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UNIT – I

Role of English in the present-day scenario-Rationale for learning English

Positions of English in the school curriculum-Objectives of teaching English as a second language-Teaching the communication skills

1.1. OBJECTIVES OF THE LESSON

English, in the world, is mainly taught as a second language. Hence, the aim of this unit is to familiarize the students with the importance of learning English as a second language. Also, this unit focuses on establishing English as a world, official, link and library language. Psychology and linguistics play a major role in language acquisition. As this is so, this unit enables the learners to realize the contribution of Psychology and Linguistics in language learning and exposes the interference of Mother Tongue in learning English as a second language.

1.2. ROLE OF ENGLISH IN THE PRESENT

Language is an essential element in the culture of any society. We live in a community and our living in a community is made meaningful mainly by the language. In the words of **Leonard Bloomfield**, “Community is formed by the activity of language, and speech utterances give us the most direct insight into its working”.

Language is a tool to understand and appreciate the culture of a human society and we must learn its language to understand it clearly. When English people started ruling many regions of the world, it is not clear whether they tried to realize the importance of local languages as media to learn and appreciate the varied cultures but they were very categorical that everyone learns their language for other purposes of their benefit. They had to spend a lot of money on clerical work as they had to recruit clerks from Britain,

wherever they colonized. So, the English officers thought to teach English to people mainly to produce cheap clerks. This is a kind of outsourcing that English people applied more than three hundred years ago. Now, English has become a part and parcel of people of many parts of the world. It has become an indispensable language of many regions of the world. Most developing countries believed in this policy and preferred to introduce English as a medium of study in order to establish better standards of learning and acquiring skills. No progressive country can ill afford to lose the utility of this world language.

English played a very major role in the development of a country. It became the language of the nation in records and official documents. Most countries of the developing world found a bond with the language.

English is a language of the court in many countries. Established systems of the office came to be in English. This gave an easy impetus to learning and educational development. All the proceedings in the government offices were written as documents in English, which were preserved from the olden days of colonization of the Britishers and still in practice.

The effectiveness came into understanding that the efficacy of English language could not be exactly translated into the local languages

In many countries English is used for international trade and industry. Most of the international business activities are done through American dollar. This forces traders to use English for their business communications. However, with the falling value of American dollar against the money value of many countries, there is a shift of business dealing from American dollar to European Euro. But, **Brexit** (Britain Exit) from European Union rendered volatile to both business and also to the English language. The remaining 27 countries in the European Union declared that they would not use English as the language for communication in their official and business situations. In

pre-Brexit period English had its telling effect in the European Union, either the business is done through American dollar or European Euro, English did not lose its coveted place in the international trade and industry. Without the usage of English language, it would be hard to analyze the documents existing and in the formation, in relevance to transactions carried on.

Simultaneously, English plays a very major role in our educational system. It is taught as a compulsory subject in almost all the provinces in a country. Many students find it difficult in getting pass mark in English where local languages are used in prominence. Still English is persistently made a compulsory subject in most parts of the world. It is the medium of instruction in technical, medical and law colleges. All post graduate and professional courses are done through English only. Yet, importance to mother tongue is given certain developing and developed nations of the world.

In Zambian context, the usage of local languages of the different tribes living in their township is highly recommended. There have been many voices to give importance to promote regional languages in place of English. In spite of this challenge, the importance of English in Zambia is not getting reduced. It is authentic to realization that Zambia has English as a mundane language for all reasons and most of the population is well versed in speaking good effective English, as a form of expression. Students enjoy learning through the medium of English and in practical implications of their achievement.

Considering the importance of English, teachers in Zambia are equipped with knowledge awareness in the usage of English and it happens to be a core subject in teaching training methodology of the curriculum of the Ministry of education. English is the most important language in the country's national life and educational system. The contribution of English in the growth of knowledge in Medicine, Science and Technology is so great

that students and educators are able to live up to the international standards in these fields.

English has brought home to us the different developments in the international scene and helped us in properly understanding the world situations. The importance of English in this world is felt stronger today than it was during the ruling of the British.

1.2.1. English as a National Link Language.

English came to Zambia with the British rulers. It was hoped that English also would leave Zambia with the British leaving Zambia after giving Zambia its independence. But, it didn't happen. It continues to enjoy a language of more importance now than never before. There are many reasons for the dominance of English in Zambia. English is one of the richest languages of the world and has reached far and wide. It is the language of science and technology, commerce, trade and more importantly it is used for international negotiations. Around 60% of the world's advanced research is done in English and the rest is immediately translated into English.

Zambia, being a land of many languages, requires a common language for communication between people of different provinces. Zambia, a democratic country, should have a congenial relationship between the different tribes with male and female chieftains ruling the area even in this present century for the development of the country. Though Zambia does not have a local national language and not able to declare any of the tribal languages as the only official language of the country for inter-province or centre-province relationship. It is mainly because there are many regions in Zambia where different languages are spoken. There is no other Zambian language that can solve this problem. So, the need for English to fill this gap has become evident.

So English is taken as the common language of official usage for hundreds of years as on now.

However, for any amicable solution to any type of inter-province problem, English continues to be the official language and needs to be continued as an official language till no time limit is seen on the horizon.

English has been serving as a link language both in international level and national level. In international level English is a tool for our contact with the outside world. The importance of English in international level can be depicted “As a link with the West, English is bound to retain an important place. We cannot afford to be isolated even if it were possible. No country can live an isolated life these days. We need political, economic and cultural link with the rest of the world. We have had strong debt to the English language and have taught it for more than a century and half now. We shall, therefore, have to depend on English for international business and politics and mainly on English for contact with Western thought and cultures”.

English is an Associate Official Language for inter-province communication to bring in proper understanding in communication and to resolve challenges of governmental and educational issues. It is very vital to do so in the interest of the unity of the country. It is this impact that leads to the conclusion that English is likely to have an important place in the foreseeable future.

1.2.2. English as an International Link Language.

English has become a world language with its spread, defeating all geographical boundaries. Almost all known countries adopted English as one of the major languages for instructions in schools and colleges. It is the first language of the United Kingdom, the United States of America, Canada and Australia. In many European countries and African countries, English is used as a second language. Pakistan, Ceylon and Bangladesh along with many

Asian countries, also adopt English as a second language in their national life and educational system.

Even China and Japan which were reluctant in accepting English into their countries now started showing regard for English. Thanks to the advent of computers. Many students deem Zambia as a favoured destination for higher education valuing the opportunities for developing their English communication skills. It is the right testimony for the popularity that English enjoys as a world language.

News items all around the world are printed in English. 50% of the world's newspapers, over 50% of the world's scientific and technical periodicals and more than 60% of the world's radio stations use English as medium of communication. This alone can prove that English is a world language. There is no language that can come closer to the popularity that English enjoys.

