

**BHARATHIDASAN UNIVERSITY**  
**TIRUCHIRAPPALLI – 620 024**

**CENTRE FOR DISTANCE EDUCATION**



**LANGUAGE ACROSS THE**  
**CURRICULUM**

**B.Ed. I YEAR**

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**The Syllabus adopted from 2015-16 onwards**

## LANANGUAGE ACROSS CURRICULUM

**Total Marks: 100**

**Duration of Examination: 3 hrs.**

**Internal Assessment: 25**

**External Assessment;75**

### **Objectives**

After end of the course, student teacher will be able to

1. Understand nature, function and role of language across the curriculum
2. Understand importance and use of first, second language and multi languages system and its significance on culture in developing language skills.
3. Acquire knowledge about the communication process and functions.
4. acquire the knowledge about communication, types, developing communication skills and its barriers.
5. Understand fundamental objectives of language teaching and activities foe developing sills on LSRW.
6. Familiarize with of barriers to Listening, Speaking, Reading, Writing (LSRW) skills and activities for the development skills
7. Understand and appreciate the various activities for developing language skills.
8. Acquire knowledge about n the language laboratory and its importance on developing language skills
9. Develop attitude being a good language teacher.

### **UNIT-I Nature and function of Language**

Language- meaning and concepts - Functions of Language - Role of Language across Curriculum – language learning - Theories of language learning – teaching language as skill rather than knowledge subjects - Barriers in using language and strategies in overcome them

### **UNIT-II. Language diversity in classroom**

Learning mother tongue - First language – significance of first language - role home importing mother tongue - second language – significance teaching second language - Using first and second language in the classroom – tri language system – Multilingualism - relation of language with culture.

### **UNIT-III. Communication**

Communication, Meaning and concept - Elements of communication - Process of communication - Types of communication, Verbal and non-verbal communication - Interpersonal, intrapersonal, group and mass communication - Ways and means to developing communication skills at schools – general barriers to communication.

### **UNIT-IV. Developing LSRW skills and its barriers**

Listening skills – sub skills of listening – listening for perception – listening for comprehension – three phases of listening – listening materials - importance of listening skills - Barriers to listening skills - Activities for developing listening skills: Speaking skills – importance of speaking skills - Barriers to speaking skills: Reading skills – importance – process involved in reading – types of reading - barriers to reading skills – Writing skills – importance – characteristics of good writing - barriers to writing skills.

### **UNIT -V. Activities for LSRW skills**

Activities for developing Listening skills - listening materials – listening to specific information and for general understanding - dictation – listening telephone call – commentaries – listening instruction: Activities for developing Speaking skills - conversation – group discussion – debate - interview - extempore speech: Activities for developing Reading skills – methods of teaching reading to beginners – Alphabet – Phonetic – word – phrase and sentence method: Activities for developing Writing skills – developing mechanical skill, grammatical skill, judgment skill and discourse skill.

### **UNIT- VI. Language Laboratory**

Language laboratory –role language laboratory developing language skills - planning and installing of language laboratory – basic materials for language laboratory – effective uses language laboratory.

### **UNIT- VII. Qualities of Language teacher**

Language teacher – basic qualification – role of language teacher developing language – language skill and knowledge– developing techno pedagogy skills – characteristics of good language teacher - dating skills through in- service training.

**Mode of Transaction:** Lecture, Discussion, debate, conversation, exercise, dramatization, assignments and language games.

## **Practicum**

School visit to find out communication problem/Apprehension in students

Designing games and Exercise for developing listening, speaking, writing and Reading skills

Assigning Assignment on listening skills

Assigning Assignments on developing speaking skills

Assigning Assignments on developing reading skills

Assigning Assignment for developing writing skills

Organizing debate, discussion, seminar, stage speak, public speak and drama.

## **REFERENCES**

Pearson,J.C.et.al.(2011). Human communication (4th ed). New York.McGraw Hill Companies Inc.

Floyd,K.(2009). Interpersonal communication. New York.McGraw Hill Companies Inc.

Fronklin,V. Rodman,R.& Hyms, (2011) Introduction to language (9<sup>th</sup> ed).Canada. Cenganga Learning.

Akmajain,A.et.al. (2010). An introduction to Language and Linguistics. (6<sup>th</sup> ed) .Cambridge. MITPress..

Fasold,R.& Connor- Linton, J.(2013). An introduction to language and linguistics.(6<sup>th</sup> ed). Cambridge. Cambridge University press.

First and second language acquisition- a Brief comparison. Retrieved from [https://www. Uni-dueELE/FIA-SLA\\_brief copmarision.pdf](https://www.uni-due.de/ELE/FIA-SLA_brief_comparison.pdf).

## **[[CORE IV LANGUAGE ACROSS CURRICULUM**

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### **UNIT-1 NATURE AND FUNCTIONS OF LANGUAGE**

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#### **Structure**

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Language –Meaning-Concept
- 1.4 Definition of Language
- 1.5 Nature of Language
- 1.6 Functions of Language
- 1.7 Theories of Language Learning
  - 1.7.1 Language is a means of communication
  - 1.7.2 Language is arbitrary
  - 1.7.3 Language is a Skill
  - 1.7.4 Language is a Social Behaviour
- 1.8 Teaching Language as a Skill Rather than a Knowledge Subject
- 1.9 Role of Language Across Curriculum
- 1.10 Barriers in Using Language and Strategies in Overcome them
- 1.11 Let Us Sum Up
- 1.12 Unit-end Activities
- 1.13 Answer to Check Your Progress
- 1.14 Suggested Readings

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#### **1.1 INTRODUCTION**

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Language is a form and means of communication. It is intimately related to human beings since it is the universal and exclusive characteristic of man alone. It is the product of the human mind and the vocal apparatus which the human being possesses. It is the most important tool he has ever devised. It is the tool which enables him to make his living, build his home, and fashion his life. It is the instrument which gives order and organization to his thinking.

This unit deals with the definition, nature, concept, meaning, functions of language. It also consists of teaching language as skill rather than knowledge subject- the role of language across the curriculum etc.

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## **1.2. OBJECTIVES**

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After learning this unit you will be able to:

- acquire knowledge of the concept, meaning and functions of language
  - understand the concept, meaning and functions of language
  - develop interest in knowing the functions of language
  - .develop positive attitude towards teaching and learning of English
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## **1.3 LANGUAGE: MEANING, CONCEPT**

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Language learning is basically a habit formation process during which the learner acquires new habits. Man alone in creation is bestowed with the power of using the language. He uses his brain for thinking, classifying and naming objects and his organs of speech for making sounds, sound groups words and sentences. Language helps him to express his feelings and emotions towards others and makes him maintain relationships.

Most definitions of language say that it is a distinctive human quality, which expresses itself through a system of arbitrary, vocal symbols. The power of language helps man to influence others and forges social contacts, apart from enabling him to build suitable mechanisms for the governance of a country.

Man, where ever he lives, whatever he does whether he is ploughing his field, working at the anvil or the hammer, whether he is in an office, or sitting and enjoying a cup of tea or coffee, in a cafeteria or at his home, whether he is flying, walking, running swimming or lying in his bed room with a book in his hand for reading—in all these activities he uses the language. Language is, thus like a prism, which reflects the manifold shades of human language and activity. In short the scope of language is as wide as human life itself.

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## 1.4 DEFINITION OF LANGUAGE

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Various linguists in various ways have defined language. According to **Bloch and Tager** “Language is a system of arbitrary vocal symbols by means of which a social group communicates” As Jespersen points out “Language is the set of human habits, the purpose of which is to give expression to human thoughts and feelings especially to impart them to other”

In the words of **Edward Sapier**, “Language is a purely human and non instinctive method of communicating ideas, emotions and desires by means of a system of voluntary produced symbols. These symbols are in the first instance auditory and the so-called organs of speech produce them. There is no discernable instinctive basis for human speech as such.” These definitions give a clear understanding of the nature of the language.

The language activity of the individual is dominated and proscribed by the language activity of the group to which he belongs. Its language becomes his language.

### Check Your Progress

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

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

1. Language learning is basically a ----- formation process

a) natural b) usual c) habit d) none of the above

2. Language is a system of ----- vocal symbols

a) idea b) arbitrary c) desires d) feelings



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## 1.5 NATURE OF LANGUAGE

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1. **Language is a System:** Language is a system. It is an organized way of behaviour, which can be described in an orderly way, just as various systems of our body (eg. Heart, lungs, hands, eyes etc.) Though different yet work in coordination, similarly the system of language functions through sounds, words and structures. These are integrated and form the language. Each language is a unique system with the help of which meaning is conveyed. This system consists of sounds, structures and items of vocabulary. That is why when a person wants to learn a new language; he has to learn new sounds, structures and new items of vocabulary.

2. **Language is Arbitrary:** It is not essential to have any relationship between the word and the object for which it is spoken. One can use different words for the same object in different languages e.g. **Book in English, Pustagam or Nool in Tamil** etc.

3. **The Symbols of Language are Vocal:** The word language has its origin in the Latin word “lingua”, which means, “Which is produced with tongue”. Language is basically speech. Writing is the graphical representation of speech. Many languages exist only in the spoken form; they do not have the written form.

4. **Language is a System of Symbols:** Symbols of a language are its words. For better functioning of a language it is essential that both speaker and listener know the words. Each word has a definite sound and a definite meaning. For communication of ideas, it is essential to attach a meaning to its sound.

5. **Language is Always Changing:** Every language is a living language. The language is constantly changing and developing according to the needs of the speaker. New words are borrowed and absorbed in a language from time to time.

**6. Language is Made Up of Habits:** A person's language reflects the habits of the community to which the person belongs. Language is essentially a habit-forming process. One can communicate one's thoughts only when one has made use of the language - the instrument of thought, a matter of automatic habit with him. Thus language is made up of habits and this requires practice in the use of language.

**7. Language is Learnt:** Language is a skill. It is a form of behaviour, which is learnt. A newborn child knows no language except crying and weeping. As time passes by the child's crying and babbling sounds develop into meaningful speech sounds of his group. He learns the language by listening to the elders spoken at home around him. He learns the language by imitation and practice.

**8. Language is Based on Common Cultural Experience:** Every language is a product of a particular society and culture. Human language is transmitted from one particular individual to another not by physical inheritance, but by learning. It has meaning only in a particular culture and society. We do not find exactly same words in two different languages. This is because cultures are different.

**9. Language is for Communication:** Communication of thoughts from one person to another is the main function of language. Correct communication involves correct use of language.

**10. Every language is Unique:** Every language is unique in itself. No two languages in the world have the same set of words, phonetic symbols and grammatical patterns. There are geographical and cultural diversities and because of that reason, every language is unique in its own way.

### Check Your Progress

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

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

3 . ----- is the graphical representation of speech.

a) Listening b) Reading c) Writing d) Oral

4. Every----- is a product of a particular society and culture.

a) nation b) country c) state d) language

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## 1.6 FUNCTIONS OF A LANGUAGE

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There are three important functions of a language, **viz., the informative, the expressive and the directive.**

The first is the **informative function**, that is, the purpose of language is to communicate information. The science teacher who is giving details of laws of gravitation to the class is communicating information. The second function of language is **expressive**, that is to express feelings, emotions or attitudes and evoke similar feelings in the reader.

W. H. Davies says:

"What is this life, if full of care?

We have no time to stand and stare."

Here, no information is conveyed; but the feelings of the individual are expressed.

The third function of language is **directive**, that is, to cause or to prevent actions.

When a Major in the army asks his soldiers to march ahead, or when a teacher asks a student to write something on the blackboard, the intention is not to communicate information or to evoke a particular emotion but to cause action of the kind indicated.

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## **1.7 THEORIES OF LANGUAGE LEARNING**

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Language exercises a great influence in making man good and noble. It lays the foundation for the progress of society. The language of people reflects on their collective behavior and culture. In the absence of language, most of the activities will stop and all teaching and learning will come to an end. The progress of mankind will cease.

Language is a complex system with many sub-systems like the system of sound (Phonology), the system of words (Morphology), the system of structure (Syntax) and the system of meaning (Semantics). All these sub-systems form an integral system working in co-ordination with the other. Language lays down standards and functions by rules and conventions like any other system in life. It is through language that we learn to think, feel, judge and express.

### **1. Language aptitude**

Language aptitude refers to the natural ability to learn a language, not including intelligence, motivation, interest, etc. Language aptitude is thought to be a combination of various abilities, such as the ability to indentify sound patterns in a new language, the ability to recognize the different grammatical functions of words in sentences, rote learning ability, and the ability to infer language rules. A person with high language aptitude can learn more quickly and easily than a person with low language aptitude, all other factors being equal.

### **2. Language attitudes**

Language attitudes are the attitudes which speakers of different language or language varieties have each other's language or to their own language .Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity ease or difficulty of learning degree of importance elegance social status etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language planning.

### **1.7.1 Language is a means of Communication**

Language is primarily a means of communication. The signals used to transmit telegraphic messages etc., are all communication systems and they are interpreted in language. Language is used by human beings to communicate ideas, to transmit messages and to express emotions, desires and feelings.

There are various types of communication needs that languages meet with. We not only convey information through language but also use it effectively for what is known as 'phatic communion', a type of speech wherein ties of union are created by a mere exchange of words. This refers to that aspect of our speech behavior, which consists mainly of polite talk, greetings and such exchange of words as 'How do you do?', 'Have a nice day!' etc., which serve to establish and confirm social relationships. Some scholars go beyond and say that even our thinking has become possible only because of language. Further, it is claimed by some linguists that our view of the world is largely conditioned by language.

### **1.7.2 Language is Arbitrary**

In general, there is no need to have an inherent relation between the sounds that make up a word and the object signifying the word. That is to say, the relation between the word and the thing or idea conveyed by it, in all languages, is entirely arbitrary. There is no reason why the four-legged domestic animal should be called 'cat' in English, 'billi' in Hindi, 'pilli' in Telugu, 'poocha' in Malayalam and so on. The use of these particular words used differently in different languages is merely accidental.

If there were a connection between the sounds used and the meaning expressed by them, then there would have been just one language in the world. The existence of several languages in the world clearly indicates that 'language is arbitrary'.

