30 AM

Dear Mohan

Your brother's family is coming to Bhopal. They are expected to arrive here at 9.45 p.m. by Calcutta mail. Please receive them.

Shubham

5.3 Notices

As you know that on some occasions we need to disseminate some information among a large number of people/public for which notices are put up at central places in the institutions/campuses.

An example of NOTICE

Government Higher Secondary school Prabhat Pattan, Betul.

NOTICE

Date 12 Dec. 2014

Parents' day celebration

Our school is going to celebrate parents' day on 21st December 2014. Students willing to take part in the cultural programmes should get their names registered by 16.12.2014 with Cultural Secretary of the school.

Principal

5.4 Posters

Posters generally spread a social message to create awareness about an issue or an event of common interest, e.g., prevention of Dengue and Malaria or saving the girl child or saving water.

Points to remember:

- Highlight the main topic of the poster by writing it in bold and capital letters in order to draw people's attention.

- Write within a box highlighting the name of the agency responsible for release of the poster

- Use persuasive language, catchy phrases, slogans and emotional appeal, and amusing style according to the issue

- Can use graphics, varying font size, shape and visuals.
- Can use letters in different colours to create the requisite effect.

Poster brought out by the Delhi Police to step up vigilance against bomb explosions:

IS THERE A BOMB TICKING NEAR YOU?

Observe your surroundings carefully.

Remain vigilant.

If you spot any suspicious or unclaimed object at a crowded public place

INFORM POLICE IMMEDIATELY.

DIAL: 100 to DELHI POLICE.

Police public cooperation for a safer Delhi

e-mail: delhipolice@ bsnl.net.in   Website: www.Delhipolice.nic.in

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5.5 Advertisement

Advertisements: Classifieds

Take some newspaper and study the classifieds pages carefully. Point out some special features of these columns.

Tips:

- write in a box
- Specify the category of the advertisement and underline it.
- Be brief, give only relevant information but there should be clarity.
- Numeral, abbreviations, commas and full stops must be used.
- Maintain the word limit.
- Classified ads should not be spread out but be written in running lines.
- Language- formal, concise, need not use correct grammatical sentences. Phrases are acceptable, but give essential details
.

Example:

Situation Vacant

Wanted a receptionist with graduation in any stream, impressive communication skills, and pleasing personality for a reputed school in Dwarika. Interested candidates between the age group of 22-30 may send their resume with latest passport size photograph to Administrative Officer, A.P.J. public School, Dwarika, and New Delhi within 10 days of publication of this advertisement. Ph.: 9810222345

5.6 Note making/Taking

A note is a brief written record and note making is the way of writing down the important points of a text or a lecture briefly, clearly and specifically.

Students read many books and listen to the lectures delivered by their teachers. During reading and listening they come across lot of facts, important information, data etc. It becomes very difficult to keep all the facts in their memory. So if the students write notes, it may be useful records of those things for future. It also helps them to revise the syllabus before exams, when they don't have enough time to go through the books in detail. Notes help the learner or the writers to expand their own knowledge.

Note making is the harmonious blending of reading and writing, so the process of note making can be divided into two parts; reading and writing. Note taking is a harmonious blend of listening and writing.

Reading:

Read the passage at least three times. At first, read it quickly. It will give you the idea of what the passage is about. This reading may also suggest you the title of the passage.

Read the text once again and underline the main points or key words. This will help you analyse and classify the facts and infer the meaning or the message contained in the passage.

Writing

Now arrange the main points in a logical sequence and write them.Support the main points with important details. Avoid repetitions and minor details.

Steps for handling Note-Making exercises:

1. Read the passage to get the gist of the passage to know what it is about.
2. Read carefully and underline a few things or make a note mentally of the main ideas it deals with
3. Make a note of the main ideas roughly.
4. Add the sub-points which supplement the main points. There is no need to give examples.

Format:

Main Heading

(Highlighting the main idea the passage deals with)

1. Sub-title: (sub idea number 1)

    1.1 details related to the sub-idea

    1.2   details related to the sub-idea

    1.3 details related to the sub-idea

2. Sub-title: (sub idea no. 2)

    2.1 details related to the sub-idea

    2.2 details related to the sub-idea

    2.3 details related to the sub-idea

3. Sub-title : (sub idea no. 3)

    3.1 details related to the sub-idea

    3.2 details related to the sub-idea

    3.3 details related to the sub-idea

Sample exercise

Read the following:

Poachers, after the tusks of elephants, rhino horn, the skin and bones of tigers or leopards, Katha and Sandle wood trees are becoming bolder and bolder and more desperate. In Assam, Bihar,

Andhra Pradesh and Madhya Pradesh, extremist groups have been seeking shelter in protected areas and killing forest watchers and guards who carry unwieldy rifles and guns and are unable to counter the modern array of guns and ammunition of militant groups.

The largest number of forest officials-34-was killed on duty in Uttar Pradesh over the last five years. In Assam and West Bengal, it was 18 and 16 respectively. While lakhs of rupees are given as compensation to relatives of victims of rail and air accidents, the forest guard, who puts his life on risk, virtuallygets nothing. There is no insurance cover for the large number of daily wagers now working in our protected areas. States have a smaller insurance cover of Rs. 80000 for all subordinate staff, up to the rank of a range officer. But in Bihar, Assam, and other states of North East and Orissa, where even salaries are not paid for eight to nine months at a stretch, it is foolish to hope for insurance.

Forest Guards Neglected

Reasons:

1. No powerful weapons

   a. Weapons with forest guard no match to those with militants-old guns, unwieldy.

   b. More sophisticated weapons possessed by militants-array of guns

2. No proper financial support

   a. No compensation given to guard as given in the case of rail and air accidents

   b. Insurance coverage very meager

   c. In some states, even salaries paid once in 8-9 months.

Index of abbreviation/ contractions

   1. e.g. =   for example

   2. viz. =   namely

   3. Ref. =   reference

   4. PM =   Prime Minister

   5. org. = organization

   6. Rly Stn = railway station

5.7 Long Compositions

5.7.1 Report Writing

- A report gives first hand information about an occurrence or event, e.g., accident, a terrorist attack, a robbery or a seminar, a sports day, etc.

- The purpose of writing a report is to describe, record and persuade.

- Reports are written either for school magazine or for newspapers.

Points to remember:

- Give a bold and catchy heading and mention name of the reporter

- Begin with the name of the place (city) along with date of report (in case of the newspaper reports) followed by a brief introduction of the event/ happening answering the questions like, what when, where, why.

- Give details of the event-activities conducted etc.(in case of the report for the magazine) and of the incident-how it happened, give eyewitness account to add to the authenticity of the news (in case of the newspaper report).

- Concluding remarks regarding successful conduct of the event/ action taken or required.

- Put the report in the box.

- Use past tense as reports are written after the event is over. Use of passive voice is recommended.

- The language should be simple, clear having meaningful and grammatically correct sentences.

- Adopt formal style of writing.

Q.1. Write a report on the Annual Inter-School Debate Competition organized in your school.

The Battle of Wits

Reena Gupta

ABC Academy, Vasant Vihar recently organized its Annual Inter-School Debate Competition to provide a platform to the students for expressing opinions as well as the opportunity to interact with each other. Sixty eight students from leading public schools of Delhi participated in the competition and put their oratorical skills to display by speaking on the topic' Women Reservation is the Need of the Hour'. The host school emerged as the winner, securing the first position while the second and third places went to A.P.J. Public School and Vivekananda Senior Secondary Boys High School respectively. The prizes were given away by the Mayor of the city who happened to be the Chief Guest for the occasion.

5.7.2 Diary Entry

Diary entries are meant for the person who maintains her personal diary to preserve some information or some personal accounts of events/feelings etc.. It's a kind of conversation you have with yourself.

5.7.3 Resume (Bio-data, curriculum vitae)

A résumé is a self-advertisement that, when done properly, shows how your skills, experience, and achievements match the requirements of the job you want. This material provides some samples on which you can base your résumé. It will also walk you through setting up and laying out of the content to highlight your skills and grab the reader's attention. For preparing a good resume one has to take care of following facts:

Format your text.

The first thing that a possible employer will see on your resume is the text. For that reason, it is very important that you make your first impression right. Choose a professional font in a size 11 or 12. Times New Roman is the classic serif font, while Arial or Calibri are two of the better choices for sans-serif.

Set up the page

Your page should have one inch margins all the way around with 1.5 or 2 point line spacing. The body of your resume will be aligned to the left and your header should be centered at the top of your page.

Create your heading

This is the section at the top of your resume which gives all of your contact information including your name, address, email, and phone number. Your name should be in a slightly larger size - either 14 or 16 point font. If you have both, list your home and cell phone numbers.

Decide on a layout

There are three general formats for creating a resume: chronological, functional, or combination. Your work history and the type of job you are applying for will determine the layout style you should use.

5.7.4 Application for Job:

Job seekers respond to the vacancies advertised under Situation Vacant column. Applications may be sent with or without a bio data. The bio data is also called resume or curriculum vitae (C.V.) It contains detailed information about the candidate. In case it is sent without a bio-data, the body of the letter should contain the following information:

  i)   personal information, e.g., age, address, marital status etc.

  ii)   Educational/ professional qualifications

  iii)   Details of experience and references.

Points to remember:

  i.   The format is the same as that of an official letter.

  ii.   Write the complete contact address

  iii.   Refer to the source of information, name of the newspaper and date.

  iv.   Bio-data should be duly signed

  Q**. You are Rajan/Ragini residing at 20-B, Gandhi Road, Bangluru. You have come across an advertisement in The Hindu for recruitment of management trainees in a bank. Apply for the same giving your bio-data with necessary details.**

20-B, Gandhi Road

Bangluru

25 Jan. 2015

The Manager

Andhra Bank

Bangluru

Sir

Subject: Recruitment of management trainees.

This is with reference to your advertisement published in the Hindu, dated 20 December, 2014 through which we have learnt that your bank is in the process of recruiting management trainees. I too wish to apply for the same. My complete bio-data is enclosed with this letter for your kind perusal.

I hope to satisfy my officers by living up to their expectations with my efficiency and dedication.

Yours faithfully

Ragini.

