Farook Training College Innovative Academia (FTCIA)

Online Collaborative Learning Project (OCLP)

Pre-Edited Version of Study Materials.

(Chance for minor errors)

Farook Training College Innovative Academia (FTCIA)

Online Collaborative Learning Project (OCLP)

Project Team:

Project Head: Dr. T. Mohamed Saleem. Principal
Project Director: Dr. K. Vijayakumari. Associate Professor

Associate Directors:
1. Dr. G. Manoj Praveen. Associate Professor.
2. Dr. Niranjana. KP. Assistant Professor

Student Directors:
Afrah B.Ed Natural Science
Anuraj B.Ed Social Science
Ranisha B.Ed Malayalam
Ayisha Jubna B.Ed Mathematics
Anjana B.Ed Physical Science
Rahma B.Ed English

The entire materials are prepared by the B.Ed students (2020-22) of Farook Training College, Calicut, Kerala.

It is expected that this will be a support for those who need simplified, concise but comprehensive study materials for their examination preparation. It is a smart footstep to self learning and peer learning.

A note of appreciation to all student teachers who are the workforce behind this great endeavor.

Team OCLP

FTC

Unit 1
Language Meaning And Definition Role And Characteristics

Language Meaning And Definition

Language is the system of communication through speech many linguistic scholars have attempted to define this ,a few among definitions are

- Language is the expression of ideas by means of speech sounds combined into words .words are combined to sentences this combination answering to that of ideas into thoughts -Hentry sweet

- Language is purely human non instinctive method of communicating ideas emotion desires by a system of voluntarily produced symbols-Edward Sapier

- **Language is a system of arbitrary vocal symbols by means which human being communicate and cooperate with one another-simon Potter**

- **Language is a system of arbitrary vocal symbols by means which social groups cooperate-Bloom Trager**

- **A language is a system of conventional signals use for communication by whole community-Ac Gimson**

charactersics of Human Language

- **Duality-This means that in human language there are the smallest distinctive sound unit called phonemes and smallest meaningful unit called morpheme .In other words language consist of phonology and morphology**
- **Productivity or creativity -This means that a speaker of a language can create utterness that he has never heard or studied.creative writers exploit this capacity of language in making literary creativity.**
- **Arbitaryness-There is no one to one connection or direct relationship between a word and its meaning.**
- **Interchangability -In communicative activity there are two parties involved the speaker and listener interchangeable one who is the speaker at this moment can be the listner the next moment and vice versa**

- **Specialization-communicative activity has some triggering power ,even when one is engaged in one activity one can listen to language and give his or her respones without stopping his or her activity**
- **Displacement-A message in language can be understood even when its removed from the time and place of transmission.**
- **Cultural transmission-Language is not transmitted hereditary its transmitted generation to another.**

Language Learning And Language Acquisition.

Language Acquisition

Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. Language acquisition involves structures, rules and representation.

Language learning

Language learning is an active process that begins at birth and continues throughout life. Students learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family members and friends, and strive to make sense and order of their world.

Differences between Acquisition and learning

Acquisition

- Natural and spontaneous process
- No need of any guidance from any external agency.
- Happens in an informal situation

Learning

- Conscious and deliberate process
- Requires tutoring or guidance
- Arranged in formal situations

The two major school in psychology with Different views on language acquisition

- The empiricist school

  The human child's brain when it is born is like a clean slate

  Born without any special capacity for language

- The Rationalist school

  Human child is born with an innate ability for language.

Theories of Language Acquisition

Linguistic Theory

- Norm Chomsky(1957)
- Human have a genetically determined capacity for language
- Language Acquisition Device (LAD)

Schlesinger's Model of Language Acquisition (performance model)

- Schlesinger (1971)
- The child is assumed to have an innate cognitive capacity

Information Processing theory

- Derived from information processing paradigm
- Children are information processors changing from novice to skilled status.

Neurological Theory, Braine's model of language acquisition are some of the other. Theories.

First language and second language

Status of language

Languages have a three-fold status:first language,second language and foreign language.

- First language: first language refers to the language that a person learns first.it is usually his mother tongue
- Second Language:A language that a person learns after is first language is his second language.it may have various roles such as link language, official language International language, and so on
- Foreign Language: it is a language that is used in countries where it is not the first or second language.

Difference between First and second Language

First Language

- Acquisition is a natural and effortless process.
- acquired by babies naturally from their parents
- A subconscious process
- Does note require explicit instructions or education.
- Learner reach native fluency

Second language

- Acquisition may require time and effort.
- learned at a later stage after a mother tongue
- An active and conscious process.
- Require explicit instruction and education
- Often difficult to reach native-like fluency

First language and second language

If a person is fluent in more than one language, the language he or she acquired first is known as the first language whereas the language he acquired later is known as the second language. The key difference between first language and second language is that the first language acquisition is a natural and effortless process whereas the second language acquisition is a time-consuming process that takes a lot of efforts.

Foreign Language

A foreign language is a language not commonly spoken in the country of the speaker. A foreign language is a language you learn because you are interested in it for whatever reason. For example, Spanish is a foreign language to a person living in India

Difference between second language and foreign language

- second language refers to a language that is used for public communication of that country whereas foreign language refers to a language that is not widely used by the people of that country.
- Second refers to a language generally recognized officially and used in a particular geographical area while the the Foreign language is not commonly used in that specific area.
- For example, English in India and Pakis are second languages. Similarly, Spanish in India is foreign language.

Difficulties of second language learning

- Linguistic difficulties specific to the second language learning and difficulties emerging by comparison with L1 are different.
- Difficulties of sound which are distinguished in the second language but absent in the first language;the student is likely to substitute the approximate sound in one for a similar sound in the other.
- Grammar difficulties.
- Vocabulary; a word may have several meaning in different context.

Place of English in the indo-European family

Language families

A group of related language is called a language family

- Indo-European
- Sino-Tibetan
- Niger-Congo
- Afro-Asiatic
- Australasian
- Dravidian

(English is included in Indo-European family)

The indo-european family

The window European family is one of the earliest and prominent families.To thos family belong English and most of the European languages and some of the Asian language such as Sanskrit and the other north indian languages like Hindi, Urdu, Bengali, and so on.
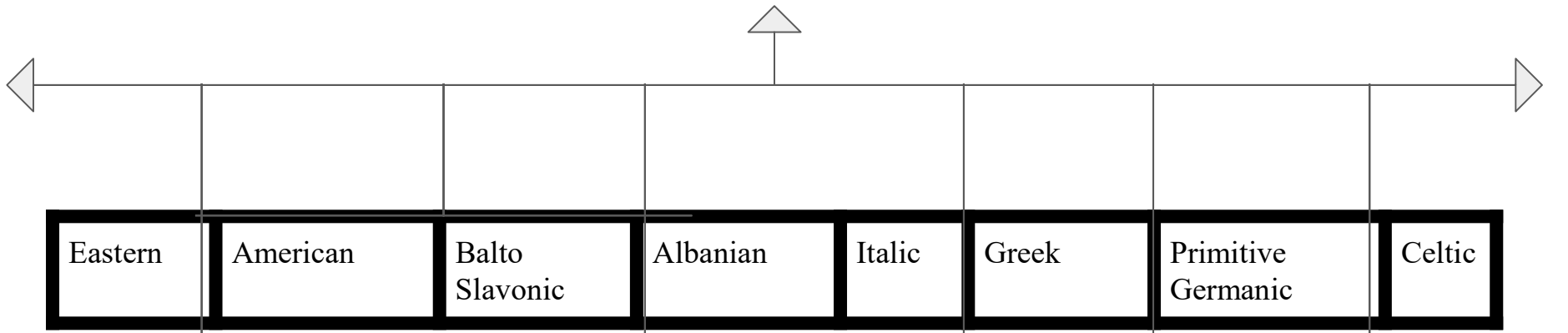
- Indo-Eastern : This branch has two sub group, Indian and Iranian. Belong to Sanskrit, Persian and other North Indian languages
- Albanian. : A language of ancient Illyaria.
- Armanian : A literary language.
- Balto-Slavonic :consist of two groups: Baltic comprising old Persian, Lettic. Slavonic group comprising Russian, Bulgarian, Serbian
- Hellen or Greek: Most important dialects among this group are Attic, Ionic, Doric, Aeolic.
- Italic: Latin is one of the subdivision.Latin was the literary language of Rome

- Celtic : This branch of language was originally spoken in Portugal, Spain, France and England.
- Primitive Germanic : Consist of three division East Germanic, North Germanic, West Germanic.

West Germanic

Old high germanic	Old Low Germanic	Old English/ Anglo saxon
Germanic	Dutch	Middle English
		Modern English

Role of English in the present scenario

- Link language-India is a country in which people living in different parts have their own languages. The regional languages are quite different from one another. The leaders and the administrators of the country cannot remain in contact with all these regions without a common language. It is not possible for everyone to know ten or fourteen languages. We do not have any common language at present, except English.
- Library Language- Students need to depend on libraries for their studies. Modern information in any branch of knowledge is more easily available and accessible mostly in English books or books translated in English. English will serve as a library language for learners to understand the content of English books. By the usage of English as a library language our reading skill can be developed.

- English as an international language- India's foreign policy is the focus of attention of all the countries of the world. The whole of the world expects to quench its thirst for peace with this policy. India wants to be friendly with all countries. She has to explain and convince others that her point of views is correct. This cannot be done without an effective medium for the exchange of ideas. English provides us with such a medium. This is the language which enjoys the status of an International language. In the U.N.O., the discussions are carried on in this language. In fact, the majority of the countries of the world conduct their business in this tongue. If India wants to play her role in international matters effectively, her people must study English.

- Importance of English in Technological and Scientific advancement- Major technological and scientific advancements have been written in English language. This is the age of science. The world is changing at a terrific speed. This is all due to the scientific and technological progress which the other countries have made. If we want to keep pace with these fast moving countries, scientific and technological research must be made in our own land. We can advance only through knowledge of these subjects. Ultimately, we have to depend upon English. To produce first rate scientists and technicians, English must be taught to our people as good and useful books on these subjects are available in this language only.

- Language for Employment- English language provides a lot of worldwide opportunities, for employment. In India, knowledge of general English is compulsory in competitive examinations conducted and various organizations both in public and private sectors set English language proficiency as essential qualification.Now there are institutes and courses for teaching English for special purposes that is for professionals like engineers, doctors, teachers, executives and so on.

- English as an academic language-English is a language of international commerce, it is the language of diplomacy and it contains many a rich literary treasures". It gives us an introduction that English has occupied an important place in Indian education. From primary level English has been taught as a second language in India. It also occupies a central position in Indian education system as a medium of instruction and examination
- Language for Trade- English is a language of international commerce. The rules and regulations of trade are mostly prepared in English. Export and import procedures are also made in English. We are using many products of other countries on which the details will be invariably in English

- As a foreign language- If you travel to another country, either for business or as a tourist, imagine how you would communicate with their natives. English, being a global language and spoken by more than 950 million people all across the world, certainly can make your life easier when you travel. Knowledge of English can let you communicate with people anywhere you travel. English is known, spoken and read by all educated people everywhere in the world.
- Window on The World- English has spread over the length and breadth of the globe that the sun never sets over its linguistic empire. Now for the East, English is a window to the west and for the west it is a window to east. English is a language which is rich in literature humanistic, scientific and technical.

PHONETICS

PHONETICS

Phonetics is the systematic/ scientific study of human speech sounds with special reference to their articulation, transmission and reception.

PHONOLOGY

Phonology refers to the scientific study of the selection and arrangement of phonemes in to patterns.

PHONEME

A phoneme is the smallest distinctive speech sound in a language

SPEECH MECHANISM

Air stream mechanisms:-Lung air is the raw material for speech production. The lung air is modified in different ways to produce the various speech sounds.These are called air stream mechanisms.There are three types of air stream mechanisms.

1. Velaric air stream mechanism:-This is produced by the modification of air at the velum.
2. Glottalic air stream mechanism:-This is produced by the modification of air at the glottis.
3. Pulmonic air stream mechanism:-This is produced by the modification of the lung air in the various positions of speech tract..The mechanism of air stream that involves the air we breathe in is called pulmonic ingressive air stream mechanism and the air we breathe out is called pulmonic egressive air stream mechanism.

THE PHONETIC ALPHABET

International Phonetic Alphabet (IPA)

The International Phonetic Alphabet is an alphabet approved by the International Phonetic Association.This alphabet has symbols to represent all the sounds that exist in all the known languages of the world.

The English Phonetic Alphabet

In the English orthographic alphabet there are 26 letters,5vowels and 21 consonants .These letters of the alphabet are not enough to represent English pronounsiation.So we need another alphabet which consists of 44 phonemes or speech sounds,20 vowels and 24 consonants.. Such an alphabet is called the English Phonetic Alphabet

THE ORGANS OF SPEECH

The organs of speech belongs to three systems

1. The Respiratory system:-This comprises the lungs, the muscles of the chest and the windpipe(trachea)
2. The Phonatory system:-This comprises the larynx with a vocal cord in it.
3. The Articulatory system:-This comprises the nose,the teeth, the tongue, the roof of the mouth and the lips.

THE PHONATORY SYSTEM

The larynx is situated at the top of the wind pipe.In the larynx is situated a pair of lip like structures called vocal cords.These are placed horizontally from front to back.The openings between the vocal cords is called glottis.

Positions of the vocal cords

1. Completely shut:-When the two vocal cords come very close to each other,the glottis will be shut completely.This is the position of the vocal cords when we eat and drink.
2. Wide open:-This is the position of the vocal cords when we breathe.The sounds produced with the vocal cords wide apart are called voiceless sounds.eg /p, t, k/
3. Loosely held together:- During the production of certain speech sounds the vocal cords are loosely held together, Because if the pressure of the lung air the vocal cords open and close rapidly. This is called the vibration of the vocal cords. This produces voice. The sounds thus produced are called voiced sounds.

THE ARTICULATORY SYSTEM

1.The roof of the mouth

Roof of the mouth comprises the teeth ridge, the hard palate and the velum or soft palate.

a. The teeth ridge - this is the convex bony part of the roof of the mouth which lies immediately behind the upper set of teeth.
b. The hard palate - the hard bony part of the roof of the mouth beyond the teeth ridge is called the hard palate. The hard palate is bony and concave. It lies opposite the front of the tongue when the tongue is at rest.
c. The soft palate - the soft palate or velum is the fleshy part of the roof of the mouth which is at the innermost position and it lies opposite the back of the tongue when the tongue last rest. The fleshy structure hanging at the extreme end of the roof of the mouth is called the uvula.