### **1.7.3. Language is a Skill**

Language is a skill that is learnt by constant practice. Language can be learnt not by knowing about it; but by using it. Just as other skills like swimming, driving, singing or dancing that are learnt by practice, a language is also learnt by constant use. It is acquired first by imitation and then by practice.

Language is often called a skill subject rather than a knowledge subject. In learning a mother tongue, the first skill that a child acquires is the ability to understand the spoken word i.e the skill of listening. Next he tries to reproduce these sound sequences to express his own desires

and needs and thereby acquires the skill of speaking. For an illiterate person, these two basic skills constitute his language ability. The abilities to read and write are matters of literacy. Language is therefore called a complex skill comprising:

- (a) Skill of Listening
- (b) Skill of Speaking
- (c) Skill of Reading
- (d) Skill of Writing

The skills of listening and reading are called Receptive skills, because the skills of listening and reading are comparatively passive requiring less exertion on the part of the learner. The person while listening or reading is at the receiving end of the communication channel. Speaking and writing on the other hand are active skills. Here the person, being at the transmitting end of the channel has to take the initiative. These two are called Productive Skills.

The skills can also be grouped in another manner. Listening and speaking which demand the exercise of the auditory speech organs, may be called Aural-Oral skills; while reading and writing, involving the visual and the psychomotor organs may be called Graphic Motor Skills.

#### **1.7.4. Language is a Social Behavior**

It has been pointed out earlier in this section that language is a social convention; and is learnt by each generation from the adults in the particular social community. We are not born with an instinct to learn Chinese, Russian or Bengali. A Bengali child brought up in a Bengali family learns Bengali, but if the same child were to be brought up in a Korean family instead, he would learn Korean very easily. Just as we learn norms of social behaviour, ways of greeting, table manners etc., of the society in which we grow up, we also learn its language in a similar manner.

### Check Your Progress

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

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

5. ----- aptitude refers to the natural ability to learn a language

a) Listening b) Language c) Writing d) Oral

6. The skills of listening and reading are called ----- skills

a) Receptive b) Country c) Productive d) Language

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## 1.8 TEACHING LANGUAGE AS A SKILL RATHER THAN A KNOWLEDGE SUBJECT

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School subjects are classified as knowledge subjects and skill subjects. It is knowing and doing. Subjects like Science, History, and Mathematics are knowledge subjects. They have an organized body of facts and they have to be grasped and memorized. Naturally the methodology insists on an intellectual activity and rote memory is given prominence. In skill subjects like language, drawing, painting, music, there is a need for development of certain abilities. Practice makes it perfect and focuses habit-formation. The abilities to read and write are matters of literacy. Each skill comprises of various elements. Hence language is called a ‘complex skill’ consisting of the **skill of listening**, the **skill of speaking**, the **skill of reading** and the **skill of writing**.

These skills are classified as passive skill and active skills. Listening and reading are passive skills and speaking and writing are active skills. They are receptive skills and productive

skills. Listening and speaking demanding the exercise of the auditory and the speech organs may be called Aural-oral skills. Reading and writing are called Graphic-Motor skills. Language is an integrated skill. The skills cannot be compartmentalized. The basic problem in learning a language is one or internalizing the language code. The methodology involves not learning about language but learning the language. The learner has either to encode or decode the sounds, words and the structures needed to express or to grasp the thoughts. He is to manipulate or to communicate through various activities. The learning of the language code will facilitate the learning of the skills.

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## **1.9 ROLE OF LANGUAGE ACROSS CURRICULUM**

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Language learning is a matter of growth and maturation of relatively fixed capacities, under appropriate external conditions. Language is never taught but caught from environment if by teaching we mean creating appropriate external conditions for the learning of a language, we do ‘teach’ a language.

In the hands of a good teacher, teaching of any language is a very interesting activity. An effective teacher is able to put life in the teaching learning programme. Every good teacher fixes up aims of teaching learning. Then he/she makes all efforts to achieve those goals. Such a teacher does not hesitate in rethinking, reframing or rewriting the goals. And above all, the effective teacher follows the general principles of teaching learning the language. The different principles and aims of teaching keep the teacher on the right track.

The second language is learnt deliberately, usually in formal classroom teaching. So the classroom activities must provide sufficient motivation and scope for learning the language with emphasis on practice. The teacher must give his pupils as much opportunity as possible for the correct practice of language skills and as little opportunity as possible to make mistakes.

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## **1.10 BARRIERS IN USING LANGUAGE AND STRATEGIES IN OVERCOME THEM**

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The first problem for an English language teacher is to make a distinction between telling, teaching and learning. In the initial stage of language teaching, learning takes place though exposure to language phonological, grammatical and lexical items are told by the teacher to the students. The teacher gives opportunities for practice. So that the boys learn correct words, correct pronunciation and correct structure. Next comes the problem of listing the new items that should be learnt in English lessons. Many teachers depend upon some text book writes. It is at this stage that the students must have a great deal of practice in teaching and writing. Unfortunately not all students have this opportunity to practice speaking and writing in English.

English medium students cultivate a larger amount of vocabulary control than the non-English medium students. Naturally the English teacher is confronted with many problems. Such as selection of models, selection of teaching items etc. There problems are purely problems connected with teachings. The third problem is one of ascertaining whether the students do not directly participate in the learning process. Usually they are pained to answer specific question in an examination. Moreover the English that the students learn in the class room is expository spoken English. He never learns ordinary casual conversation. One of the problems of the English teaching is to provide at least some exposure to the learning of ordinary conversational English.

**Check Your Progress**

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

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

7. -----learning is a matter of growth and maturation of relatively fixed capacities, under appropriate external conditions

a) Listening b) Language c) Writing d) Oral

8. Every good teacher fixes up ----- of teaching learning.

a) Receptive b) Country c) aims d) land

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## **1.11 LET US SUM UP**

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One of the greatest achievements of man is his ability to use language. Language, in fact, is a great tool that has made human civilization possible on this earth. Language is a system of arbitrary vocal symbols by means of which a social group communicates. Language is species specific .It is a unique human trait, shared by the cultures so diverse and by individuals physically and mentally so unlike one another. Language is a system. This system consists of sounds, structures and items of vocabulary. Language is learnt and is a skill. It is a form of behavior, which is learnt. He learns the language by imitation and practice. The Symbols of Language are Vocal and language is basically speech. Writing is the graphical representation of speech. Language is always changing. The language is constantly changing and developing according to the needs of the speaker. Language is made up of habits. Language is essentially a habit-forming process. Thus language is made up of habits and this requires practice in the use of language. Language is arbitrary. Language is based on common cultural experience and every language is a product of a particular society and culture. Language is for communication and communication of thoughts from one person to another is the main function of language. Every language is unique. Methods of language leaning are- by practice, through speech, learnt as a System and in the context of culture. There are three important functions of a language, viz., the informative, the expressive and the directive.

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## **1.12. UNIT-END ACTIVITIES**

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1. Define language. Describe its nature and scope.
2. Consider language as skill.
3. Explain the arbitrariness of a language.
4. Discuss the functions of language.
5. Enlist the methods of language acquisition.
6. Explain the nature and scope of language.

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### **1.13. ANSWERS TO CHECK YOUR PROGRESS**

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1. c)
2. b)
3. c)
4. d)
5. b)
6. a)
7. b)
8. c)

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### **1.14. SUGGESTED READING/ REFERENCE BOOKS**

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1. Ambedkar,V (2011) Teaching of English in Indian Context, Annaveera Publishers, Orathanad, Thanjavur, India.
2. Baruah,T.C (1988) The English Teacher's Handbook, Sterling Publishers, New Delhi.
3. Dash, B.N, (2004) Teaching of English, Dominant Publishers, New Delhi.
4. Doff Adrian, (1995) Teach English - A Training Course for Teachers, CUP, Cambridge.
5. Howatt, A.P.R,(1984) A History of Teaching English Language Teaching, OUP, New Delhi.

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## **UNIT-II LANGUAGE DIVERSITY IN CLASSROOM**

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### **Structure**

- 2.1 Introduction
- 2.2 Objectives
- 2.3. Learning of a second language – Influence of Mother tongue
  - 2.3.1 Learning Mother Tongue and the Significance of the First Language
- 2.4 Significance of Teaching The Second Language
- 2.5 Using First and Second Language in the Classroom
- 2.6 Tri Language System
- 2.7 Multilingualism
- 2.8 .Relation of Language with Culture
- 2.9. Let Us Sum Up
- 2.10. Unit-end Activities
- 2.11 Answer to Check Your Progress
- 2.12. Suggested Readings

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### **2.1. INTRODUCTION**

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Although English is a foreign language for Indian yet its teaching occupies a very important place in our educational set up. The learning of mother tongue is invariable and essential but the teaching English is also considered useful. These are educationists who advocate the constant use of mother tongue in the teaching and English. They hold that ‘the mother tongue is as national for the development and the mans mind as mothers milk is for the development of the infant is body. Mother tongue is the basis of all work. The child begin to learn new word there use in the proper context and this acquires an ability of expression with clarity, ease and correctness.

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## 2.2. OBJECTIVES

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After reading the lesson you will be able to

- know the role and mother tongue in learning of second language
- understand in what way the mother tongue influence the learning of the second language
- identify the interferences of mother tongue in learning a second language.
- state the significance of teaching the second language
- understand the tri lingual system
- describe the relation of language with culture.

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## 2.3. LEARNING OF A SECOND LANGUAGE – INFLUENCE OF MOTHER TONGUE

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Learning a second language is in some measure repeating an old experience. A learner who has learnt one language knows a lot about human language. The difference may occur in any feature of the language – sounds, words, or structures.

### 2.3.1 Learning mother tongue and the significance of the first language

As for as the learning of the mother tongue is concerned, we have many helpful and suitable points, which come to help us. There are missing in the learning of the other tongue. Let us enumerate a few of these points:

- (i) When we learn the mother tongue, it is a natural process. There is no hindrance in its learning. While for the other or foreign language-English, it is an artificial process.
- (ii) We are helped by members of the family, friends, teachers, social-functionaries, and one and all, in our learning the mother tongue. This is not possible in the

learning of the other tongue- English.

- (iii) A learner is surrounded from all sides by the mother tongue. While in learning English, this is not the ease.

Language learning is a matter of growth and maturation of relatively fixed capacities, under appropriate conditions. As for as mother tongue is concerned, there is a natural biological need to learn and there is also the social compulsion to learn it. The child gets sufficient scope for practice in his daily environment. Every one with whom he comes in to contact in his day-to-day life is his teacher and model for imitation. The child practices the language without being conscious of the fact that he is learning a highly complex code.

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## **2.4 SIGNIFICANCE OF TEACHING THE SECOND LANGUAGE**

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Of all the languages in the world today, English deserves to be regarded as a world language. It is the world's most widely spoken language; it is the common means of communication between the peoples of different nations. One person out of every four on earth can be reached through English.

In countries like India, Pakistan, Singapore, Srilanka, Nigeria, zambia, etc., English is still used. In India, for instance, English continues to be the language of administration. The importance of English has been fully realized by the administrators and educationists of India. Not only has English enriched the languages of these countries, but it has also lent itself to be the medium of creative expression for some of the writers of these countries.

A very importance reason for regarding English as a world language is that the world's knowledge is enshrined in English. It is knowledge of English that helps these countries maintain the high level of their intellectual and scientific training and achievement.

### Check Your Progress

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

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

1. Learning a second language is in some measure repeating an old experience.

a) natural b) usual c) old d) none of the above

2. The importance of \_\_\_\_\_ has been fully realized by the administrators and educationists of India

a) idea b) English c) desires d) language

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## 2.5 USING FIRST AND SECOND LANGUAGE IN THE CLASSROOM

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In case of second language, the child has to learn it deliberately, usually in the formal classroom situation. The environment is not contributive to him learning of second language. Necessary the classroom activities and the language material, presented for practice are to be carefully selected to high light the regularities of the language to enable the learner to form his own adhoc rules.

The mother tongue influences the pupils learning of a second language in many ways. The pupil's ability in the first language and experience in the use of the language skills of the mother tongue influence learning of the second language. He is able to transfer the skills to the learning of second language. He has to escape from the pull of the mother tongue. The positive transfer of the

experiences facilitates the learning of a second language and the negative transfer interferes the learning.

The tendency to replace the sounds and the structures of the second language with those of the other tongue is known as the pull of the mother tongue. The similarities and differences in the pronunciation, word formation and the structure must be highlighted so that the learner can catch hold of the influences and overcome the interferences.

Tamil speakers find it difficult to pronounce certain sounds in English and they either substitute Tamil sounds or try to approximate to the nearest Tamil sounds.

In case of, simple past, the learner uses.

He was wrote a letter instead of he wrote a letter.

The use of 'there' pattern is not available in Tamil

So the learner uses.

'A pencil is there on the table' instead of 'there is a pencil on the table.'

These interferences may be rectified by providing remedial measures of using the correct patterns and pronunciation. The language is a system and hence the similarities between the languages must be focused to promote positive transfer of abilities.

The principle of substitution is common to both the languages. It must be properly utilized.

He likes sweet —□ (tea)

He likes tea.

Moreover the focus of speech before reading and writing in both the languages is to be highlighted. As far as possible translation of word meanings is to be discouraged. Structural variations must be brought to light to the learner.

The learner is made to have a feel for the Englishness rather than the Tamilness. This would not only make the practice of second language meaning but also would help the learner to correct his mistakes. This kind of approval facilitates the second language learning. The restricted use of mother tongue in the classroom promotes effective second language learning.



### Check Your Progress

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

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

3. The child has to learn it deliberately, usually in the formal \_\_\_\_\_ situation.

a) natural b) table c) old d) class room

4. The learner has to escape from the pull of the mother tongue.

a) sister b) English c) mother d) language

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## 2.6 TRI LANGUAGE SYSTEM

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Different committees and commissions have given their suggestions to solve the language problem in the country. The Central Advisory Board of Education (1956) designed a three language formula and recommended it for the school children. Then in 1961, the Chief Ministers' Conference endorsed the three language formula for the schools. According to the three language formula, every school going child has required to study the following three languages.