Biodata

Name: Ragini Kohili
Father's Name: Shri C.P. Kohili
Address: 20-B Gandhi Road, Bangluru
Date of Birth: 1 January, 1985
Marital Status: married
Educational Qualifications: B.Com (Hons.) from LSRC, Delhi
MBA from IIM Ahmedabad

Experience:	At present working with M/s Vedanta International as Asstt.
	Manager (Accounts) since 2008.
Salary expected:	40,000/ p.m.
Hobbies:	playing Chess, photography
Languages known:	Hindi, English, Punjabi, Telugu.
References:	1. Mrs. Radhika Banerjee, Prof., Christ Church College, Bangluru
	2. Mr. Joy Kohli, Project Leader, Wipro Finance, Bangluru

6. Process of writing

Writing, like speaking, also involves 'encoding' which means we put our thoughts and ideas into words. With speaking, it manifests as speech; and with writing, it manifests as text. The opposite processes, listening and reading involve 'decoding' speech and writing, respectively.

We write not only for others to read, but also to record our ideas for future use and to clarify our own thinking. In the simplest sense, we start with sentences, then organise these into paragraphs and then into a longer, more cohesive text.

To write a cohesive text, we must begin with a broad purpose or set of objectives. The purpose could be to narrate a story or a personal experience; to convey information or provide instructions; or to persuade others to take a particular action or bring about a desired change. Before writing a text, we must also be clear as to who the reader of the text will be. For example, the reader of a lesson plan is a teacher, while the reader of a leave application would be a principal or head teacher. Of course, we use our local language for most of our written communication. However, the processes involved in writing broadly remain the same across languages and can be transferred from a more familiar language to a less familiar one. As with speaking, writing improves with practice.

Think of all the writing you do as a student. Make a note of each type of writing, identifying its purposes and its target readers (which in some cases will be yourself!).

Now think about all the writing your future students will do. Identify the purposes and target readers of these forms of writing.

> *Talk to other teachers who teach first language and other subjects. Find out about what writing assignments they give to students. Again, identify the purposes and target readers for these written assignments.*

As teachers, we tend to focus on the appropriateness of students' answers to questions, or the content and format of paragraphs, essays, and letters and so on. If we concentrate only on the end product of our students' writing, we miss out on supporting them with the processes involved in getting there. The aim is to help them become independent, creative writers rather than limiting them to simply copying out materials.

Writing is a developmental process in any language. It involves:

- Generating ideas - brainstorming

- Structuring (ordering what is to be written)

- Drafting (writing a first version)

- Focusing (ensuring the message is getting across clearly)

- Editing (checking the flow of ideas, sentence structures, grammatical errors and spelling)

- Revising and redrafting (preparing the final version).

These processes are not linear. We do not necessarily follow them one after another to produce a written text. Instead they are interrelated, as Figure 2 shows.
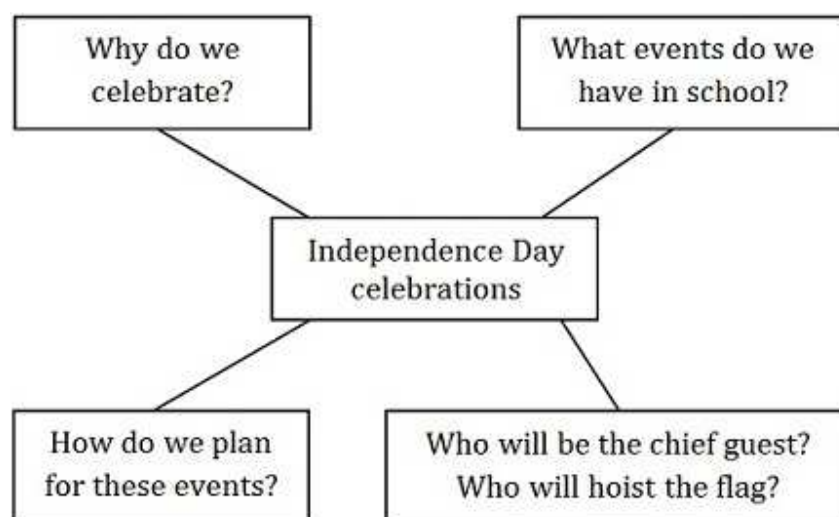

Figure 2 Writing process are interrelated (White and Arndt, 1991).

7. Controlled and guided writing

1. Main ideas and supporting details

Give children a topic to write, for example Independence Day, or the School Annual Day. Give them a diagram similar to Figure R1.1 and ask them to write the main idea and supporting details.

Figure R1.1 An Independence Day graphic organiser.

Sequencing ideas

Give the students a topic. If the topic is cyclic, ask them to complete a diagram similar to Figure R1.2. Examples of cyclic events include: the life cycle of a butterfly, the seasons etc.
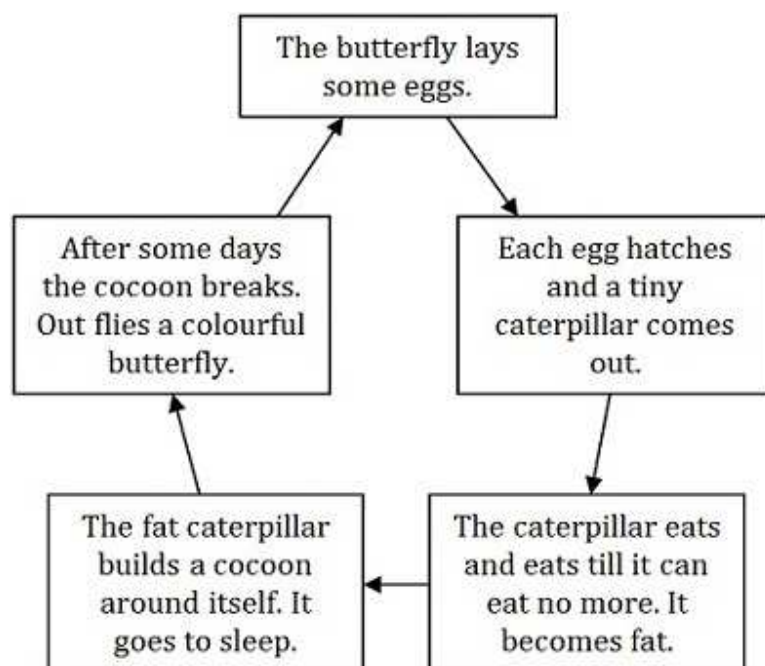
Figure R1.2 The life cycle of a butterfly.

7.1 Free and creative writing
Ideas for developing children's writing

A list of writing tasks that children would enjoy is given here. You may create more of your own taking hints from the given tasks.

1. Draw a picture of a character from a story and write five to six sentences about it.

2. Rearrange the jumbled sentences provided to make a meaningful paragraph relating to a story.

3. Write a paragraph summarising a recent lesson in any topic and illustrate it.

4. Make a bookmark based on a story or a poem. Draw a character or write a brief summary on one side of the bookmark. On the other, write the title of the story and the name of the author.

5. Write a letter to the author of a book. (If the author is living, you can try to find the address from your state textbook society and post them some of the students' letters).

6. Make a big book based on a story for students of lower levels.

7. Prepare an English quiz with at least ten questions based on a recent lesson in any topic. This helps to reinforce learning as well as to practise writing. Administer the quiz to the rest of the class and get them to write down their answers. Then get them to exchange their papers and check their classmate's work.

8. Tell the students a story but do not tell them the ending. Ask them to guess what happened at the end and write it down. Remember that there are no right or wrong endings to a story.

9. Ask the students to bring one small object to the class, such as a pencil, box, leaf, etc. Divide the class into groups of five or six. All the things they brought are placed in the centre of the group. With a limit of ten minutes, each group discusses a possible story based on the objects they have brought. They then write out the story (which should be a minimum of five to six lines long). One student from each group narrates the story to the class. The best story is the one that includes all the objects the group had brought in.

10. Divide the class into groups of five. Each group has one piece of paper to write on, and at least one pencil. Without prior discussion, the group should come up with a story, with each student in the group contributing one sentence at a time. Select one student as the 'starter' in each group. The starter writes one sentence on the piece of paper, which now goes to the next student in the group. The second student contributes a sentence that combines with one already there. The paper keeps going around until the story is complete. Anyone can decide at any point that the story cannot progress any more. If the others agree, the group selects a different starter to write a fresh sentence for a new story – or the next chapter of the first story!

(The last two activities are from *The Child's Language and the Teacher: A Handbook* by Krishna Kumar.)

8.Summary

Writing is a complex form of language, a cultural and meaningful activity and not just a mechanical hand and finger habit. It's a skill which is a part of the natural process of child's cognitive development which emerges through children's play situations. And that's why it

should be cultivated and not imposed which can be done by making it intrinsic and relevant to life. Keeping this in mind, we may say that reading and writing, both can be introduced at kindergarten level through drawing and play. So the focus of the educators should be to teach kids the written language and not just writing of letters by organising the whole process in such a manner that it can help children smoothly go through the transition from one stage to another as they discover that the random marks, lines and drawings made by them denote objects and they can draw not just objects but even speech. This way we will be able to make writing an interesting activity for children and not the boring mechanical one.

9.Test yourself

1. Try doing this with your students/classmates. Give them a topic/theme to write an article or a story on within an hour or so. Next, give them something to read on another topic and later, ask them to write their views on the same. Next, pick one more topic for writing but before they start writing, hold a group discussion on the topic after which they can be asked to write a piece on that topic. Collect all three write ups and analyse them in terms of the quality of content and presentation. Which piece has more ideas and is better organised. Document your findings.

2. Pick two articles from an English newspaper and mark all the cohesive devices used in them. Also try and put them in some categories.

3. Randomly collect three articles written by your students/classmates and check how coherently ideas have been organised in them. Put your comments on each piece of writing.

4. Pick two editorial page articles from an English newspaper and make a list of topic sentences and supportive details contained in each of them.

5. Write a letter to the editor of a local newspaper to draw the attention of the authorities on some burning issue facing the residents of your village/block.

6. Create a few pre and post writing tasks for your students.

10. References

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www.youthcentral.vic.gov.

www.wikihow.com

Read this article. Know about Sylvia Ashton Warner who worked on writing then try to work on the assignment to generate a discourse in class.

Organic Writing

"Life as whole is too complicated to teach to children. The minute it is cut up they can understand it, but you are liable to kill it in cutting it up."

-C. E. Beeby

After the Key Vocabulary first thing in the morning they go on to other mediums of expression.