2. The Tongue

Tongue is the most important organ of speech it can take up a large number of different positions during the production of sounds. The tongue can be divided into the tip, the blade, the front, the back and the root. The extreme edge of the tongue is called the tip. Immediately after the tip is the blade. The tip and the blade of the tongue together are called the apex. Beyond the blade is the front of the tongue and it lies the opposite the hard palate. Beyond the front is the back of the tongue which lies the opposite the soft palate.

The tongue is an active articulator. the raising of the front of the tongue towards the hard palate is called the palatasation

3. The Lips

Lips play an important role in the articulation of certain consonants and some vowels. There are two lips, the lower lip and the upper lip. The lower lip is an active articulator.

4. The Teeth

There are two sets of teeth, the upper set of teeth and the lower set of teeth. The upper set of teeth is more important in the production of certain consonants.

5. The Nose

During the production of the nasal sounds /m, n,ŋ / the air escapes through the nose.

STRUCTURE OF LANGUAGE

WORDS AND MORPHEMES

A word can be split meaningfully in to smaller meaningful forms.

The smallest meaningful unit is called a morpheme.

Thus, 'Work' is a morpheme, 'worker' has two morphemes and 'workers' has three morphemes.

INFECTION and DERIVATION

The process of forming the other forms of the same word with suffixes is called infection.

Eg: boy- boys, boy's, boys'

give- giving, gave- given

go- going, went- gone

Derivation is the process by which new words are formed by attaching affixes.

Eg: happy, happily, happiness, unhappy, unhappily, unhappiness

SYNTAX

Syntax refers to the way in which words are arranged in a sentence. There are two things that are important in the formation of a structure

1. Word - order: a statement follows the word order SVO but an interrogative sentence has the word order PS
2. Formal agreement (concord): there are different types of agreement. Subject verb agreement, Noun pronoun agreement, Notional agreement, Agreement between tenses in the various clauses in a sentence.

Syllable

- A syllable is a unit of sound.
- It usually consists of one or more vowel sound.
- It is the smallest convenient unit of speech. The structure of a syllable in English is (C) V (C) C- consonant- optional, V- vowel- nucleus (peak)
- The **onset** is the sound or sounds occurring before the nucleus, and the **coda** (literally 'tail') is the sound or sounds that follow the nucleus. For eg: in the word, /sɪt/ (s) is onset,(i)is nucleus and(t) is coda. Onset is also known as **releasing consonant** and coda is otherwise known as **arresting consonant**.
- Syllables ending in a consonant are traditionally known as **closed syllable.** For eg: |kæt| and consonant ending in vowel as in /siː/ is known as **open syllable.**
- A word that consists of a single syllable is called **monosyllabic** as in /dɪʃ/, /sɪŋ/
- A word of two syllables - **dysyllabic** as in /ˈkændi/, /ˈkɒntækt/
- A word of three syllables- **trisyllabic** as in /ˈterəbəl/ , [ˈbjuːtɪfəl]

Suprasegmental features

- **Word Accent (word stress)**

  Prominance of a syllable within a word and sometimes of a word within a syllable or in other words, a higher pitched or stronger articulation of a particular syllable of a word or phrase in order to distinguish it from the other or to emphasize it.

- Prominence:- prominence of a syllable is due to one or all the factors - stress, pitch, quality, quantity.
- **Rules of accentuation**
  - All English words have some accent, primary, secondary, on the first or second syllable.
  - Words with weak prefixes are accented on the root, and not on the prefix. Eg:a'cross
  - The inflectional suffixes -es, -ed and -ing do not affect the accent. Eg: en'courage, en'couraged, en'couraging, en'courageous.
  - Words ending in -ion take the primary accent on the syllable prior to -ion, that is on the last but one syllable. Eg: determi'nation, exami'nation, imagi'nation, qualifi'cation.

- Words ending in -ic, -ical, -ically take the primary accent on the syllable prior to the suffix. Eg: ec'centric, po'litical, po'litically
- Words ending in -ity are accented on the syllable prior to the suffix. Eg: possi'bility.
- The suffixes -al and -ally affect the accentual pattern. Eg: 'origin, o'riginal, o'riginally
- In words or more than two syllables ending in -ate the primary accent is placed two syllables before the suffix, that is, on the third syllable from the end. Eg: 'complicate, par'ticipate.
- Words ending in -ious are accented on the syllable prior to the suffix. Eg:in'jurious.
- Words ending in -ian are accented on the syllabe prior to the suffix. Eg:mu'sician, poli'tician.

Stress shift according to function

   Some disyllabic words in English are stressed on the first syllable when those words are nouns or adjectives. But, when they are verbs, the accent is shifted to the second syllable. For example, **contact-** if it's Noun/adjective -/ˈkɒntækt/ -if it's verb- /kənˈtækt/ **conduct (n/adj**)- /ˈkɒndʌkt/ , if it's **verb-**/kənˈdʌkt/

Intonation

- The rise and fall of the voice in speaking is called intonation. We can distinguish continual variations in the levels at which the voice is pitched.
- It is the melodic pattern of an utterance.
- It's about how we say things rather than what we say.

Significance of intonation

- Indicating the attitudes and emotions of the speaker.

- Distinguish types of sentences. (statements, commands, questions, requests)
- Focusing on important elements of the spoken message. We can understand what is being focused.

The tones

- **Level tone(static) -** marked with a symbol

High level tone - marked with(') above and in front of the syllable to which it refers.

Low level tone - marked at below and infront of the syllable to which it refers.

- **Moving (kinetic) tone -** Falling tone and rising tone

Division of an utterance into tone groups (Tonality)

When we make long utterances, we have to split the utterances into convenient

groups. For eg: *when I go there, it started raining, so I stayed there*. We can't speak this lengthy sentence in a single stretch. So, it can be divided into three groups. *When I go there/ it started raining / so I stayed there.* Each of this group is called a **Tone group.**

Factors that help dividing an utterance into tone groups

- Colons, semi-colons and full stops are sure indicators of group boundary.
- Each clause forms a different tone group.
- Each tone group should make some sense. For this reason, tone groups are also known as sense groups.

Placing the Nucleus (Tonicity)

The choice of the nucleus will depend upon the meaning the speaker wants to convey. The speaker initiate the pitch movement on the syllable which he wants to gives prominence.

Intonation in English serves two functions ,

- Attitudinal function
- Grammatical function

Changes in intonation can convey subtle information about the speaker's attitude and emotions, in addition to indicating whether or not a sentence is a statement or question. It helps to indicate the difference between a command and request.

Intonation can also convey a friendly or unfriendly mood, sarcasm, humour, sadness, reluctance, excitement, anger, disapproval and many other attitudes and emotions.

Falling tone is used in,

- a **regular statement** which would naturally fall in pitch at the end of the sentence. For eg: The climate is ↘hot, I'm going for a walk in the↘ park.
- **Commands-** close the ↘door, Throw that ↘out.

- **Exclamations -** How nice of ↘you!, What a beautiful ↘ voice!
- **Wh- questions** (requesting information.) (questions beginning with 'who', 'what', 'why', 'where', 'when', 'which', and 'how')

    For eg: Where do you ↘work?, which of them do you ↘prefer?

Rising tone is used in,

- **Yes/no Questions**(Questions that can be answered by 'yes' or 'no'.)

For eg: Do you like your new ↗teacher, Have you finished ↗already?

- **Questions tags** that show uncertainty and require an answer (real questions).

For eg:We've met already, ↗haven't we?, You like fish, ↗don't you?

- **Incomplete utterance,** very often as the first clause of a sentence

For eg: The question is↗simple / so why don't you try it

- **Wh questions said in a warm friendly manner** - for example : what ↗time is it?
- **Polite requests**- for eg: will you ↗help me?

Falling- Rising tone (↘↗)- The voice falls and rises usually within one word.It is to show that the speaker is not certain of the answer they are giving to a question, or is reluctant to reply (as opposed to a falling tone used when there is no hesitation). It is also used in polite requests or suggestions. It gives the impression that the listener should understand more than a literal interpretation of the words.

Hesitation/reluctance: You didn't see him on Monday?   I don't quite ↘re↗member

Politeness-Doubt-Uncertainty: (You are not sure what the answer might be)Perhaps we could ↘vis↗it the place?

Rising-Falling tone (↗↘)(The intonation rises and then falls.) We use rise-fall intonation for choices, lists, unfinished thoughts and conditional sentences.

.

Choices (alternative questions.) Are you having ↗soup or ↘salad?

Unfinished thoughts (partial statements) In the responses to the following questions, the rise-fall intonation indicates reservation.The speaker hesitates to fully express his/her thoughts. For eg: Do you like my new handbag? Well the ↗leather is ↘nice... (but I don't like it.)

Conditional sentences(The tone rises in the first clause and falls gradually in the second clause.) For eg: If he ↗calls, ask him to leave a ↘message.

<u>**Juncture (transition) :**</u> The phenomenon of pauses made between two words to distinguish them in meaning**.** For example, **/ədres/-** it may either mean **address** or **a dress**, depending on where the pause is made in between.

<u>**Pitch**</u> **:** It refers to the highness or lowness of voice, determined by the frequency of vibration of the vocal cords.

<u>**Duration:**</u> Time taken for the articulation of a sound. Vowels have more duration than consonants.

Rp (Received pronunciation) : A pronunciation of British English, originally based on the speech of the upper class of southeastern England and characteristic of the English spoken at private boarding schools and at Oxford and Cambridge University.

Chapter 8

MORPHOLOGY, SYNTAX, SEMANTICS

 Morphology : Morphology is the study of the structure of morphemes and words. A **morpheme** is the smallest meaningful unit. For eg: un-happy-ness. The number of morphemes in a word depends on the number of meaningful units in it. **FREE MORPHEMES** are morphemes that can stand by themselves as single words. Example :Boy, Girl, study, tall, happy etc. **BOUND MORPHEMES** are morphemes that must be attached to another form and cannot stand alone. Bound morphemes include all types of affixes: prefixes and suffixes. Example : 's' in Boys , 'ing' in Studying etc.

Allomorphs

Allomorphs are the variants or different realizations of the same morpheme. For eg: the morpheme **-s/ -es** has three allomorphs :- **/s/, /z/,/Iz/**

/s/ is uesd after /p/, /t/,/k/, /f/, /θ/ as in maps, cats, cakes,puffs, paths.

/z/ is used after /b/, /d/, /g/, /v/,/t/,/m/, /n/, /l/, /r/ eg: clubs, birds, bags, caves, breathes, palms, guns, pools, cars

/iz/ is used after **/s/, /ʃ/, /ʧ/,/dʒ/,/ z/, /ʒ/** Example : Benches- / benʧiz/

Like that, **-d or -ed** has three allomorphs **/t/, /d/, /id/**

/t/ is used after **/p/, /k/,/ʧ/, /f/,/θ/, /s/, /ʃ/** Example: Reached - /ri: ʧt/

 /d/ is used after **/b/, /g/,/v/, /z/, /m/, /n/,/j/, /l/, /r/,/ʒ/** Example: Bagged - /bægd/

/Id/ is used after /t/ and /d/ • Example: Patted - /pætid/, added /æd.ɪd/

Syntax

Syntax refers to the study of the structure of sentences in terms of grammar. It's the arrangement of words in sentences, clauses, and phrases, and the study of the formation of sentences and the relationship of their component parts.

Word order: It refers to the way words are arranged in a sentence. The basic word order of an English sentence is **Subject + Predicate.** It's normal in statements. Subject + Predicate word order can be broken down into smaller pieces like this:subject + verb or subject + verb + object. For eg: She smiled at the boy.

P-S (predicate- subject)- it's the normal word order in questions. For eg: when did you come? The question word appears at the beginning of the sentence, and the auxiliary verb moves to the position in front of the subject.

Concord

The agreement between words in gender, number, case, person, or any other grammatical category which affects the forms of the words. A singular subject takes a singular verb and a plural subject takes a plural verb.

Notional concord: A singular noun carrying a plural notion may take a plural verb. Eg: India have won the match.

Proximity concord: The noun or pronoun closer to the main verb is considered to determine the status of the verb. Eg: Not only the students but also the **teacher is** unhappy about the results.

concord of 'either' or, etc Eg: Either my brothers or my **sister is** going to get it, Eg: Either John or the **children are** in the house.

Concord of collective nouns: Use a singular verb when the members of the group

are acting together as a unit. Eg:The jury has reached a decision. Use a plural verb when the members of the group are acting as individuals. Eg: The jury were allowed to go home to their families each day.

Concord of gender: The matching of parts of speech in a sentence according to gender. Example - Susan stabbed herself, whereas Barry drowned himself. For masculine singular -he, for feminine singular -she , for neutral singular -it, for plural- they. Eg: After the **man** went running, **he** was very tired, After the **woman** went running, **she** was very tired, John had a **plant**. **It** was beautiful.

Concord of tenses: It is otherwise called sequence of tense. The tense form of the main clause determines the tense form of the subordinate clause.

Semantics

Semantics -study of the meaning of words.

It is the study of the relationship between words and how we draw meaning from those words. Structural linguistcs gave importance to the structure of language, ignoring the semantic aspects. They introduced ICA (Immediate Constitued Analysis) method for the analysis of the structure of language. It had a lot of limitations. Currently semantics has been recognized as an important component for the study in linguistics.

Synonymy: The quality of being synonymous; equivalence in meaning. But they have different structures. The concrete form of synonymy is called **synonym** For eg: big-large, kill- execute, small- little.

Antonymy: The term antonym is used to describe oppositeness of meaning. There is a kind of relation existing between words that are mutually contradictory. The concrete form of antonymy is called **antonym.** For eg: old-young, male- female.

Hyponymy: It is a term used to designate a particular member of a broader class. For eg: daisy and rose are hyponyms of flower.

Homonyms: Words having the same spelling or pronunciation but different meanings. For eg:bear(n) -bear(v)

Homophones: Words having the same pronunciation but different meanings or spelling. For eg: sun- son, know-new.

Homograph: words spelled the same but not necessarily pronounced the same and having different meanings. For eg: bear [ˈbeə]- bear /beə(r)/

Polysemy/Multiple meaning: a word or phrase with multiple meanings. For eg: get(v). It can mean "procure," "become," or "understand."

Ambiguity: A situation in which a word or expression having more than one possible meaning and therefore possibly causing confusion.

Lexical ambiguity: it is the presence of two or more possible meanings within a single word. Eg:I saw a bat." bat = flying mammal / wooden club? saw = past tense of "see" / present tense of "saw" (to cut with a saw.)

structural ambiguity: It is the potential of multiple interpretations for a piece of written or spoken language because of the way words or phrases are organized. Eg: The chicken is ready to eat. This sentence either means the chicken is cooked and can be eaten now or the chicken is ready to be fed.