- Mother tongue or the regional language
- English
- Hindi for non Hindi speaking areas
- If mother tongue is Hindi, then another modern Indian language. Thus if mother tongue of the child is Urdu, he/she will have to study Urdu, English and Hindi. On the other hand, if the mother tongue of the child is Hindi, he will be required to learn, Hindi, English and one more Indian language. Thus in Punjab, the students

learn Punjabi, English and Hindi and in Haryana, the students learn Hindi, English and Punjabi. In U.P., the students learn Hindi, English and Sanskrit.

Kothari Commission (1964-66) modified the dum language formula. According to the commission, regional language should be taught at the primary stage (class I to IV). At the higher primary stage (class V to VI) mother tongue or Hindi/ Mother tongue or English should be taught compulsorily and the third language should be taught on optional basis. In classes VII to X, the students should study three languages. Thus in Hindi speaking areas, the students will study Hindi, English and a modern Indian language. In non-Hindi speaking areas, the pupils will study regional language, Hindi and English.

Thus we find that English has to be learnt by one and all in the schooling period. Now in this age of science and technology, everyone is conscious of making improvements. Without English, it is not possible. Now more and more people are getting ready to learn English.

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## **2.7 MULTILINGUALISM**

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Language was the basis of reorganization of the states in India after independence and the demand for further reorganization of new states on this basis has been conceded from time to time. Today, English is being progressively replaced by Hindi or regional languages. With the dawn of freedom, there was a movement to restore the national language to their rightful place in the educational system of the country. In 1950, the Indian constitution proclaimed Hindi as the official language of the Union, but in reality it postponed Hindi's claim to such status for the first fifteen years of independence. It is for this reason, that the people of south opposed Hindi and consistently demanded a constitutional guarantee for the continued use of English in order to safeguard their interest.

English, being the major vehicle of the culture of the modern world, is necessary for keeping in touch with the progressive forces of the world. For the internal life of the nation English also serves as an effective agency for bringing about desirable social change. It can be observed in different aspects of our daily life.

In India the people of various states use various languages so India is called a multi lingual country; the people use their mother tongue at home. But for communication with other state

people they use the regional language or the English language. The people are using different language at various places based on the need, purposes and situation.

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## 2.8 RELATION OF LANGUAGE WITH CULTURE

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English has been rightly described as a gateway of the world's culture. It is a window to all scientific, technological, legal, socio-cultural and medical progress that is constantly taking place in the world. It is also described "as a pipe-line for the stream of knowledge in all branches of learning." It is not merely the language of the Englishman only, but an ancient, well developed language spoken by nearly half of the world population. Gandhiji, therefore said " English is a language of international commerce. It is the language of diplomacy and it contains many literary treasures, it gives us an introduction to western thought and culture."

After knowing fully well that English has given great advancement in education, culture and scientific development to Indian people, we should not give it up from our school curriculum merely from sentimental and narrow regional considerations.

### Check Your Progress

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

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

5. The Central Advisory Board of Education (1956) designed a \_\_\_\_\_ language formula.

a) one b) two c) three d) four

6. English is being the major \_\_\_\_\_ of the culture of the modern world

a) vehicle b) text c) mother d) language

---

## 2.9 LET US SUM UP

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Language learning is a matter of growth and maturation of relatively fixed capacities, under appropriate conditions. The pupils ability in the first language and experience in the use of the language skills of the mother tongue influence learning of the second language. Learning a second language is in some measure repeating an old experience. A learner who has learnt one language knows a lot about human language. The mother tongue in-between the pupils learning of a second language in many ways. Learning a second language is in some measure repeating an old experience. A learner who has learnt one language knows a lot about human language. The mother tongue influences the pupils learning of a second language in many ways. The positive transfer of the experiences facilitates the learning of a second language and the negative transfer interferes the learning. The tendency to replace the sounds and the structures of the second language with those of the other tongue is known as the pull of the mother tongue.

Thus we find that English has to be learnt by one and all in the schooling period. Now in this age of science and technology, everyone is conscious of making improvements. Without English, it is not possible. Now more and more people are getting ready to learn English.

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## 2.10. UNIT-END ACTIVITIES

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- 1) Who knows a lot about human language?
- 2) If it social compulsion to learn the mother tongue?
- 3) What do you mean by 'tri language system'?
- 4) How can we overcome the independence in learning of second language?
- 5) Write an essay on the influence of mother tongue in learning a second language.
- 6) What are the problem of leaning a second language in India?

- 7) List out the Tamil words that are observed by the English language

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## 2.11 ANSWER TO CHECK YOUR PROGRESS

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- 1) c
- 2) b
- 3) d
- 4) c
- 5) c
- 6) a

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## 2.12 SUGGESTED READINGS

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- 1) Elizabeth M.E. S (2004) *Methods of Teaching English* New Delhi: Discovery Publishing house.
- 2) Venkateswaran. S. (2006) *Principles of Teaching English*. New Delhi : UBS Publication Distributors Pvt. Ltd.
- 3) Dash. B.N.(2004) *Teaching of English* Delhi: Dominant Publications and Distributors.
- 4) Mowla Shaik (2004) *Techniques of Teaching English*. New Delhi, Neelkamal Publications Pvt. Ltd.
- 5) Kohli. A.L. (2006) *Techniques and Teaching English in the new millennium*. New Delhi, Dhanpat Rai publishing Co, (p) Ltd.
- 6) Ambedkar, V (2011) *Teaching of English in Indian Context*, Orathanad, Annaveera Publishers.

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## **UNIT-III COMMUNICATION**

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### **Structure**

- 3.1 Introduction
- 3.2 Objectives
- 3.3. Communication-Meaning and Concept
- 3.4 Elements of communication
- 3.5 Process of communication
- 3.6 Types of communication
  - 3.6.1 Verbal and Non-verbal communication
  - 3.6.2 Interpersonal, Intra-personal communication, group and mass communication
- 3.7 Ways and means of developing communication
- 3.8 General barriers to communication
- 3.9. Let Us Sum Up
- 2.10. Unit-end Activities
- 2.12 Answer to Check Your Progress
- 2.12. Suggested Readings

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### **3.1. INTRODUCTION**

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Communication plays an effective and essential role for running the show of any formal and informal teaching-learning process. In many of its way, teaching is communicating and in this sense good teachers are always good communicators.

Education with its correlated activities of teaching and learning involves communication as well as reciprocal interaction between the teacher and the students, as channels of realizing its objectives. Communication plays an effective and essential role for running the show of any formal and informal teaching-learning process. In many of its way, teaching is communicating and in this sense good teachers are always good communicators.

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## 3.2. OBJECTIVES

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After reading the lesson you will be able to

- know the meaning of communication
- understand the elements of communication
- identify the process of communication
- state the types of communication
- understand the ways and means of developing communication
- describe the general barriers to communication

---

## 3.3 COMMUNICATION-MEANING AND CONCEPT

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Communication in its literal sense stands for the act of communing. One can communicate his ideas, thoughts and feelings etc. or transfer any type of information and knowledge to the others through this act of communication. “communis” is a Latin word, means ‘common’. Hence communication is having common experiences with other people. The following are some of the widely accepted definitions for communication.

*“Communication means sharing of ideas and feelings in a mood of mutuality”.*

*“Communication involves interaction which encourages give and take.”* This provides feedback to persons involved in exchanging ideas.

*“Effective communication is a two-way process including feedback and interaction.”*

Communication in its literal sense stands for the act of communing. One can communicate his ideas, thoughts and feelings etc. or transfer any type of information and knowledge to the others through this act of communication.

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### **3.4 ELEMENTS OF COMMUNICATION**

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It is necessary to understand the elements of communication in order to learn about communication.

a)	Context:	Physical ( the room, hallway or party) Social ( status relationships among people) Psychological ( formality or informality) Temporal ( time of the day and period of time)
b)	Source:	A person or an event which provides verbal or non-verbal cues to which someone can respond. When the source is person it is also called a sender.
c)	Receiver:	A person who interprets the message.
d)	Message:	A set of verbal or non-verbal cues sent by a source. Cues include words, figures, gestures, movements etc.
e)	Symbol:	A symbol is something that stands for something else. It can be verbal or non-verbal. Words are symbols.
f)	Channel:	A channel is the means used to convey the message. The channels are senses of perception including visual, auditory, tactile, gustatory and olfactory.
g)	Encoding:	Encoding is the process of using symbols to express the idea or feeling.
h)	Decoding:	It is the process by which the receiver deciphers the symbols conveyed by the source.
i)	Feedback:	It is the response a receiver gives to sender as a result of sender's message.
j)	Noise:	Noise is anything that distorts the message. It can be external or internal to source and the receiver.

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### **3.5 PROCESS OF COMMUNICATION**

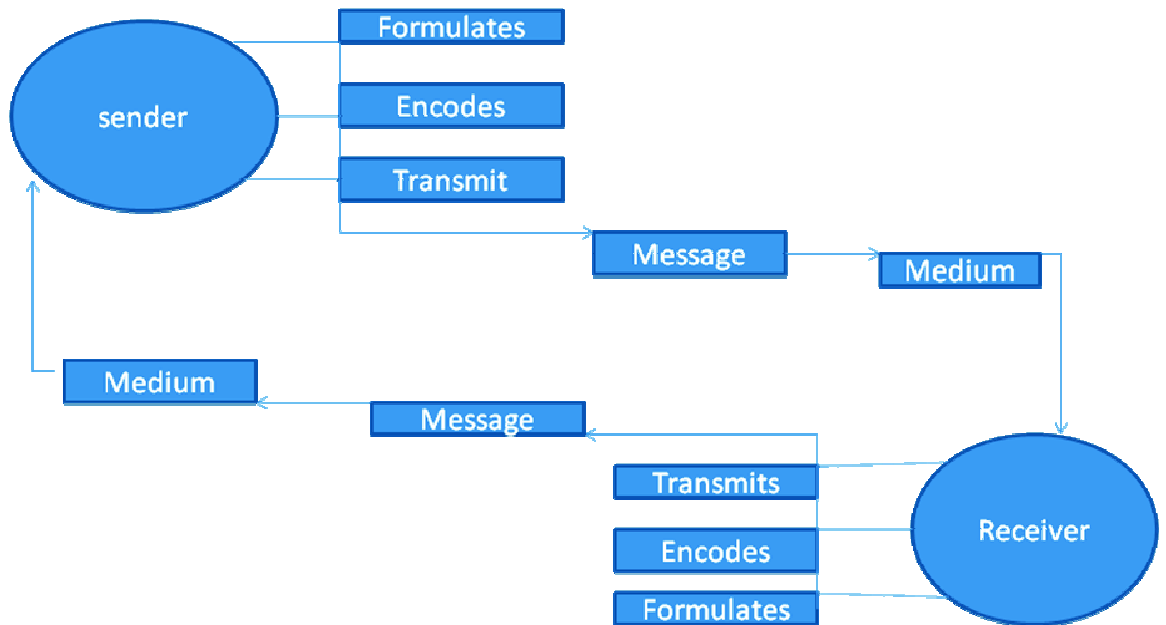
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Communication is basic to all human performance and interaction. It refers to the transmission of thoughts, information and commands by employing the sensory channels. The process of interpersonal communication is both, an art and a science. The art of communication has its roots in the principles of psychology and the science, in the use of technology for communication. It is, therefore, necessary to understand and apply the principles of psychology



and to learn and practice the use of audiovisual materials. Some thought on group communication are necessary to make the meetings and group discussion more effective, i.e., less time consuming, more communicative and result-oriented.

## COMMUNICATION CYCLE



### Check Your Progress

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

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

1. Communication means \_\_\_\_\_ of ideas and feelings in a mood of mutuality

- a) dividing b) hiding c) seeking d) sharing

2. A person who interprets the message is called \_\_\_\_\_

- a) vehicle b) text c) receiver d) sender

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## 3.6 TYPES OF COMMUNICATION

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The nature, forms and styles of communication is very much dependent upon the nature and types of media or communication channels used by the sender and receivers. Generally we can classify communication into the following broad categories in terms of the use of the different communication media or channels.

- a. Verbal and Non-Verbal Communication
- b. Natural and Mechanical Communication

### 3.6.1 Verbal and Non –Verbal Communication

The communication in which we make use of the oral and written forms of language is termed as verbal communication. In correct to such verbal communication we can communicate our feelings and thoughts through non-verbal means or without making any use of verbal or written language.

#### Verbal Communication

Language is the key and base of any verbal communication. Each society develops one or the other forms of language spoken or written words for communicating with each other. Accordingly we have local language, regional language, national language and international language for the required communication among overselves. The use of language can take one of the three forms i.e. oral, written and oral plus written. In oral form of the language one can communicate his feelings, thoughts and intentions to others by speaking and listening channel. For this purpose the sender/ communicator makes use of some precise and distinct sounds which when heard by the receiver and decoded for understanding the meaning of the communicated message.

In written form of the language communication, the communicator/ sender makes use of the script of the language just as Devnagri for Hindi, Gurumukhi for Punjabi, etc. for the communication of thoughts and feelings in written language one writes about it through some

written mode pencil-paper, check-board, or print media and the person on receiving end understands the meaning of the communicated message through its reading and decoding.

In the usual classroom communication a teacher while writing on the black-board also makes use of language for the explanation and exposition of the written contents. In this way, oral form combined with written form of communication or vice-versa always prove more effective than any of these forms used separately.

### **Non-Verbal Communication**

Communication process can also be worked out without the use of any verbal means (written or spoken language). In many cases, such as communication with deaf and dumb, mentally retarded, the persons not knowing the language of the sender or sending a secret message in the commonly coded symbolic expression it may become a necessity as well as compulsion to make use of the non-verbal communication. In the normal situations also non-verbal media is generally used for giving strength and effectiveness to the verbal communication. Some of these important modes of non-verbal communication are discussed below.

#### **i) Facial Expression**

Facial expressions may very well communicate the feelings, thoughts and intentions of the communicator. In general face and facial expressions may be said to be a true index of one's emotional and thinking behaviour. When one is perturbed his face gives the identity of the level of his anxiety and stress. Similarly when one is in happy mood or joyful, his or her facial expression is almost similar and universal to all around the world.