Creative writing follows on from the Key Vocabulary. Whereas the Key Vocabulary is a one-word caption of the inner world, creative writing is a sentence-length or story-length caption. From schematic writing they progress towards the representational.

The creative writing of fives begins with their attempt to write their own key words, and since they have found out that these scrawly shapes mean something, they know what they are writing about more than I do.

From here they join in with the stream of autobiographical writing that they all do in the morning output period, and a few days of this is enough to show any writer or teacher where style begins. Fives have a most distinctive style. And they write these sentences of the pattern with its varied content so often that they learn automatically the repeated words and consolidate style. With

scarcely any teaching from me, which transfers the whole question of spelling, word study and composition into the vent of creativity.

This self-chosen vocabulary remains with them as they rise through the infant room, since in the first place these words were part of the mind before they were written at all and in the second place there is a natural repetition. And from them grows a selection of individual vocabularies entered in the back of their writing books where they can be referred to and exchanged. And the standard of spelling which arises from this seems to serve their purpose.

 Also there is a general vocabulary springing from their writing, which becomes to some modest extent known to most of them sooner or later. Then, and, put, went, cowboy, truck, I, inside, outside, pictures, lollies, the, to, on, place, told, me, Daddy, Mummy, because...

After a while, as their capacity increases, they write two sentences about themselves and their lives, then three, until six-year-olds are writing half a page and seven-year-olds a page or more a day. But I don't call it teaching: I call it creativity since it all comes from them and nothing from me, and because the spelling and composition are no longer separate subjects to be taught but emerge naturally as another medium.

Silvia Ashton Warner was born on 17 December 1908, in Stratford, New Zealand. She spent many years teaching Māori children, using stimulating and often pioneering techniques which she wrote about in her book 'Teacher' published in 1963. The key vocabulary she is talking about was developed by her using one of her techniques when she was teaching Māori children. Every morning when children would come to school she would ask each one to give a word to her. Children would say jet, house, bomb…she then would write the words on a card and give it to the child for whole day and to take back home which the child would bring back the next day. She believed the children would give her the words with which they emotionally felt attached and thus the words gradually became part of their key vocabulary and they were able to recognize them when written somewhere. Silvia beautifully, in next lines, shows the connection between reading and writing when she says that while preparing key vocabulary children were giving the whole idea in one word (schematic writing) now when they set to write they are writing the ideas as a whole (representational writing).

Obviously we see reading closely connected with writing, and reading and writing are further connected with speaking and listening which we can call 'talk'. In the excerpt from Silvia's novel a word 'schematic' was used which has a word 'schema' at its root. To understand Schema we need to look into the process we learn words. Words are, in fact, a whole concept to us. Further every word is learnt in connection with another word (do not forget that words are concepts in themselves) so for example when you say SCHOOL you have many words related to school in your 'Schema' like books, teachers, homework, examination, uniform etc. *(you have read about schema and cognition in the first unit also.)* language thus comes as a whole. The schema developed by listening, experiencing, doing, talking helps us understand a range of topics discussed or read or asked to write on because if we go through the objective of writing we will find that writing is a kind of talk. It is done for communication with both others and self and also for preserving some information, idea or memory. We must introduce writing to our children as a mode of talk. When children come to school they are already capable enough to talk about various issues and they are also capable of understanding what to say and to whom (sense of audience). It is the job of a teacher to ensure that children see writing as an act of addressing someone.

- *On the basis of your new understanding about writing, can you point out the problems with the teaching practices currently followed in writing classes. Can you also suggest a few ways to make writing easier for the students*
- *Discuss a few examples where you have seen reading affecting writing.*
- *Do you think what Silvia did in her class can be done in our classrooms? Why, why not?*
- *'Talk' is called to be a resource which is available almost free. Think of a few activities in which 'Talk' can be used to improve the ability to write.*
- *Make four groups in the class, the groups are supposed to do the following.*
    a. *First group will get some photographs that will stimulate their imagination to write a story.*
    b. *Second group will write a sequel of the well known story 'The Wise Rabbit'.*
    c. *Third group will create a hero with special powers like becoming invisible or to fly or has a magic wand or a Gini etc. and write a story depicting his adventures.*

    d. Fourth group will be given outline of a story to work out the details of the setting and the dialogues of the characters.

Give a fair thought to how 'Talking' before 'Writing' helps in writing a piece.

- *A teacher asks her students to write an essay on Rainy Season. Another teacher asks her students to write the essay on the same topic but she talked to the students on rain and simultaneously wrote the key words like – frog, cloud, lightening, puddle, cat and dogs, drizzle etc., the students of the second teacher wrote well. Why?*

- *Meenu who works with the children of a slum sings and makes gestures whenever she teaches a poem to them. Later, she asks the children to write another poem on a topic quite similar to the topic of the poem, like when she taught the poem – मछली जल की रानी है she asked the children to write a poem on कछुआ जल का राजा है or when she taught ऊंट चला भाई ऊंट चला she asked her students to write a poem using ऊंटनी चली भाई ऊंटनी चली as the first line. Her children are doing very well.*

The most important thing about any piece of writing is its content which is formed of one's experiences, observations, discussions, reading etc. So it should be ensured by the teacher that before children start writing, they should be able to share their experiences and perceptions and they should be able to narrate their experiences or present their views.This is how they get the raw material(thoughts and ideas) for writing which they organise while writing a coherent piece. Next, comes the presentation which is also very important. Presentation of one's ideas/thoughts in a neat, grammatically correct form, certainly, makes a great impact but not without a rich content.

Similarly, our overall command of the language we use for writing also makes the task easy and enjoyable for the learner. This command or proficiency in a language comes with a great, rich and sustained engagement with that language which is, generally speaking, easier in the language/s which is/are in one's environment. However, in case of the language/s which is/are not in learners' environment, the teacher/facilitator has to compensate for this deprivation by creating an input rich environment in class itself.

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D.El.Ed.

Reference Material

(Experimental Edition)

Proficiency in English

Unit – 5

Grammar

Contents:

6. Narration

6.1 Pronoun in different cases

7. Adjectives :

7.1 Positive

7.2 Comparative

7.3 Superlative

7.4 Use of comparative adjective

7.5 Use of Superlative adjective

8. Determiners

9. Articles

10. Prepositions

11. Adverbs

11.1 Types of Adverbs

11.2 Adverbs of time

11.3 Adverbs of place

11.4 Adverbs of Manners

11.5 Adverbs of Degree

11.6 Adverbs can modify adjectives and other adverbs

12. Kinds of sentences

12.1 The interrogative sentences

13. Subject – Verb agreement

14. Clauses

14.1 Examples of independent Clauses

14.2 Examples of Dependent Clauses

14.3 How are clauses used in a sentences ?

14.4 Noun claise

14.5 Adjective clause

14.6 Adverbial clause

15. Connectors

Use of 'Or'

Correlative conjunction

Conjunctions used in pairs are correlative conjunction

Compound conjunctions

Subordinating conjunctions

Test Yourself

References.

Unit – 5
Grammar

1. Objectives

After reading this unit learner should be able to -

1. Understand the meaning and concept of parts of speech and other grammatical concepts used in English language.
2. Know the use of voices in different situations.
3. Construct grammatically and semantically correct sentences.
4. Improve their ability to correct their own mistakes in oral and written language.
5. Use English for different purposes and express their views in an effective manner.

2. Introduction

Grammar – why and how

As the heading suggests we are going to talk about the importance of learning grammar. Why is it necessary to learn and teach grammar? The probable answers to this question could be, the knowledge of grammar helps us use a language accurately, to make a good impression, to know what is right and what is wrong, and to get direction in confusing situations. However, no one should be mistaken in believing that learning grammar helps in acquisition of a new language even though grammar teaching forms an important part of the formal language learning situations. The knowledge of grammar that one acquires in formal language learning situations is a tool in the hands of a learner for correction.

Despite all the reasons given above, broaching the topic of grammar is like fishing in troubled waters for there has been no consensus among the educationists, linguists, cognitivists over the issue of teaching grammar. Linguists like Stephen Krashen has said, "Grammar may not help and may even hurt." Nevertheless, teachers have continued to teach Grammar and students have

continued to buy Grammar books. Besides, many cognitive psychologists have contributed to growing consensus that 'Form' can be taught. They have pointed out – a. The need for noticing order for learning to take place. b. The capacity 'Adult Second Language Learners' have for being active, constructive and full of plans. In other word sit is necessary to become intentional rather than incidental learners.

This unit of Grammar is meant for the 'Adult Second Language Learners' who are also the potential teachers. A teacher is always expected to speak right than wrong. Knowing grammar will always come in handy for this purpose. The debate on 'Grammar or No Grammar' seems to have become lopsided in which 'Grammar' weighs more. So, now, the debate appears to be more about the way one is exposed to Grammar than 'Grammar or No Grammar'.

If we once again consider the above mentioned statement of Stephen Krashen in which he says 'Grammar may not help and may even hurt' reads like he is talking about the Grammar which is taught without providing the learners with a context; where meaning is missing and a student is not exposed to language usage. Such Grammar teaching is confusing and boring where you learn a rule first, then practice it, then someone tells you your mistakes and then you drill to rectify the mistakes. However, whether mistakes get rectified following this process is a big question. On the other hand, we see that in case of the first language, we seem to be knowing our grammar even without being conscious of itfor it is interwoven in the language we use in our day-to-day conversations. Secondly, when a child, while in the process of learning her first language, makes mistakes elders enjoy them. They celebrate the mistakes made by their children, whereas in case of the second language, and especially in the classrooms of English in our schools the mistakes are pointed out ruthlessly and children are expected to correct them then and there.

The problem is that gaining knowledge about grammar does not necessarily develop the ability to use it in a variety of real life situations. As a result, many of us, despite having mastered the rules of grammar, find it difficult to use the target language for the various purposes it is meant to be used. So it becomes the job of a teacher to bridge the gap between understanding the Form and Use of a Structure and using it in open ended ways. Now the question is, How to do it? The whole lot of activities coming to my mind can broadly be categorised in three categories.

- **A balance of language and communication focus** – In the activities like this you can select situations where a particular structure is (mostly) used.

- Ask a person to assume himself as a famous person or a thing, rest of the students will ask him Yes/No questions like – Are you a male? Are you a politician? Have you been accorded any prize recently? Will you celebrate your birthday soon? Etc. on the basis of these clues students will be able to find out what one has assumed himself. Now this is a wonderful activity to understand and practice how Yes/No type of questions are constructed.