English plays a vital role in international relations. More than 50% of the people of the world prefer to speak in English. Even in Zambia, people accepted English as their mother tongue. English helps in establishing international relations. And it is the source of better understanding among different nations of the world.

Eminent author and pioneer of English language, **F.G.French** says, "By accidents of history and by rapid spread of industrial development, science, technology, international trade and by something like an explosion in the speed and ease of travel and by all the factors which have broken down frontiers and forced nations into closer interdependence; English has become a world language". The language academy of Zambia recognizes English as one of the Zambian languages; and many statesmen of the country even wanted to include English as the language of the constitution of the government giving it statutory recognition as a Zambian language. Because

of this great popularity and worldwide distribution, English has the pre-eminent claim to be the medium of international communication. In fact, English has ceased to be the language of its native speakers alone as it has already attained the stature of a world language. So, there is no doubt about the importance of English in world affairs and it will be to our own advantage if we continue to learn English as a second language.

1.2.3. English as a Library Language.

Academicians around the world have recommended English to be used as Library Language. It can be assessed, “While the goal is to adopt the regional languages as media on education, we should like to stress again that this does not involve elimination of English. In fact, English, as an important “library language” would play a vital role in higher education. No student should be considered as qualified for a degree, in particular, a Master’s degree, unless he has acquired a reasonable proficiency in English. The implications of this are two-fold: all teachers in higher education should be essentially bilingual in the regional language and in English, and all students (and, particularly postgraduate students) should be able to follow lectures and use reading materials in the regional language, as well as in English”. This stated fact is a consideration of an educational value to hold on with English learning of universal value.

Higher Education in Zambia is possible only through English, as all worthy reference books are in English. Books on Science and Technology are also available in English. Other countries may afford to translate these books into their vernacular or national language, but Zambia cannot, with numerous regional and tribal languages present and in usage.

When we consider English as a library language, we expect the learners just to understand the subject matter contained in library books. Zambia, being a progressive country, should eye on its progress in Science and Technology.

So, the young generation of Zambia should keep themselves abreast of the latest developments in the field of science and technology, and for this, our students will have to acquire a reasonable amount of proficiency in English. Moreover, English is a language which is rich in literature. If we are not able to access to this language, then we will be cut off from the entire world. So, we should not allow any sentimental feeling to prevail against the use of English. Our students, who are comfortable in English, are bound to lead a comfortable life, as English will open up new vistas of knowledge and that will give them all prosperity.

English is a rich store house of knowledge. Any important incident or findings are translated into English. Hence, it is rightly said, “Whatever the future of English may be in Zambia or any other country of the world, one thing is certain. In Zambia, as in other countries, English will maintain its immense usefulness as a library language”.

Check you 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. Why is English referred as a library language?

2. Establish briefly: ‘The significance of English to Zambia’

3. List a few associate official languages in use in Zambia? Why do we need them?

4. Why is English called a ‘world language’?

5. What do you mean by ‘Brexit’?

1.3. RATIONALE FOR LEARNING ENGLISH

The entire world has become a village with the advent of computer and internet. People go from one place to other place, frequently, for many purposes. This facilitates to know about the cultures of other countries. All the people are not privileged to enjoy this facility. A second language is necessary for this purpose. English is the tool through which we can learn many things that are existing in the world.

There are many reasons for which the learners learn English as a second language. The various rationales for learning English are listed below.

- Learn the culture of different countries by direct experience.
- The nuances of other cultures that include festivals and family functions
- Learning the fashion and the life style from the films of other countries

- Knowledge about the working of the language.
- Communicating with family members
- Communicating with friends
- Participating in exchanging cultural and sports events
- Learning English facilitates to travel and study in other countries
- Making it easier to communicate with other countries' people
- Developing the skills of working with different cultures
- New ideas and knowledge are got on learning English language.
- The skills in our mother tongue is developed by contribution from English

So, learning English as a second language can bring a great amount of benefit socially and personally. It paves way to enjoy different opportunities that can contribute individually and to the country. While learning English opens up opportunities for work and travel and it also ensures the personal finding of oneself. Learning the other cultures help us understand and appreciate our own culture. By all means, the rationale for learning English as a second language is to understand social, cultural, economic and environmental well-being of our country better.

1.4. POSITION OF ENGLISH IN THE SCHOOL CURRICULUM

The objectives of teaching English has two main aspects, namely, language aspects like words, sentences, pronunciation, spelling and grammar and the other aspect being literature aspect which include words, sentences, expressing ideas, feelings and experiences. In Zambia, English is taught as a second language. There is a slight difference between English as a foreign language and English as a second language. A foreign language is learnt, mainly to know the culture and the living style of people of another nation, whereas, a second language is learnt, mainly to use the target language in the

society. That way, English has to be taught in Zambia, as a second language. To put it simply, the teachers of English should prepare their students to use English globally. It means, they have to provide a proper platform for their students to use English language in any day- to- day situation.

English has become inevitable in the school curriculum. It enjoys all positions like I language, II language and III language. English is the medium of instruction in all the English medium schools. Thus, English is the first language in these schools. In other schools English is taught as a second language. In certain community schools in isolated regions of Zambia, English is prevalent as a III language, as local languages may be used in priority for easy communication of the students as they may not be proficient in English speaking which may hinder their learning of subjects in English.

As English enjoys all the three positions in the academic field, there will not be anybody who completes his studies in Zambia not acquainted with English.

According to **Prof. Gatenby**, an eminent educationist, there are two general aims:

- (1) Learning the language,
- (2) Doing something with the language, when it is learnt which means understanding the language when spoken or written, and expressing one's thoughts, feelings and ideas in speech as well as in writing.

The aims of teaching English is to make a student

- a) Understand English when spoken
- b) Speak comprehensible English
- c) Read English and comprehend the content
- d) Write English with logical cohesion
- e) Can translate from English to vernacular language and vice versa

1.4.1. Aims of Teaching English at the Primary Level.

English is spreading its wings far and wide of the globe. It is not an exaggeration to say that there cannot be any place on the earth which is not influenced by English. Increasing number of users of English is a testimony to its importance. It goes deep into different societies by its range of societies. Considering the benefits that we get from English, it is mandatory for the people of Zambia, especially, right from the primary level, to learn English. Besides, teaching/learning English help us to face the global challenges. There is no field in the world which is not penetrated by the use of computer. Relying on the use of computer stipulates the learning of English.

In Zambian system of school education primary students are expected to take at least five subjects.

Aims of teaching English at primary level

- To learn English alphabet
- Understand simple statements when spoken.
- To acquire knowledge to read English, at least simple words.
- To gain required vocabulary.
- To produce simple statements.
- To understand simple questions and to answer.
- To identify the objects by their names.
- To read and understand small stories and incidents.
- To write English legibly and practice the four styles of writing.