Grammatical ambiguity: Two deep structures are fused into one surface structure. For eg:"**Police killed a thief with a sword "** This sentence can be interpreted as,

(with a sword , the police killed a black thief and the police killed a thief who was holding a sword.)

Contradiction: A contradiction is a situation or ideas in opposition to one another. For eg: "a snowy summer's day."

Chapter: 8 **General Indian English**

Most Indians who learn English learn their own Indian language before they are exposed to English.

• They have a very strong formal linguistic habit when they attempt to learn English and these linguistic habits are bound to interfere with their learning English.

• Many Indians use voiced labio-dental approximant [v]in place of /v/ which occur in English. Apart from these features , there are strong regional features in the English spoken by Indians and these are a direct influence of the Tamilian often pronounces 'egg' as /jeg/ instead of / eg /,a Bihari pronounces 'school' as/ isku;l / and stamp as / istemp/.

• There are indeed, many varieties of English spoken in Indian. such as Tamil English, Telugu English , Kannada English, Urdu English, punjabi English etc…

If we analyze some of the varieties of Indian English listed above, we will no doubt find certain common phonological features.

• If we put the common phonological features of several varieties of Indian English together and remove from each variety certain gross regional features, a variety of English will emerge which can be called **General Indian English.**

Unit-3

Aims and objectives of teaching English

what is aim and objectives

- Aim is the ultimate end.it can be achieved ultimately after achieving several small steps. These steps are known as objectives.
- Aims are long term ends and objectives are short term ends

Aim

- Aims are a distant goal. It involves the all-round development of an individual
- Aims can be achieved by thorough planning
- Aim is directional, but broad and general
- The main aim of teaching English is the practical command of the language

Objective

- Objective is a short term goal
- It is specific, immediate and change is brought in learner during an instructional hour
- It is the desired outcome at which instruction is aimed
- There are two types of objectives: product objective and process objective

Product objective and process objective

Product objective
- Is the desired final outcome
- It is the end product
- How the learner reaches that level is not considered important

Process objective
- Process means a series of actions performed to do, make or achieve something
- It is the desired activities learner has to do before reaching the final outcome
- If the learner attain the process objective one by one, he is almost sure to produce the desired final result (Product objective)

Aims of teaching English at junior level (VI to VII)

- To understand spoken English
- To acquire ability to read the material in English.
- To acquire a vocabulary sufficient to help the student in use of English.
- To be able to make simple statements through English.
- To respond to short conversational questions.
- Write English legibly and coherently.

The main aims of teaching English at secondary level

- To develop knowledge and understanding of Grammar.
- To develop abilities to make use of the grammar in their writings.
- To understand the meaning of English passages.
- To develop an interest in reading English passages/literature.
- To develop self-study habits.
- To enhance competencies in writing essays and gist of the passage in own words /language.
- To develop the understanding of rules of grammar and their use in writing English.
- To develop their insight and favorable attitude towards the English language.

The aims and objectives of teaching English at Higher secondary level

- To motivate students for more studying English language.
- To encourage for composing poems and writing essay.
- To develop the ability for grasping the theme of poem or English passage.
- To encourage the students for writing the meaning or theme of poem or passage in their own words.
- To develop the ability of appreciation of ideas and criticizing the thinking.
- To develop the creativity of the students related to verbal ability and reasoning or fluency of language.

- To develop the mastery of language for expressing his ideas, feelings and experiences.
- To develop the ability of evaluation and analysis of language components.
- To develop the values, moral and character of the students.
- To help them an independent users of language by setting their own learning goals and evaluate their own progress, edit, revise, review their own work through collaborative learning.
- To understand, enjoy and appreciate a wide range of texts representing different cultures, ways of living and genres of language.
- To develop the ability of understanding of other school subjects.
- The competence to listen to and understand conversations, informative passages, stories, anecdotes, etc., and respond appropriately.

- The competence to read and understand a wide variety of reading texts like stories, dramas, informative passages, tables, pictures, charts, ads, posters, etc., and respond orally or in writing.
- The competence to articulate individual/personal responses effectively in oral and written discourses.
- The competence to convert the texts into theatre activities and sustain linguistic experience.
- The competence to use language and vocabulary appropriately in different discourses and social context.
- To competence to use grammatical awareness while writing and editing.
- The competence write simple messages, notices, invitations, essays, letters (formal and informal) simple narrative and descriptive pieces, skit/play, compering, choreography, discussions/dialogues etc
- The competence to use language as a tool for knowledge acquisition and its sharing.

Aims and objectives of teaching English at university level

- To enable the learner to find, evaluate and use material located through library, ,online catalogue through subscription data bases and through internet search.
- To enable the learner to employ techniques of critical reading or enquiry, learning and thinking.
- Document their work using appropriate conventions.
- To enable the learner to integrate their ideas with those of others using summary,paraphrase, quotation and synthesis of relevant source.

Aims of teaching literature

- To make them aware of the indefinable concepts of literature.

- To guide them towards creativity by reading eminent writers of English.

- To develop in them an aesthetic sense and help them to acquire the ability to use the language to express different kinds of emotions in appropriate terms.
- To develop in them the ability to appreciate the beauty of literary works.

- To link them with a different cultural background.

- To make them understand that powerful literature can transform human thoughts towards a better world or even worse.

- To enable the minds to be purified through cathartic experience ,especially through tragedies

Objectives of teaching literature

- To gain accuracy and fluency of language.

- To develop critical and analytical ability by responding to speaking and writing, by appreciating literary texts ,and by understanding how language works.

- To develop the faculty of imagination

TAXONOMY

- Etymology- from Greek word- arrangement
- Taxonomy means: a system of grouping or categorizing things.
- Taxonomy and classification are synonymous.

EDUCATIONAL OBJECTIVES

- To achieve the ultimate status of complete Learning

  --First step is to understand what all aspects or components have to be covered.

- Systematic categorization or classification of all components is called **Taxonomy of Educational objectives**
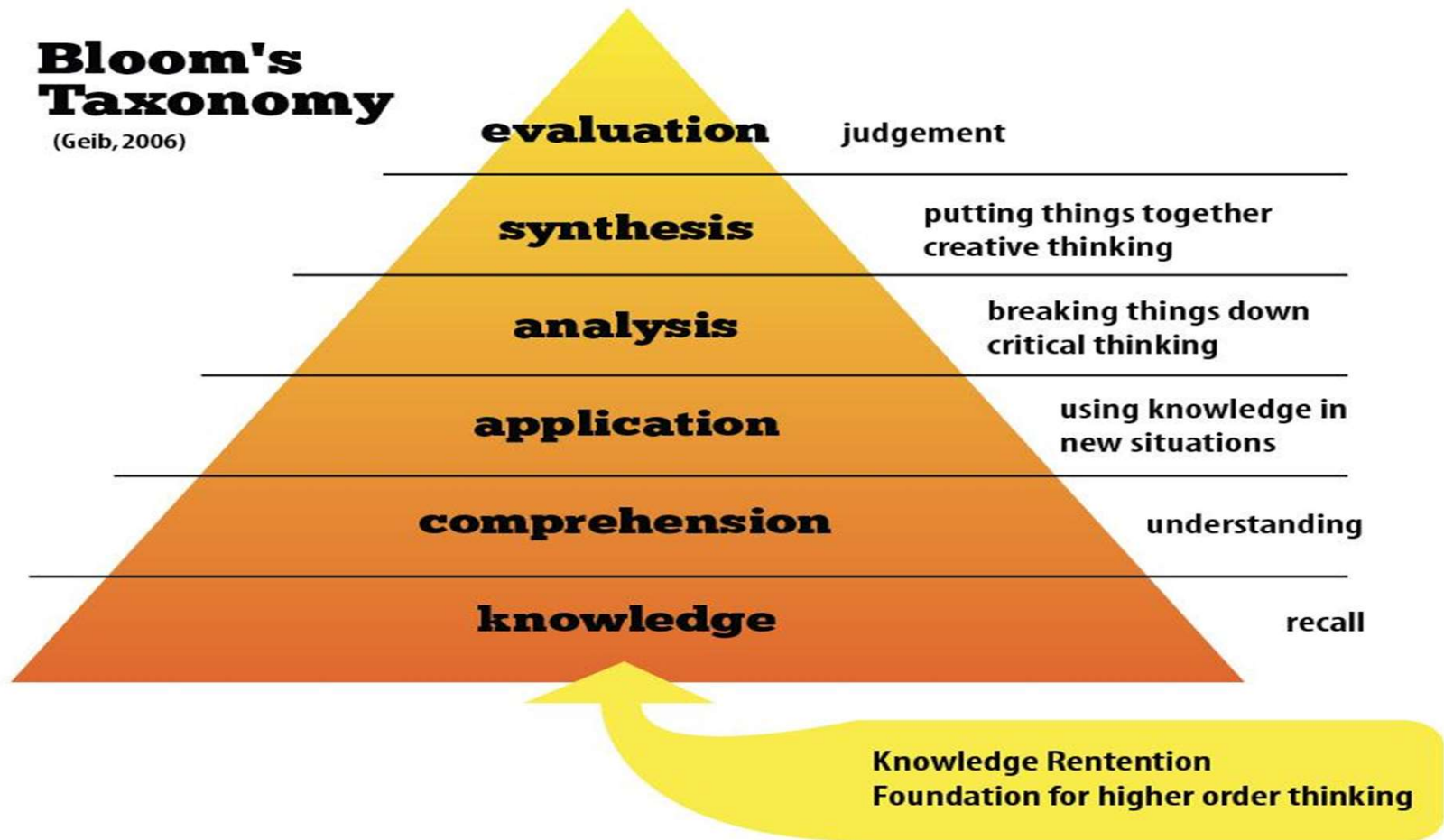
TAXONOMY OF EDUCATIONAL OBJECTIVES

- Bloom's Taxonomy was created in 1956 under the leadership of educational psychologist Dr. Benjamin Samuel Bloom.
- Bloom and his associates developed a taxonomic model of instructional objectives in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning).
- This taxonomy was created to categorize a continuum of educational objectives. Which would also allow us to select appropriate classroom assessment techniques for any course.
- Definition: Bloom's Taxonomy is a classification system used to define and distinguish different levels of human cognition---i.e, thinking, learning and understanding.

- Thiis framework has been applied by generations of K-12 teachers and college instructors in their teaching.
- The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation
- A group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published in 2001 a revision of Bloom's Taxonomy with the title **A Taxonomy for Teaching, Learning, and Assessment.**
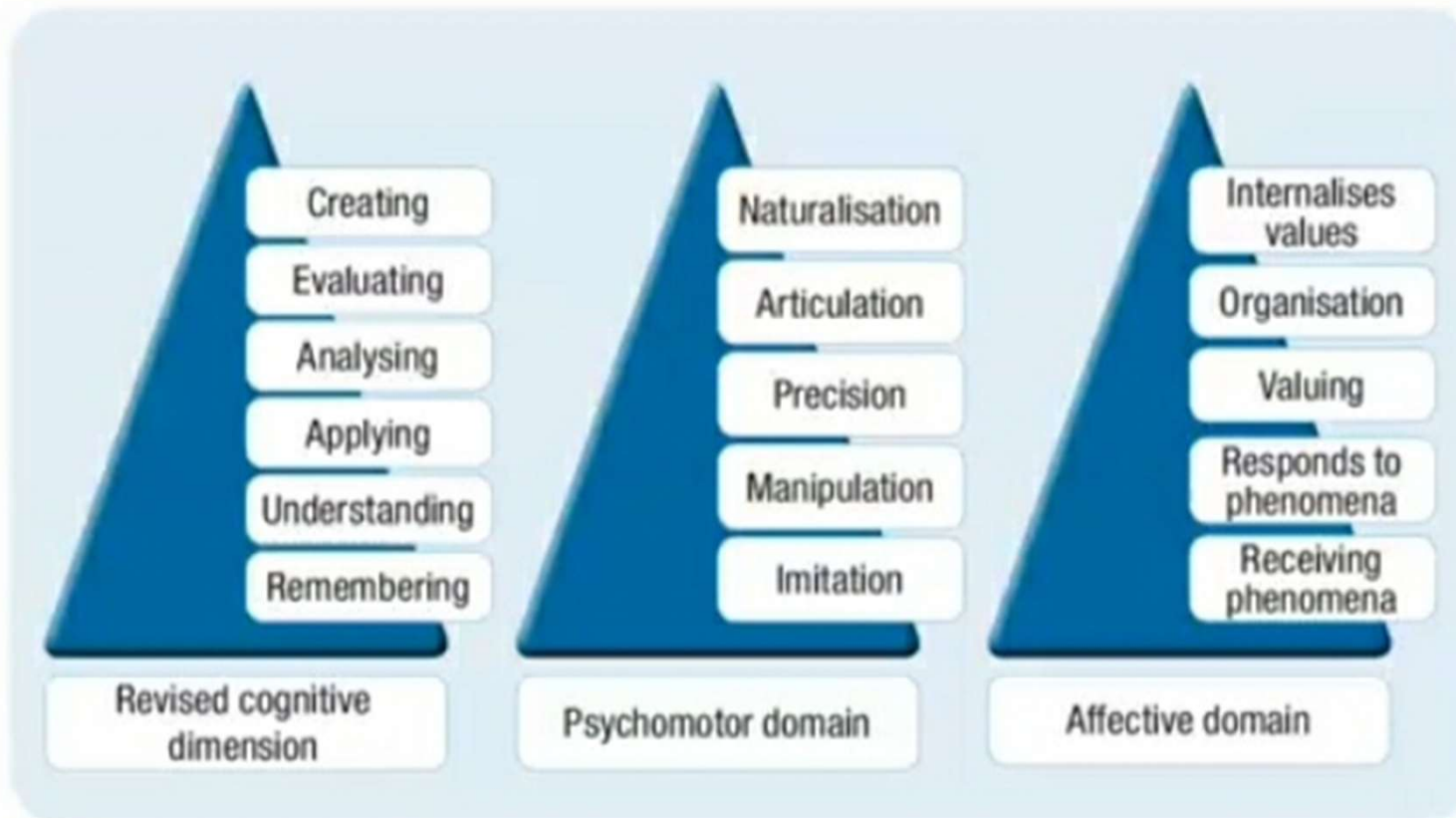
Bloom's Taxonomy

(Geib, 2006)

evaluation — judgement

synthesis — putting things together / creative thinking

analysis — breaking things down / critical thinking

application — using knowledge in new situations

comprehension — understanding

knowledge — recall

Knowledge Rentention
Foundation for higher order thinking

3 Domains of learning

1. Cognitive domain(thinking)
2. Affective domain(emotion /feeling)
3. Psycho motor domain(physical/kinaesthetic)

Revised cognitive dimension (pyramid, top to bottom): Creating, Evaluating, Analysing, Applying, Understanding, Remembering

Psychomotor domain (pyramid, top to bottom): Naturalisation, Articulation, Precision, Manipulation, Imitation

Affective domain (pyramid, top to bottom): Internalises values, Organisation, Valuing, Responds to phenomena, Receiving phenomena

Cognitive Domain

- The cognitive domain involves knowledge and the development of intellectual skills

- There are six major categories, starting from simple to complex.