- You can use pictures in multiple ways like – 1. Comparing and contrasting the pictures. 2.Describing a picture (while it is before the students or shown once and removed). 3.One person describing a picture and other drawing it. Obviously the one who is drawing has not seen it.

  The belief here is that the visual ability of a person is never limited by his/her language abilities and the observation motivates one to speak up. You will see here that one needs to use a set of structures while describing a picture or comparing or contrasting two pictures.

So such situations/games/activities can be thought of and structures can be practised.

A. **Integrate the four abilities (listening, speaking, reading and writing)** – First of all we have to be very clear about this that LSRW, as they are popularly known, are interdependent, complementary and overlapping. Seeing them this way can change language teaching a great deal. So activities can be planned where these four skills can be used together. A few of them are given below.

  - Take a story or an article. Divide it into paragraphs. Tear the paragraphs/pieces apart. Students can be given these pieces to organise and complete the whole story. These stories can later be presented by the groups in oral or written form. More than one story or article can be given in a class which will certainly increase the difficulty. The teacher can control the difficulty level firstly by controlling the number of the stories and articles and secondly by choosing their difficulty according to the level. He has a choice of choosing a text which has a prominent grammatical structure.(From easy to difficult words and sentences both)

- A teacher can hold a discussion over a topic. A teacher can choose a topic of students' interest and invite their views. Later the students can be asked to first hold a discussion among themselves and write down their understanding on it. The objective of such activities is to involve the learners in tasks where they need to use multiple abilities of language.

B. **Include a lexis**– Every word has a Grammar of it. A teacher can make the students play with the words and can discuss the Grammar of them.

- 'Back to the Board' is one such game. In this game, one person will sit with his/her back to the board. Next, the teacher will write a word on the board. His/her team members will give three or four clues to guess the word. Once the word is guessed correctly the other team members will have to tell about the Grammar of the word (if it is a verb tell the forms, if a noun its plural etc.) and will have to make a sentence using it. Suppose the person sitting back to board fails to guess the word his/her team will have to discuss the Grammar of the word and make a sentence using it.

- Take a word 'Run' and ask for its variations, phrases, idioms. One can teach tenses with the variations of a verb. Even discuss what a 'morpheme' is and what a 'root' word is. See when you add certain things to a root word whether the word changes it grammatical function, e.g., come-comes, travel-travelogue.

Through a short discussion given above you must have got an idea how grammar can be taught in a meaningful and communicative way without explicit teaching of the rules. Certain grammatical concepts are going to be discussed in the hope that knowing them will help the learners in analysing, understanding, identifying, concluding, deciding and using the rules of a language while they will be working with the language using the suggested approach.

3. Parts of speech

Parts of speech are the words performing one or the other function in a sentence. In other words they are the building blocks of a sentence. They are nouns, pronouns, verbs, adverbs, adjective, preposition, conjunction and interjection.

Here are a few examples of each part of speech -

- Noun-   Mohan, Ahmed, Agra, room etc.

- Pronoun-   I, we, you, anybody, that, this which, who etc.
- Verb-   is, am, are, play, read, go, sing search, do, have etc.
- Adverb-   really, completely, very etc.
- Adjective-   happy, new, large, round etc.
- Preposition-   on, in, at, upon, in front of, between etc.
- Conjunction-   and, that, although, etc.
- Interjection- oh, ah etc.

So whenever someone writes or speaks a sentence one or the other part of speech comes to form the sentence, in other words we cannot form a sentence without parts of speech.

3.1 Noun

A **noun** is the name of a person, place, thing, or idea. Whatever exists, we assume, can be named, and that name is a noun. A **proper noun**, which names a specific person, place, or thing (Kamal, Queen Marguerite, Middle East, Jabalpur, Malaysia, Spanish, Buddhism, the Congress Party), is almost always capitalized. **Common nouns** names given in common everything else, things that usually are not capitalized.

Read the following sentences.

1. **Mohan** likes **milk.**
2. **Boys** are playing in the **ground**.
3. **Indian cricket team** won the **test series**.
4. **Gold** is a precious **metal**.
5. **Honesty** is the best **policy**.

The above Underlined words in sentences are nouns.

Nouns may either be countable or uncountable. Countable nouns are things we can count. So we can say one banana, two bananas etc. Uncountable nouns are things we cannot count. We cannot say one water, two rice etc.

Let's perform an activity:

Some sentences are given in following table; you have to pick out and list nouns from these sentences and also write whether they are countable or uncountable.

I eat a banana every day.	*I eat rice every day.*
I like Banana.	*I like rice.*
There's a beach near my house.	*There's sand in my shoes.*
Moni was singing a song.	*Moni was listening to music.*
Have you got a ten-rupeenote?	*Have you got any money?*
It wasn't your fault. It was an accident.	*It wasn't your fault. It was bad luck.*
There are no barriers on the way.	*There is no electricity in this house.*
We haven't got enough cups.	*We haven't got enough water.*

From the above examples it is clear that:

You can use a/an with singular countable nouns.	You cannot normally use a/an with uncountable nouns.
You cannot use singular countable nouns alone (Without a/the/my etc.)	You can use uncountable nouns alone (Without a/the/my etc.)
You can use plural countable nouns alone (Without article/determiner).	
You can use *some* and *any* with plural countable nouns.	You can use *some* and *any* with uncountable nouns as well.
You can use *many* and *few* with plural countable nouns.	You can use *much* and *little* with uncountable nouns.

3.2 Pronoun:

Read the following examples and learn.

1. Usha is my elder sister, <u>**she**</u> is a doctor.
2. Vijay is at the main gate, call <u>**him**</u> here.
3. Prashant has a dog, <u>**it**</u> barks at night.

The words **she, him,** and **it** are pronouns which are used in place of nouns.

There are five types of pronouns, which are as follows:

1. Personal pronoun
2. Demonstrative pronoun
3. Relative pronoun
4. Interrogative pronoun
5. Reflexive pronoun

1. **Personal Pronoun:**There are three types of personal pronouns
   (1) First person (2) Second person (3) Third person.
   Table below shows all types of personal pronoun;

Form/case	First person		Second person		Third person	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Nominative (Subject) case	I	We	You	You	He, She, It	They
Objective case	me	us	you	you	him, her, It	them
Possessive case	my, mine	our, ours	your	yours	his, her, Its	theres
Reflective case	myself	ourselves	yourself	yourselves	himself, herself, itself	themselves

2. **Demonstrative Pronoun: This, That, These** and **Those** are the pronouns which are used to pointto nouns called demonstrative pronoun.
   1. **This** is my book.
   2. **That** is a fan.
   3. **These** are your pencils.
   4. **Those** are our boxes.

3. Relative Pronouns: Who, Whom, Whose, Which, that, as etc. are relative pronouns which are used to join two clauses?

   1. Atul is a Bank Manager **who** manages the main branch of the SBI in the city.
   2. Sandeep,**who** you met yesterday, is a pilot.
   3. Kanchan,**whose** songs you listen to on Radio, is a singer.
   4. The beautiful house **that** you can see from here belongs to Seema.

4. Interrogative Pronoun: Who,whom, whose, what, which, how etc. are the words which are used to make questions or in other words these words are called question words.

   1. **Who** is Shri Narendra Modi?
   2. **Whom/who** have you met in this office?
   3. **When** will you come to office?
   4. **What** is the name of that star?
   5. **Where** are you going to buy school books?

5. Reflexive Pronoun: Myself, our self, yourself, yourselves, themselves, himself, herself, itself are reflexive pronouns use at the objective in position.

   1. She brought these glasses **herself**.
   2. I do my work **myself.**
   3. They wash the dishes **themselves.**

3.3 Verbs

A verb or action word has the central role in a language. You can have a sentence without any other part of speech but not without a verb. Let us Study the following sentences and pick out the verbs.

1. Ram Kumar **reads** only magic books.
2. Nagma **sings** a song.
3. Mercy **plays** violin.
4. They **go for a walk in the morning**.
5. You **are laughing**.
6. **Come** in.

The form and function of a Verb is changeable according to the change of time and tense.There are following types of verbs.

(1) Transitive verbs
(2) Intransitive verbs

3.3.1 Transitive verbs

The verbs of the above 1st, 2nd, and 3rd sentences are transitive verbs because these sentences have an object. When an action takes place it affects someone or something. This someone or something is called an object. As a simple rule a verb is transitive when it takes an object means the action is affecting someone/something. Such verbs need an object.

Sunil kicked Jagan under the table.

Kicked = transitive verb; *Jagan* = object (the one who is affected by the action.).

3.3.2 Intransitive verbs

4th, 5th and 6th sentences have no object, thus the verb is called intransitive verb.In other words, when there is no one to receive the action of the doer. In such sentences the verb is intransitive.

- Huffing and puffing, we *arrived* at the classroom door.

  Arrived = intransitive verb.

- Jeenat went to the campus cafe for a steaming cup of tea.

Went = intransitive verb.

- To escape the midday sun, the cats lie in the shade under our cars.

  Lie = intransitive verb.

- In the evenings, Geeta sits on the front porch to admire her well maintained lawn.

  Sits = intransitive verb.

➢ Interestingly enough many verbs can be both transitive and intransitive. See a few examples-

A verb which needs an object for the completion of the action is transitive while a verb which does not need an object for its completion is intransitive. Some verbs, such as arrive, go, lie, sneeze, sit, and die, are always intransitive; it is impossible for them to take an object.

Other action verbs, however, can be transitive *or* intransitive, depending on what follows in the sentence. Compare these examples:

- Nandini is laughing

  Here laugh is an intransitive verb.

- Mohan laughed at his friend when he fell down.

  Here laugh is transitive (because of the preposition at)

- During cross-country practice, Damodar runs over hills, through fields, across the river, and along the highway.

  Runs = intransitive verb.

- In the Asian Games, Damodar will run his first marathon.

  Will run = transitive verb; marathon = object.

4. Tenses

Time and Tense
Time and Tense is not one and the same thing. Time is a concept which all of us are familiar with. The time an action begins can be (1) Past, (2) Present, and (3) Future. Time can be indicated by words like yesterday, tomorrow, in 2001 etc. Tense is quite different: Tense stands for a verb form used to express time relation. The verb form sare always in the present and the past tense. There is no future tense of English verb. Future time may be expressed with a present tense also. Tense is a matter of form where as time is matter of meaning.