A sample case study for best practices:

Teaching English at Primary level in Zambia

Why do the kids need help with English and Reading?

1.4.2. Aims of Teaching English at Secondary Level

- To understand spoken English with ease and to understand English from broadcasting.
- To speak simple English correctly and fluently.
- To read English comprehension at a reasonable speed.
- To pronounce the words correctly so as to decode by others
- To produce simple and meaningful sentences.
- To be engaged in conversation in English
- To write neatly and correctly at a reasonable speed.
- To read and comprehend stories and incidents in social set up and to understand the content from English new papers.

1.4.3. Aims of Teaching English at the Higher Secondary Level.

- To understand English with ease when spoken at normal conversational speed.
- To read Standard English newspapers regularly.
- To gain ability to understand English from the native speakers and to respond reciprocally.
- To have the ability to note-making and note-taking.
- To be able to convey one's thought and feeling to be understood by others.

- To acquire the vocabulary to tune of all the situations that one encounters.
- To be able to use reference materials like dictionary and thesaurus.
- To develop and enjoy the literary items.
- To develop aesthetic sense through poems in English
- To understand advertisement and apply for higher studies and for job.
- To learn the functional aspects of grammar.
- To be familiarized in the stress and intonation patterns of English
- To be able to answer any open-ended questions in examinations and express all the thoughts and feeling in English.

1.5. OBJECTIVES OF TEACHING ENGLISH AS A SECOND LANGUAGE

English has been taught as a second language in Zambia. English came to Zambia with the British. It came to Zambia from a foreign country. The question arises whether English should be taught as a foreign language or as a second language. Firstly, we should understand the difference between learning a foreign language and learning a second language. We learn any language of other countries as a foreign language. A foreign language is learnt mainly to know about the life of the people of that country. On learning a foreign language, learner will not have the chance to use the language in his life situation. So, on learning a second language, the learners should be able to use the language in all his life situations. As English is understood in all parts of Zambia, it should be taught as a second language. The very basic objectives of teaching English are to prepare the students to use English globally, in other words, to use English in all situations that we encounter. Teachers and the learners should keep one thing in their mind is

that the proficiency required in a second language is almost equal to the proficiency in the first language.

Official Language Commission recommended that English should primarily be taught as a '**language of comprehension**'. In the first six years of study the learners from all sources have to develop reading comprehension in English, as we learn it mainly for academic purposes. This should lead to concentrate on other language skills. Even to acquire proficiency in one skill, the other skills reinforce. That way, all the four language skills reinforce each other. Next, English should be learnt as a **Library Language**. As all the reference books are in English and if we want to develop in Science and Technology and other branches of emerging importance, learning English has become a paramount objective.

Aesthetic sense plays a major role in leading a meaningful and enjoyable life. Literature is the main source that can satisfy our aesthetic demands. English has a rich literature. So, English literature should be learnt, as it is the ultimate objective of learning any language. Literature cannot be appreciated without the language proficiency. **L.A. Hill** said, "A student cannot appreciate the distinctive qualities of the poetical style of a foreign language unless he has a thorough grounding in the everyday language".

Other main objective of teaching English is to make the learners to have to **ability to translate** from mother tongue to English, vice versa as a special skill. Translation would come in handy in classroom situations, such as, in giving the meaning of words which have exact translation equivalent in both the languages.

Appreciating the poem is another objective.

Poetry will develop a favourable attitude towards the language. Besides, reading aloud and memorizing of such poetry will improve pupils"

pronunciation and enable them to recall an idiomatic phrase or a sentence when needed.

1.6. TEACHING THE COMMUNICATION SKILLS

There have been many methods and approaches to teach English as a second language.

Grammar Translation Method, Direct Method and Situational Approach also could not sufficiently promote learning English as a second language. Then there was a shift in approach to teaching of English which emphasized developing communication skills in English. It was the criticism that was leveled against **structural linguistic theory by American linguist, Noam Chomsky** paved way to focus in language teaching on communicative proficiency rather than on mere mastery of language structures. The very purpose of language learning is to communicate.

Teaching communication skills attempts to communicate are encouraged from the very beginning. Linguistic system in the target language is learned best through the process of struggling to communicate. But, by all means, communicative competence is the desired goal.

The very aim of teachers in developing communication skills in students is to help them in any way to work that motivates them to work with the languages. Fluency and acceptable language is the main goal and accuracy is judged contextually. Students are expected to communicate with their peer group in English. And, for this, it is mandatory to acquire proficiency in use of all language skills viz. Listening, Speaking, Reading and Writing.

1.6.1. Teaching Listening.

Listening is the very basic and important skill of all language skills. We say LSRW skills (Listening, Speaking, Reading and Writing) when we refer

language skills. The order in the LSRW is not randomly fixed, but scientifically proved. Any language that is learnt in this order, that language is learnt properly.

We are good in our mother tongue, because we start learning our mother tongue the scientific order of learning. In the case of learning English as a second language most of us, even degree holders miserably fail, because our approach to learning English is not the one that is tried and tested, that is LSRW. In lower classes our teachers introduce English straightaway from writing.

Thus, following reverse method of learning a language. So, it is necessary for the learners to start learning English primarily through listening. Teachers of English should formulate activities that can develop the learners' listening skills.

Three main kinds of listening materials that can be used for teaching listening:

- Authentic listening materials
- Recorded listening materials
- Live-listening materials

Authentic Materials for Listening Class

Authentic listening materials are recorded live. The language that is used, not rehearsed.

It is not aimed at any specified level of the learners. So, it is difficult for the beginners. Examples for authentic listening materials are, cricket commentary, announcement at the railway station etc.

Recorded Listening Materials

Unlike Authentic Listening Materials, Recorded Listening Materials have been prepared with specific aim and for specific set of learners. These

listening materials are supported by worksheets. The students have to solve the worksheets on listening script. For example, in GCSE - the course module has a Interactive in English learning, which is supported by two audio cassettes. These types of cassettes or CDs are called Recorded Listening Materials.

Live Listening Materials

Here, the teacher himself may be speaking the piece. As the teacher himself asking the piece, he can approach to the listening activity with keeping the level of the students in his mind.

So, the students may not have any difficulty over the content and the style of the speaker. The teacher has to possess pronouncing skills with right kind of voice modulation and proper intonation. If he is not blessed with good pronunciation and other pre-requisites, it is better for him and his students, not to take up Live Listening Material on his own. It would not be proper on the part of the teacher which he should avoid. Moreover, it would lead the students to acquire wrong pronunciation. No learning is better than wrong learning.

Selective Listening

Auditory approach is the best approach to learn a foreign language. But the process is not as easy as it seems. The beginners will be in utter confusion on what aspect of the language to be concentrated upon. Our ears are not properly educated to listen and understand a foreign language. We are very comfortable with the textbooks only. Relying totally on the textbook to the acquisition of a foreign language generally adults in imperfect command of the language.