  1. Knowledge: Recall data or information.

  Key words: choose, define, label, list, match etc.

  2. Comprehension: Understand the meaning.

  Key words: classify, compare, contrast, demonstrate, explain, illustrate

  3. Application: Use a concept in a new situation.

  Key word: Apply, build, choose, construct, develop

4. Analysis: Separates material or concepts into parts.

   Keywords: analyze, categorize, compare and contrast, assume, discover

5. Synthesis: Put parts together to form a whole with emphasis on creating

   new.

   Keywords: combining, predicting, modifying

6. Evaluation: Make judgments about the values of ideas or material

   Keywords: judge, recommend, critique

The Affective Domain

- The Affective domain includes how we deal with emotions such as feelings, values, appreciation, enthusiasm, motivation, and attitudes.
- Five major categories

1. Receiving: willingness to hear
Keywords: ask, listen, focus, attend, take part, discussion

2. Responding: Active participation on the part of learners or willingness to respond
Keywords: react, respond, seek clarification, interpret, clarify, write, perform

3. Valuing: The worth or value a person attaches to a particular object, a phenomenon or behavior.
   Keywords: argue, challenge, debate, refute, persuade, criticize

4. Organize: Organizes values into priorities by contrasting different values.
   Keywords: build, develop, formulate, modify, relate, prioritize

5. Internalizing values: Practicing and acting on values.
   Keyword:act, influence, solve, practice

Psychomotor Domain

- Psychomotor objectives usually focus on changes or development in skills
- Five major categories
  1. Imitation: Copy action of another or observe and replicate.
  Keywords: copy follow, replicate, repeat, adhere
  2. Manipulation: Reproduce activity from instruction or memory.
  Keywords: recreate, build, perform, execute, implements
  3. Precision: Execute skills reliably.
  Keywords: demonstrate, show, perfect, control

4. Articulation: Adapt and integrate expertise to satisfy a none standard objective.

  Keywords: construct, solve, combine, coordinate, integrate, adapt

5. Naturalization: Automatization

  Keywords: design, specify, manage, invent

MAXIMS OF TEACHING IN GLOBAL CONTEXT

Educationalists like Herbert Spencer, Comenius and teachers engaged in actual classroom teaching have evolved certain simple notions and working ways which prove helpful in the task of teaching They are known as maxims.

The knowledge of different Maxims helps the teacher to proceed systematically.The different Maxims of teaching are:

- **From known to unknown:** This maxim is based on the assumption that the students know something and the knowledge must be given by linking it to previous knowledge.A Good teacher should always plan his teaching on the principles of proceeding from known to unknown and present new knowledge of pupil, in other words, whatever the pupils know the new knowledge of the unknown should be given on that basis.

- **From simple to complex:** The teacher should decide what is easy and what is difficult keeping in view the interest, attitude, ability, potentiality and needs of the pupil by assessing them.The ability to do simple task develops confidence in them and they're motivated to know about the complex things.
- **From concrete to abstract:** Concrete things are those solid things which we can see and feel.But abstract things are only imaginative Mental development of the pupils begins with concrete abd afterwards they gain micro-words for them.A student can't easily understand abstract ideas.So a teacher must starts with the help of concrete objects.
- **From analysis to synthesis:** Analysis is the process of breaking down an idea, concept or phenomenon into it's constituent elements and synthesis is compounding of various concepts or phenomenon into it's constituent elements.A teacher must,while teaching sentence help the students to analyse the sentence first and then how to synthesise it into a meaningful whole sentence.

- **From Particular to General:** During teaching the teacher should take specific examples of the matter to be taught and based on those particular cases, generalisation has to be made.For example,if the teacher is teaching past tense,she can give a lot of examples for past tense and based on them ,she can generalise that past tense is used to denote an action that took place in the past.
- **From Induction to Deduction:** In inductive method one draws conclusion from a set of examples,where as in the deductive method he moves on from rule to examples.A teacher must always move from induction to deduction.
- **From Empirical to Rational:** Empirical knowledge is based on observation and experience.It is concrete.We can see and feel it.But rational is based on explanation and arguments Teaching should always proceed from empirical to rational.

- **From Psychological to Logical:** Other than logical arrangement of the subject matter, the teacher should keep in mind the basic principles of psychology like students' interest , aptitude, memory, creativity, attitudes, developmental needs and levels, aspirations etc for selection of subject matter and sequential arrangement of the content and then later to be logical arrangement of the content.
- **From Actual to Representative:** A good teacher should always try to give first knowledge about actual(real)things and then those things should be presented before them.This will help them to retain the image of the object for a long time in their mind.The representations of things, such as pictures, models, etc can be used in higher classes.
- **From Near to Far:** The child is fully acquainted with his immediate environment.So a teacher or a textbook writer must keep in mind the principles of teaching unfamiliar phenomena should be only after introducing the familiar.This type of teaching leads to step-by-step learning.

- **From Whole to Part:** According to Gestalt psychologists,we first perceive the object as a whole and then it's parts.In English,the teacher must familiarize the child with the whole lesson first and then to its different parts.While teaching a lesson the whole idea in general can be taken up only later.For example,if it is a poem,they must be acquainted with the full poem first,and then stanza by stanza.This will help the learner to learn better.
- **From Definite to Indefinite:** In teaching , definite things should be taught first.Then only should knowledge of Indefinite things be given.

PRINCIPLES OF LANGUAGE TEACHING

The modern approach to all language learning and teaching is the scientific one and is based on sound linguistic principles.Language teaching needs special skills.Language teachers should be well aware of these principles of language teaching. These are general principles and are applicable to English language.

- **Principles of purpose:**English can be learnt for different purpose. It should be exactly made clear why a person wants to learn English. The teacher should ask the student why he wants to Learn English.Whatever may be the reason, the teacher should exactly know the reason why a particular student wants to learn English. After knowing the exact reason, the teacher should formulate the syllabus and the lesson plans accordingly. The students also should be made aware of the objectives of each lesson in advance.

- **Principle of Habit Formation**: Real language ability is at the habit level. It does not just mean knowing about the language. Make language patterns as habit through intensive pattern practice in variety of situations. The students must be taught to use language patterns and sentence constructions with appropriate vocabulary at normal speed for communication. In fact the habitual use and constant practice of the most frequently used patterns and items of language, should take precedence over the mere accumulation of words.
- **principle of Motivation**: Motivation is an important factor in language learning, particularly in learning a second language. It creates interest as well as the need to learn the language in hand. If the need for the language we use is felt, it is learnt easily. Pupils' interest can be aroused in a number of ways, and language learning can be made increasingly interesting and attractive. It can be done with the help of pictures, charts, models, flash cards, black board sketches and similar other visual devices.

- **Principle of Multiple Line of Approach**: Never stick on a single method till the end of your lesson. Teacher are expected to make use of variety of methods and techniques to make learning more interesting.
- **Principle of Interest:**Students learn those things easily and quickly they find interesting. The teacher should create the lesson plans as interesting as possible. It is the responsibility of a teacher to find the ways/ things children find interesting. If a child loves reading comics or watching cartoon films, by all means, the teacher should include those things in the curriculum.
- **Principle of Immediate correcteness:**Do make corrections. Corrections make all the difference. They help in improving pupils' responses. But remember, when corrections are made, they should be made immediately but indirectly. Moreover, the corrections should be made in such a way as will bring about learning and not frustration or discouragement.

- **Principle of Accuracy:** It is the responsibility of a teacher to have correct knowledge of grammar, vocabulary, pronunciations, intonations, spellings, word structures, and sentence constructions. Care must be taken by the teachers to use accurate language only. When the learner makes mistakes, the teacher should correct the mistakes indirectly.
- **Principle of Imitation:** Imitation is an important principle of language learning. No leaner by himself ever invented language. Good speech is the result of imitating good models. The model should be intelligible. Imitation followed by intensive practice helps in the mastery of the language system.
- **Principle of Co-relation with life**: If teaching-learning of English is co-related with real life then learner will realize the need of language learning and will take interest in it.

- **Principle of Selection and Grading:** Selection of the language material to be taught is the first requisite of good teaching. Selection should be done in respect of grammatical items and vocabulary and structures. Hence the materials to be taught have to be selected and graded according to mental level of the learner.

  Selection of language items should involves:

  Frequency(how often a certain item or word is used)

  Range(in what different contexts a word or an item can be used)

  Coverage(how many different meanings a word or an item can convey)

  Availability (how far an item is convenient to teach)

Learnability (how far an item is easy to learn.

Teachability (how far and item is easy to teach - in the social context).

Grading of the language materials is placing the language items in an order. Grading involves grouping and sequence. Grouping concerns (i) the system of language, and (ii) its structures. Grouping the system of language means what sounds, words, phrases and meanings are to be taught.

Thus we have:

(i)**Phonetic grouping**, i.e. grouping according to sounds. For example, words having the same sound are placed in the one group as, cat, bat, mat, pat, fat, sat; it, bit, fit, hit, kit, it, etc

(ii)Lexical grouping, i.e., grouping according to lexical situations. Lexical situation is the context in which the words with similar meanings will be used. Example: school, teacher, headmaster, peon, class-room, library. All these words are grouped around "school."

(iii) Grammatical grouping, i.e., grouping according to similar patterns as, my book/ his book, (pattern grouping): in the room, in the corner/ in the class/in the garden, etc. (phrase grouping).

(iv)Semantic grouping, i.e., grouping according to meaning. Example: school, college,

university; Instruct, teach, lecture.

(v) Structure grouping, i.e., grouping according to the difficulty of the structure

- **Principle of teaching:** This refers to the way the teacher uses teaching methodology.Everyone who takes up teaching as his profession must have undergone training in teaching.No one who has not had vigorous training can never become an effective teacher.Teachers should know the general principles of teaching and also the special principles needed for teaching the subject concerned.
- **Principle of philosophy:**The teacher should have an awareness of the philosophy of teaching.He should have knowledge and understanding of nature and meaning of universe and human life.
- **Principle of psychology:**The Psychological principles are framed by keeping in mind the interest, aptitudes, abilities,mental level,age and potential of the students.The interest in learning makes it more effective and effortless. Principles of Motivation, repetition and exercise, feedback and

reinforcement, variety,rest and recreation,readiness, fostering creativity, sympathy and cooperation,self learning,and group dynamics,all refer to ideas connected with psychology.

- **Principle of linguistics:** A teacher of English should have a minimum knowledge of linguistics, which is the scientific study of language.The teacher of English should know the intonation patterns,word stress, juncture, strong and weak forms, consonants and vowels and their sequences in English.He should also know morphemes and morpheme sequence of typical of English.He should also know the sentence patterns or structure of sentence.

UNIT IV

PSYCHOLOGICAL THEORIES ON LANGUAGE

**Group Members**

Muhsina.V

Raisa C.N.

PSYCHOLINGUISTICS

- Psychology and Linguistics are two independent disciplines.

- Psycholinguistics - a new branch emerged as the theories of psychology are applied to the process of language learning.

- Psycholinguistics or psychology of language is the study of the interrelation between linguistic factors and psychological aspects.

- The discipline is mainly concerned with the mechanisms by which language is processed and represented in the mind and brain; that is, the psychological and neurobiological factors that enable humans to acquire, use, comprehend and produce language.

BEHAVIOURISM

- Behaviourism is the earliest language learning theory which is propounded by **J.B. Watson** (1878-1957) in 1913.
- This theory is supported and believed by some behaviourists like **Skinner, Pavlov and E.L Thorndike**.
- Pavlov and Thorndike conducted a number of experiments and Watson perfected their theories and Skinner applied them to language aquisition.
- Behaviourism focuses on observable behaviours which are changed as the symptoms of learning.
- Behaviourists consider learning a language as a set of mechanical habits which are formed through a process of imitation and repetition. Humans learn a language through repeating the same form and text until it becomes a habit. Children imitate the sounds and patterns which they hear around.

- Behaviourists think that learning a language especially second language (L2) should be learnt through extensive drill and practice.
- In behaviourist class rooms, teacher centered learning takes place, where teacher is at the transferring end and students are at the receiving end.
- In a controlled environment created by instructions, there is no role for learners.
- Behaviourist theories were reflected in Grammar Translation method, Audio Lingual method and Structural Oral Situational approach.
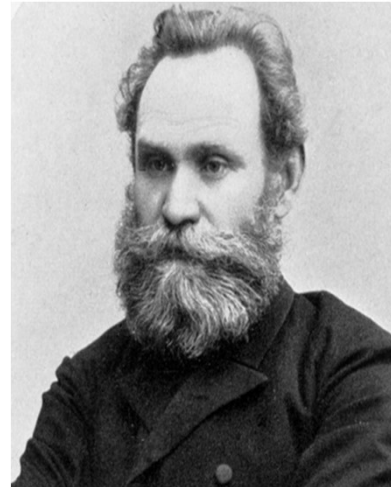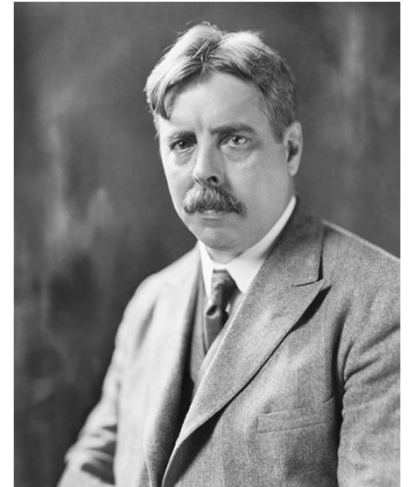
Important Behaviourists:
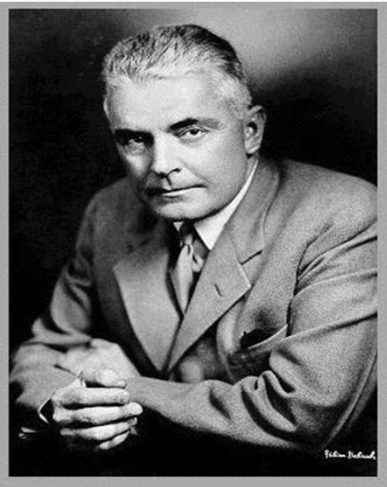
**J.B WATSON
THORNDIKE**
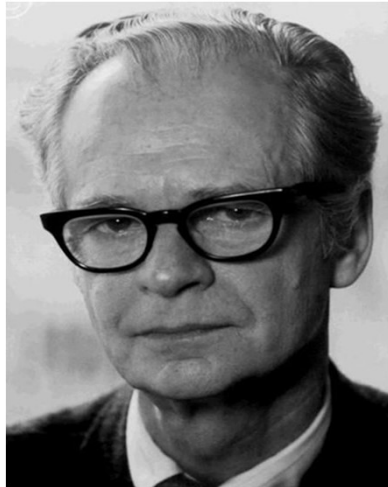
B.F SKINNER

PAVLOV

E.L

The laws evolved by Thorndike on language acquisition are:

- **The law of readiness :** The learner must be willing to learn so that learning becomes effective.
- **The law of exercise :** Practice, drill and repetition will re-inforce learning experience and learning will be effective.
- **The law of effect :** Learning will be effective only if it gives a pleasant experience to the child.