#### **ii) Language of the Eye**

Language of the eye may be considered as another important mode of non-verbal communication. Eyes in fact in a very forceful way convey all what is intended to be communicated by the communicator. Language of the eye may also be considered as common and universal to almost all the cultures and societies of the world. The language of the eye movements is somewhat so universal and familiar that it is very easy and simple to decode the feelings, thoughts and intentions conveyed by the communicator through his eye movements. Actually eye to eye contact forms the very basis of effective communication. When one focuses one's eye for having eye to eye contact in conversation, it means that he things you quite important for conversation. However the way he gazes may convey his liking or disliking you. In

the classroom communication the necessary interaction links between and among the teacher and pupils are mostly maintained through the related eye language.

### **Body language**

Our body has an impressive and effective language for communicating our feelings, thoughts and actions. A classical dancer while performing on the stage may provide a substantial proof of the effectiveness of such communication through the various gestures, postures and movements of her body parts. Body language although seems to be somewhat universal and common yet has a perfect cultural and social base.

The body language in its broad form may include various types of gestures and physical movements of the body parts. In such a broad form it is quite commonly used by all speakers, stage or media actors, political and religious leaders, lawyers and advertising models while giving their performances at their work place.

Our body speaks about our feeling of anxiety, fear, anger, happiness, sadness, love, affection, hatredness, ampathy and sympathy through the various actions and movements of its organs and body parts. Judging such broad use of the body language, it can be very effectively used by the teachers and pupils in the classroom for the healthy classroom interaction in almost all types of teaching-learning situations. Teachers may add colours and effectiveness to their explanations, expositions, demonstrations skills with the use of appropriate body language.

#### **Check Your Progress**

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

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

3. \_\_\_\_\_ is the key and base of any verbal communication

a) dancing b) writing c) drawing d) language

4. \_\_\_\_\_ expressions may very well communicate the feelings, thoughts and intentions of the communicator.

a) Facial b) hand c) receiver d) none of the above

### 3.6.2 Interpersonal, Intra-personal group and mass communication

Communication can be classified into its various types on the basis of the number of the people involved and the situations prevailed during the course of communication.

**1. One to one Communication:** This type of communication takes place between two individuals. Most of our day to day conversation and communication in an informal or formal way usually occurs in this form. As example of this type of communication we may cite, communication between wife and husband, lover and beloved, shopkeeper and customer and between any two relatives, friends, colleagues and even two strangers.

**2. Small group Communication:** This type of communication occurs in formal as well as informal ways among the members of a small group (Consisting more than two individuals). As example of this type of communication we may cite communication among (i) the members of the family (ii) passengers of a bus or railway coach etc. Instead of individuals, the communication may also take place between or among the groups like communication between two families as a neighbor or units of a locality or a sector.

**3. Large group or Public Communication:** This type of communication involves a large number of people on individual or group basis. It is usually conducted in an organized or formal ways. As examples we cite the communication carried out during (i) morning assembly, or any co-curricular activity organized in the schools open space or assembly hall: (ii) discourse of some religious preaching at some religious gathering or places of workshop, (iii) public fuctions organized for honouring the individuals (iv)addressing by leaders in political gatherings etc.

**4. Organisational or Institutional Communication:** This type of communication is carried out within the four walls of the various organizations or institutions like factory or industrial establishments, government offices and secretariats, police army, professional and other educational institutes. The style and functioning of such type of communication is quite

formal, systematic, planned and organized.

**5. Mass Communication:** The range, field and application of this type of communication is quite wide and extensive. It is carried out through different types of mechanical means, appliances and mass media like radio, television, video, cinema, films, books and literature, newspapers, and magazines, E-mail, internet communication and conferencing, satellite communication and transmission etc. although here we don't have any direct face to face natural communication between the sender or receiver yet it is the only way to reach the masses with the meaningful message full of information and education with utmost economy and effectiveness. Any organization, institution or individual can communicate his thoughts, feelings, intentions and programmes to a huge number of individuals or groups within no time with the help of the mass media. It has resulted into the globalization of the humanity. In a single moment we can communicate to the masses residing in any corner of the world through the sophisticated means now developed for carrying out the task of mass communication. It has resulted into the development of proper means for carrying out the task of distance education and fulfilling the duties of providing required and essential information to all those who ask and need it. The masses after receiving the message, information or instruction can send their responses to the source through their writing or may show the impact of the message through their actions and behaviours.

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### **3.7 WAYS AND MEANS OF DEVELOPING COMMUNICATION SKILLS**

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Good teaching is more than mere communication. It is not enough if the student merely repeats the same word as conveyed to him. The teacher's concern is that the student should recognize the word, understand the meaning and use it appropriately with correct spelling on future occasions. True learning has occurred only when the act of communication has succeeded in making permanent and meaningful addition to the student's communication skills.

Following factors may be considered in effective communication skills.

- 1. Two-way communication.**

Two-way communication instead of one-way communication is needed. The two-way

communication has a built-in-system of feedback. It ensures that further information, clarification etc., are provided whenever possible. The receivers or the learners get opportunities to understand the message or the content.

**2. Principles of clarity.**

A communication possesses clarity when it is expressed in language and transmitted in a way that can be comprehended by the receiver. Clarity requires literary approach to language and familiarity with language patterns of the learners.

**3. Development of Motivation**

The learners cannot listen or read with understand unless they concentrate. Adherence to the need for attention will gradually overcome certain barriers to communication, inattention, loss in transmission and poor attention. Motivation on the part of the learners will increase the quality of learning and they will certainly feel encouragement for their efforts.

**4. Use of Technology/ Instructional.**

Teaching technology should be made use of in providing effective communication in classroom teaching.

**5. Teaching Strategies and skills**

They should be fully exploited to make communication inspirational and pragmatic.

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## **3.8 GENERAL BARRIERS OF COMMUNICATION**

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The quality and effectiveness of the process of communication is affected favourably or adversely through the presence of some or the other intervening variables lying between the source of communication and the receiver. These variables according to their nature helping or obstructing the path of communication may be termed as facilitator or barriers of communication.

Whereas the presence of a congenial physical and psychological environmental conditions and facilities available for effective communication may facilitate and help in providing desirable effectiveness to the communication system, the types of barriers discussed ahead may cause difficulties and hurdles to the sender and receiver in the matter of desired flow of communication. Let us try to name and classify these barriers, which try to diminish and

distort the quality of the signals sent and received by the persons connected with the process of communication, in the manner discussed below.

### **1. Internal barriers of Communication**

The root of such barriers lie in the sender and receiver of the message. These can be named under

- Poor physical health or illness
- Poor background in terms of previous learning and general knowledge about the subject of communication
- Poor mental health and improper psychological make-up like affected with prejudices, inattention, feeling of insecurity, anxiety, depression and dissatisfaction etc.
- Handicapped in understanding the symbolic expression, verbalism and graphical representation etc.

### **2. External barriers of Communication**

The roots of these barriers lie in the environmental conditions prevailing at the time of communication. These conditions can be named as under

- Noise and other similar distracters
- Polluted environment
- Invisibility
- Environment and physical discomfort
- Improper functioning of the communication channels involving audio visual materials and equipments.



- Lack of proper motivation, incentives, zeal and enthusiasm needed to remain active for the sender and receivers in the process of communication.

### Check Your Progress

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

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

5. \_\_\_\_\_ type of communication involves a large number of people on individual.

a) small group b) large group c) middle group d) none of the above

6. \_\_\_\_\_ technology should be made use of in providing effective communication in classroom teaching.

a) Learning b) Educational c) Teaching d) none of the above

---

## 3.9 LET US SUM UP

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Communication plays an effective and essential role for running the show of any formal and informal teaching-learning process. In many of its way, teaching is communicating and in this sense good teachers are always good communicators.

The process of interpersonal communication is both, an art and a science. The art of communication has its roots in the principles of psychology and the science, in the use of technology for communication.

The nature, forms and styles of communication is very much dependent upon the nature and types of media or communication channels used by the sender and receivers. Generally we can classify communication into the following broad categories in terms of the use of the different communication media or channels. They are Verbal and Non-Verbal Communication, Natural and Mechanical Communication.

Teachers should know several things about communication. Classrooms are setup for the purpose of communicating and not for dictating teacher's ideas on the young and growing minds. Developing communication skills in children is the basic concern of the school and hence teachers must provide ways and means of developing and improving the skills.

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### **3.10. UNIT-END ACTIVITIES**

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1. What is communication?
2. List down the elements of communication.
3. What are the types of communication?
4. Write short note on group and mass communication.
5. Describe the ways and means of developing communication skills at schools.
6. How can we overcome the barriers of communication?
7. Draw a communication cycle.

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### **3.11 ANSWER TO CHECK YOUR PROGRESS**

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1. d.
2. c
3. d.
4. a.
5. b.
6. c.

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## 3.12 SUGGESTED READINGS

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- 1 Kumar K.L, (2008) *Educational Technology*. New Delhi: New Age International Publishers.
- 2 Elizabeth M.E. S (2004) *Methods of Teaching English* New Delhi: Discovery Publishing house.
3. Dash. B.N.(2004) *Teaching of English* Delhi: Dominant Publications and Distributors.
4. Ambedkar, V (2011) *Teaching of English in Indian Context*, Orathanad, Annaveera Publishers.

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## **UNIT-IV DEVELOPING LSRW SKILLS AND ITS BARRIERS**

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### **Structure**

- 4.1 Introduction
- 4.2 Objectives
- 4.3. Listening skill
- 4.4 Sub-skills of Listening-Phases- Importance of Listening
- 4.5 Barriers to Listening Skill
- 4.6 Activities to developing Listening Skill
- 4.7 Speaking Skill- Importance-Barriers to Speaking skill
- 4.8 Reading Skill- Importance Process involved in reading
- 4.9 Types of reading-Barriers to reading
- 4.10 Writing skill- importance
- 4.11 Characteristics of good writing- Barriers to writing skill
- 4.12. Let Us Sum Up
- 4.13. Unit-end Activities
- 4.14 Answer to Check Your Progress
- 4.15 Suggested Readings

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### **4.1. INTRODUCTION**

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Language learning is a skill. A language can be learnt by an individual not simply by knowing about the language; but by using it. In recent years, the emphasis has been shifted to the teaching of language as a mean of communication from the teaching of language as a system. It has resulted in teaching of language as developing the four language skills, viz., Listening, speaking, Reading and writing.

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## **4.2. OBJECTIVE**

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After reading this lesson you will be able to

- know the basis skills of a language
- understand the sub-skills of listening and speaking.
- know what is reading
- understand the types of reading
- distinguish between intensive reading and extensive reading
- understand the mechanics of writing
- understand the process involved in writing
- know the characteristics of good hand writing.
- understand the ways and means of developing these skills your students

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## **4.3. LISTENING SKILL**

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Listening is the ability to understand what others speak or say. In the process of communication, we find both the speaker and the listener. The two skills- ‘listening’ and ‘speaking’ are interdependent. There cannot be any listening without someone speaking. When someone speaks, those around him listen. The listener understands the message of the speaker and grasps the stress, pause, intonation and the pattern of pronunciation in his speech. This, in turn, helps the listener acquire the habit of speaking in the language meaningfully.

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## **4.4 Sub-skills of Listening**

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

Richards (1983) identified as many as 50 "micro-level sub-skills in listening that the students of English, in a second language situation, are expected to master to understand the day-to-day conversational discourse. These skills are indispensable to develop listening for comprehension and listening for conversation. The following are some of the sub-skills of listening:

The pupils

- understand the meanings of words, phrases and sentences
- follow directions commands given by the speaker
- understand intonation patterns, stress, pauses in speech etc., which provide clues to understand the speaker's tone and intentions
- understand simple descriptions and narrations
- understand the meaning of inverted statements
- understand questions and respond to them suitably
- recognize cohesive devices like 'such as', 'in addition to', 'in fact', 'in tune with' etc., used by the speaker.

#### **4.4.1. Phases of listening**

The macro-level sub-skills in listening can be learnt by the pupils effectively when they practice them keeping in mind the purpose of listening, viz., listening for perception, listening for comprehension and listening for conversation.

#### **Listening for comprehension**

In order to make the pupils acquire these skills in listening, the teachers should ensure that their pupils

- realize the need for listening to English in the classroom attentively
- realize that they can speak words, phrases or sentences properly when they listen to them intensively
- listen to good models of pronunciation in English

- understand when the speaker says through gestures, actions, activities, blackboard drawings etc.
- enjoy and appreciate the rhyme and rhythm pattern when they listen to simple poems, songs etc.

#### **4.4.2 Importance of Listening skills**

There is a clear distinction between 'listening' and 'hearing'. We pay conscious attention when we listen. A good listener learns a language more effectively and efficiently. But, when we 'hear', we do not pay much attention. We may hear any sound consciously or unconsciously and forget it soon. Listening with a purpose, results in better comprehension and retention. There is no communication without listening. Hence, listening is said to be a basic skill for perception in the process of learning a language.

Listening with a purpose will result in better comprehension and retention. There is no communication without listening. Hence, listening is said to be a basic skill in the process of learning a language. understand the meanings of words, phrases and sentences follow directions commands given by the speaker understand simple descriptions and narrations recognize cohesive devices like 'such as', 'in addition to', 'in fact', 'in tune with' etc., used by the speaker.

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### **4.5 BARRIERS OF LISTENING SKILL**

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There are several factors they make barriers to listening. They are Linguistic, Physical and Psychological factors.

#### **4.5.1 Linguistic Factors**

If a listener's language proficiency is low, he will have problems in listening. We know that some words have more than one sense developing on the context. If the listener knows only one context in which the word is used, he will not understand what the speaker is saying.

Some listeners may not seek clarifications because they may feel shy or afraid to ask the meaning of a word. Or they may think that they should not ask meaning of words because they are expected to know them. They may feel that they may cut a sorry figure if they ask such questions.

Some words are used technically and they have special meaning in the subject concerned. For example, the word 'mouse' is known to all of us. It refers to a small rodent. But the same word is used to refer to an input device while talking about computers. Everyone may not be familiar with technical jargon.

#### **4.5.2. Physical Factors**

The environment in which the communication is taking place also affects listening. Public places like cinema hall, parks, shopping malls, workshops and manufacturing units are usually noisy. In such places, however hard the speaker shouts and however hard the listener strains his/her ears, there may not be effective communication.

Sometimes, there are also technological disturbance affecting listening. For example, sometimes the broadcasting by two different radio stations is heard at the same time, making listening to any of the broadcasts, difficult.

#### **4.5.3. Psychological Factors**

Psychological factors affecting listening include lack of interest, attitude, impatience and over enthusiasm.