Approach to language learning should be shifted from 'eye' to 'ear' as language is essentially a motor-auditory phenomenon. Selective Listening' is

one of the techniques that will promote auditory sensitiveness and assimilative capacity.

General Principles of Selective Listening:

Selective listening recommends listening to certain features at a time.

The general principles of selective listening are:

1. It should start from the very moment one first hears a language.
2. Listen for only one feature at a time.
3. Listen successively to all the features of a language.
4. Preference of listening should be in a logical order.
5. Concentrate on the difficult part of the language.

We can consider the language under three main features, namely,

- 1) Phonetic features,
- 2) Vocabulary, and
- 3) Grammar, the order of preference also can be the order mentioned above.

Phonetic Features

Phonetic features of a language should be listened to right from the beginning. It should be the intonation that should first attract one's attention. After intonation one should listen for particularly striking consonants. When the listener is able to distinguish a few set of striking consonants, then he can shift his attention on vowels. Vowels are less contrastive and hence more difficult to distinguish. After learning to distinguish various individual sounds, he has to listen for types of sounds, e.g., aspirated consonants, voiced versus voiceless and long vowels versus short ones.

LISTENING ACTIVITIES: Practice Work-Guided pattern

1. Listening and Following a Route

In this exercise, a road map is given to the students. The teacher, after completing the pre-listening session, plays the tape on. The tape script has the description of a place and the route to reach the place. The students should follow the route to locate a specified place.

2. Writing Message of a Telephone Call

Now-a-days telephone has become necessary. So, it is mandatory on the part of the teacher to train the ear of the students to listen and understand a telephone conversation. It will facilitate him to have a better communication over phone. Students should listen to a telephone conversation and write the message of it.

3. Listening to a recipe and complete the write up

A chef may give tips to prepare a food item. An incomplete write up is also given to the students. They have to listen to the tape script and complete the write up.

4. Listening to a tape script and identify the kidnapper

A girl was kidnapped. A boy had seen one of the kidnappers. The tape script contains the interview of a police inspector with the boy who had seen one of the kidnappers. The teacher gives some photographs to the students. One of them is one of the kidnappers. As they listen to the tape script they will have to identify the kidnapper among the photographs given to them.

The teachers of English should prepare the students to recognize the characteristics of English speech sounds, in isolation as well as in combination. The learners should be able to distinguish such sounds from similar sounds in his mother tongue. They also should understand the lexical meanings of words in context and grammatical meanings of structures.

Understanding the meaning conveyed by stress and intonation patterns and grasp the mood of the speaker and the theme of the discourse also play major roles in listening comprehension. The learners also should anticipate words

and structures from the context for understanding speech at normal conversational speed and guess the meaning of an unfamiliar word from the context. If the learners are adept in these points, then, their listening skills will pave way to acquiring other language skills in English.

1.6.2. Teaching Speaking.

Language is primarily speech. There are many languages which do not have language script of their own. But no language exists without speech. So, speech is the most important skill that should be nourished to communicate our thoughts and ideas to others. Learning through speech is the natural way of learning a language.

The sub-skills of Speaking

1. Producing English speech sounds and sound patterns, both in isolation and in combination.
2. Ability to use appropriate stress and intonation patterns.
3. Use apt words and structures to express the intended meaning.
4. Retrieve or recall words and structures quickly.
5. Organize one's thoughts and ideas in logical sequence.
6. Ability to adjust one's speech according to his audience, situation and subject-matter.

ACTIVITIES TO DEVELOP SPEAKING SKILL: To put into practice.

Role Play: Students should be chosen to play some role, may be between two or three. Familiar roles should be chosen to practice oral skill. It is because while concentrating on developing the language skill, they should not hunt for ideas. The roles may be, a police and a thief, a passenger and a conductor, a doctor and a patient, etc. The teacher should necessarily give the situation on which they will have to play their roles. For example, if the students have to play the role of a doctor and a patient, then the teacher has to give the problem of the patient. Suppose, the patient is, scared of

undergoing a surgery, then the role play should focus on this aspect where the doctor has to advise the patient with the zero risk involved in a surgery with much sophisticated machines used for surgery

Debate: Debate is one of the exercises that involve all the students in the class and it is the main means of developing oral skill. Now, let us see how to conduct a debate for a class of 39 students. First, a suitable topic should be chosen. Date for conducting the debate has to be fixed.

Then, the appointment of office bearers for conducting the debate also should be finalized. A debate chairman, a debate secretary and a time keeper should be appointed among the students of the class.

Remaining 36 students should be divided into six balanced groups. Three groups are assigned

'for the topic' and other three groups 'against the topic'. And in each group, a leader should be chosen, who will initiate the discussion in his group. A secretary for the group also be chosen, who is entrusted with the work of drafting the points discussed in the group. A speaker for the group also be chosen, who will present their group's discussion to the entire class. An artist of group will draw some picture in support of their point of argument. And thus,

Total No. of Students: 39

No. of office-bearers: 03

No. of Groups: 06

No. of Students in a Group: 06

On the fixed date of the debate the Chairman invites some judges (teachers who free at that particular period) and initiates the debate.

The Debate Secretary gives the rules and regulations of the debate. Speakers are called to present their group's point of view. At the end, the result will be declared.

Seminar: Seminar is the other means through which oral proficiency can be attained. The topic of the Seminar may be the choice of the presenter. If teacher gives, the topic should be given in line with the level of the students. A creative teacher does not encourage his students to just read out a write up. Seminars should be interesting. The presenter should carry out this activity in interactive mode.

Group Discussion: Participating in a group discussion is the need of the hour for the job-seekers. This necessity of the students can be effectively exploited as a motivator to develop oral skill. Group Discussion requires a quick perception on the topic. The other pre-requisites of group discussion are language fluency and rationally unyielding to the arguments of others. Cooperative Learning is getting momentum now-a-days. Group Discussion may be a tool for cooperative learning.

Pair Work: Pair work is another technique that develops oral skill. The students will be set in pairs. A task is given to them. They have to discuss and complete the task in pairs. The English teacher can even request the class teacher to make seating arrange that will facilitate pair work.

Narrating Stories: Students are motivated to narrate stories which would help them to develop oral skills. Story telling is an interesting enterprise for the students. Without much conscious effort, the students will develop their oral skill.

Language Games: Language Games motivate the learners to learn English. Games can be used to develop all the four skills, the main being speech skill. The teachers should have exposure to conduct games to improve the language of his students. They have to create a right kind of atmosphere to carry out the language games activities.

Narrating Incidents: Students are given guidelines to narrate incidents that they have witnessed. As the incident is very much alive in their memory,

while narrating incidents they enhance their ability in speech skill in English. The teacher has to supply the word if the student requires any.