The significant principles of behaviourism:

- Nothing can be known except by external observation.
- Behaviour is subject to observation
- Linguistic behaviour is a habit like any other habits
- Habits are formed by imitation and repetition
- Habits are definitely a matter of Stimulus - Response
- Language learning is a mechanical process, a process of habit formation and experience
- Child's mind is a 'tabula rasa', a blank slate
- Language learning is a part of general ability.

Critical views of Behaviourism:

- Teacher centered learning process gives no scope for learners' responses.
- It disregards man's ability to think and discriminate
- It approximates man to automations/ robots
- It fails to account for the complexity and creativity of language
- Highly controlled class rooms promote only one side process of communication
- Errors from learners cannot be tolerated by the teachers
- Meaningful learning and understanding is not possible

CONSTRUCTIVISM

- Constructivism is based on the idea that people actively construct or make their own knowledge.
- Constructivism utilizes interactive teaching strategies to create important context that facilitate students to build knowledge based on their experience.
- Learners use their previous knowledge as a foundation and build on it with new things that they learn.
- Constructivism can be traced back to educational psychology in the work of **Jean Piaget** (1896–1980) identified with Piaget's theory of cognitive development. Piaget focused on how humans make meaning in relation to the interaction between their experiences and their ideas.
- Constructivism in language teaching is based on action-oriented and cooperative learning, creative classroom work, and project completion.
- In similated situations or real life situations, learners experience and create the language.

- In a constructivist class room, the role of teacher is to facilitate the learner throughout the teaching learning process
- The learner goes through different levels:

  knowledge level-Understanding level-Application level-Analyzing level-Creating level.

- The most important thing in constructivism theory is that in the learning process; the learner should get the emphasis. Learners must actively develop their knowledge.
- constructivist learning includes:

  (1) prioritizing real learning in the relevant context,

  (2) giving priority to the process,

  (3) inculcating learning in the context of social experience,

  (4) learning is done in order to construct experience.

- Constructivism utilizes interactive teaching strategies to create important context that facilitate students to build knowledge based on their experience.

Expounders of Constructivist theory

JEAN PIAGET
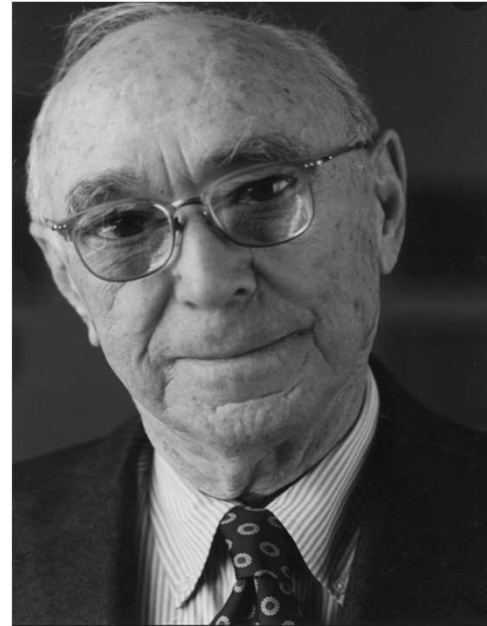
JEROME S. BRUNER

Characteristics of Constructivist teaching

- Learner centered teaching learning process
- The learners are actively involved
- Learning is construction of knowledge
- Learning involves problem solving
- Knowledge will be shared between teachers and students
- Democratic learning environment
- The activities are student centered and interactive type.
- The teacher facilitates the process of learning in which students are encouraged to be responsible and autonomous

Merits of Constructivism in teaching

- Language is constructed by the students
- Children learn more and enjoy learning
- Promote divergent thinking
- Boosts creativity and confidence of the learner
- It promotes collaborative learning
- Constructivism gives learners ownership of what they learn, since learning is learner centered process
- It promotes social and communication skills by creating a real like classroom environment
- Higher achievement and motivation

Social constructivism

- Social constrctivism is a social learning theory developed by Russian psychologist **Lev Vygotsky**, posits that individuals are active participants in the creation of their knowledge
- Social constructivism is based on the belief that knowledge begins with the selection of ideas from everyday experiences
- According to social constructivism learning is a collaborative process, and knowledge develops from individuals' interactions with their culture and society
- Uses collaborative learning
- Uses the language as a way for social coordination and adaptation
- Emphasizes the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding.
- Learning is considered as a social process and meaningful learning occurs when individuals engage in social activities

Assumptions of social constructivism

- Knowledge is a product of human interaction
- Knowledge is socially and culturally constructed
- Learning is a social process
- Learning by engaging in real-life situations
- Reality is constructed through human activity

Comparison between behaviourism and constructivism

Behaviourism

- Teacher centered education
- Content oriented
- Emphasises teaching
- Learner as a receiver of knowledge
- Extrinsic motivation leads to learning
- Learner viewed as an empty vessel
- Learning as a mechanical process
- Learning is stimulus - response relationship
- Same approach for all age groups

Constructivism

- Learner centered education
- Process oriented
- Emphasises learning
- Learner constructs knowledge
- Intrinsic motivation leads to learning
- Learner with unique abilities
- Learning as a natural process
- Learning is an active - mental process
- Different approaches based on developmental stages
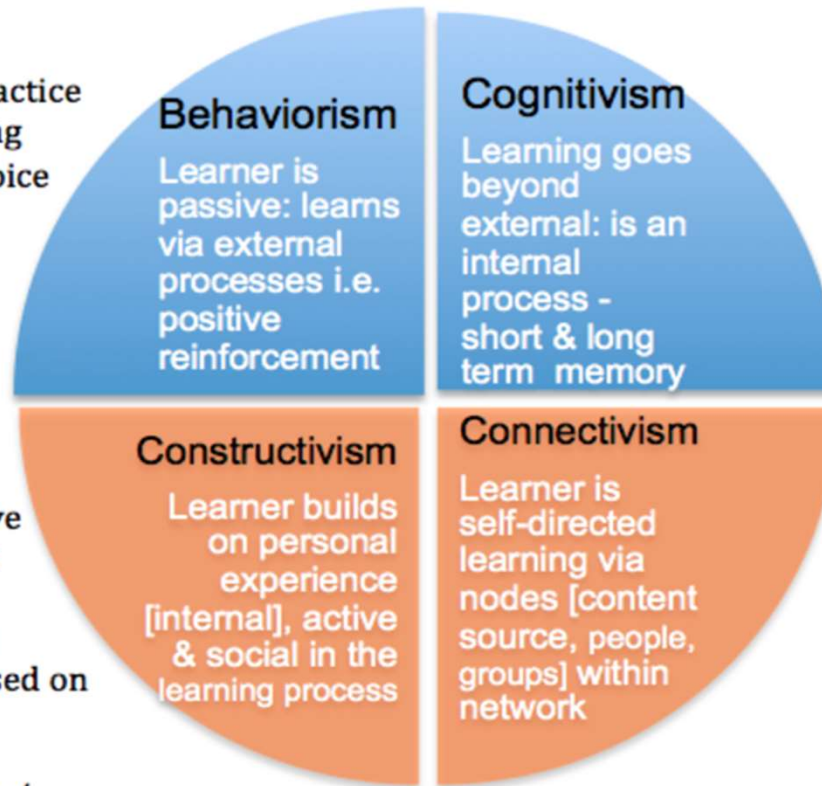
Continues

Behaviourism

- Rewards, punishments and reinforcement make learning effective
- Learning is behaviour modification
- Does not consider learner's mental model
- Importance to product of learning
- Foundation of behaviourist theories of learning
- Teacher's role as a trainer

Constructivism

- Problem solving through experiences makes learning effective
- Learning is conceptual change and addition
- Considers learner's mental model
- Importance to process of learning
- Foundation of cognitive theories of learning
- Teacher's role as a facilitator

Methods:
- Lecture
- Drill and Practice
- Rote learning
- Multiple choice tests

Behaviorism

Learner is passive: learns via external processes i.e. positive reinforcement

Cognitivism

Learning goes beyond external: is an internal process - short & long term memory

Methods:
- Lecture
- Visual tools: mind maps, charts etc to facilitate memorization for learning
- Multiple choice & essay assessment

Methods:
- Discovery
- Collaborative group work
- Scaffolding
- Self-guided learning based on personal experience
- Peer grading/ review

Constructivism

Learner builds on personal experience [internal], active & social in the learning process

Connectivism

Learner is self-directed learning via nodes [content source, people, groups] within network

Methods:
- Self-directed quest for content
- Sharing of content, sources
- Spontaneous learning groups
- Creates knowledge collaboratively

THEORY OF MULTIPLE INTELLIGENCES

- The Theory of Multiple Intelligences(MI) was first proposed by **Howard Gardner,** professor of education at Harvard University, in his 1983 book **"Frames of Mind"**, where he broadens the definition of intelligence and outlines several distinct types of intellectual competencies.

- Gardner developed a series of eight inclusion criteria while evaluating each "candidate" intelligence that was based on a variety of scientific disciplines.

- This theory challenged the traditional notion that there is one single type of intelligence that only focuses on cognitive abilities.

- To broaden this notion of intelligence, Gardner introduced eight different types of intelligences consisting of: Visual/ Spatial Intelligence, verbal/ Linguistic Intelligence, Logical/ Mathematical Intelligence, Bodily/ Kinesthetic Intelligence, Musical/Rhythmic Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence and Naturalist Intelligence.

- Howard Gardner's Theory of Multiple Intelligences proposes that people are not born with all of the intelligence they will ever have.

- He writes that we may all have these intelligences, but our profile of these intelligence may differ individually based on genetics or experience.

- Gardner notes that the linguistic and logical-mathematical modalities are most typed valued in school and society.
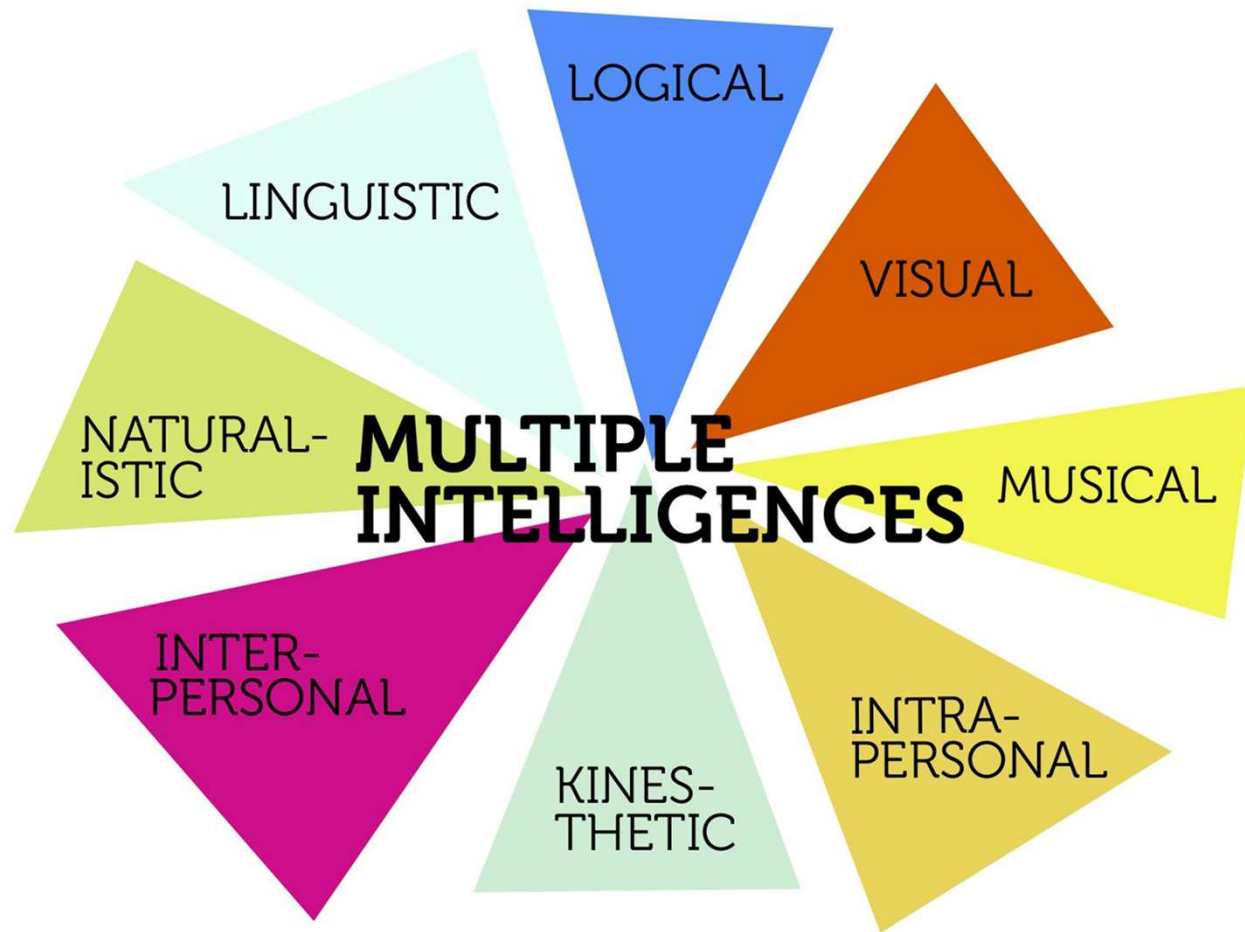
Howard Gardner defines **intelligence** as.,

"**A biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture.**"

HOWARD GARDNER
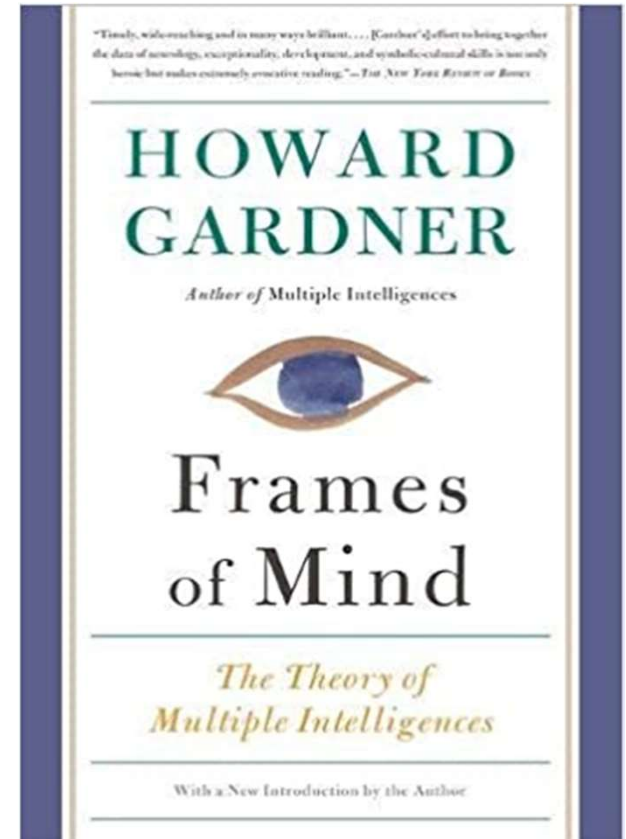
1) Visual/Spatial Intelligence ("picture smart")

❖ People who are strong in visual-spatial intelligence are good at visualizing things. These individuals are often good with directions as well as maps, charts, videos, and pictures.