Example: They are leaving for Indore tomorrow morning.

I hope it rains tomorrow.

Past tense does not necessarily express a past time.

Example: I wish you knew my difficulties.

Simple present tense can be used to express past, present and future tense.

Example: Mr Verma works as a librarian.

Though the verb 'works' is simple tense, it describes Mr.Verma's activities in the past, present and in the future.

It is therefore, necessary not to confuse present time with present tense, past time with past tense and future time with future tense.

Tenses in English
The concept of the tense can be split into:

1. **The Present - What you are currently doing.**

    I eat, I am eating

2. **The Past - What you did some time back.**

    I ate, I was eating

3. **The Future - What you will do later.**

    I will eat, I will be eating

    Future tense is used to express various types of expressions like, wish, threat, possibility etc. As such they are colourful sentences carrying a different shade of expression.

In English language, tenses play an important role in sentence formation.

The tense of a verb shows the time of an event or action.

There are four types of tenses. Simple, Continuous/progressive, Perfect, and Perfect Continuous and each of these has a present, past and future form.

Students can themselves analyze a sentence and see with what subject what helping verb goes, what form of verb follows a helping verb.

4.1 PRESENT TENSES

4.1.1SIMPLE PRESENT TENSE
In Simple Present, the action is simply mentioned and there is nothing being said about its completeness.

I eat bananas.
He sleeps at night.
You play football in the evening.

In Simple Present tense we talk about :

Habit in present - I go for a walk in the morning.

Routine - Papa works hard till Friday but rests on Saturdays and Sundays.

Characteristics - Iron rusts when comes in contact with dampness.

Facts - The sun rises in the east.

Often news headlines are written in simple present, The Home Minister begins his foreign tour tomorrow. And cricket commentary too is done in simple present as – Sachin hits his 38th ODI century in Wankhede Stadium.

The question arises why headlines are in Present when the action has already taken place. The headlines of a newspaper are originally intended to attract the readers' attention so that they purchase it like hot cake. Framing the bold headline statements in the Present tense gives them a sense of urgency and excitement.

4.1.2 PRESENT CONTINUOUS TENSE
In Present Continuous, the action is on-going/ still going on and hence continuous. So it talks about a running action which may stop at anytime.

I am eating mangoes.
He is sleeping in his bed.
You are playing cards.

Present Continuous Tense talks about an already planned future event also.

We are going to Ahmedabad tomorrow.

4.1.3 PRESENT PERFECT TENSE
In Present Perfect, the action is complete, has ended just now and it has its impact on the immediate present. Such as a boy who studies in class X may say 'I have passed class IX..

Many of us get confused between Simple Past and Present Perfect easily as both seem to declare about an action which is over. The same boy when studying in an advance class or in Service will say 'I passed class IX in 2014.

Compare the situations –

- Rohit who lives in Bhopal has gone to Indore and is to come back. While he is still in Indore you can talk about him as – **Rohit has gone to Indore.**

- When Rohit comes back he can say – **I went to Indore day before yesterday and came back yesterday evening.**

- Whereas at a very large span of time (he is taking about his life till day) Rohit can say – **I have gone to Indore many times.** This, in a way, shows that the chances of going to Indore are still there.

- But when Rohit has to narrate an incident related to Indore he will say – once when I went to Indore, it was in 90s, I felt one day or other this city would emerge as the commercial capital of MP.

- Suppose a movie is running in the theater.One of your classmates watched it yesterday.He can come and say **- I have watched the movie you can also go and watch**. But the same person, while explaining to the Principal as to why he could not complete his assignment in the evening yesterday, can say – **I watched a movie in the evening and that is why …**

- But suppose it was a lunar eclipse last night.The same friend of yours saw it. This time he would not say **– I have seen a lunar eclipse now you go and see** rather he would say **I saw a lunar eclipse last night,** simply because lunar eclipse does not occur every day.

4.1.4 PRESENT PERFECT CONTINUOUS TENSE

Present Perfect Continuous tense shows that the action had started some time back and is still going on. Some part is complete hence 'Perfect' but some part is still going on hence 'Continuous'. Sometimes time too is mentioned in such sentences. Time is mentioned in two ways – **quantum of time** as in minutes, seconds, days, years, weeks etc. and a **certain point of time** as – October 10, 1990, 10 o' clock etc. when the quantum of time is mentioned it comes with 'for', when the point of time is mentioned it comes with 'since'.

- I have been eating since (the time) the party began.

- He has been sleeping for a long time.

- She has been playing in the tournament since the first match/1994/ last November.

4.2 PAST TENSES

4.2.1 SIMPLE PAST TENSE

In Simple Past, the action is simply mentioned and understood to have taken place in the past.

I ate very tasty meal last evening.
He slept soundly.
You used to play a good game earlier.

Simple Past also talks about habit in the past which can be indicated through the words like, 'used to' and 'would' as well. Stories are often told in Simple Past like, ' Once upon a time there lived a king. He had three daughters. He loved his daughters so dearly…'

Simple past sentences with **if**, **wish**, **would** express an unreal or hypothetical situation. For example:

- I wish I taught you.

- If I bought a car, it would be a Maruti swift.

 Talk more about this to your teacher.

4.2.2 PAST CONTINUOUS TENSE

In Past Continuous, the action was ongoing till a certain time in the past.

i)   I was having my breakfast when my friend called up to give me that good news.

ii)   He was sleeping when he was hit by a stick.

iii)   You were playing till late in the evening.

4.2.3 PAST PERFECT TENSE

Past can be seen as new past and old past. For example 1947 is past and 2001 too is past but in comparison to 1947 2001 is new past. Past Perfect is used to express something that happened before another action in the past. In a way it is a comparison between old and new past (Ex. between two past *Hitler has lost the war before India got freedom*)

For an example let us take two events from someone's life –

1990 – I did graduation.

1992 – I joined government service.

OR

Sun rose first.

I got up later.

This can be written using simple past and past perfect tenses –

I.   I had done my graduation before I joined the government service.

II.   I had got up before the sun rose.

4.2.4 PAST PERFECT CONTINUOUS TENSE

Past Perfect Continuous is used to express something that started in the past and continued until another time in the past. Sometimes time too is mentioned in such sentences. Time is mentioned in two ways – quantum of time as in minutes, seconds, days, years, weeks etc. and a certain point of time as – October 10, 1990, 10 0' clock etc. when the quantum of time is mentioned it comes with 'for', when the point of time is mentioned it comes with 'since'.

I.   I had been reading for two hours when electric supply stopped suddenly.

II.   He had been sleeping since 8 o' clock before going into a deep coma.

III.   Hehad been playing cricket for years before getting selected for the state team.

4.3 Future Time Reference

There is no tense like, future tense. It is only a reference to some future time which may be expressed even without 'will' or 'shall' . Look at the following examples:

I.   I will finish this novel soon.

II.   I am going to join the art classes from the next month.

III.   She is to reach to her doctor's clinic in an hour or so.

Progressive aspect:

i)   I will be eating at 9 a.m.

ii)   She will be sleeping when you arrive.

iii)   I will be playing at 5 p.m.

Perfect aspect:

Future Perfect expresses action that will occur in the future before another action in the future.

i)   I will have eaten before 10 a.m..

ii)   I will have slept before you arrive.

iii)   She will have finished cooking by 6 p.m.

4.3.1Future perfect continuous

Future Perfect Continuous is used to talk about an on-going action before some point in the future.

    i)   I will have been sleeping for two hours by the time dinner gets ready.

    ii)   I will have been playing for an hour by 5 p.m.

5.Voices:

Verbs are either active or passive in voice. In the active voice, the subject and verb relationship is straightforward: the subject is a doer of the action. In the passive voice, the subject of the sentence is not a doer either. It is shown with by + doer or is not shown in the sentence. Passive voice is used when the action is in focus, not the 'doer'. It is not important (or not known) who does the action.

- The glass is broken. (It is not known who broke the glass, or it is not important to know who broke the glass.)

- The court is adjourned. (The focus is on the action- the court being adjourned. It is not important to know who adjourned it.)

It so happens that in some cases, you need to use passive voice to stress the action, not the actor. Also, passive voice can be considered more impersonal as it sounds less aggressive or dramatic.

- That building was built in 1990.

- The car was invented about a hundred years ago.

- I was told that Meena had moved to a different city.

- Your work is appreciated.

- She was elected to city council.

- It was rumoured that the company would lay off a few people soon.

- It is recommended that the billing process be shortened.

You can easily rewrite an active sentence to a passive sentence. The object in the active sentence becomes a subject in the passive sentence. The verb is changed to a "be" verb + past participle. The subject of the active sentence follows by or is omitted.

- Sunil wrote a letter to Jasmin.

  A letter was written to Jasmin by Sunil.

- The government built a new bridge.

  A new bridge was built by the government.

- I recommend that you apply for this position.

  It is recommended that you apply for this position.

Note:

1. Only a transitive verb has two voice – Active and Passive

2. An intransitive verb is not used in the passive voice. If you remember the nature of an intransitive verb that it affects the doer himself you will come to conclude that when there's no object you cannot write a sentence in passive voice.

*3. If the object contains a pronoun in the objective case, change it into nominative case. And the subject turns into objective case. Example – **He** teaches **me**. **I** am taught by **him**.*

6.Narration

The Dictionary meaning of the verb Narrate is "to give an account of something." Thus narration means giving an account.

When the actual words of the speaker are reproduced, it is called **Direct Narration.**

For example: The teacher said, "Most of the students are punctual." (A)

When the conversation is repeated without using the speaker's actual words while keeping the meaning unchanged, it is called **Indirect Narration.**

For Example: The teacher said that most of the students were punctual. (B)

In the above sentences 'the teacher' is the speaker, 'said' is the reporting verb and' most of the students were punctual' is the reported speech.

From sentence (A) we learn that in Direct Narration:

1. The exact words of the speaker are put within inverted commas.
2. A comma is placed after the reporting verb.
3. The first word of the reported speech begins with a capital letter.

From sentence (B) we learn that in Indirect Narration:

1. The reported verb are not placed within inverted comma.
2. No comma is placed after the reporting verb.
3. The reported speech is introduced by the conjunction 'that'. If the sentence in the reporting speech is affirmative
4. The verb is changed in accordance with the tense of the reporting verb. If it is in the past tense rest of the reported speech will be in past tense.
5. If the reporting verb is in present tense, the tense of verb in the reported speech is not changed. Examples:
(i)   The teacher says, "The boy <u>was</u> lazy."
         The teacher says that the boy <u>was</u> lazy.
(ii)   Ashok will say, "Lunch <u>is</u> ready."
         Ashok will say that lunch <u>is</u> ready.