Moreover, the teacher has to correct the student if he or she uses any wrong word or expression as they express their views. But he has to ensure that he does not interrupt quite often which will make the student to lose interest and may pay a disheveled approach towards narrating incidents.

Interpreting Data: Reference data to the import of wheat or any other item, for a certain period is given to the students for analysis in order to comprehend the result of the graphical presentations that they derive from the data given. Students have to analyze and interpret the rise and fall of the import of the chosen item.

Describing and Interpreting Features: Students are given some pictures. They have to describe the picture quite vividly. The teacher can ask even sonic comprehension questions from the pictures.

Interviews: Students can be trained to acquaint with the aspects of interviewing. The teacher can appoint one student as a celebrity and another student for interviewing him. This would be quite interesting and the students can develop their speech skill very easily.

Extempore Speeches: Extempore speeches are the speeches that are made on the spot without any predetermination. Students are expected to have at least a little knowledge on familiar topics.

The teacher should not prefer to give the topic that his students are not familiar with.

1.6.3. Teaching Reading

Reading is a complex skill involving a number of simultaneous operations. In Zambia, English is taught as a second language mainly on academic grounds. Moreover, it is a 'library language'. As a library language, it helps a

student in Zambia to get an access into the happenings and developments of the modern world. The skill of reading is of unique importance in the life of a person. In his book 'Teaching English' by A.W, Frisby, the following reference is made which reflects the aptness and significance of teaching reading: "Reading, for those who have been guided to appreciate it, is one of the most important activities of life to bring to us not only a pleasant way for spending the time, but a way of entering into the life of the world and helping us to contemplate spiritual matters. Many of those who do not approach reading in this have probably not received in their youth the right encouragement".

Check your progress

Notes: (a) Write your answer in the space provided

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

6. What is the difference between Second language and Foreign language?

7. What are the language skills of illiterate? Why are they called so?

8. Why is English called a 'skill subject'?

9. What is the challenge in learning a second language?

Eminent educators, R.S.Trivedi and D.A.Ghanchi **in their book, ‘Teaching of English Teaching’** say, "In fact, the education of a child is imperfect, unless he is equipped with ability to read, to decipher, to interpret and to understand the contents of a reading material: The intellectual advancement of a child is strictly limited, if he is unable to read."

Sub-Skills of Reading

A learner who can read should possess the following sub-skills:

- Recognize and understand the meaning of the words, phrases and sentences
- Read aloud with correct pronunciation and proper intonation
- Guess the meaning of unfamiliar words contextually
- Desirable silent reading habit
- Should be able to distinguish between lexical meaning and contextual meaning
- Should be able to make summary of the passage read
- Should be able to deduce the meaning with different punctuation marks.

Mechanics of Reading

When a person reads anything his eyes do not go smoothly along with the printed or written symbols. They move by jumps and between jumps it takes rest for a fraction of a second.

The short pauses of the eyes between jumps are called **Fixation** and the length of print covered between two fixations is called the **Eye-Span**.

The quality of one's reading capacity depends on the length of his eye-spans. A good reader has longer eye-span and a poor reader has a shorter eye-span.

And, of course, the efficiency of one's reading is not determined by the ability to see longer bits of language at once, but it is determined by the ability to comprehend the matter read. After all, reading is comprehension.

Gestalt, the world renowned psychologist says, 'A fast reader understands better'. In some way it is correct. As you read fast, you may not lose the link between the words in the sentences you read. So, you can understand better. But, that doesn't mean that the comprehending ability increases proportionately with the speed of reading.

The Process of Reading

The process of reading has three stages. The first stage is called '**recognition stage**' where the learners simply recognize a spoken word in its written form. Spelling and pronunciation will be difficult if the script of the mother and English. Definitely, Zambians at the initial stage will have to face a lot of difficulties as the script in English and Zambian languages vary quite largely. Moreover, English being a non-phonetic language, we find it difficult in learning English spelling and pronunciation.

The second stage is called '**structuring stage**'. At this stage the learners is able to identify the grammatical relationships of the items and thereby understands the structural meaning of the grammatical units.

The third stage is called the '**interpretation stage**'. At this stage the learners are able to distinguish between a "statement of fact" and a "statement of opinion". He is able to understand the mood of the characters and the purpose of the author. As the learners are able to analyze and the content beyond the lexical meaning, it is called "interpretation stage"

INTENSIVE AND EXTENSIVE READING

Intensive Reading

Intensive reading is aimed at mastering the structures and vocabulary apart from reading for comprehension. The pupils have more opportunities to learn

the aspects of the language through intensive reading. If properly carried out, even non-native speakers of English may develop themselves better users of English than the native speakers of English in writing.

Intensive reading can also be done in the absence of the teachers. So, by spending more time on intensive reading, one may get language skills in English. And, the only practicable means of learning a foreign language as a second language is through intensive reading. The intensive reading has some prerequisites like, the readers should be able identify the words and sentences spoken orally and acquire sufficient speed in reading.

Extensive Reading

In intensive reading, the pupils pay attention to almost all aspects of language. And further the efforts of learning the language is supplemented by extensive reading. Extensive readers should be interesting stories. Magazines, newspapers and variety of story books will form the material for extensive reader. The two main themes of extensive reading are reading for pleasure and reading for information.

Extensive readers facilitate passive vocabulary in the learners. And it also consolidates active vocabulary. So, the teachers should regularly give some assignment and thus forcing the students to library. Sending the students to library can be done as a means of assertive punishment also. As the students read more and more books, their power of phonic analysis improves and makes the learner to pronounce any word that he sees for the first time. Group discussion also can be done on extensive reader.

The Process of Teaching Reading

Step I: The teacher should introduce the vocabulary and the structure that are used in the lesson. He takes up this work as an oral lesson in functional

grammar. This is done before opening the textbook. He has to ensure that he teaches the words and structures with interesting illustrations contextually.

Step II: This is called pre-reading session. The teacher gives all necessary information that will facilitate to understand the text while reading. He revises the structure taught in step I. If the passage to be taught is the continuation of the previous class, then the teacher has to make the students to recall what they learnt in their previous class.

Step III: Model reading by the teacher. He reads out the passage with correct pronunciation, stress, intonation and pause. Pupils listen to the model reading of the teacher carefully.

Step IV: Pupils read the passage silently. They are encouraged to consult the dictionary for word-meaning and usage.

Step V: When the pupils complete silent reading, detailed study of the passage is taken up.

The teacher discusses the language aspects of the passage.

Step VI: The teacher recapitulates in order to check the understanding of the pupils on the passages taught. If any further explanation is required, is given at this point.

Step VII: Post-reading session. Pupils work out some more exercises on vocabulary and grammar.