##### **Lack of interest**

There are some students attend the class just for the sake of attendance or to satisfy the teacher. This lack of interest in that teacher's class may have developed because the teacher is very strict or not clear or for some other reason. In other words, lack of interest affects listening.

##### **Negative attitude and feelings.**

The attitude towards a person also matters when we are listening to him. If we have negative attitude towards the speaker we try not to understand him or misunderstand him. Similarly, our feelings about a person influence our listening. For example, If we dislike a person, we understand him at all. If we like a person very much, even if the person talks nonsense, we try to give it a sensible meaning and feel happy.

##### **Impatience and over enthusiasm**

A listener needs a lot of patience. But people who think too much of themselves and are overconfident usually do not have patience. They think that they know more than the speaker and they can speak better than him. They jump to conclusions immediately based on their own knowledge about the subject. Therefore, instead of listening to the speaker patiently, they try to



fill in words for the speaker distracting the speaker or they disturb the person sitting next to them by talking about the same topic.

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## **4.6 ACTIVITIES FOR DEVELOPING LISTENING SKILL**

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- i) Be attentive, note the sounds, train your ears.
- ii) Ear training helps in listening; note the stress.
- iii) Hearing sounds and separating them in pitch is good.
- iv) Developing a feeling for the new language
- v) Good listening habit ultimately makes a good speaker.
- vi) Have practice in listening from talks, radio, TV etc.
- vii) Don't allow interruptions in listening English.
- viii) Have good models of speech before you speak.

### **Check Your Progress**

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

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

1. A good \_\_\_\_\_ learns a language more effectively and efficiently

a) speaker b) listener c) viewer d) writer

2. A needs a lot of patience

a) listener b) doctor c) receiver d) sender

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## **4.7 SPEAKING SKILL**

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The most important among the four skills of a language is speaking or speech. Mostly the need to learn a new language arises only when one is faced with a situation, where one is required to converse in a new language. When one is able to speak fluently, the next stage to be mastered is of narration, which depends on suitable words or vocabulary and correct sentence structures.

### **4.7.1 IMPORTANCE OF SPEAKING ENGLISH**

It is very necessary to have the proper training in the speaking of particular language. Importance of this art is well recognized. It is an essential part of the personality of an individual. It adds to the impression caused by a personality. The more a person is efficient in speaking and conversation the more he shall be able to attract others. By words we can assess the knowledge of a person and his thinking. Through the conversation we are able to have the knowledge of the philosophy of a person and his social and cultural standards.

#### **Characteristics of good conversation or speaking English**

Given below are the requisite elements of a good speech:-

1. Naturalness
2. Clarity
3. Fluency
4. Audibility
5. Comprehensibility
6. Effectiveness
- 7.

Scholars have said that these are the requisite elements of good speaking. It is not possible to develop all these qualities at a time. It is also possible that a person may not have all those qualities in him. Such English knowing people shall be rare who have all these qualities in

them. Even then the teacher should try to develop these qualities in the students. It is quite possible that all these qualities may not develop simultaneously and equally. But diligence and practice can help a lot.

#### **4.7.2 BARRIERS TO SPEAKING SKILL**

There are some barriers that hinder the process of speaking always. They are:

- i) Lack of mastery over the language
- ii) Individual differences among the pupils
- iii) Emotional factors and
- iv) Physical conditions.

Let us learn one by one.

##### **Lack of mastery over the language**

Since English is an additional language which the pupils learn besides their mother tongue, they find it difficult to express their ideas and feelings properly in the English language. Due to lack of mastery over the language, the pupils find it difficult to comprehend the message and to respond to the message in the process of communication.

##### **Individual differences among the pupils**

The pupils, who are involved in the process of communication, came from different backgrounds of knowledge, experience, home environment, socio-economic status of parents etc. but all these pupils perceive the same information from the teacher. Since the pupils come from different backgrounds, they differ in their perceptions also. These differences affect the process of communication.

##### **Emotional factors**

Emotional feelings like anger, fear, jealousy etc., by the teacher through the message also affect the process of communication adversely. When the teachers exhibit their personal feelings in the process of communication, they cannot develop the skills of communication properly among their pupils.

##### **Physical conditions**

Unpleasant surroundings of the schools, lack of physical facilities in the school, unfavorable attitude of the learners at the receiving end etc., are some of the forces that affect the process of communication.

### **Check Your Progress**

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

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

3. The most important among the \_\_\_\_\_ skills of a language is speaking.

a) two b) three c) five d) four

4. \_\_\_\_\_ is an additional language which the pupils learn besides their mother tongue.

a) Tamil b) Hindi c) English d) German

## **4.8 READING SKILL**

The word, 'reading' implies reading with comprehension. Reading comprehension involves understanding the meaning of content, vocabulary, structures, concepts and relationships of ideas. Reading like listening is a decoding process. But it is a very complex process involving many physical, intellectual and often emotional reactions. Moreover, it entails the ability to recognize graphic symbols and their corresponding vocal sounds.

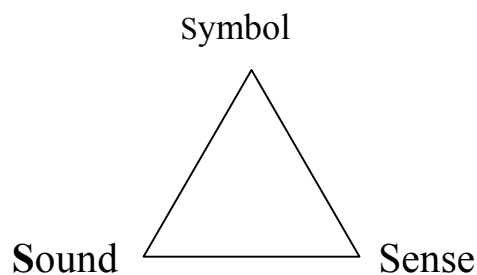
### **4.8.1 IMPORTANCE OF READING SKILL**

Of the four language skills, listening, speaking, reading and writing, reading is the most important skill to be developed among the pupils. It is the gateway to learning. The reading skill is directly connected with oral approach to the teaching of English. It is reading, which gives the pupils full control over the words and patterns which they first come across during the process of speaking.

### **4.8.2. PROCESS INVOLVED IN READING SKILL**

Reading is a process of looking at written or printed symbols and translating them into appropriate sound components. These spoken symbols are associated with the objects which they stand for. Thus, 'reading' consist of three important elements, namely, the symbol, the sound and the sense. These three elements of reading can be represented by the three vertices of a triangle as shown hereunder:

Three 'S's of Reading:



For example, when the pupil wants to read a word like 'building', he undergo all the three stages in reading. First, the child looks at the symbol ( the object), translates it into a specific sound pattern that stands for the object and then tries to understand the meaning of the word, 'building'. This is how the pupil undertakes the process of 'reading'.

## 4.9 TYPES OF READING

Depending on the nature and purpose, reading may be classified into various categories:

### (i) Loud Reading

Much of the reading to be done at the early stage will be reading aloud. It is necessary to ensure that the child associates the spoken word with the printed symbols correctly.

Reading aloud or loud reading provides practice in good speech habits among the children and gives an opportunity for the teacher to find out whether the children are able to read with correct stress, intonation and pronunciation or not. Loud reading also helps in inculcating in the children the right habits of reading in word groups.

### (ii) Silent reading

Along with the ability to read aloud, the children may be encouraged to read silently. Most of the reading done at the higher stage of learning will be of this nature only.

The purpose of silent reading is to encourage the students read with comprehension. The speed in silent reading is more than that of the same in reading aloud. This enables the students to read more material in relatively less time when they read anything silently.

The following are the advantages in silent reading:

- a) Silent reading keeps the whole class busy.
- b) It helps the students work at their own pace.
- c) It prepares the students for independent reading.

### **iii) Intensive reading or critical reading**

Intensive reading or critical reading is done while the students try to gather facts or arrive at some conclusions on the basis of the facts. This is done mostly when the students prepare for the examinations. This kind of reading is done with thinking and comprehension. Hence, it is otherwise known as 'Critical Reading' or 'Reading for Comprehension'.

#### **(iv) Extensive reading**

Extensive reading is a kind of wide reading based on the large field wherefrom we gather the desired information for the purpose of our surveyor report. This is an advanced stage in reading, which emphasizes the expansion of vocabulary and advanced skills of comprehension. Most of the time, it would be silent reading and it is at this level that the speed of reading begins to increase. The students start reading independently at this stage. The reading at this stage is need-based and hence the reading development should be multi-dimensional in nature. This kind of reading is also known as 'Reading for information'. The students may be encouraged to read a good number of journals, magazines, newspapers etc., apart from their prescribed textbooks.

### **4.9.1. READINGS: IMPORTANT TYPES**

We can't say that of these two types one is better than the other and hence more important. The fact is that both these types of reading are important in their own ways.

In Indian Schools, we find that more stress is laid on intensive reading. The extensive reading is encouraged in a very few schools. Intensive reading should serve as means to extensive reading.

### **Exercises of Skimming**

Skimming of a lesson means gathering together salient facts contained in it. Skimming of a prose paragraph means going through it and collecting the main points contained therein. Surely the reader is able to take out the best contained there in the lesson or the paragraph.

Practice of skimming is very important for the senior students. It gives them a lot of confidence. The main purpose of the person is to assemble main thing contained there.

### **Exercises of Scanning**

Scanning of a book or a lesson or a paragraph means collecting detailed information contained in the subject matter. The reader goes through the subject matter with searching looks. He/She examines very thing very closely. So much so that the reader is not allowed to ignore even a single difficult word contained therein. In scanning, everything good or bad is pointed out. Everything very objectively and in a A-cry scientific manner is highlighted.

Scanning of materials is recommended for the senior students. It teaches them to call a spade a spade. It also develops the habit of working hard. It also helps them in developing scientific attitude in thinking and understanding things which is very important in life. They tend to read the subject matter cautiously and carefully.

### **Barriers to reading skill**

The followings are some of the barriers to reading skill

#### **i) Physical factors**

Physical deformities of the pupils affect their reading negatively. The pupils who are defective in hearing may not be able to read properly. Similarly, there are some pupils who have problems with their speech sounds. They cannot utter sounds properly.

#### **ii) Emotional factors**

The emotional factors imbalances among the students affect their reading habits negatively. Some students, who are shy, submissive, withdrawn, aggressive etc., are observed to be not up to the mark in developing reading skill. Further, it is observed that anxiety plays an important role in respect of intelligent students whose reading performance is very high. These students may sometimes find an escape from reading with which they are frightened.

#### **iii) Environmental factors**

Some factors like classroom organization, the strength of students in the class, the reading environment, the methods followed by the teachers in developing reading skill etc.,

influence the reading skill of the students very much.

### Check Your Progress

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

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

5. The \_\_\_\_\_ skill is directly connected with oral approach to the teaching of English.

a) reading b) speaking c) writing d) listening

6. \_\_\_\_\_ reading is a kind of wide reading

a) Intensive b) Oral c) Extensive d) Loud

## 4.10. WRITING SKILL

Out of the four skills in language learning, 'writing is a very important skill, as it serves as the medium through which we communicate our ideas, thoughts or feelings to other people who are at a distance from us. In fact, language learning is said to be incomplete without developing the skill of writing.

### 4.10.1. IMPORTANCE OF WRITING SKILL

For a second language learner, writing in the second language is used for specific purposes, whereas his mother tongue or Language 1 (L1) is used for all other general purposes. Proficiency in writing in the second language is required:

- to communicate to the other persons in the written medium when they cannot be spoken to directly;
- to make a record of events in a specific field;
- to prepare documents, records, reports etc., which may be used as references in the future.
- to give an evidence or testimony in the form of a written document



Writing aims at facilitating clear and effective communication. It trains our mind through our senses particularly through eyes and ears. We write in the way we speak or hear from others. Writing develops our memory and the process of thinking. It develops individual activity.

### **MECHANICS OF WRITING**

- Knowing how to make letters of right shape and size
- Knowing how to give proper spacing between letters, words and lines
- Knowing how to use capital letters and punctuation marks correctly
- Knowing how to co-ordinate the muscles of the wrist with those of fingers in taking up writing

Once the pupils are aware of the mechanisms of writing, they will be able to write correctly -and legibly at a reasonable speed.

### **The process involved in writing**

It is evident that the teaching of writing is a complex process solving many activities such as initial probing into experiences, organization of ideas into meaningful sequences and expression of thoughts and feelings with confidence and ease.

The pupils may be asked to write only those structures and vocabulary items that they have practised orally. Writing should be taken up just after the completion of word-recognition exercises. There are various advantages in doing so. Firstly, writing reinforces oral and reading work. The language items learnt already get firmly fixed in the minds of the pupils. Secondly, writing provides a change of activity and thus helps in reducing monotony. Finally, it encourages pupils to take up creative writing in the areas of their scholarship.

### **Sub-skills in writing**

Writing aims at clear and effective communication. In order to achieve this aim, a number of sub-skills in writing are to be developed among the students.

The following are some of the sub-skills in writing:

- i) Visual perception - Spelling, Pronunciation and Spacing
- ii) Syntax - Word order, Sentence structure
- iii) Organization - Selecting topic, sub-topic etc., and organizing ideas into paragraphs
- iv) Grammar - Use of articles, prepositions, various forms of tenses and their agreement

- v) Content or subject matter - Originality, relevance and clarity
- vi) Purpose - Justification and reasons for writing

The above sub-skills are to be developed right from the beginning among the pupils in order to lay a firm foundation in developing writing skill.

#### **4.11. CHARACTERISTICS OF GOOD HANDWRITING**

The teachers are supposed to make their students know the different characteristics of good handwriting and thereby try to improve their skills in writing a good hand.

The following are some of the important characteristics of good handwriting:

##### **i) Distinctiveness**

Each letter in the English alphabet has a characteristic form of its own and hence it should stand distinctively from its neighboring letters. It should not resemble any other letter in shape or form in the alphabet.

##### **ii) Legibility**

Legible handwriting is an ornament to the document. In the words of Bell, "Illegible handwriting in a young man or a woman is a sign of an untidy and careless mind". In order to bring about legibility in the handwriting of the pupils, the teacher should pay special attention to the five aspects of cursive writing - letter formation, spacing, alignment, regularity or slant and quality of stroke.

##### **iii) Simplicity**

The writing of the students should be simple and neat. Simplicity implies that there should not be any unnecessary ornamentation or extra flourishing in the strokes in writing.

##### **iv) Uniformity**

The letters in each line should be uniform in size. There should be a consistent proportion between the height and breadth of these letters.

##### **v) Spacing**

There should be proper spacing between the letters in a word, the words in a line and the lines in a paragraph. We should leave one letter space between one word and the other, one letter space after a comma and two letter spaces after a stop.