If the reporting verb is in the past tense the verb in the reported speech is changed into corresponding past tense form. The change are listed below:

Direct Speech	Indirect speech
Present simple	Past simple
Present continuous	Past continuous
Present perfect	Past perfect
Present perfect continuous	Past perfect continuous
Past simple	Past perfect
Past continuous	Past perfect continuous
Shall / Will/may/can	Should / would/might/could

Examples:

(i)   Anil said, "Satish <u>swims</u>every day."
         Anil said that Satish <u>swam</u> everyday.
(ii)   Reema said, "He <u>is doing</u> his work."
         Reema said that he <u>was doing</u> his work.

First person pronouns normally change according to the subject of the reporting verb. Second person pronouns change according to the object of the reporting verb. But their case does not change. Third person pronouns do not changes.

Pronouns in different cases:

Person	Nominative case	Objective case	Possessive case
First person	I	Me	My, mine
	We	Us	Our, ours
Second Person	You	You	Your, yours
Third Person	He, She, It	Him, Her, It	His, Her, Its
	They	Them	Their, Theirs

Place and time adverbials change as follows:

Direct Speech	Indirect Speech
This / These	That / Those
Here	There
now	Then
today	That day
Last week	The previous week
tomorrow	The next day
Next week	The following week
yesterday	The day before
ago	before

If the reported speech contains some universal truth, habitual, fact or proverbs, then the tense of the reported speech remains unchanged. For example:

He said, "The earth moves round the sun."

He said that the earth moves round the sun.

7.Adjectives

Adjectives are describing words. *Large*, *grey*, and *friendly* are all examples of adjectives. In the examples below, these adjectives are used to describe an elephant.

- Large elephant.
- Grey elephant.
- Friendly elephant.

Adjectives Modify Nouns. The word *elephant* is a noun. Adjectives are added to nouns to state what kind, what colour, which one or how many. Adjectives are said to modify nouns and are necessary to make the meanings of sentences clearer or more exact.

Examples:

- Follow the **yellow** cab.
  (In this example, the adjective *yellow* modifies the noun *cab*.)

- Kalam caught a **large** fish.
  (In this example, the adjective *large* modifies the noun *fish*.)

- It is the girl with the **pale** face again.
  (The adjective *pale* modifies the noun *face*.)

- There is an **essential** issue we need to discuss.
  (*essential* is the adjective which modifies *issue*.)

196

- Pappu guessed the **right** number.
  (the noun *number* is modified by *right*)

There are three degrees of adjectives.
  1. Positive Adjective   2. Comparative Adjective   3. Superlative Adjective
 Some Examples:

Positive	Comparative	Superlative
Big	Bigger	Biggest
Great	Greater	Greatest
Short	Shorter	Shortest
Old	Older	Oldest
Large	Larger	Largest
Happy	Happier	Happiest
Lucky	Luckier	Luckiest
Heavy	Heavier	Heaviest
Beautiful	More beautiful	Most beautiful
Horrible	More horrible	Most horrible

Use of comparative adjective.

Comparative adjectives are used to express characteristic of one thing in comparison to another thing (one thing). It makes comparison between **two things.**
Word "than" is mostly used after comparative adjective but sometimes other words "to" may be used after comparative adjective. See the following examples -

Examples.
        She is **taller** than Mary.
        A cup is **smaller** than a glass.
        He is **junior** to me.
        Chinese is **more difficult** than English.
        Paris is **more beautiful** than New York.

Use of Superlative adjective.

Comparative adjectives are used to express characteristic of one thing in comparison to other thing/s (many things). Whereas, superlative is the highest degree of a thing in comparison to other things. A superlative adjective means that an object is surpassing all others (things in comparison) in quality or characteristic.   For example, John is the **most intelligent** student in his class. It means John is surpassing all other students in his class and no other student in his class is as intelligent as John.

Article "the" is used before superlative degree. "In" or "of" etc. is used after the superlative and modifying noun in sentence.

Examples.

    Bill Gates is the **richest** person in the world.

    Brunel is the **most beautiful** hotel in England.

    Mount Everest is the **highest** mountain in the world.

    She is the **tallest** girl in class.

    His house is the **biggest** in the street.

    The winter is the **coldest** time of the year.

8. Determiners

Determiners occur before nouns and they indicate the kind of reference which the nouns have.

Kinds of determiners:

There are several classes of determiners:

1. Definite and Indefinite articles: The, a, an
2. Demonstratives: this, that, these, those
3. Possessive: my, your, his, her, its, our, their etc.
4. Quantifiers: a few, a little, much, many, a lot of, most, some, any enough etc.
5. Numbers: one, ten, thirty etc.
6. Distributives: all, both, half, either, neither, each, every
7. Difference words: other, another etc.
8. Question words: Which, what, who, whose, etc.
9. Defining words: which, whose etc.

9. Articles:

From the grammatical point of view articles are adjectives. All languages do not have articles.For example there are no articles in Hindi. The forms of articles do not change with the

change of the number and person of the noun. Sometimes we do not use any article.In English articles are of two types:

    1. Indefinite: **a, an**   2. Definite: **the**

(1) Indefinite Articles: Indefinite article is used before a singular countable noun. It is not used with uncountable nouns. The use of **a** or **an** depends on the spoken form of the word that follows the written form.

    When a word begins with a vowel sound (not the vowel letter) an is used.

    Example: an apple, an arm, an afternoon, an elephant

    When the word begins with a consonant sound a is used for example a book, a room,

    a chair etc.

    The use of articles with acronyms is rather tricky. We say

    an M.P.   **an** M.A.

But,   **a** member of parliament, **a** master of arts

If the noun is modified by an adjective, the choice between 'a' and 'an' depends on the initial sound of the adjective that immediately follows the article, for example a broken leg, an unusual problem etc.

(2) Definite Article: When a noun becomes certain or specific. Here we get answer to the question: "Which one?" The definite article specifies a person, place or thing already mentioned:

    There is a book on the table.

    The book is of English Grammar. (Which book?- the book on the table)

    There is water in **the** bottle.

    The water smells bad. (Which water?-the water in the bottle)

    Karan is in his room.

    The room is on **the** first floor. (Which room?-Karan's room)

2. To refer to something unique, of which there is only one.- the sun, the moon, the Himalayas, the almighty, the earth, the universe, the equator, the north pole, the east, the west, etc.

    The sun rises in **the** east and sets in **the** west.

    The weather in **the** North Pole is very cold.

But **'the'** is not used for the names of stars and planets- Mars, Venus, Mercury.

3. With adjectives when these are used as nouns- the rich, the poor, the blind, the brave, the living, the dead, the Indian, the American, the known, the unknown, the French etc.

> **The** rich exploit **the** poor.
> Only **the** strong survive in **the** world.
> **The** Indians were upset over **the** defeat in **the** cricket match.

4. With some proper nouns that refer to geographical areas, seas, rivers, mountain ranges, group of islands, plural names of countries.

> **The** Indian ocean, **the** Atlantic, **the** Himalayas, **the** Ganga, **the** United States of America.

5. With the names of musical instruments. For example: The drums, The Violin etc.

10.Prepositions:

Let us read and understand following sentences having underlined words.

1. The book is **on** the table.

2. The dog is standing **at** the gate.

3. The cat is **under** the table.

4. The mobile is **in** the pocket.

5. Anup is sitting **between** Raju and John.

Here, the underlined words *on, at, under, in, between* are known as preposition words. Prepositions are used before a noun or pronoun to show the relation of. Therefore, a word that is used before a noun or pronoun to show some relation is called a preposition.

Let us learn some more about the kinds of common preposition like;

At: Examine the following sentences.

1. The donkey is standing **at** the corner.

2. My brother lives **at** Padhar.

3. I get up **at** 5 o'clock.

Here, 'at' is used to show the relation with position, small place and time respectively.

In: Examine the following sentences.

1. My mother is **in** the kitchen.
2. Kanaz came to Harda **in** October.
3. His eldest sister lives **in** Delhi.

Here, 'in' is used to show the relation with the given nouns, year, month, and big city.

On: Examine the following sentences.

1. The book is **on** the table.
2. He leaves for Agra **on** Sunday.
3. Vinod will come **on** 10th December.

Here, 'on' is used to show the position in relation to a place and used before day and date.

Between: First read the examples.

1. The mother divided the land **between** Kavash and Pervej.
2. Amit is sitting **between** Rajesh and Prajesh.
3. There is a mango tree **between** Guava and Coconut tree.

The preposition 'between' is used to show the relation of status between two persons or things.

Among: Read the sentences and learn the use of 'among'.

1. The tongue is **among** the teeth.
2. There is a girl **among** the boys.
3. The librarian can not be seen **among** the books.

'Among' shows the relation among people, things, etc. More than two things.

Behind: Now read the following sentences and learn the use of word 'behind'.

1. Vimal is standing **behind** the tree.
2. Rukhsana is standing **behind** the curtain.
3. Children are playing **behind** the school building.

The above sentences show the use of the word 'behind'. It shows the position of the things lying behind the other things.

In front of: In front of is used to show the position of the things which is lying before the other things.

1. My school is **in front of** the church.
2. My house is **in front of** the municipal's building.
3. The flag hoisting pole is standing **in front of** the school building.

Up and Down: Read and learn the following sentences.

1. We climbed **up** the mountain.
2. Bachendri Pal had climbed **up** the Mount Everest.
3. We came **down** from the mountain.
4. River flows from up to **down**.

Here, the examples show the 'up' is used for upward movement and 'down' for downward movement.

For and Since: Read the following sentences and understand the use of 'for' and 'since'.

1. My father bought a bicycle **for** me. (possession)
2. I bought this pen **for** twenty rupees. (Price)
3. Ramu has been working **for** two hours. (Period of time)
4. Rita has been waiting for Geeta **since** morning. (beginning of time and the action is continuous)
5. I have been selling books **since** Monday. (beginning of time and the action is continuous)

    In the above 1st ,2nd &3rd sentences show the use of **'for'**, to show the possession, Value, and period of time respectively and in 4th & 5th sentences **'Since'** is used to show the beginning of time.