❖ Learners who possess this at a higher level tend to think in pictures and they can create vivid mental images to retain information.

Their skills include:-

● Puzzle building

● Interpret pictures, graph and charts well.

● Read and write for enjoyment.

● A good sense of direction.

- Sketching
- Painting
- Enjoy drawing, painting and the visual arts.
- Designing and constructing

Possible career choices:-
- Architects
- Engineers
- Interior designers
- Mechanics
- Inventors
- Sculptures
- navigators

2) Verbal/ Linguistic intelligence ("word smart")

- People who are strong in linguistic-verbal intelligence are able to use words well, both when writing and speaking.

- These individuals are typically very good at writing stories, memorizing information, and reading.

- learners who are high in this have highly developed auditory skills and are generally elegant speakers.

Their skills include:-

- Listening, Writing and Speaking skills

- Teaching

- Story telling

- Remember written and spoken information.

- Able to explain things well.

- Debate or give persuasive speeches.

Possible career choices:-

- Poets

- Journalists/ writer

- Teachers

- Lawyers

- Politicians

- Translators

3) Logical / Mathematical intelligence ("reasoning smart")

❖ Logical-mathematical intelligence refers to the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.

❖ learners who are high in this conceptually in logical and numerical patterns making connection between pieces of information.

❖ They are always curious about the world around them, tend to ask lots of questions and like to do experiments.

Their skills include:-

● Problem solving

● Classifying and categorising information.

● Working with abstract concepts to figure out the relationships of each to the other.

- Handling long chains of reason.

- Doing controlled experiments.

- Performing complex mathematical calculations.

- Working with geometric shapes

- Interpreting and appreciating number patterns and combination.

Possible career choices:-

- Scientists

- Engineers

- Computer programmers

- Researchers

- Accountants

- Mathematicians

4) Bodily / Kinesthetic Intelligence ("body smart")

❖ Those who have high bodily/ kinesthetic intelligence are said to be good at body movement, performing actions, and physical control.

❖ People who are strong in this area tend to have excellent hand-eye coordination and dexterity.

❖ Learners who are high in this express themselves through movement.

❖ Through interacting with the space around them, they are able to remember and process information.

Their skills include:-

● Physical coordination

● Skilled at dancing and sports

● Enjoy experimentations

- Remember by doing, rather than hearing or seeing.

- Smooth and rhythmic movements

- Expressing emotions through movements.

Possible career choices:-

- Athletes

- Physical education teachers

- Dancers and Actors

- Firefighters

- Artisans

- Circus artists

5) Musical / Rhythmic Intelligences ("music smart")

❖ People who have strong musical intelligence are good at thinking in patterns, rhythms, and sounds.

❖ They have a strong appreciation for music and are often good at musical composition and performance.

❖ The musically inclined learner spontaneously respond to music either by appreciating or criticizing what they hear.

Their skills include:-

● Singing and playing musical instruments.

● Recognizing tonal patterns

● Composing music

● Have a rich understanding of musical structure, rhythm, and notes

Possible career choices:-

- Singer
- Composer
- Musician
- Music teacher
- DJ
- Conductor

6) Interpersonal Intelligence ("people smart")

❖ Those who have strong interpersonal intelligence are good at understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires, and intentions of those around them.

❖ Such learners try to see things from other people's point of view in order to understand how they think and feel.

❖ They try to maintain peace in group settings and encourage cooperation.

❖ They use both verbal and non-verbal language to open communication channels with others.

Their skills include:-

● Patient listeners
● Empathising
● Understanding and relating to other people.

- Communicate well verbally.
- Skilled at nonverbal communication.
- See situations from different perspectives.
- Create positive relationships with others.
- Resolve conflicts in group settings.

Possible career choices:-

- Counselor and psychologists
- Politician
- Salespersons
- Social workers
- Volunteers of social service organisations.
- Public relations

7) Intrapersonal Intelligence ("self smart")

- ❖ Intrapersonal intelligence is the capacity to understand oneself, to have an effective working model of oneself-including one's own desires, fears, and capacities—and to use such information effectively in regulating one's own life.
- ❖ They tend to enjoy self-reflection and analysis, including daydreaming, exploring relationships with others, and assessing their personal strengths.
- ❖ They will develop healthy self concepts.

Their skills include:-

- ● Recognizing their own strength and weaknesses.
- ● Reflecting and analyzing themselves
- ● Have excellent self awareness.
- ● Understanding their role in relation to others.
- ● Understand the basis for his or her own motivations and feelings

Possible career choices:-

- Researchers
- Philosophers
- Writers
- Theorists
- Scientists.

8) Naturalistic Intelligence ("nature smart")

❖ Naturalistic is the most recent addition to Gardner's theory .

❖ According to Gardner, individuals who are high in this type of intelligence are more in tune with nature and are often interested in nurturing, exploring the environment, and learning about other species.

❖ These individuals are said to be highly aware of even subtle changes to their environments.

❖ Naturalistic intelligence involves expertise in the recognition and classification of the numerous species the flora and fauna of his or her environment.

Skills of people with naturalistic intelligence:-

- Finding patterns and relationships to nature.

- Are interested in subjects such as botany, biology, and zoology.

- Categorize and catalog information easily.

- Enjoy camping, gardening, hiking, and exploring the outdoors.

- Able to describe the salient characteristics of natural phenomena, both internal and external.

Possible career choices:-

- Geologist

- Archeologist

- Botanist

- Agriculturist

- Gardener and farmer.

Multiple Intelligence - Implications for learning

❏ Since Gardner proposed his Multiple Intelligences Theory, a great majority of educators have been applying it in education.

❏ They have considered the idea of multiple intelligences as a 'powerful medicine' for the shortcomings that are existent in the educational system.

❏ Today the value and importance of the implication of MI theory in the educational settings have increased.

❏ Educators are giving instructions on various teaching approaches and methods or in assessments, according to the multiple intelligence of the students.

Advantages of MI theory in the field of Education:-

1. **MI theory as a tool to achieve more success:**

   Teachers are strongly motivated to help all students to learn. MI Theory teaches us that all the learners are smart, and that they differ only in the way in which they are smart. Thus, all children have potential and using MI increases the opportunities for students to learn and succeed.

2. **MI makes learning more enjoyable:**

   Students learn better if they like what they are learning. It is hard for students to learn without interest. Therefore the facilitators has to create an enjoyable classroom atmosphere in which students like what they learn. Using MI Theory in the classroom can help teachers to create such an encouraging atmosphere.

3. **MI Cares for Individual Differences in Learning:**

   All students are different. No two persons are exactly the same even the identical twins. MI Theory is greatly required to deal with the different students who have different minds. It will involve all the students with their different personalities to have more chance for learning and achieving success in spite of these differences. The teachers can teach multi-modally and cater for all the intelligences while taking lessons or engaging in a classroom.

4. **MI reduces the stress in learning process:**

   As the students are satisfied with the care that they receive throughout their academic life will reduce their stress and anxiety in learning process and will help them keep self motivated.

LANGUAGE ACQUISITION DEVICE

❏ **Noam Chomsky**, a pioneering linguist put forth the theoretical concept called the **Language Acquisition Device** or **LAD** in 1965.The LAD is a hypothetical tool hardwired into the brain that helps children rapidly learn and understand language.

❏ Chomsky challenged the prevailing behaviorist theory that language (like any other behavior) was acquired through exposure to it in our environment.

❏ He theorized that all humans share a mechanism which allows us to comprehend, develop, and use language like no other animal. Animals raised around humans don't develop the ability to speak but humans do. He called this biological language mechanism the Language Acquisition Device.

❏ Chomsky proposed that every child was born with a LAD that holds the fundamental rules for language. In other words, children are born with an understanding of the rules of language; which he refers to as the **'Universal Grammar',** they simply need to acquire the vocabulary.

❏ He posed that language is fundamentally similar across all of humanity. For instance, every language has something that is like a noun and a verb, and every language has the ability to make things positive or negative.

❏ Chomsky also discovered that when children are learning to speak, they don't make the errors you would expect. For instance, children seem to understand that all sentences should have the structure 'subject-verb-object', even before they are able to speak in full sentences.

- ❏ LAD is exploited to explain the remarkable speed with which children learn to speak, and the considerable similarity in the way grammatical patterns are acquired across different children and languages.

- ❏ According to Chomsky, the presence of Universal Grammar in the brains of children allow them to deduce the structure of their native language from mere exposure.

Transformational Generative Grammar

❑ Noam Chomsky published his **"Syntactic Structures"** in 1957. It was in this book that he first introduced his modern grammatical theory called **'Transformational Generative Grammar'**. He later modified his theory in his book **"The Aspects of the Theory of Syntax"** published in 1965. Chomsky's Transformational Generative Grammar is the most influential theory of grammar in modern times.

❑ 'Syntactic structures' consists of rules which took an initial element 'S' and assigned to it particular phrase structure. These rules would then produce strings of elements which represented the underlying structure of a kernel sentence.

❑ The second component consisted of transformational rules- rules that operated on the strings produced by the phrase structure component and altered them in various ways (by turning an active sentence into passive, direct speech sentence into reported speech, a statement into question or an imperative, etc.,) these transformation showed various relationship between different types of sentences.

❑ Transformation do three things:-
  1. Add new items(Addition Transformation)
  2. Delete items(Deletion Transformation)
  3. Alter the position of existing items(Separation Transformation)

❑ **The Key concepts in transformational generative grammar**

1. Phrase Structure (or F) Rules.

With this rules, utterances are analyzed in terms of their syntactic constituents. For example, the sentences "someone ate the food" can be analyzed as subject + verb + objective. The instruction formulas to perform basic operation in TG are referred to as re-writing rules.

Sentence

NP   VP

T   N   Verb   NP

The   man lost   T   N
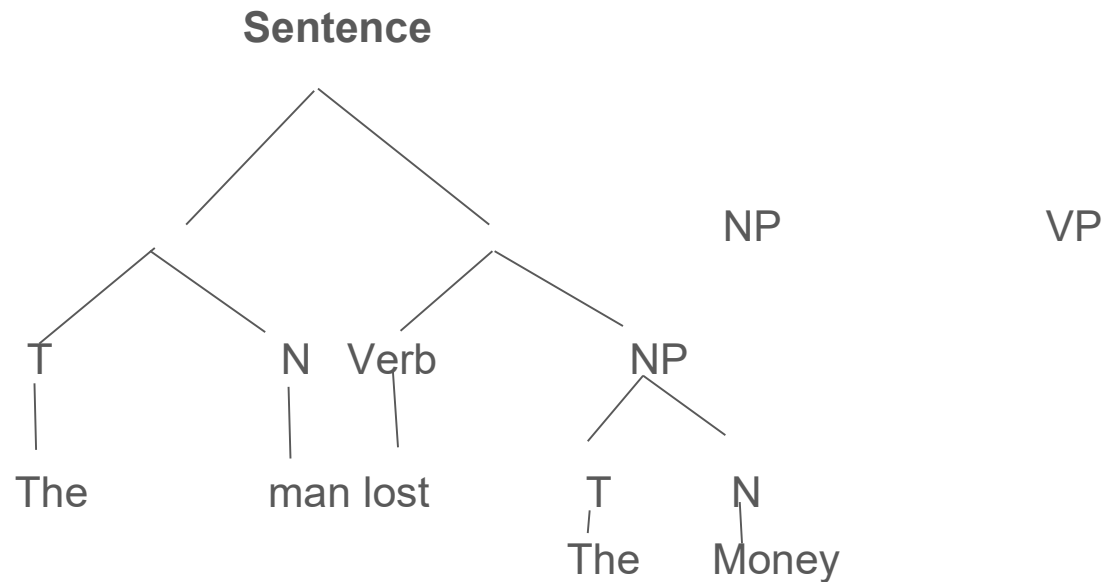
The   Money

Based on the rules of phrase structure, therefore, the full derivation of the sentence,

The man lost the money, could be given as follows:

Sentence

 NP + VP

T + N + VP

T + N + Verb + NP

The + N + Verb + NP

The + man + verb + NP

The + man + lost + T + N

The + man +lost + the + N

The + man + lost + the + money

CBLT (Competency Based Language Teaching)

- Competency-Based Language Teaching (CBLT) focuses on what "learners are expected to do with the language" (Richards & Rodgers,)
- This approach emerged in the United States in the 1970s and can be described as "defining educational goals in terms of precise measurable descriptions of the knowledge, skills, and behaviors students should possess at the end of a course of study"
- The Oxford Advanced Learner's Dictionary defines competence[1] as "the ability to do something well" and as "a skill that you need in a particular job or for a particular task".
- According to Richards & Rodgers (2001) "Competency-Based Language Teaching (CBLT) is an application of the principles of Competency-Based Education to language teaching"

Eight key features of CBLT

According to Auerbach (1986) there are eight key features which are essential for Competency-Based Language Teaching:

1. A focus on successful functioning in society which means that language is taught in order to prepare the students for the different demands of the world.

2. A focus on life skills to determine that language is always taught as a medium of communication in concrete tasks in which specific language forms/skills are required.

3. Task- or performance-centered orientation. The focus is on what the students can do with the language and certain behaviors instead of knowledge of the language.