##### **vi) Capitalization and punctuation**

Capital letters should be used at appropriate places. Similarly, punctuation marks should also be used carefully in our writing.

### **vii) Speed**

The students may be encouraged to write legibly and correctly at reasonable speed.

### **4.11.1. BARRIERS TO WRITING SKILL**

In learning a language, especially a foreign language, the skills in writing are said to be very important. Writing is an art. The pupils can learn it quite unconsciously. However, skills in writing can also be acquired by constant practice. The following are some of the hindrances that come in the way of acquiring the skills of writing in the second language situation.

#### **I) Lack of instruction in writing**

Out of the four fundamental skills in language learning, the skill of writing is not being paid proper attention in the classroom.

#### **II) Differences in syntax**

The sentence structure in the foreign language is different from that of the same in mother tongue. Hence, the pupils find it difficult while translating their ideas in to script in English language.

#### **III) Spelling and grammar**

The spelling in English is important in nature. One cannot write the words simply as they are spoken. There are words that give the same sound but are different in spelling. Similarly, words with the same spelling differ in their sounds. This has become a great hindrance in developing the writing skill among the pupils.

### **Check Your Progress**

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

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

7. Writing aims at facilitating clear and effective \_\_\_\_\_

a) communication b) speaking c) listening d) none of these

8. \_\_\_\_\_ letters should be used at appropriate places.

- a) small b) capital c) short d) sender

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## 4.12. LET US SUM UP

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The present unit attempts to provide the basic needs of a learner to develop the four language skills. A teacher of English must be aware of the importance of these communication skills, the process involved in learning these skills. The teachers should also understand the barriers in learning the skills, the characteristics of good skills. This unit also discusses the ways and means to overcome the barriers of learning these skills.

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## 4.13. UNIT-END ACTIVITIES

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1. List down the sub-skills of listening
2. Mention some of the activities for developing listening skill
3. What are the importances of speaking skill?
4. Write down the process involved in reading.
5. Write a short note on the characteristics of good writing.

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## 4.14. ANSWER TO CHECK YOUR PROGRESS

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1. B
2. A
3. D
4. C
5. A
6. C
7. A
8. b

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## 4.15. SUGGESTED READINGS

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- 1.Elizabeth M.E. S (2004) *Methods of Teaching English* New Delhi: Discovery Publishing house.
- 2.Dash. B.N.(2004) *Teaching of English* Delhi: Dominant Publications and Distributors.
- 3.Ambedkar, V (2011) *Teaching of English in Indian Context*, Orathanad, Annaveera Publishers.
4. Aslam, mohammad (2003) *Teaching of English –Practical course for B.Ed Students* New Delhi: Foundation Books.

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## **UNIT-V ACTIVITIES FOR LSRW SKILLS**

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### **Structure**

- 5.1 Introduction
- 5.2 Objectives
- 5.3. Activities for developing Listening skills
- 5.4 Listening materials
  - 5.4.1 Dictation, Listening telephone call, Commentaries and Listening instruction:
- 5.5 Activities for developing Speaking skills
  - 5.5.1. Conversation
  - 5.5.2. Group discussion
  - 5.5.3 Debate
  - 5.5.4 Interview
  - 5.5.5 Extempore speech:
- 5.6 Activities for developing Reading skills
  - 5.6.1 Methods of teaching reading to beginners –
  - 5.6.2 Alphabet method
  - 5.6.3 Phonetic method
  - 5.6.4 Word method
  - 5.6.5. Phrase and sentence method:
- 5.7 Activities for developing Writing skills
  - 5.7.1 Developing mechanical skill,
  - 5.7.2 Grammatical skill,
  - 5.7.3 Judgment skill and discourse skill.
- 5.8. Let Us Sum Up
- 5.9. Unit-end Activities
- 5.10 Answer to Check Your Progress
- 5.11 Suggested Readings

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## **5.1. INTRODUCTION**

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Teaching English to speakers of other languages can be looked at from many different angles. One useful way is to look at the teaching process as the teaching of various language skills. There are four language skills, each based upon the modality of emphasis. These are the Listening, Speaking, Reading, and Writing skills.

Generally speaking, it is emphasized that we first teach listening, then speaking, then reading and writing. However, in real life situations of language communication, these skills are interdependent in many ways, even though they can be taught independently to some extent. .

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## **5. 2. OBJECTIVE**

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After reading this lesson you will be able to

- know the basic skills of a language
- understand activities for developing Listening skill
- understand the listening materials
- understand activities for developing Speaking skill
- know activities for developing Reading skills
- understand Methods of teaching reading to beginners –

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## **5.3. ACTIVITIES FOR DEVELOPING LISTENING SKILLS**

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Listening in English is attending to and interpreting oral English. Listening is necessary to develop the speaking skill. The student listens to oral speech in English, then separates into segments the stretch of utterances he hears, groups them into words, phrases, and sentences, and, finally, he understands the message these carry. Listening

prepares the students to understand the speech of the native speakers of English as they speak naturally in a normal speed and normal manner.

### Check Your Progress

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

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

1. \_\_\_\_\_ in English is attending to and interpreting oral English.

a) communication b) speaking c) listening d) none of these

2. Listening is necessary to develop the \_\_\_\_\_ skill.

a) reading b) writing c) speaking d) none of these

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## 5.4. LISTENING SKILLS

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### 5.4.1 DICTATION

The practice of dictation should be given to the students only when they have acquired knowledge of words and small sentences. Without this preliminary knowledge, the dictation cannot be taught properly.

#### Aims of dictation

1. The practice of dictation has an element of examination in it. The teacher, with the help of dictation, tries to test whether the students have learnt to write the correct spelling and the order of the letters of the words that they have learnt. He also tests whether the students have acquired the power to use those words in written form.
2. With the help of this practice, it is possible to make the students to have a practice



in pronunciation also. The teacher speaks out or pronounces every word clearly and correctly and the students, on hearing them, copy them out. After a slight practice, it is possible to achieve accuracy in pronunciation.

3. This practice of dictation also helps to improve the speed and the writing power of the students. The teacher gives the dictation at the speed he thinks proper for the students of the particular stage or standard.
4. This practice of dictation has another important feature as well. It gives an opportunity to the students to correct, by practice, the spellings of the words that he has wrongly written. Thus, the knowledge of the spelling goes on ripening.
5. It also helps the teacher to ascertain the capacity of punctuations.
6. This practice leads to the training of attention, propriety, correctness. Etc. it also helps the students to learn to write compositions.

### **Steps Used In Dictation**

#### **Selection of the passage-**

Before giving out the dictation, the teacher has to select a passage. In selecting a passage great care has to be observed. If due care is not exercised, it is quite possible that a wrong passage may be selected. This passage may be either away from the standard and the attainment of the students or easy to benefit him in any way. Really speaking, the dictation should be in accordance with the standard or the age of the student. It shall be wise to select passage for dictation from the lesson or the lessons that students have read not very long ago. It is useful to give in dictation the words that the students have already read or known.

The passage selected for dictation should not be very long. The passage selected for dictation should be of interest to the students. It should not be packed with unknown words. Passages that contain such names of persons, places and objects that are not known to the students may not be selected for dictation. There are certain other precautions as well that the teacher has to undertake before taking to dictation. These precautions are of immediate importance.

#### **Delivery**

After the passage has been selected, the teacher should stand in the middle of the class and read the whole passage slowly and clearly so that the students may have some idea of it. This reading will enable the students to listen to it attentively and have a rough idea of the passage.

This knowledge is helpful for the students during the process of dictation.

### **Proper seating –**

The teacher should also see that the students are properly seated and they have with them the writing material. There should be sufficient distance between the seat of the two students. Without this, there is likelihood of the one copying from the other.

The teacher should so stand in the class that he may have an eye on every student. His position should be visible to every student. On the other hand, his delivery should be audible to everyone.

After the teacher has done all this, he should take to dictation. The dictation should be given in a clear voice and slow speed. The voice or the sound should neither be harsh nor so soft as to become inaudible. The teacher should determine the voice according to the size of the class. While dictating, too much of repetition should not be done. One sentence should be dictated once only. If it is repeated many a times, it is possible that the students may not pay proper attention to it.

Punctuations should be well marked in dictation. The teacher should dictate the passage in a way that the students may be able to discern the punctuation marks that they have to put.

There should be complete calm in the class room while the dictation is being given. Movement of the desks and the chairs is likely to disturb the dictation. Students should also be well trained as not to put questions while the dictation is being given.

After writing out a phrase the students should look at the teacher so that he may know that the students have written what he has dictated. Then he shall speak out the next phrase. The teacher should keep an eye on almost all the students. their speed of dictation should not be guided by the speed of writing of one or two students. On the other hand, too much of attention should not be given to the students who are very much behind the class. Those students who are either small or hard of hearing should be made to sit on the front benches.

As soon as the teacher has finished dictating the passage, he should repeat it. This repetition will help the students to correct the mistakes that might have crept in. in this process also too much repetition of phrases is not good. The passage should be repeated once only and at a proper speed.

The teachers should collect the answer books without letting the discipline being spoiled.

## **Correction work**

Correction is the most important stage of dictation. The teacher should observe this work very cautiously and consciously. There are various methods that can be employed in correction work. They are

1. Correction by the Teacher.
2. Mutual correction method and
3. Self-correction.

### **1. Correction by the Teacher.**

The teacher should take to correction work by himself. This gives an idea of the students individually. With the help of this correction the power of concentration, correctness and propriety of the students are also assessed.

### **2. Mutual correction method.**

After finishing the delivery of the passage selected for dictation, the teacher asks the students to exchange their note books. When the students have done this, the teacher writes out the difficult words on the blackboard and the students correct them. In this method the teacher has to pay a good deal of attention to the discipline and control in the class room.

### **3. Self-correction.**

This is an ideal method of correction. In this method the student himself, with the help of the book or the words written on the black-board, corrects the mistakes of the passage as written by him. This method, in order to be successfully employed, requires high moral standard to be generated in the students. the teacher should try to be generated in the students. the teacher should try to experiment with this method. It may lead to the growth of moral values in the students.

## **5.4.2 LISTENING TELEPHONE CALL**

Listening is the first skill which is very important to the human beings because without listening they cannot speak the way in which others are speaking. Listening to a telephone call is also needs a special attention, unless they listen carefully they cannot give proper answer to the other end so in developing listening skill listening to telephone call is required some training. For instance

Saying who you are and whom you want to speak to

Hello. This is Ramesh/ Ramesh here/ Ramesh speaking.

Can I speak to Rajesh?

Finding out who is at the other end

Who's speaking? Is that Rajesh?

### 5.4.3 COMMENTARIES AND LISTENING INSTRUCTION

Commentary is the kind of discourse to the audience concerned with action, with events in time, with life in motion. For instance

“George Barton, a poor boy about twelve years old, was forced to sell the mastiff, which he had reared from a puppy and was much attached to, for two reasons: first having lost his job, he could no longer buy proper food for a dog of such size. Second, after it had frightened a child in the neighborhood, he was afraid that someone would poison it’.

This passage involves an action, the fact that the boy sells the dog, but its primary concern is with the causes of the action and with what the action illustrate rather than with the immediate presentation of the action in time.

Commentary gives us a moving picture; tells a story; gives immediacy; gives us a sense of the event happening before our eyes, involving us, our interest and perhaps our sympathy.

For example

Radio commentary of Cricket match, Hockey, and Food ball etc. Sometimes the temple festivals world leaders meet would be narrated by commentary.

#### Check Your Progress

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

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

3. Correction is the most important stage of \_\_\_\_\_

a) communication b) dictation c) listening d) none of these

4. This practice of dictation also helps to improve the speed and the writing power of the \_\_\_\_\_

a) students b) public c) teacher d) sender

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## 5.5. ACTIVITIES FOR DEVELOPING SPEAKING SKILLS

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### 5.5.1 CONVERSATION

When we ask students to speak, our focus is to judge how effectively they communicate. This involves a meaningful interaction between the speaker and the listener where both of them co-ordinate the act of communication in a manner that enables systematic build-up of thought and conversation. Both need to be made aware of the differences in the sound systems of their mother tongue and the foreign language so that when they listen to another speaker from a different environment.

#### **Characteristic of good conversation**

1. Naturalness
2. Clarity
3. Fluency
4. Audibility
5. Comprehensibility
6. Effectiveness

Scholars have said that these are the requisite elements of good speaking. It is not possible to develop all these qualities at a time. It is also possible that a person may not have all those qualities in him. Such English knowing people shall be rare who have all these qualities in the students. It is quite possible that all these qualities may not develop simultaneously and equally but diligence and practice can help a lot.

### 5.5.2 GROUP DISCUSSION

In this form of group discussion, a particular number of people (approximately three to

eight) meet face to face and through free oral interaction originate, share, and discuss ideas to arrive at a decision or solution to a problem.

Group discussions are widely used in many organizations for decision-making and problem solving. They are also used widely as a personality test for evaluating several candidates simultaneously. They help to shortlist candidates for a final interview, to select personnel for positions of responsibility, especially in the service sector and to select students for admission to professional institutes. The Indian defense forces were the first to tap the potential of group discussions and incorporate them into their battery of tests for recruitment of officers. Since then, group discussions have become popular with various recruiting bodies because of their operational ease and effectiveness in terms of both time and cost. Most reputed business schools require students to participate in a group discussion before moving on to the final stage of the selection procedure, the interview. In a few cases, the group discussion may not be an elimination round, i.e., every person who participates in the group discussion also gets an opportunity to appear for the interview.

### **5.5.3 DEBATES**

Debate is a discussion at a public meeting. “ it is a verbal controversy between two or more people within well-defined rules”. It must be of academic interest. It involves reasoned arguments and counter arguments.

The subject for the debate should be presented in the form of a motion. It must be in the form of a positive statement.

e.g. English is a boon to our Indian Society

it must have clarity. There should be at least two speakers and a chairman. One of them speaks in favour of the subject and the opposer will speak against the motion. Speakers speak alternately for and against. The speakers make themselves thoroughly conversant with the subject.