Step VIII: Loud Reading by the pupils. Some teachers follow this loud reading after his model reading. It is a wrong method, because, pupils should not be allowed to read aloud anything which they do not understand.

Skimming

Reading over the surface of a piece of writing or glancing rapidly through a text to find out its general content, central ideas or gist is called skimming. Skimming is a reading skill that helps on deciding whether the book would be useful for the purpose of his study.

In skimming, you allow your eyes to travel vertically or in zigzag manner to pick up some important points. The reader has conscious efforts while skimming through leaving quite meticulously the unwanted ones and concentrating on the main ideas in the text. Skimming is like a bird flying and still catching its prey, the reader fly over the passage and still catches the main ideas. Skimming depends on speed and comprehension. If you compromise speed for comprehension and comprehension for speed, then what you read cannot be called skimming.

Scanning

Scanning is reading through the passage in order to search for a specific item or piece of information. This skill therefore also involves the ability to reject or pass over irrelevant information. Scanning also requires a conscious speed. While you skim through a material you try to get the general idea of the material, but you scan a material to get specific information.

When you scan you are conscious of avoiding all the other words however important they are, and your main purpose is to locate the specific information you require. Searching for a word in a dictionary, finding a phone number from a telephone directory, searching for the confirmation from the chart of authorized travelers in a train are some of the examples.

SQ3R Technique

The main aim of teaching of English is making the learner an independent reader, proficient in reading and writing. An efficient reader should be able to read and comprehend the content that he reads. To become an efficient reader he has to possess some study techniques. Reading enables the reader to know what information the author' wants to pass on to him. A skilled reader is not a passive recipient of what the writer wants to say. But he will comprehend more than what the writer intended to convey to the readers. For example, take Robert Frost, an American poet. His poems don't have any difficult

word in them. We get a treasure of meaning from his poems. One cannot assure whether Robert Frost himself thought these many ideas while writing the poem. The more you the poem, the more interest you have on it. Only a skilled reader can enjoy this privilege.

A complete reading involves reading, understanding, reacting and integrating. When the reader fails to react what he reads then the reading will be meaningless and incomplete. So, the teacher has to prepare his students as active readers. Only by applying better study techniques we can reap the benefits from reading. Such a study technique is SQ3R technique. Franchise P. Robinson has developed this technique. It is an excellent example of a systematic approach to reading.

What does SQ3R stand for?

S - Survey

Q- Question

3R- Read, Recite and Review

Survey: Survey means, the rapid glancing over the book that the reader intends to read, for assessing the book. It is like the trial run done on the rails before the original train is run.

Surveying as a technique is applied in reading also. The reader turns the pages randomly, verifies whether the subheadings are in line with his expectations, sees whether the text is supported by proper illustrations, and other aspects that would encourage the reader to take up reading. This enables the reader to have a prior understanding of the text before starting up reading. This is an extension and authentic work of pre-reading.

Question: The next step is questioning. Questions are asked on the headings and subheadings in order to reaffirm the need for reading the text. The more questions that are asked on the headings and subheadings would give a better

insight that the reader gets on the text. Questions should be made on the basis of the need of the reader. This stage is also before taking up reading.

Read: They would have understood something of the text from the survey he conducted on the book and the questioning that he made on the headings and subheadings. The next stage is while reading stage. While going through the text he will now understand the main points and concentrate on the illustration that will supplement his understanding better. With proper surveying and questioning, now, he will even be able to anticipate what may come next.

Recite: The reader tells whatever he learnt to others. It may to his classmates. It is also called peer teaching. Reciting facilitates better recalling and a powerful means for retention. Recalling and retention are the two main study skills others being perception and comprehension. That way reciting is very useful to present the point in sequential order and an aid for retention.

Review: Review is the last step in SQ3R technique of reading. Review means periodical revision of the things that are learnt. Anything that is neglected is bound to be away from the mind of the people. So, the reader has to review the items that are read. It also functions as post-reading.

Post-reading facilitates understanding the text critically.

NOTE TAKING AND NOTE MAKING

Note-taking: In real life, it is not possible to note down everything that we listen. Higher education mostly depends on taking the running notes. In some cases the running notes are equivalent to referring 10 stands books. Note-taking is a study skill which can be nourished among the students encouraging them to take notes from the lectures in schools and colleges and speeches of eminent personalities. Students should be encouraged to take running notes even from their teachers' teaching. If this habit is groomed it will benefit the students from last hour tension for examination. He can just

browse what he had written in class notebook. And that can give a lot of information.

Note-making: Note-making is a study skill where the students will prepare their own notes from reference books. Finally, they will prepare a brief summary of the notes have taken. Students have to be trained to prepare notes from long hooks or news items. They should also be trained to describe a bigger event in a nutshell. Note-making involves reading, comprehension and analysis. Note-making will sharpen their concentration.

1.6.4. Teaching Writing

The Purpose of Writing

Writing is one of the productive skills of language, the other one being, speaking. To record the speaking of anybody, we require at least a tape-recorder, which is not always possible.

To put it precisely, to some extent the speakers have license to make mistakes in using the language as their mistakes cannot be authentically proved to others in all cases. But, if the same mistakes are done in writing, it will definitely expose the writer, of his mistakes. So, the language users, while using the writing skills, have to be doubly cautious. This is because we rely on writing, only when the receiver is not physically present. So, whatever is written should be written very clearly. Through our writing, everything like, the intention of the writer, the mood, and other aspects of the language should be clearly conveyed. Intelligibility in oral communication can distinguish the good pronunciation from bad pronunciation. But, in writing, it is done by legibility. In oral communication, with intonation, gesticulation and facial expression, the targeted meaning can be conveyed properly. But in written communication, meaning can be properly conveyed through punctuation.

In our educational system, writing plays a prominent role mainly in examinations.

Students with good handwriting are bound to win the favour of the examiner, which in turn will indirectly be benefited with good marks. Considering this fact, teachers should take all measures in developing good handwriting.

MECHANICS OF WRITING

a) Writing pattern:

The teacher, first, has to train the students to hold the pen properly. Only when they hold the pen properly, they will be able to make a good Writing. Almost all English alphabets are made with strokes and curves. English alphabets are produced with anticlockwise movements, whereas strokes may be different in other languages which do not use English alphabets for their language structures.

b) Print Script:

At first, it is better to introduce print script to the students. Any other type will have different form and this will confuse the students. Till they are familiarized they should not be introduced to any other form. And in print Script also, it is advised to use only capital letters, first. When the students learn to write all the alphabets in English, then, two letter words or three letter words can be given to them to practice.

c) Cursive Script:

While teaching Cursive Script the teacher has to keep in his mind types of joiners, namely, bottom joiners, do not joiners and top joiners. The priority of teaching Cursive Script should be bottom joiners, do not joiners and top joiners.