11.Adverbs

An adverb can be added to a <u>verb</u> to <u>modify</u> its meaning. Usually, an adverb tells you when, where, how, in what manner, or to what extent an action is performed.

Many adverbs end in **ly** — particularly those that are used to express how an action is performed.

Although many adverbs end **ly**, lots do not, e.g., fast, never, well, very, most, least, more, less, now, far, and there.

Examples:

- Anita placed the vase **carefully** on the shelf.
  (The word *carefully* is an adverb. It shows how the vase was placed.)

- Tara walks **gracefully**.
  (The word *gracefully* is an adverb. It modifies the verb *walk*.)

- He runs **fast**.
  (The word *fast* is an adverb. It modifies the verb *run*.)

- You can set your watch by him. He **always** leaves at 5 o'clock.
  (The word *always* is an adverb. It modifies the verb *to leave*.)

- The guests arrived **early**.
  (*early* modifies *the verb, arrive*)

- She **sometimes** helps us.
  (*sometimes* modifies the verb, ***help***)

Types of Adverbs

Although there are many adverbs, each adverb can usually be categorized in one of the following groupings:

Adverbs of Time

- Press the button **now**.
  (*now* - adverb of time)

- I have never been to Mumbai.
  (***never*** - adverb of time)

- I tell him daily to come in time.
  (***daily*** - adverb of time)

Adverbs of Place

- Roses grow everywhere.

(*everywhere* - adverb of place)

- I did not put it there.
  (*there* - adverb of place)

Adverbs of Manner
- He passed the test easily.
  (*easily* - adverb of manner)

- The lion crouched stealthily.
  (*stealthily* - adverb of manner)

Adverbs of Degree
- That is the farthest I have ever jumped.
  (*farthest* - adverb of degree)

- He boxed more cleverly.
  (*more cleverly* - adverb of degree and manner.)

Adverbs can modify adjectives and other adverbs
Although the term *adverb* implies that they are only used with verbs, adverbs can also modify adjectives and other adverbs.

For example:

- The **horridly** ugly statue was not undamaged by the earthquake.
  (The adverb *horridly* modifies the adjective *ugly*.)

- Patel had an **extremely** ashen face.
  (The adverb *extremely* modifies the adjective *ashen*.)

- **Badly** trained dogs that fail the test will become pets.
  (The adverb *badly* modifies the adjective *trained*.)
  (Note: The adjective *trained* is an adjective formed from the verb *to train*. It is called a participle.)

- She wore a **beautifully** designed dress.
  (The adverb *beautifully* modifies the adjective *designed*.)

- Jagga finished his work **remarkably quickly**.
  (The adverb *quickly* modifies the verb *to finish*. The adverb *remarkably* modifies the adverb *quickly*.)

12. Kinds of Sentences

Sentences may be classified according to the purpose of the speaker or writer. The four principal purposes of a sentence are described below.

1. **The Declarative sentence** is used to make a statement of fact, wish, intent, or feeling.
Ex. - I have seen that movie twice. I wish I could go on the picnic.

2. **The Imperative sentence** is used to state a command, request, or direction. The subject is always "You," even though it may not be expressed in the sentence.
Ex. - (You) Be on time for dinner. (You) Open the window, please.

3. **The Interrogative sentence** is used to ask a question. It is followed by a question mark.
Ex. - Do you have a sweater? Are you having a bad day?

4. **An Exclamatory sentence** is used to express strong feeling. It is followed by an exclamation mark.
Ex. - don't burn yourself out! Keep out! He screamed, "Help!"

Some more examples –
Declarative sentences
- San Marino is the smallest Republic state in Europe.
- Neeta wants to be a doctor.
- Munshi Premchand's stories have appeared in many magazines.
- We bought our car in April, 1975.
- The vice-president will visit Egypt next week.
- I wish I could go to Canada this summer.

Imperative sentences

- Please set the table for lunch.
- Turn left at the second stop sign.
- Put your initial sat the top right-hand corner of each sheet.
- Meet me at seven o'clock in front of the library.

Interrogative sentences
- Don't you get tired of watching television?
- Did you attend the concert by Aradhana Orchestra?
- Why are you so worried about the examination?
- Didn't I meet you at Rainbow Lake last summer?
- Have you ever roasted peanuts?

Exclamatory sentences
- Ouch! I burned my finger!
- You can't be serious!
- I can't believe it's all over!

13.Subject – verb agreement

Basic Principle: Singular subjects need singular verbs; plural subjects need plural verbs. My **brother is** a nutritionist. My **sisters are** mathematicians.

The indefinite pronouns *anyone, everyone, someone, no one, nobody* are always singular and, therefore, require singular verbs.

- Everyone **has** done his or her homework.
- Somebody **has left** her purse.

Some indefinite pronouns — such as *all, some* — are singular or plural depending on what they're referring to. (Is the thing referred to countable or not?) Be careful choosing a verb to accompany such pronouns.

- Some of the beads **are** missing.
- Some of the water **is** gone.

On the other hand, there is one indefinite pronoun, *none*, that can be either singular or plural; it often doesn't matter whether you use a singular or a plural verb — unless something else in the sentence determines its number. (Writers generally think of *none* as meaning *not any* and will choose a plural verb, as in "None of the engines are working," but when something else makes us regard *none* as meaning *not one*, we use a singular verb, as in "None of the food items is fresh.")

- None of them **claimed** responsibility for this incident?
- None of them **claim** responsibility for this incident?
- None of the students **have done** their homework. (In this last example, the word 'their' prevents the use of the singular verb.

Some indefinite pronouns are particularly troublesome **Everyone** and **Everybody** (listed above, also) may refer to both 'an individual' as well as a group. For example, 'everyone has got their share'. This sentence, here, is obviously referring to the group. However, if you say, 'everybody/everyone needs to pick her or his copy' the reference, here, is of the individuals.

However, '**each**' always refers to an individual being a part of some group. For instance,

'Each one of you will have to write an essay as a part of your writing assignment.'

Phrases such as ***together with***, ***as well as***, and ***along with*** are not the same as ***and***. The phrase introduced by ***as well as*** or ***along with*** will modify the earlier word (*mayor* in this case), but it does not <u>compound</u> the subjects (as the word ***and*** would do).

- The <u>mayor</u> as well as his brothers **is** going to prison.
- The <u>mayor and his brothers</u> **are** going to jail.

The pronouns ***neither*** and ***either*** are singular and require singular verbs even though they seem to be referring, in a sense, to two things.

- Neither of the two traffic lights **is** working.
- Which shirt do you want for Christmas?
  Either **is** fine with me.

In informal writing, ***neither*** and ***either*** sometimes take a plural verb when these pronouns are followed by a prepositional phrase beginning with ***of***. This is particularly true of interrogative constructions: "Haveeither of you read the assignment?" "Are either of you taking this seriously?"

The conjunction ***or*** does not conjoin (as *and* does): when '*nor'* or '*or'* is used the subject closer to the verb determines the number of the verb. Whether the subject comes before or after the verb doesn't matter; the proximity determines the number.

- Either my father or my brothers **are** going to sell the house.
- Neither my brothers nor my father **is** going to sell the house.
- **Are** either my brothers or my father responsible?
- **Is** either my father or my brothers responsible?

Because a sentence like "Neither my brothers nor my father <u>is</u> going to sell the house" sounds peculiar, it is probably a good idea to put the plural subject closer to the verb whenever that is possible.

The words ***there*** and ***here*** never act as subjects. So noun does the job of a subject and therefore verb has to agree with the number of the noun.

- There **are** two reasons [plural subject] for this.
- There **is** no reason for this.
- Here **are** two apples.

With these constructions (called expletive constructions), the subject follows the verb but still determines it.

Verbs in the present tense for third-person, singular subjects (*he, she, it* and anything those words can stand for) have *s*-endings. Other verbs do not add *s*-endings.

He loves… and she loves… and they love_ and . . . .

Sometimes modifiers will get between a subject and its verb, but these modifiers must not confuse the agreement between the subject and its verb.

The **mayor**, who has been convicted along with his four brothers on four counts of various crimes but who also seems, like a cat, to have several political lives, **is** finally going to jail.

Sometimes nouns take weird forms and can fool us into thinking they're plural when they're really singular and vice-versa. Consult the section on the **Plural Forms of Nouns** and the section on **Collective Nouns** for additional help. Words such as glasses, pants, pliers, and scissors are regarded as plural (and require plural verbs) unless they're preceded by the phrase *pair of* (in that case, the word *pair* becomes the subject).

- My glasses **were** on the bed.
- My pants **were** torn.
- A pair of plaid trousers **is** in the closet.

Some words end in -*s* and appear to be plural but are really singular and require singular verbs.

- The news from the front **is** bad.
- Measles **is** a dangerous disease for pregnant women.

On the other hand, some words ending in -*s* refer to a single thing but are nonetheless plural and require a plural verb.

- My assets **were** wiped out in the depression.
- The average worker's earnings **have** gone up dramatically.
- Our thanks **go** to the workers who supported the union.

The names of sports teams that do not end in "s" will take a plural verb: the Mohan Bagan have been looking …, The Chennai Super king are hoping that new talent …. See the section on **plurals**for help with this problem.

Fractional expressions such as**, a *half of, a part of, a percentage of, a majority of* are sometimes singular and sometimes plural, depending on the meaning. (The same is true, of course, when *all, any, more, most* and *some* act as subjects.) Sums and products of mathematical processes are expressed as singular and require singular verbs. The expression "many a…" (oddly enough) takes a singular verb: "Many a student has tried this."

- Some of the voters **are** still angry.
- A large percentage of the older population **is** voting against her.

- Two-fifths of the troops **were** lost in the battle.
- Two-fifths of the vineyard **was** destroyed by fire.
- Forty percent of the students **are** in favour of changing the policy.
- Forty percent of the student body **is** in favour of changing the policy.
- Two and two **is** four.
- Four times four divided by two **is** eight.

If your sentence compounds a positive and a negative subject and one is plural, the other singular, the verb should agree with the positive subject.

- The department members but not the chair **<u>have</u> decided** not to teach on Valentine's Day.
- It is not the faculty members but the president who **decides** this issue.
- It was the speaker, not his ideas, that **<u>has</u> provoked** the students to riot.

14.Clause

A clause is a group of words that includes a subject and a predicate (involving a verb necessarily).