The teacher guides them on the given topic and gives them practice in pronunciation and stress. He gives them practice in giving the meaning of certain words through their tone. This nurtures fluency of speech

#### 5.5.4 INTERVIEWS

Interview is a useful technique to get to know each other. It is an effective device for improving fluency. The students are identified by the teacher. The teacher and the students play different roles. Time for preparation and rehearsal is given. It should be conducted in an informal manner.

Oral fluency increases when we attend interviews. It is the latest method of understanding how one speaks and expresses ideas with clarity. Expressions like ‘well’, I see ‘what you mean,” ‘I thing you mean’ ‘would you mind repeating the question, etc are practiced.

#### 5.5.5 EXTEMPORE SPEECH

A speech given without previous thought or preparation is an extempore speech. Speech through speech is an exercise for promoting oral fluency. The stimulus in these exercises is speech itself, not actions or pictures. The main thing is that the pupil should have enough language (words and structure) for this exercise. We need to get our pupils to talk on a whole range of topics and acquire in that process a large vocabulary. If they have control over a rich vocabulary, they can be fluent, not having to hunt for the necessary words when they speak on the given topics. In extempore speeches extra verbal factors, gestures, facial expressions, mannerisms, vocal qualities and physical bearing play an important part in communication.

#### Check Your Progress

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

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

5. \_\_\_\_\_ are widely used in many organizations for decision-making and problem solving

a) Group discussions b) speaking c) interview d) none of these

6. \_\_\_\_\_ is a useful technique to get to know each other.

a) reading b) interview c) Group discussions d) none of these

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## 5.6. ACTIVITIES FOR DEVELOPING READNG SKILLS

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### 5.6.1 METHODS OF TEACHING READING

#### 5.6.2 THE ALPHABET METHOD

This method is a very old one. This method is self-explanatory since it deals with the sequential order A B C D...etc. pupils are then made to memorize words as consisting of these 'named' letters

e.g. em ei tee tee ee ar → MATTER

#### 5.6.3 THE PHONIC OR SYLLABIC METHOD

This method is considered to be an improvement on the alphabet method. Here the stress is not on the names of the letters but on the sounds each of them represent

For example,

hat	few
cat	new
bat	dew

#### 5.6.4 WORD METHOD OR LOOK AND SAY METHOD

This is a very useful method, because word is traditionally regarded as the minimum meaningful unit. It is possible to teach reading by this method with the help of flash cards.

st	c	sl			
t	op	g	oat	cr	eep
h	b	d			
sh	fl	sh			



### 5.6.5. PHRASE AND SENTENCE METHOD

In this method sentence is the unit, which has been based upon the psycholinguistic principles because whole learning is better than the part learning. It is advocated that only a sentence can give a complete meaning. To teach sentences, the teacher can make use of charts

e.g.

The pen is on the box

The biscuit is in the tin

The hen is under the table

### SENTENCE GROUP METHOD

It resembles the sentence method. With little practice it will enable the slow reader to accelerate his reading. At the outset he may be bewildered when he comes across fairly a large sentence.

A description of phrases, clauses, pauses and punctuation etc. will enable him to gain access to the sense group reading and read the sentence correctly as,

When I reached the station/ the train

Was leaving/ and I jumped into the last coach.

Writing aims at facilitating clear and effective communication. It trains our mind through our senses particularly through eyes and ears. We write in the way we speak or hear from others. Writing develops our memory and the process of thinking. It develops individual activity.

#### Check Your Progress

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

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

7. which method is the very old method in teaching reading

a) alphabetic b) word c) sentence d) none of these

8. which is the unit of speech in the \_\_\_\_\_ method?

a) alphabetic b) word c) sentence d) none of these

---

## 5.7. ACTIVITIES FOR DEVELOPING WRITING SKILLS

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### MECHANICS OF WRITING

- Knowing how to make letters of right shape and size
- Knowing how to give proper spacing between letters, words and lines
- Knowing how to use capital letters and punctuation marks correctly
- Knowing how to co-ordinate the muscles of the wrist with those of fingers in taking up writing

Once the pupils are aware of the mechanisms of writing, they will be able to write correctly -and legibly at a reasonable speed.

### The process involved in writing

It is evident that the teaching of writing is a complex process solving many activities such as initial probing into experiences, organization of ideas into meaningful sequences and expression of thoughts and feelings with confidence and ease.

The pupils may be asked to write only those structures and vocabulary items that they have practiced orally. Writing should be taken up just after the completion of word-recognition exercises. There are various advantages in doing so. Firstly, writing reinforces oral and reading work. The language items learnt already get firmly fixed in the minds of the pupils. Secondly, writing provides a change of activity and thus helps in reducing monotony. Finally, it encourages pupils to take up creative writing in the areas of their scholarship.

### Sub-skills in writing

Writing aims at clear and effective communication. In order to achieve this aim, a number of sub-skills in writing are to be developed among the students.

The following are some of the sub-skills in writing:

- vii) Visual perception - Spelling, Pronunciation and Spacing
- viii) Syntax - Word order, Sentence structure
- ix) Organization - Selecting topic, sub-topic etc., and organizing ideas into paragraphs
- x) Grammar - Use of articles, prepositions, various forms of tenses and their agreement
- xi) Content or subject matter - Originality, relevance and clarity
- xii) Purpose - Justification and reasons for writing

The above sub-skills are to be developed right from the beginning among the pupils in order to lay a firm foundation in developing writing skill.

### **CHARACTERISTICS OF GOOD HANDWRITING**

The teachers are supposed to make their students know the different characteristics of good handwriting and thereby try to improve their skills in writing a good hand.

The following are some of the important characteristics of good handwriting:

#### **i) Distinctiveness**

Each letter in the English alphabet has a characteristic form of its own and hence it should stand distinctively from its neighbouring letters. It should not resemble any other letter in shape or form in the alphabet.

#### **ii) Legibility**

Legible handwriting is an ornament to the document. In the words of Bell, "Illegible handwriting in a youngman or a woman is a sign of an untidy and careless mind". In order to bring about legibility in the handwriting of the pupils, the teacher should pay special attention to the five aspects of cursive writing - letter formation, spacing, alignment, regularity or slant and quality of stroke.

#### **iii) Simplicity**

The writing of the students should be simple and neat. Simplicity implies that there should not be any unnecessary ornamentation or extra flourishing in the strokes in writing.

#### **iv) Uniformity**

The letters in each line should be uniform in size. There should be a consistent proportion between the height and breadth of these letters.

#### **v) Spacing**

There should be proper spacing between the letters in a word, the words in a line and the lines in a paragraph. We should leave one letter space between one word and the other, one letter space after a comma and two letter spaces after a stop.

#### **vi) Capitalization and punctuation**

Capital letters should be used at appropriate places. Similarly, punctuation marks should also be used carefully in our writing.

#### **vii) Speed**

The students may be encouraged to write legibly and correctly at reasonable speed.

### **5.7.2 GRAMMATICAL SKILL**

Under this category, grammatical skill, we include all items of knowledge and abilities necessary for the construction of correct sentences:

- The abilities to understand and use grammatical forms such as the tense forms, plural forms, possessive forms, forms for showing different degrees of comparison, etc.
- The abilities to understand and use such features of structures as order of words, subordination and coordination of clauses, etc.
- In addition to (i) and (ii), the ability to recognize grammatical errors and correct them and the ability to transform sentences from one type to another will fall under grammatical skills.

### **5.7.3 JUDGEMENT SKILLS AND DISCOURSE SKILL**

Judgment skills are also discourse skills, but they are of a higher order than those discussed under ‘Discourse Skills’ in the previous section.

Judgment Skills include style, register, organization and relevance. They are so called because they involve choice of language that suit the purpose, which is a matter of judgement.

When there are two grammatically correct sentences:

I gave Ram money to pay his fees

I gave Ram so that he could pay his fees

The second sentence is stylistically a neat sentence and it is therefore preferable to the first. We need to make such stylistic choices in our writing. Also we should be careful not to mix the language of speech and the language of writing. Such words as cop (policeman), brat (child)

mosey (curious, inquisitive), that occur in speech/ conversation should be avoided in writing. This is a matter of register, the choice of language that suits the written medium. Register is also a matter of choosing language that suits the subject. If your topic is none relating to law, you are justified in using words such as plaintiff, defendant, ultra virus, grounds (of appeal) res judicata, etc. but in an article of general interest, the legal terms are best to be avoided. Thus the use of the right register, the words that suit the medium of discourse (speech or writing) and the subject or field of discourse (law, science, literature, etc) is the second judgement skill. Thirdly the choice of organization of ideas or details in spatial, temporal or climatic (according to degree of importance) manner and finally the employment of relevant material in writing form the two additional judgment skills.

### Check Your Progress

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

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

9. \_\_\_\_\_ reinforces oral and reading work.

a) writing b) speaking c) listening d) none of these

10. \_\_\_\_\_ Skills include style, register, organization and relevance

a) judgment b) speaking c) grammatical d) none of these

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## 5.8 LET US SUM UP

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The present unit attempts to provide the basic needs of a learner to develop the four language skills. A teacher of English must be aware of the importance of these communication skills, the process involved in learning these skills. The teachers should also understand the barriers in learning the skills, the characteristics of good skills. This unit also discusses the ways

and means to overcome the barriers of learning these skills.

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## 5.9 UNIT-END ACTIVITIES

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1. What are the basic skills of a language?
2. List down the activities for developing listening skills?
3. Enumerate the activities for developing speaking skills?
4. How will you develop reading skills among your students?
5. How will you develop writing skills among your students?

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## 5.10 ANSWER TO CHECK YOUR PROGRESS

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- 1.c
- 2.c
- 3.b
- 4.a
- 5.a
- 6.b
- 7.a
- 8.c
- 9.a
- 10.a

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## 5.11 SUGGESTED READINGS

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- 1.Elizabeth M.E. S (2004) *Methods of Teaching English* New Delhi: Discovery Publishing house.
- 2.Dash. B.N.(2004) *Teaching of English* Delhi: Dominant Publications and Distributors.
- 3.Ambedkar, V (2011) *Teaching of English in Indian Context*, Orathanad, Annaveera Publishers.

5. Aslam, mohammad (2003) Teaching of English –Practical course for B.Ed Students New Delhi: Foundation Books.

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## **UNIT-VI LANGUAGE LABORATORY**

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- 6.1 Introduction
- 6.2 Objective
- 6.3 Language laboratory
- 6.4 Role of language laboratory in Developing language skills
- 6.5 Materials, Planning and Installing language laboratory
- 6.6 Effective uses of language laboratory
- 6.7 Chief characteristics of a language laboratory
- 6.8 .a. Advantages of the language laboratory
- 6.8.b. Limitation of language laboratory
- 6.9 Let us Sum up
- 6.10 UNIT-End Activities
- 6.11 Answer to check your progress
- 6.12 Suggested Readings

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### **6.1. INTRODUCTION**

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The language laboratory is a self-learning device. It enables the learner to hear the language spoken from recorded tapes and to practice speaking in the same manner. The language laboratory concentrates on listening (understanding) and speaking, leaving the other two processes, reading and writing to be developed later. It aims at the development of correct pronunciation, intonation and accent etc.

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### **6. 2. OBJECTIVE**

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After reading this lesson you will be able to

- know the language laboratory
- understand activities for developing Listening skill



- understand the listening materials
- understand activities for developing Speaking skill
- know activities for developing Reading skills
- understand Methods of teaching reading to beginners

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### **6.3. LANGUAGE LABORATORY**

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Through originated in the USA, language laboratory rapidly gained ground in the UK in the 1960's. Now it forms an important technique of teaching in several countries and especially in the teaching of a foreign language. Essentially, the language laboratory is a self learning device. It enables the learner to hear the language spoken from recorded tapes and to practice speaking in the same manner. The language laboratory concentrates on listening (understanding) and speaking, leaving the other two processes, reading and writing to be developed later. While speaking, it aims at the development of correct pronunciation, intonation and accent. It also develops the ability to use the words, idioms and phrases in the language in the correct way. Finally, it helps the learner to communicate his ideas effectively in the language. It enables the use of same material by a group of about 20 learners at a time.

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### **6. 4 ROLE OF LANGUAGE LAB IN DEVELOPING LANGUAGE SKILLS**

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A language laboratory recognizes the existence and prevalence of wide-spread individual differences in language aptitude even among the average and superior intelligence. Its approach is essentially individualistic. A language laboratory allows much time for oral and auditory experiences. It affords opportunities for the students to hear the language spoken by a native and to practice speaking in the language themselves. In the traditional teaching, very little time is provided for oral and auditory experiences and from this point of view the language laboratory is a popular technical innovation. A language laboratory provides for a well designed and carefully produced pattern of drills and thus relieves the teacher of endless repetition of patterns.

### Check Your Progress

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

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

1. language laboratory rapidly gained ground in the UK in the \_\_\_\_\_s?

a) 1960 b) 1956 c) 1940 d) none of these

2. A language laboratory provides for a well-designed and carefully produced \_\_\_\_\_?

a) pattern of dress b) pattern of drills c) pattern of music d) none of the above

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## 6.5. MATERIALS, PLANNING AND INSTALLING LANGUAGE LABORATORY

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A language laboratory has three sections i) Hearing booths, ii) Console or Adviser's booth and iii) Control room

**Hearing booth:** A language laboratory has usually sixteen or twenty hearing booths. In each hearing booth there is a chair and a table at which a student can sit and work. It is provided with a telephone connected to the advisor's booth, earphones and switches for selecting the tape from the control room for playing and hearing the same, for recording his own voice, for stopping, rewinding and replaying the tape. Each booth has 4 feet high walls or partitions so that each student works without disturbing others. By pressing the key the student indicates the lesson he wants. If needed, he can communicate with the adviser and seek his assistance.

**The Console:** The console or advisors room has one or more tapes with master tapes and special equipment to 'monitor' any student and thereby two-way communication is ensured. The console has the following switches.

i. Distribution switches for directing the recorded programme (master tapes) the students sitting in different booths.

ii. Monitoring switches for enabling the teacher to listen to any student as he works with the tape. This is done for correcting errors in procedure, correcting linguistic errors and

evaluating and grading the students.

iii. Intercom switches for two way conversation with any individual student.

iv. Group-call switch for making announcements to all students who are listening to a particular tape from console source.

v. All –call switch for making announcements to all students in the laboratory, regardless of the programme.