Analytical thought on cursive writing in English:

Do you know that the letters of the English alphabet can be classified into joiners and non-joiners? Yes, if a letter lends itself to joining with the following one, it's a joiner; if it doesn't, it's a non-joiner.

Letters c, d, e, f, h, l, k, l, m, n, o, r, t, u, v, w and z are joiners as you can join them with the following letter when you write and the others are non-joiners.

Do you notice that the joiners are written with your hand moving towards right when you end up with each of them?

This enables joining the letter with the following one.

For example, while writing the words:

court, mice, dive, uncle

you'll have to join each letter with the following one in order to have a flow of writing; otherwise you will be breaking the flow of your writing. Try writing each of the words several times and you will experience what I am saying. On the other hand, when you write letters like b, g, j, p, q, s, x and y, your hands moves towards left when you end up writing each of them and so you cannot join it with the following letter; these are non-joiners.

For example, look at the following words:

open, speed, give, xerox

After writing letter 'p' in the word 'open', as the hand moves towards left, you can't join it with 'e'; similarly in 'speed', 'p' can't be joined with 'e'; in 'give', 'g' is not joined with 'i'; in 'xerox', 'x' is not joined with 'e'.

Of the joiners, a few of them are top joiners, as the joining is at the top of the letter; for example, f, o, r, t, v, w.

Try writing the following words:

owns, fire, reed, vain, twin, wax

You will join 'o' and 'w' with 'n' at the top, but 'n' with 's' at the bottom; in 'reed', 'r' is joined with 'e' at the top, but 'e' with 'd' at the bottom; in 'vain', 'v' is joined with 'a' at the top; in 'twin', 't' and 'w' are joined with 'i' at the top' in

'wax', 'w' is joined with 'a' at the top. Letters n, i, e, a in these words are bottom joiners, as the joining of these letters with the following letters is at the bottom.

To sum up, the letters of the English alphabet can be classified into **joiners and non-joiners**, depending on whether you join them with the following letters or not; the joiners can be top joiners, if the joining is at the top of the letter or bottom joiners, if the joining is at the bottom.

Students of English should understand the nuances in developing good handwriting in English.

COMPOSITION

Guided Composition:

In Guided or Controlled Composition, students are provided with the required vocabulary and structures with the thoughts and ideas to be expressed. At this level, students seek the help of teachers. Teacher, with specific aims at his mind controls this type of exercise. Teacher relies on this composition till he is satisfied with the performance of his students. Students take much time to choose to think on the matter, ideas and apt vocabulary for the appropriate place. If this inhibition period is over, then the students have confidence on them to attempt to any composition work. The teacher should go to the class fully prepared to elicit answer from the students. The teacher should prefer to write the spelling on tile blackboard of difficult words.

The oral preparation will facilitate the written work, so the teacher should very meticulously plan their oral activity which will help in written composition.

Example for Guided Composition- Primary level:

Topic: My School

Targeted Structure: It is....Noun

Question Answer

1. Is your school in town, or in village? 1. It is in village.
2. How old is your school? 2. It isyears old.
3. Does it have a boundary wall? 3. It has a boundary wall.
4. What is the name of your school? 4. The name of my school is
5. How many teachers are there in your school? 5. There are...teachers in my school.

Free Composition:

Teacher's intervention in totality is not expected in Free Composition. Students are to attempt the composition on their own. This, unlike, in Guided Composition, the students are not provided with vocabulary, structure and ideas. Students can choose their own vocabulary and put their ideas in their composition. In many cases most of the Free composition may not be up to the expectations. This can be very easily overcome by teacher by conducting pre-composition session very effectively. He can outwardly discuss the aim of writing that particular composition.

He doesn't need to discuss everything that is required for the composition, but, at least, he can channelize the energy of his students in the production of a proper composition. Students require a good command of English to attempt to write a Free Composition. But students may not be much comfortable with free composition in early classes. So, the teacher can, at least, to some extent, control even the free composition. Any writing should have grammatical and logical sequences. This particular aspect of writing may not be well maintained independently by the students. So, the intervention of the teacher even in carrying out Free Composition exercises is mandatory. Otherwise, the students may be beating about the bush, which would be wastage of time and energy on the part of the students and the

teachers. The teacher who carries out a Free Composition exercises should have thorough knowledge on the subject matter of the writing. The situation to him is open-ended. That means, the students may ask any unexpected question related to topic. The teacher can overcome this eventuality mainly through his instinct and his proper pre-meditation on the topic. Otherwise, the teacher will happen to reveal his ignorance to his own students.

CORRECTION PROCEDURE

Self-Assessment: Self-realization is best served for one's improvement rather than any outer impulses. By this way, students may be encouraged to evaluate their own writing. Students can be advised to write something daily on any familiar situations. While writing as a task to improve their language skills, they should not be expected to search for ideas. If they spend more time on searching for ideas, their aspiration for language learning will go down. At one time only one task should be given. Even their writing need not be corrected by others. If they see their own writing after a few days, they will be able to find some mistakes in them. So, they have enough opportunity to produce some writing on their own and correct them by themselves. That way, very silently, they will be improving their language skill in writing.

Peer group Assessment: Mostly students are quite comfortable with their peer group. This can be utilized for assessment of writing. The entire class should be divided into meaningful groups.

The teacher has to ensure that at least a English speaking/knowing student is present in each group.

These leaders of each group will correct the write up of the students in their groups. Students also may not hesitate to get their clarified by their peer mates.

Devising a Marking Code: Teachers devise a marking code, so as to maintain uniformity in correction. Some of the symbols suggested are as below:

Sp = wrong spelling

T = wrong tense

P = wrong punctuation

() = rearrange ideas, reword and rewrite this part.

IR = irrelevant

NR = not required

Ww = wrong word

DICTION

Dictation is not only a testing device to judge the spelling, but also it is a teaching technique. As a teaching technique, it gives a lot of benefits to the learners to have command of the language. For example, (1) It trains the ear of pupils and they are able to associate the sound with spelling, (2) Pupils are able to learn punctuation marks through dictation. (3) Grammatical structures are reinforced in the minds of the pupils. (4) It gives practice in writing the letters of the alphabet.

A resourceful teacher can make this dictation for real practice apart from used it for writing works. The teacher can keep a topic in his mind. He can dictate the words that may be useful to write a paragraph on the topic that he kept in his mind. After completing dictation, the teacher can ask the students to write a paragraph with the words dictated. The teacher asks the students to tell a story with the words dictated, it will be an oral exercise.

1.7. LET US SUM UP

English has become part and parcel of people of Zambia. The following are the functional capacities of English in Zambia

- It is a national link language
- It is an associate official language.
- It is a library language
- It is an international language.