A clause can be distinguished from a <u>phrase</u>, which does not contain a subject and a verb (e.g., *in the afternoon*, *drinking from the bowl*).

An independent clause can express a complete thought (and can be a standalone sentence). A dependent clause is usually a supporting part of a sentence, and it cannot stand by itself as a meaningful proposition (idea).

Examples of Independent Clauses
Here are some examples of independent clauses:

Tara ate a cheese roll after she watched the news.
(*Tara ate a cheese roll* is an independent clause. It works as a standalone sentence.)

Even though his mother was a driving instructor, **my cousin failed his driving test six times**.

Examples of Dependent Clauses
Here are the same examples with the dependent clauses:

Tara ate a cheese roll **after she watched the news**.
(The clause *after she watched the news* is a dependent clause. It does not work as a stand - alone sentence.)

Even though his mother was a driving instructor, my cousin failed his driving test six times.

How Are Clauses Used in Sentences?

Clauses can play a variety of roles in sentences. A clause can act as a noun, an adjective, or an adverb.

Noun Clauses

I cannot remember **what I said last night.**
(In this example, the clause acts like a noun.)

Compare the example above to this:

I cannot remember **my speech**.
(*speech* = noun)

Adjective Clauses

My dog, **who usually refuses to go near the water**, dived in the canal to chase a water vole.
(In this example, the clause acts like an adjective.)

Compare the example above to this:

My **water-shy** dog dived in the canal to chase a water vole.
(*water-shy* = adjective)

Adverbial Clauses

He lost his double chin **after he gave up beer**.
(In this example, the clause acts like an adverb.)

Compare the example above to this:

He lost his double chin **recently**.
(*recently* = adverb)

15. Connectors

A connector is a word that is used to join words or sentences. See the examples put below:

And, as well as, but, or, yet, nevertheless, however, so that, as long as, while, until, as if, because, when, after, though, before.

- A boy **and** a girl
- An elephant **and** a giraffe
- A toy **or** a book
- The music was loud **nevertheless** it was enjoyable.

Use of **'and'**

'And' is used as a conjunction when the words or phrases are of equal importance and both conditions exist. Other words that can be used in place of 'and' are: moreover, in addition to, along with, plus, as well as, further more

- Tom and Harry play hockey.
- A lion and a fox live in this cave.
- We need some gloves and a ball in addition to bats.
- The soldiers rose **moreover** they cheered the leader.
- We found the thief **along with** the bags.
- The gurgling stream **along with** the howling wind added to the charm of the place.

Use of **'but'**

The conjunction 'but' is used to show a contradiction between two phrases. Let's say the first phrase leads you to expect a certain event and the second phrase tells you quite an opposite outcome. In such an event, but, is used.

Other words like: nevertheless, yet, however, can be used in place of 'but'

- He ran, but he missed the bus.
- She studied hard but could not score well in the test.
- The hill was very steep but the old man could climb it easily.
- Sharmila fell from the horse **nevertheless** she did not cry.
- The lion was hungry **yet** it did not attack Anand.
- He is from England **however** he speaks Hindi very well.

Use of **'Or'**

When we need to express a choice between two words or phrases we use 'or'. Here only one of the two conditions exists.

Would you take a cup of tea or coffee?

Shall we buy a book or a toy?

Sit on the bench or on the grass.

Are you tired or shall we go out for a walk?

We can learn to talk English or we can depend on sign language.

Correlative conjunctions:

Conjunctions used in pairs are correlative conjunctions

Either..... or	Either Peter or John has taken the book.
Neither.....nor	The egg dish is neither hot nor tasty.
Both.....and	My sister is both smart and intelligent.
Whether..... or	Tell me whether you know the route or not.
Not only..... but also	Not only is she stupid but also stubborn.

Compound conjunctions

Compound conjunctions are groups of words that behave like conjunctions/connecting phrases.

In order that, on condition that, provided that, as soon as

Conjunction	Usage
In order that	I bought all the books in order that you may study well.
On condition that	The teacher excused him on condition that he would not repeat the mistake.
Even if	Sarah would not marry him even if he proposed to her.
So that	I kept away from my work so that I could spend time with my daughters
Provided that	You can take leave provided that you work overtime later
As though	Rohitash behaves as though he is the boss.
As well as	Monica as well as veronica was present there
As soon as	Mr. Ford plans to pay off his loan as soon as he gets his bonus.
As if	It looks as if there is going to be a storm.

Subordinating conjunction

A subordinating conjunction joins a clause to another on which it depends for its full meaning. The chief subordinating conjunctions are after, because, if, that, though, although, till, before, unless.

- I will not go to the market if it rains.
- The situation 'I will not go to the market' is dependent on the condition 'if it rains'.
- You could go and play after you have done the dishes.
- King Midas was unhappy because his daughter turned to gold.
- You must dig the earth till you find water.

Test Yourself

1. Use the adverbs given in the box to fill in the blanks in the sentences below.

> Awfully, sorrowfully, completely, loftily, carefully, differently, quickly, Nonchalantly

   i)   The report must be read_____so that performance can be improved.
   ii)   At the interview, Sameer answered our questions _____ shrugging his shoulders.
   iii)   We all behave _____ when we are tired or hungry.
   iv)   The teacher shook her head _____ when Ravi lied to her.
   v)   I _____ forgot about it.
   vi)   When I complimented Revathi on her success, she just smiled _____ and turned away.
   vii)   The president of the company is _____ busy and will not be able to meet you.
   viii)   I finished my work _____ so that I could go out to play.

> **Remember:**
> An adverb describes action. You can form adverbs by adding-'ly' to adjectives.
> Spelling note: when an adjective ends in –**y**, the **y** changes to I when you add-ly to form an adverb. For example: angr-**y**->angr-**i**-**ly**

2. **Verbs of Reporting**
    Study the following sentences.
    - **"**What!" *screamed* mother.
    - " N-n-no" she *whispered*.
    - " Sit up," he *ordered*.

The italicised words are verbs of reporting. We quote or report what someone has said or thought by using a reporting verb. Every reporting clause contains a reporting verb. For example:

   " How are you doing?" Seema *asked*.

We use verbs of reporting to advise, order, report statements, thoughts, intentions, questions, requests, apologies, manner of speaking and so on.

1. Underline the verbs of reporting in the following sentences.
    i) He says he will enjoy the ride.
    ii) Father mentioned that he was going on a holiday.
    iii) No one told us that the shop was closed .
    iv) He answered that the price would go up.
    v) I wondered why he was screaming.
    vi) Ben told her to wake him up.
    vii) Ratan apologised for coming late to the party.

2. Some verbs of reporting are given in the box. Choose the appropriate verbs and fill in the blanks in the following sentences.

| Were complaining, shouted, replied, remarked, ordered, suggested |

    i) " I am not afraid," _____ the woman.
    ii) " Leave me alone," my mother _____.
    iii) The children _____ that the roads were crowded and noisy.
    iv) " Let's go and look at the school ground," _____the sports teacher.
    v) The traffic police _____all the passers-by to keep off the road.

3. Passive Voice
   Study these sentences:

   - My parents **were regarded** as an ideal couple.
   - I **was asked** to go and sit on the back bench.
   - Such problems **have to be confronted**.

The italicised verbs in these sentences are made up of a form of the verb 'be' and a 'past participle'. (For example: were+ regarded, was+ asked, be + confronted). These sentences focus on what happens, rather than who does what. Notice that the doer of the action is not included in the sentences.

If necessary, we can mention the doer of the action in a by-phrase. For example:

   - The tree was struck by lightning.
   - The flag was unfurled by the chief guest.

Rewrite the paragraph below, using the correct form of the verb given in brackets.

   i)   Oil from Seeds
   Vegetable oils (make) from seeds and fruits of many plants growing all over the world, from tiny sesame seeds to big, juicy coconuts. Oil (produce) from cotton seeds, ground nuts, soya beans and sun flower seeds . Olive oil (use) for cooking, salad dressing etc. Olives (shake) from the trees and gather

up, usually by hand. The olives (ground) to a thick paste which is spread onto special mats. Then the mats (layer) up on the pressing machine which will gently squeeze them to produce olive oil.

4. **Dictionary Use**

   A word can mean different things in different contexts. Look at these three sentences:

   - The students are taught to respect different cultures.
   - The school is organising a cultural show.
   - His voice is cultured.

   In the first sentence, 'culture' (noun) means way of life; in the second, 'cultural'(adjective) means connected with art, literature and music; and in the third, 'cultured'(verb) means sophisticated, well mannered. Usually a dictionary helps you identify the right meaning by giving you signposts.
   (Noun, verb, adjective, adverb, synonyms, etc. are signposts which help you locate the right meaning and usage, and give information about the part of speech that the word is.)

Look up the dictionary entries for the words given under the column, noun. Then use the information given in the dictionary and complete the table.

Noun	Adjective	Adverb	Verb	Meaning
bravery				
girl				
wisdom				
Thief				
suspicion				

(Source-all exercises are from Beehive, an NCERT text book for class IX)

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शिक्षक की तैयारी

- शिक्षकों की ऐसी तैयारी जरूरी हैं कि वे बच्चों का ख्याल कर सकें और उनके साथ रहना पसंद करें।

- सामाजिक, सांस्कृतिक एवं राजनीतिक संदर्भों में बच्चों को समझ सकें।

- ग्रहणशील और निरंतर सीखने वाले हों।

- शिक्षा को अपने व्यक्तिगत अनुभवों की खोज के रूप में देखें तथा ज्ञान निर्माण को मननशील अधिगम की अनवरत प्रक्रिया के रूप में स्वीकार करें।

- ज्ञान को पाठ्यपुस्तक प्रदत्त बाह्य यथार्थ के रूप में न देखें वरन उसे शिक्षण अधिगम के साझा संदर्भों और व्यक्तिगत अनुभवों द्वारा गढ़ा हुआ माने।

- समाज के प्रति अपना दायित्व समझें और, बेहतर विश्व के लिए काम करें।

- उत्पादक कार्य के महत्व को समझें तथा कक्षा के बाहर और अंदर व्यावहारिक अनुभव देने के लिए कार्य को शिक्षण का माध्यम बनाएँ।

- पाठ्यचर्या की रूपरेखा, उसका नीतिगत·असर एवं मार्गों का विश्लेषण करें।

राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005

राज्य शिक्षा केन्द्र, मध्यप्रदेश, भोपाल