**Control room:** the control room has all the tapes, records and other equipments of the language laboratory properly indexed and stored so that it is readily made available to the student upon his request. .

### Check Your Progress

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

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

3. A language laboratory has \_\_\_\_\_ sections

a) 4 b) 8 c) 3 d) none of these

4. The console room has one or more tapes with master tapes and special equipment to \_\_\_\_\_ any student and thereby two-way communication is ensured.

a) monitor b) observe c) see d) hear

---

## 6. 6. EFFECTIVE USES OF LANGUAGE LABORATORY

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1. The teacher first plays a master tape. The sounds are picked up and recorded on the separate tape recorders kept in each booth.
2. The student listens to his copy of the tape and at specified stages makes oral responses to it. These responses are recorded by the recording equipment in the students own booth. Each student can go back his copy of the tapes as many times as he requires listening to

both the pre-recorded material from the master tape and also to his own responses. The student himself can determine whether he has performed accurately. If he decides that he has not, he repeats until he succeeds.

## **6.7 CHIEF CHARACTERISTICS OF A LANGUAGE LABORATORY**

- A. **Self-pacing:** language laboratory permits a student to select any one of the tapes from the control place. He can take the tape to his booth and play for his own benefit regardless of what others are listening. Thus every student works at his own speed. A slow worker would do much retracing whereas a fast worker would do less retracing.
- B. **Retracing:** In intensive drill practice, a student should be able to stop the tape, hear again the sounds and practice them by imitation as often he desires. The student must himself determine whether he has performed accurately. If he thinks he has not, he must be able to repeat until he succeeds. This is called 'retracing'
- C. **Library operation:** This enables the student to select any one of the tapes from the central place. This permits self-pacing and self-correction by retracing. This form of operation permits maximum individualization. However, this arrangement involves high cost as it requires tape-recorder for each student, a large stock of pre-recorded tape etc.

## **6.8 .a. ADVANTAGES OF THE LANGUAGE LABORATORY**

1. A student is motivated to learn the language by listening to the music in the language.
2. A student first listens to the words and sentences in the language.
3. A student learns to distinguish the differences in pronunciation of words.
4. By listening and speaking the same words a number of times, a student learns to speak with correct pronunciation. The adviser guides him as to he can reproduce the same sound.
5. A student detects errors in his pronunciation and corrects them by practice.
6. The student can learn at his own pace.
7. The student can repeat the lesson as many times as needed.
8. Since the student is being listened to by other students, he is likely to be less inhibited than in the normal classroom.
9. The student gets more time in practicing speaking the language than in a normal classroom.

10. The student can listen to the native speech rather than the less than perfect speech of the average teacher.
11. The language laboratory recognizes that the spoken form of language is central to effective speaking.
12. The teacher can correct a student's mistake without disturbing other students.
13. The teacher is saved from the drudgery of presenting repetitive material.
14. The student becomes an active learner.

**6.8.b. LIMITATION OF LANGUAGE LABORATORY**

1. It cannot be used in learning reading and writing. It is limited to learning speaking of a language.
2. Not more than 16 to 20 students can learn at a time.
3. It becomes difficult to obtain the services of competent native speakers.
4. The lessons need occasional revision to overcome learning difficulties of students.
5. The equipment is costly.

**Check Your Progress**

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

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

5. Who first plays the master tape?

a) pupil b) learner c) student d) teacher

6. The student becomes a \_\_\_\_\_ learner.

a) passive b) active c) positive d) none of these

---

## **6.9. LET US SUM UP**

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The present unit attempts to provide the basics of language laboratory. The language laboratory is a self-learning device. It enables the learner to hear the language spoken from recorded tapes and to practice speaking in the same manner. A language laboratory recognizes the existence and prevalence of wide-spread individual differences in language aptitude even among the average and superior intelligence. Its approach is essentially individualistic.

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## **6.10. UNIT-END ACTIVITIES**

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1. What do you understand by a language laboratory?
2. How will you to establish a language laboratory?
3. List down the materials available in the language laboratory?

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## **6.11. ANSWER TO CHECK YOUR PROGRESS**

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1. a
2. b
3. c
4. a
5. d
6. b

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## **6.12. SUGGESTED READINGS**

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- 1.Elizabeth M.E. S (2004) *Methods of Teaching English* New Delhi: Discovery Publishing house.

2. Dash, B.N.(2004) *Teaching of English* Delhi: Dominant Publications and Distributors.
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6. Sharma, K.L (2003) *Methods of Teaching English in India*,Agra, Lakshmi Narain Agarwal Educational Publishers.

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## **UNIT-VII QUALITY OF LANGUAGE TEACHER**

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- 7.1 Introduction
- 7.2 Objective
- 7.3 Qualities of language teacher
- 7.4. The Personal Qualities of an English Teacher
- 7.5 Role of language teacher
- 7.6 Developing Techno Pedagogy's skills
- 7.7 Characteristics of a good language teacher
- 7.8 Dating language skills through In-service Training
- 7.9 Let us Sum up
- 7.10. Unit-End Activities
- 7.11. Answer to Check your Progress
- 7.12 Suggested Readings

### UNIT-VII

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#### **7.1. INTRODUCTION**

---

The teacher of English plays an important role in the life of the English learners because he his teaching a new language to non- native speakers of English. Language is one of the effective means of communication. The ultimate aims and objectives of the teacher of English is to develop the four basic skills namely listening, speaking, reading and writing. In this lesson a going to learn the role of English teacher, characteristics of an English teacher and the importance of in-service training.



## **7. 2. OBJECTIVE**

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After reading this lesson you will be able to

- know the qualities of language teacher
- understand importance of role of language teacher
- understand the characteristics of language teacher
- understand the importance of in-service training

---

## **7.3. QUALITIES OF A LANGUAGE TEACHER**

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The teacher of English should possess a lot of qualities so that he could inculcate his best qualities among the students those who are studying under them. The qualities of a good and effective an English teacher, who to a great extent can provide quality schooling to the students, are as follows:

### **7.4 THE PERSONAL QUALITIES OF AN ENGLISH TEACHER**

#### **A good teacher of English**

- has personal qualities like commitment, confidence, enthusiasm, cheerfulness, patience, broad mindedness and sense of humour. The personal qualities establishes a purpose for teaching
- has good knowledge of subject matter and mastery over basic skills. The subject matter is presented in an interesting, clear and organized manner, thus attempting to elicit student's interest in the subject.
- makes the students to recognize the purpose behind studying each topic or chapter. The teacher knows that if students do not feel the purpose. They fail to show real interest or readiness to learn, or it will turn out to be less to them.
- gives information in a simplified and structured way so that it becomes more easier for the students to grasp and utilize their academic learning more effectively.

- shows high level of emotional maturity by avoiding all feelings of inadequacy, irritation and loss of temper. Tries to manage even the difficult situations with reasonable and sound emotional responses.
- recognizes individual differences, students with scholastic backwardness, learning disability, learning super ability and develops different strategies of teaching to provide them maximum learning experience to everyone.

### Check Your Progress

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

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

1. The personal \_\_\_\_\_ establishes a purpose for teaching

a) communication b) qualities c) listening d) none of these

2. The teacher must have good knowledge of \_\_\_\_\_ matter and mastery over basic skills

a) small b) object c) subject d) sender



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## 7.5 ROLE OF LANGUAGE TEACHER

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The role of English teacher has an important impact in the development of language skills among the students. The first and very important role of the English teacher is to develop four English language skills among his students the following are the other roles of an English teacher:

- Motivate the students to learn and work towards their goals

- Both teacher and students have to have an active participation in the teaching-learning process.
- Teacher should adopt suitable strategies and methods to generate an interest to learn.
- Due consideration should be given to the individuality and learning diversity of the students.
- Teacher should employ creativity into their teaching methods and generate learning situations that energizes and brings out the creativity of students.
- Teaching should foster the development of strong attitude, habits, discipline, character, life skills and self-esteem in them.

### Check Your Progress

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

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

3. Both teacher and students have to have an \_\_\_\_\_ participation in the teaching-learning process.

a) active b) passive c) negative d) none of these

4. Teaching should \_\_\_\_\_ the development of strong attitude, habits, discipline, character, life skills and self-esteem in them.

a) slower b) small c) faster d) poster

---

## **7.6. DEVELOPING TECHNO PEDAGOGYS SKILLS**

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Teaching skills are the micro-behaviour shown by teachers for effectively teaching the students purposeful learning take place, when the teacher is able to effectively deploy the range of skills and techniques at appropriate situations of classroom teaching.

Some of these skills, which are relentless in their pursuit of excellence, and should be seriously considered are:

- Systematic planning of lessons by selected, clear framework and objectives for impressive execution.
- Creating maximum number of learning opportunities for students and reducing unnecessary wastage of time.
- Creating an interesting and challenging environment that stimulates all learners to learn well.
- Communicate pleasingly by installing a sense of respect, discipline and controlling the class effectively.
- Spontaneous structuring of classroom questions and effectively using it to maximize learning.
- Effectively promoting and managing maximum student's participation by taking into consideration individual difference existing among them.
- Using, designing and presenting appropriate teaching aids as and when required to simplify the contents of the lesson.
- Diagnosing the learning difficulties of the students and taking timely remedial measures.
- Clear presentation of the information and connecting them effectively to the previous knowledge of the students.
- Providing positive feed backs after careful evaluation, which motivates the students to learn in a better way, for better reinforcement of knowledge.

Thus all productive teacher behaviours which can bring about desirable changes in students should be intelligently applied to the teaching situations and thus conduct the teaching in a successful manner. Teaching the students well is the fundamental basis for your long-term 'teacher influence' and educational contribution. To make our task of helping the young people to grow and develop in the right direction, we have to set the best possible self-imposed standards of excellence.

### Check Your Progress

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

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

5. Creating an interesting and challenging environment that \_\_\_\_\_ all learners to learn well.

a) classroom b) speaking c) listening d) stimulates

6. Spontaneous structuring of classroom questions and effectively using it to \_\_\_\_\_ learning.

a) maximize b) minimize c) centralized d) sender

---

## 7.7. CHARACTERISTICS OF A GOOD LANGUAGE TEACHER

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The followings are the characteristics of a good language teacher. A good language teacher,

- Establishes a healthy, caring approachable relationship with the students. Such a caring atmosphere sustained will stimulate learning, makes them like their teacher and the subject taught by them.
- Creates a learner-centered classroom, where there are opportunities for active participation of the students in the learning process. In such situations, learning takes place with a sense of responsibility and liberty.
- Knows to ask appropriate questions and possess good questioning skills. Always taught provoking questions are stimulating, and they are asked in a right way, at right time, it will undoubtedly lead to new realms of understanding.
- Encourages learning that extends beyond the classroom to the wider world. Induces an interest to learn more and more, which can transform them into lifelong learners.
- Is a good learner, who always is very eager to acquire more and more knowledge? Quickly adapts to the changes of an ever-changing educational system
- Selects and uses most appropriate instructional materials to strengthen the quality of teaching and generate fair amount of interest in them. Develops their own instructional materials required for specific teaching situations.
- Selects suitable methods to teaching appropriate to the nature of the lesson. Experiments and explores other, new and different methods of teaching.
- Encourage students to be more imaginative and creative and will not miss out opportunities to appreciate the original work and responses of the students.

### **Check Your Progress**

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

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

7. A good language teacher creates a \_\_\_\_\_ centered classroom?

- a) learner b) teacher c) listening d) none of these

8. a good language teacher \_\_\_\_\_ students to be more imaginative

- a) Discourage b) punish c) short d) Encourage

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## 7.8. DATING LANGUAGE SKILLS THROUGH INSERVICE TRAINING

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Throughout the world, in-service teacher education has acquired an important position for the improvement in the quality of teachers. The national Policy of Education holds it to be a continuation of pre-service teacher education and believes the two to be inseparable like the two sides of a coin. In the age of explosion of knowledge at an unprecedented speed, even those who had the advantage of acquiring the most sophisticated knowledge will become outdate and anachronistic in a very short span of time. If they have to remain upto-date, and relevant and face the challenge of other modes of acquiring knowledge, the need for their re-education and additional inputs have become essential.

- To fulfill the gaps of the pre-service education, remove its inadequacies and make it more realistic.
- To enable the teachers to meet the requirements of changing educational and social contexts and concerns.
- To prepare them to accept and utilize the educational potentialities of information and communication technology.
- To make them aware of the new developments in the areas they teach and information they impart to their students.

- To prepare a forum for teachers for exchange of ideas and experiences and to enable them to integrate values and environmental awareness with the subjects they teach.
- To increase the level of motivation of teachers, develop self-confidence, promote the spirit of inquiry and help them to be committed and reflective teachers.

### Check Your Progress

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

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

9. Throughout the world, \_\_\_\_\_ teacher education has acquired an important position for the improvement in the quality of teachers.

a) pre service b) in-service c) out service d) none of these

9. the in-service education makes the teachers aware of the new \_\_\_\_ in the areas they teach and information they impart to their students.

a) advancement d) capital c) short d) developments

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## 7.9. LET US SUM UP

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The present unit attempts to provide the role of the English teacher in developing the language skills among the students and described the characteristics, that the teacher of English must have personal qualities like commitment, confidence, enthusiasm, cheerfulness, patience, broad mindedness and sense of humour. A good language teacher establishes a healthy, carrying approachable relationship with the students. Such a caring atmosphere sustained will stimulate



learning, makes them like their teacher and the subject taught by them.

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## **7.10. UNIT-END ACTIVITIES**

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1. List down the qualities of an English teachers?
2. Mention the characteristics of a good language teacher?
3. Write the importance of in-service training?

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## **7.11. ANSWER TO CHECK YOUR PROGRESS**

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1. b
2. c
3. a
4. c
5. d
6. a
7. a
8. d
9. b
10. d

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## **7.12.SUGGESTED READINGS**

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- 1.Elizabeth M.E. S (2004) *Methods of Teaching English* New Delhi: Discovery Publishing house.
- 2.Dash. B.N.(2004) *Teaching of English* Delhi: Dominant Publications and Distributors.
- 3.Ambedkar, V (2011) *Teaching of English in Indian Context*, Orathanad, Annaveera Publishers.

4. Aslam, mohammad (2003) Teaching of English –Practical course for B.Ed Students New Delhi: Foundation Books.

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