4. Modularized instruction emphasizes that the competencies which are taught have to be systematically separated into manageable parts so that both the teacher and students can handle the content and realize their progress.

5. Outcomes that are made explicit a priori. "Outcomes are public knowledge, known and agreed upon by both learner and teacher" (Richards & Rodgers, 2001) Therefore, the students clearly know what behaviors and skills are expected of them.

6. Continuous and ongoing assessment which means that the students are tested before the course to determine which skills they lack and after they have had instructions in that skill they are tested again to ascertain whether they have achieved the necessary skills or not.

7. Demonstrated mastery of performance objectives. The assessment is based on the students' performance of specific behaviors instead of traditional paper-and-pencil-tests.

8. Individualized, student-centered instruction. The instructions given by the teacher are not time-based but the focus is on the progress the individual students make at their own rate. Therefore, the teacher has to concentrate on each individual students in order to support them in those areas in which they lack competence.

CLL (Community Language Learning)

- CLL was developed by charles A.curran.
- His application of psychological counseling techniques to learning is known as counseling-learning.
- The term counseling means one person giving advice , assistance , and support to another who has a problem.
- In CLL the teacher acts as a counselor and a
- paraphraser and learner is a client and
- collaborator.
- Teacher's and students role: [Teacher=counselor/students=client].
- Charles created this programme especially for adult to develop their language.
- There is no syllabus , textbook and curriculum to follow.

Objectives of CLL

- Provides comfortable learning environment or learners.
- Removes anxiety from the learning situation.
- Role of the teacher is counselor.
- The role of the student is client.
- Supportive and interactive community for learners.
- Treats the students as a whole person.

Principles of CLL

- Treat the student as a whole .
- Tolerating the grammatical mistakes.
- More attention is given to speaking and listening.
- Using the inductive way in teaching.
- Emphasize on working in groups

Role of teacher:

- Plays that role of counselor.
- Respond calmly and nonjudgmentally.
- Having a supportive manner.
- Help the client to understand the problems better.
- Provide a safe environment.
- Provide target language translations.
- Model for imitation.

Role of student:

- Giving support to fellow learners
- Acting as counselor for other students
- Learn through interaction
- Establish an interpersonal relationship
- Students decide the topic
- Students learn to be independent
- Students learn inductive techniques

Module V

Four Fold Language Skills

Why is Language a Skill Subject?

- A skill subject is the one in which proficiency is acquired mostly through practice and not merely through learning the rules of the subject or by acquiring a lot of knowledge. Learning language is like learning swimming or driving.

    The following are the four fold major language skills.

  1)Listening

  2)Speaking

  3) Reading

  4) Writing

LISTENING

●Listening and Speaking are natural and biologically oriented skills but reading and writing are not so. All these skills are interrelated

●Listening is hearing and perceiving a message. Hearing is a physiological process, while listening is a mental process

● For communication there should be a speaker and a listener and a medium for communication. The listener on hearing the sounds, with understanding, according to his experience shapes the message.

● Listening is a receptive skill but it is an active process.

Types of Listening Skills

Listening can be broadly classified into:
● **1. Extensive & Intensive**
● **2. Listening for perception & Listening for comprehension**
● **3. Focused, Selective & Casual Listening.**

1.According to purpose, listening can be **extensive or intensive**. The chief objective of extensive listening is enjoyment in general without any immediate specific purpose like facing an interview board or taking an examination. As thinking speed is three times more than listening speed, one can do other little intellectual exercises while listening in the extensive mode. In this type the learner has no task to be done. Extensive listening is partially casual.

Intensive listening is with more concentrated attention and is purposeful. For e.g., listening to the teacher, radio, television, etc., In discussions, seminars, debates, etc., intensive listening will be required. Intensive listening is followed by some specific tasks.

Types of Listening Skills

●**Focused listening** means converging all attention to a specific purpose at a time. Listening to the description of an experiment to produce a required result one has to focus one's listening faculty to its process and product.

●In focused listening the listener has a purpose

Listening can be more subtly classified as:

1. Discriminative listening which helps develop logical thinking.
2. Critical listening helps to accept or reject an argument or opinion on the basis of its validity or utility.
3. Comprehensive listening helps understand a message clearly providing for a follow up action.
4. Therapeutic listening helps grasp the meaning of a message superficially without evaluating it, and
5. Appreciative listening helps derive enjoyment or appreciation for delight.

How to Enhance Listening Skills

● Practise note making / note taking.

● Keep alert without distracting attention.

● If handouts (texts of the speech) are available in advance, read them before the speech starts.

●Take a seat conducive to proper listening.

●Take a positive and purposive attitude for listening.

●Focus attention more on the content of the speech than on stylistic or non verbal language.

●Identify the main ideas and the supportive ideas.

SPEAKING

●Speaking is the second of the four language skills. It is called a "productive" skill because when we speak we produce language going out

● Speaking skills are the skills that give us the ability to communicate effectively.. They give us the ability to convey information verbally and in a way that the listener can understand.

● A number of sub skills such as articulation, pronunciation and voice modulation have to be attained

The Four Sub Skills of Speaking

Vocabulary

Language is an integral part of speaking skills. The words you use must suit the occasion and the audience. For example, the language you use when speaking to a friend is different from the one you use for a formal presentation.

Voice

Another aspect of speaking skills in communication that is often ignored is your voice. It includes pitch, tone, and strength. How you speak signals your emotional state.

●**Fluency** is about how comfortable and confident you are in speaking English. If you can speak for an extended period of time, that is an indicator of strong fluency.

●**Grammar** does matter and the fewer mistakes you make, the better your speaking skill will be.

How to Enhance Speaking skills

Activities To Promote Speaking

Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups.

Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

How to Enhance Speaking Skills

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely.

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have

READING

- Defined as the act of receiving meaning from the written form.
- It is the ability to interpret linguistic sounds in their graphic and symbolic representation.
- It is a symbolic behaviour.
- Reading is an active skill because it involves active visual and mental process.
- It is a receptive skill because the reader derives message from the written material.
- Thus reading is understanding, interpreting, and making sense of a given text.

Definition

- "Reading is a psycholinguistic game". (Goodman)
- "Reading behaviour is receiving communication, making discriminative responses to graphic symbols and decoding graphic symbols to speech". (Gibson)
- An act of responding to printed symbols so that meaning is created. (Jenkinson)

Mechanics of Reading

There are various methods of teaching reading. There are two broad classification

1. Analytical Method
- Pays attention to individual letters and sounds, called alphabetic method and phonic method respectively.
- Alphabetic method is traditional, more systematic and easy.
- Phonic method, word is read in its constituent phonemes. E.g., bat is read as /b/,/æ/,/t/ and not as b-a-t as in alphabetic method. Linguists prefer this method

Mechanics of reading

1. Synthetic method
- The Word method: learners are shown real objects or pictures and actions and the word for that is introduced. Thus word-meaning bond is created. But all words are not equally easy to be taught.
- The Phrasal method: Reading by meaningful phrases instead of words. e.g., 'The boys/ are playing/ in the ground'
- The Paragraph method and the Story method: a paragraph is the unit for reading and in story method a story.

Subskills of Reading

- Recognize the letters
- Identify sensible group of letters as words
- Recognize the vocabulary
- Recognize the basic structural pattern
- Elicit the main points
- Distinguish the main ideas from supporting details
- Identify the attitude of the writer

Types of Reading

1. Loud reading
2. Silent reading
3. Intensive reading
4. Extensive reading

1. Loud Reading

- Loud reading is oral reading.
- Meant to mend the defects in pronunciation, articulation and stress and to bring them to the proper nature of the language
- It is to guide the learners to read with comprehension with increasing speed
- The teacher should read loudly a passage as a model for reading first.
- Speed should not be insisted upon for meaningful reading.
- Should be practiced individually and not in groups.
- Student-posture is given importance.

2. Silent reading

- Most effective type of reading since it can be effectively used for acquiring knowledge.
- A text material in print is the basis for silent reading
- The teacher assigns a passage for the students to read silently and corrects if improper ways like subvocalization etc. are noticed
- He evaluates the learner's comprehension using different methods
- He gives more attention to weak students
- Eye movements are based more on difficult points than on punctuation marks
- Speech organs are at rest, the eye is the chief sense organ

3. Intensive reading

- Involves detailed study of linguistic and literary aspects and collecting information from a prose text, with an immediate or not very remote purpose like examination, lecture or critical study.
- It enables the students to understand, speak and write correctly
- It enables the students to extend their vocabulary and to enrich language
- The teacher does a model reading to which the students listen. It is followed by individual reading by the learners while the teacher corrects them
- The teacher explains difficult items
- The teacher asks comprehension questions on facts, meaning, usages, etc

4. Extensive reading

- The learners are not getting help from the teacher. They read independently for comprehension of the overall subject matter.
- It involves reading silently and speedlily.
- Should not be started in the early stage.
- Four objectives of extensive reading according to Thampson and Wyatt are intellectual, literary, linguistic and recreational.
- It encourages self study.
- But the method does not give emphasis to analysis of linguistic features as it concentrates on subject matter

Techniques for advanced reading

1. ## Skimming

- An activity in which the reader glances through a text material to catch a general idea or gist of it without attending to details
- This involves the surface level understanding of the general context of a piece of writing
- A number of testing devices can be employed by the teacher
- Process is same but purpose is different

2. Scanning

- Reading rapidly in order to find specific facts
- Used for skipping along for particular information
- Nurtures the ability to neglect insignificant details

Levels of Reading

- Literal- focus on direct meaning-reading on the lines
- Interpretive- reading between the lines- focus on inner meaning
- Critical- for critical evaluation of the text
- Creative- for crafting new insight

WRITING

- Writing is the visual representation of speech
- It is a productive skill symbolizing spoken form and involves manipulating, structuring and communicating
- Ability of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form
- Writing is not as natural as listening or speaking
- Writing has two main aspects: the mechanics of writing and the purpose and organization of writing

Sub skills

- Mechanics of handwriting (neatness, clarity, and speed, ability to form letters and join letters),spelling and punctuation marks
- Ability to use the correct form of words
- Ability to select correct vocabulary, idioms, phrase, tone, etc
- Ability to use correct form of language
- Ability to organize information logically and clearly
- Ability to use appropriate style of writing
- Ability to use appropriate linking words and sentences

Postulate of David Palmer

According to David Palmer writing involves:

1. **Graphic or Visual skills**: this means writing graphemes (letters of the alphabet) in the upper or lower cases as appropriately joined in the conventional way
2. **Grammatical skills**: ability of the student to use a variety of sentence patterns and construction
3. **Expressive or Stylistic skills**: ability to express the same idea in different styles
4. **Rhetorical skills**: ability to use cohesive devices- connectives, reference words, ellipsis, etc. in order to link parts of a text into logically related sequences
5. **Organizational skill**: ability to integrate pieces of information into paragraphs and texts

Stages

- Planning
- Organizing
- Drafting
- Revising
- Publishing

Types of Writing

- **Narrative**: Written in the form of a story. The sequence of events are narrated in their chronological order with proper linking words
- **Descriptive**: Writer describes persons, places or events in a figurative language
- **Expository**: Writer conveys his knowledge about a particular topic through explanation
- **Argumentative**: also known as persuasive writing in which the writer convince with supporting facts and details
- **Transactional/ functional**: Any nonfiction writing genre that sets out to persuade, argue, advise, or inform can be classified as a transactional writing
- **Reflective**: An analytical practice in which the writer describes a real or imaginary scene, event, interaction, passing thought, or memory and adds a personal reflection on its meaning.

Handwriting

- Good handwriting promotes better readability and comprehension
- **Characteristics of good handwriting:**
- Distinctiveness: each letter in a word and each word in a sentence will be distinctive
- Spacing: there will be a space between words between sentences
- Size of the letters: the body and stroke of the letters are uniform
- Simplicity: A good handwriting is simple and comfortable to see and easy to read.
- Horizontality: writing lines is conspicuously horizontal
- Vertical/ slanting towards the right: letters are to be written either vertically or slightly slanting to the right, never to thee left
- Punctuation marks: Punctuation marks are necessary to read by phrases and to get the meaning easily and unequivocally

How to improve handwriting

- Regular practice
- Copywriting
- Show good model
- Conduct competition
- Motivation
- Teach how to hold pen
- Teacher as a role model
- Display good handwriting in the classroom

Spelling

- Spelling is an important aspect of writing
- In order to avoid spelling mistakes right methods, drills and games for teaching and learning correct spelling of words should be adopted

Teacher should ensure the following in pupil's writing:

- Legibility : easy to read
- Simplicity: letters in simplest form without decorative curves or strokes
- Uniformity in size: strokes and bodies of letters should have uniform size
- Distinctiveness: one letter should not be misconstrued for another
- Spacing: one space between words and two spaces between sentences should be left
- Spelling: spelling should be correctly written
- Punctuation: proper punctuation marks and capitalisation should be made
- Speed: speed should be increased even while observing the other features

TEACHING VOCABULARY

WORD FORMATION

Word formation is the creation of a new word.

The main type of word formation are:-

    1. Composition

    2. Affixation

    3. Conversion

COMPOSITION

- Compounding.
- Joining of two or more words.
- Examples are:- blackboard, bookshelf (meaning is related to the second element.)
- Some other examples are:-
  1. sunrise   - noun + verb
  2. playboy   - verb + noun

.Certain kinds of compounding are as follows:

- **Clipping**: A kind of word formation in which the some segments of an existing word is removed to create a synonym. It is also called shortening or truncation.

   For example-

   Phone for telephone

   Exam for examination.

- **Blending**: word formation in which two words are combined to form a new word. Words formed are also called portmanteau words.

   For example-

   Brunch- breakfast+ lunch

   Smog- smoke + fog

- **Acronyms**: Method of putting together the initial letters of words in a phrase. For example-

  RADAR, WHO, UNO

- **Backformation**: process of forming a new word by removing actual or supposed affixes from another word.

  For example-

  Abduct from abduction

  Beg from beggar.

AFFIXATION

- New words are derived from old bases and roots.
- There are two types of affixation.

Prefixation : examples- unfair, nonstop, dismantle, bewitch, semicircle.

Suffixation : examples- happiness, gangster, booklet, waitress

CONVERSION

- Some words can change class without affixation. Such words are called conversion words.

  Example- doubt, release, throw, turn.

- In some cases verbs and nouns are distinguished by spelling changes. Example- advise (v), advice(n).
- In some other cases the spellings are same but difference lies in the stress.

VOCABULARY

- Body of words used in a particular language.
- Also the stock of words used by a person, class or profession.
- Types of vocabulary:

Active vocabulary: productive- words that can be produced by a person.

Passive vocabuary: recognition- words that can be comprehended but cannot be produced by the person.

IMPORTANCE OF VOCABULARY

- Words are the starting point
- Key of communication.
- Key in understanding grammar.
- Currency of communication.
- Improves ability to learn language.

TEACHING OF VOCABULARY

- Context
- Task and activity
- Games
- action

- Aids
- Explanation
- Study

TECHNIQUES OF EXPANSION

- Cognate fit (similarity between English word and mother tongue.)
- Reading
- Paraphrasing
- Vocabulary corner
- Problem words
- Inference

- Synonym- antony card
- Word building
- Word games.

ACQUISITION OF VOCABULARY

- Study
- Reading
- Dictionary
- Games
- Listening
- Vocabulary notebook.

DICTIONARY

- Includes information such as definition, usage, etymology, pronunciation and translation.
- Entries are alphabetical and as follows:

Headwords.

Meaning.

Parts of speech

Phonetic transcription.

Antonym and synonym.

Usage

Idioms and abbreviations.

IMPORTANCE OF DICTIONARY

- Vocabulary acquisition.
- Improving pronunciation.
- Understanding concepts.
- Learning synonyms.
- Learning use of words and language.
- Helps with editing.
- Helps to develop skills.
- Helps to know root words.

FUNCTION WORDS	STRUCTURE WORDS
DEFINITE MEANINGS	NO DEFINITE MEANING
VAST MAJORITY OF WORDS	FEW NUMBER OF WORDS
OPEN ENDED	CLOSED SET
MOSTLY STRESSED	RARELY STRESSED
OCCUR FREQUENTLY	LESS FREQUENT
INFLECTIONAL OR DERIVAIONAL AFFIXES	DO NOT TAKE AFFIXES
CAN MAKE MINIMAL UTTERANCE	CANNOT MAKE UTTERANCES
CAN BE TRANSLATED	DIFFICULT TO TRANSLATE

LANGUAGE GAMES

- The language games should be according to students mental level and language ability
  - The nature of game, manner of playing the game should be preplanned.
    - Teacher should be controller, organizer etc.
      - Meaningfull activities.
    - Teacher should evaluate the performance of students.

TYPES OF LANGUAGE GAMES

- Pronunciation games –help students to do correct pronunciation, realize non phonetic, stress etc.

- Role playing –Helpful for studyning social behavior and for using language appropriate to the content. Types of role play – Structures role play and Spontaneous role playing.

- Story making – Teacher exihibiting chart and students forming story. Story is open ended so students can contribute their ideas in meaning ful sentances to complete the story.

- Dramatisation- Natural &systamatic enaction of life situations with a view to giving realistic and meaningful understanding and appreciation.

SPELLING GAMES

- Word Games – Source of entertainment. They develop language skills.

- Letter arrangement games – Jumble, word search ngaroo word.

- Grammer Games –master grammer rules . Rhymes used to teach grammer correctly. It is easy for learners to remember through rhythm and rhyming words.

- Listening Games and Activities- Helps student to remember and process sound. Eg:phone call, whose voice is etc.

- Speaking activities- Debates, Charades.

- Reading & Writing & English through humour.

PRONOUNCIATION

- English is a non – phonetic language.English words spelt / written are pronounced differently. Eg :"a " in father pronounced as /a:/

- Reasons for defective pronouncuation- Physical inability of learners, Lack of training in the use of standard dictionary., Phonetics not taught & learned at an early stage. In schools no language lab etc.

METHODS TO IMPROVE PRONOUNCIATION

- Availability id competent teachers.

- Training should be given to use dictionary.

- Language lab should be there at schools.

- Practise books prepared by experienced and well trained teachers may be provided to learners.

- Model pronunciation should be presented as tape recorders

- Students should be made aware about the pronunciation.

AIMS OF TEACHING

- To teach students speech sounds in English

- To develop good speech habits.

- To teach word stress.

- To teach students to learn rhythm and to familiarise them with usual tones with which English is spoken.

TECHNIQUES OF TEACHING PRONUNCIATION

- Presenting good model and make students imitate it.

- Phonetic method – Explains how sound is produced.

- Subsidiary method – Teaching pronunciation by activities such as reading, role play, tonguewisters.

PROBLEMS OF ACQUIRING CORRECT SPEECH SOUNDS

- Lack of exposure to sprdch of native speakers of English.

- The unphonetic nature of English Language.

- The pull of mother tongue.

- Lack of training in Phonetics.

- Lack of practise.

COMMON MISTAKES IN PRONUNCIATION

- Have different dialects all over for English Language.
- Disparity between letters and sounds.

- Right   Wrong
- Ate/et/   /eit/
- temple / templ/   /tembl/

HOW TO SOLVE THESE PROBLEMS

- Give learners opportunity as possible to listen to correct pronunciation.

- Give the learners some training in phonetics.

- The interference of the mother tongue.

- Only trained teachers should be allowed to teach English.

- Give practise in pronunciation.

Unit - 7

MICRO - TEACHING

Meaning of Micro - teaching

- Micro - teaching is a scaled down sample of teaching in which a teacher teaches a small unit to a small group of 5 to 10 pupils for a small period of 5 to 10 minutes.

Definition of Micro - teaching

- **Micro - teaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers or students about what improvements can be made to their teaching technique.**

Characteristics of Micro - teaching

- It is a scaled down teaching.
- It is less complex than regular teaching.
- It involves fewer numbers of students, usually 5 to 10.
- It's duration is short - about 5 to 10 minutes.

Objectives of Micro - teaching

- To enable teacher trainees learn and assimilate new teaching skills under controlled conditions.
- To enable teacher - trainees to gain confidence in teaching, and to master a no.of skills by dealing with a small group of pupils.

Steps in Micro - teaching

- Defining the skills to be developed in terms of specific teaching behaviour.
- Demonstration of the skill by the teacher educator by taking a lesson.
- Based on the model, preparation of a lesson plan by the teacher trainee, for a suitable topic, which calls for application of the skill anticipated.
- Teaching of the lesson by the teacher - trainee in a simulated set up, in the presence of observers.
- Providing of immediate feedback to the teacher trainee by the observers with a view to help him improve the skill.
- Arranging re-planning, re-teaching, and re-feedback sessions.
- Repetition of plan, teach, feedback, re-plan,re-teach and re-feedback cycle till the skill is acquired.

Micro - teaching Cycle
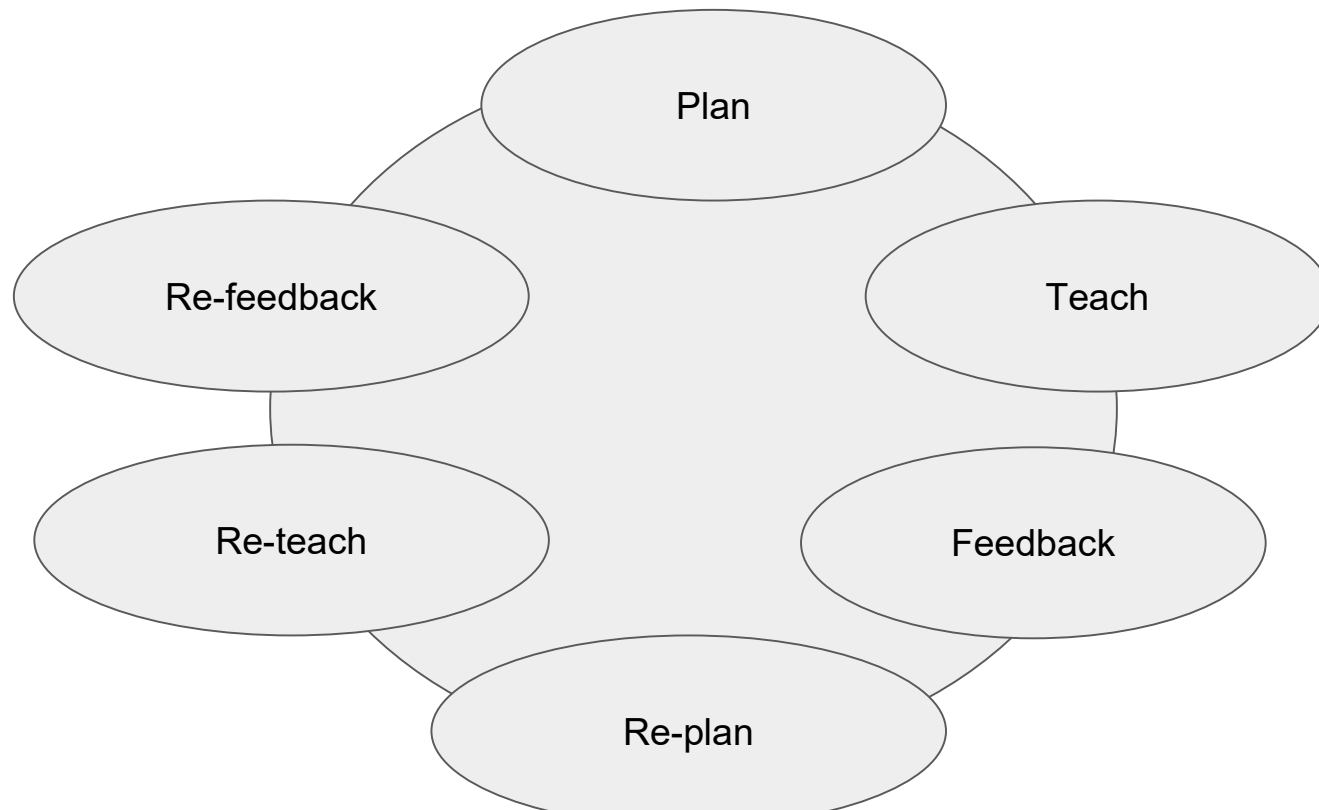
Micro - teaching procedure

- **Knowledge acquisition phase** : Observing the demonstration of the skill and analysing it and discussing about the demonstration.
- **Skill acquisition phase** : Preparing the micro lesson involving the skill and practising the skill while teaching.
- **Transfer phase** : Evaluating performance through feedback, replan, re-teach and transfer of skill to actual class teaching in macro sessions.

Merits of Micro - teaching

- Teacher trainees trained through micro - teaching are found to perform better than those trained by traditional method.
- It employs real teaching for the purpose of developing skills.
- It helps accomplish specific teacher competencies.
- It helps gain deeper knowledge due to feedback and re-plan, re-teach cycles.
- It is more effective in modifying teacher behaviour.
- It helps in developing important teaching skills such as questioning, reinforcement of student participation, etc.
- It is an effective technique for transfer of teaching competencies to classroom.

Demerits of Micro - teaching

- It is skill oriented;content is not emphasised.
- It emphasises specific skills; but neglects integrated skills.
- It covers only a few specific skills
- It may raise administrative problems while arranging micro lessons.

CORE SKILLS

- **The teaching skills which are most widely and frequently used by the teachers are known as core skills.**

CORE SKILLS

- Skill of introducing a lesson
- Skill of stimulus variation
- Skill of explaining
- Skill of illustrating with examples
- Skill of using blackboard
- Skill of probing questions
- Skill of questioning
- Skill of reinforcement

SKILL OF INTRODUCING A LESSON

The skill of introducing a lesson may be defined as proficiency in the use of verbal and non verbal behaviours, teaching aids and appropriate device for making pupils realise the need of studying the lesson by establishing cognitive rapport with them.

COMPONENTS OF SKILL OF INTRODUCING A LESSON

- Gaining attention
- Use of pre requisite
- Linking the pre requisite
- Logical continuity
- Use of appropriate devices.

SKILL OF STIMULUS VARIATION

The skill of stimulus variation may be defined as a set of behaviour for bringing desirable change or variation in the stimuli used to secure and sustains pupils attention towards classroom activities.

Components of Stimulus Variation

- Teacher movements
- Teacher gestures
- Pupils movements
- Change in sensory focus
- Change in interaction style
- Change in speech pattern
- Focusing
- Pause

SKILL OF EXPLAINING

The skill of explaining may be defined as the art of learning the use of interrelated appropriate statements by the teacher for making the pupils understand the desired concept, phenomenon or principle.

Components of skill of explaining

- **Beginning statement**: To create mental readiness
- **Using links**: Thus, in addition to, that's why, therefore, so etc
- **Concluding statement**: Summarizing sentence
- **Questions to test**: 3 or 5 is enough
- **Relevant statement**: Avoid unnecessary statement
- **Vocabulary**: Avoid vague words, use adequate words.
- **Fluency**: Flow of explaining

Linking/Integration of skills

A deliberate programme for integration
of skills is called link practice or link lesson.

SKILL OF FLUENCY IN QUESTIONING

It is the skills to make the students think through meaningful questions in a pleasant and friendly manner with a good and clear voice.

COMPONENTS SKILL OF FLUENCY IN QUESTIONING

A

1. Grammatically correct.

2. Concise, without any unnecessary words.

3. Direct and straight forward.

4. Related to the topic.

5. Free from words or terms which are not exained earlier.

6. Specific with single answer. It must be not general in nature.

<u>Skill of probing questions</u>

It is an activity of leading the learners to the correct responses without giving any negative stimulus by managing the responses, giving clues and adding some more points related to the answer.

Component skill of probing questions

- Promoting: Providing hints and clues
- Seeking further information: Clarifying the unsatisfied response
- Refocusing: Relates answer with known topic.
- Redirection: Put the same question to many.
- Increasing critical awareness: How/why questions for justification.

Skill of illustrating with examples

It is the skill of judicious selection and proper presentation of the suitable examples in order to generalize a concept, idea or a principle.

Components of skill of illustrating with examples

- Relevant examples: relation to the concept being explained.
- Simple examples: Based on past knowledge.
- Interesting examples: Capturing examples for attention, interest or curiosity.
- Appropriate medium: Verbal or non-verbal
- Inductive and deductive approach: General(rules) to particular (examples) and particular to general.

Skill of using black board

- It is an activity of using blackboard as visual aid to bring about clarity in understanding a concept.
- A teacher can give a holistic picture of the idea through a skillfully used blackboard work.

Components of using blackboard

- Legibility and neatness
- Spacing between lines and words
- Appropriateness of letters
- Proper slant
- Uniformity
- Absence of ove writing
- Relevance
- Logical continuity of points
- Underlining
- Proper use of colour chalks

Skill of Re-inforcement

It is the art of learning the judicious and effective use of re-inforcers by a teacher for influencing the pupils behaviour giving positive re-inforcers.

Components of skill of re-inforcement

- **Positive verbal re-inforcers**: well, good, excellent etc. Avoid negative re-inforces like bad, no and idiot.
- **Extra verbal cues**: wah, hm..
- **Positive non-verbal re-inforces**: Clapping, smiling, nodding head, moving towards etc.
- **Repeating and rephrasing**: Repeating told answers.
- **Writing pupils answers on blackboard**.