1.8. KEYWORDS

Foreign language: a foreign language is studied mainly to know the life of another nation

Second language: a second language is a language other than the mother tongue and the learner learns the language to use it in the society

Associate official language: enjoys equal capacity as an official language
opposed tooth and nail: opposed with all your energy

Brexit: Britain Exit from the European Union.

Register: the technical terms used in any particular field is the register of that field

SQ3R method: Survey, Questioning, Read, Recite and Review

Aural-oral skills: aural skill is pertaining to hearing, oral is to speaking

Graphic-motor skill: using visual and psychomotor organs

Psycho-linguistics: study of the mental faculties involved in language acquisition

Bilingualism: using two languages

1.9. ANSWERS TO CHECK YOUR PROGRESS

1. One cannot buy all the books that he requires for his higher education. He has to depend on the library books. Most of the reference books are in English. So English is called a Library Language.

2. Zambia is benefited more from English than what English language is benefited from Zambia. So, it is right to say that Zambia is found bondage to Zambia.

3. English is an Associate Official Language. Zambia is the land of many languages.

So we need English as an Associate Official Language for inter-province and centre-province communication.

4. English is the only language that is spoken in almost all countries. Most magazines of the world are in English. It is the language of the world trade. So, English is called a world language.

5. Britain exited from the European Union for political and trade purposes. Remaining 27 countries decided not to use English for their communicative purposes. We have to wait and see how it is going to work.

6. A second language is learnt to use it in the society whereas a foreign language is learnt to know the life style of that country.

7. Listening and speaking are called the language skills of illiterate. These two skills are used even by the illiterates.

8. English is called a skill subject as it is more of 'doing' than 'of 'knowing'. We require skill to do anything. That way English is called a skill subject.

9. While learning a second language, the learner always compares the structures and meanings with the mother tongue. So, the knowledge in mother tongue always disturbs the learning of a second language. This is called 'interference' in learning a second language.

Teaching English



Try Think Talk Train Transform

UNIT – II

Contribution of linguistics and psychology to the teaching of English

Language learning theories-Teaching the communication skills – listening, speaking-Reading and writing Interrelationship of language skills-Teaching English as a skill rather than a knowledge subject-Learning the mother tongue and learning a second language

2.1. CONTRIBUTION OF LINGUISTICS AND PSYCHOLOGY TO THE TEACHING OF ENGLISH

Psychology and Linguistics have handsomely contributed to the language. And in this unit we are going to get acquainted with the contribution of Psychology and Linguistics in language learning.

Contribution of Psychology in Language Learning

Psychology plays a major role in language learning. Learning of mother tongue takes place quite naturally. Learner's environment helps him to learn his mother tongue. Everybody in the society is a teacher for him. So, he acquires the language skills in his mother tongue quite easily. The mold he has on his mother tongue will always act as an obstacle to the learning of second language. Learning a second language requires conscious efforts. Learning a second language is creditable rather an accomplishment. The ability to learn a second language differs from person to person. People, who are in the same environment, unlikely to attain the same level of proficiency in second language,.

So, the factors influencing the language learning are:

(i) Age, (ii) Motives and drive, (iii) Native skill, (iv) Intelligence, (v) Auditory memory span, (vi) Readiness to learn, and (vii) Emotion.

So, psychology being the study of behavior, activities, conducts and mental processes of human beings it is to assume a close link between psychology and language. Psychology, as a science of mental life and behaviour of human individual, should have much to reveal about the human speech that distinguishes man from other species. McCarthy says language development in early stages happens, through 'nature' and 'nurture'. **Swiss psychologist Piaget** worked on the relation between language development and its functional use and mental development of the child. **Cameroon** viewed that social roles of language development were taken not of as much as the emotional growth of the individual. Chomsky advocated that it is not the question of 'influence' of cognition on speech; rather languages are mirrors of the way the mind functions.

These theories came out under the result of man is in a unilingual environment.

After the World War II, the necessity of studies on the psychological aspects of learning a second language has become imminent. This led to the emergence of Psycho-linguistics study of English teaching and learning as a method of teaching English.

Stern, a psycholinguist stated: "What from our perspective, is particularly interesting is

(a) That in this first mapping out of psycholinguistics, second language learning and bilingualism were treated as interrelated psychological phenomena, and (b) That they were not treated separately but placed squarely into the theoretical framework of a psychology of language".

Apart from these theories of language learning, there are other theories which contributed to language learning. They are i) Behaviourist Theory of language learning, which establishes that the language is learnt through habit formation, ii) Cognitivist Theory of language learning, says that the language is learnt mainly through mental capacity. It says that if the child has strong mental ability alone will be able to acquire the language, we cannot totally agree with both the theories.

Argument against the Behaviourist Theory: A child is in an environment which facilitates the language learning, if it doesn't have proper mental ability, then, getting a habit formation itself will be questionable. So, language acquisition may not be full.

Argument against the Cognitivist Theory: A child has a strong mental ability but left in an isolated place where there is no chance for habit formation, will the child be able to acquire the language?

Ans: **No.**

So, for better acquisition of language, one should satisfy both Behaviourist Theory and also

Cognitivist Theory.

Contribution of Linguistics in Language Learning

A great development has taken place in the study of language. And it is classified into two:

1) To determine some basic assumptions like, a) language is speech, b) language is system, c) language has variety, (d) language has changes

2) To refine methods of collecting and classifying facts.

This has contributed a lot to the teachers. Linguistics grew as a body of knowledge and understanding concerning the nature and functioning of human knowledge, the first period of linguistics was obviously devoted to the exploration of genetic relationship between languages.

This gave rise to historical and comparative linguistics. The second period began with the findings of phonological explorations. This period brought in scientific analysis of speech sounds both in respect to the vibrations and in respect to the muscular movements and articulation, the greatest contribution of ordered and classified information about English, both past and present.

The findings of the linguistics research are:

- 1) Languages keep on changing
- 2) These changes happen consciously. Mainly caused by linguistic change
- 3) The 'sound change' has paved the way for treatment of etymology. '
- 4) Dialect differences and their promotion to become standard language are felt from linguistic history and linguistic geography.
- 5) Native speakers' language is considered to be the correct language.
- 6) No two languages share the exact meaning of a particular word.
- 7) Study of phonetics gave rise to the discovery of mechanics of sound production
- 8) Differences are found between the native speakers using the language and the aliens use it.
- 9) A foreign language learner needs a different outfit.

English has become a world language mainly because the research carried out to find out the relation between learning a mother tongue and a foreign language. Till 19th century researches were focused on the learning theories of a single language. Later, with the psycholinguistics establishing the contribution of linguistics in language learning, especially second language learning, almost all languages that have contact with one another have become rich. Among the languages with bilingualism every language contributed something to the other language. So linguistics has contributed a might in language development.

Check your progress

1. What are the factors that are influencing Language Learning?

2. Mention any two important findings of linguistics research.

2.2. LANGUAGE LEARNING THEORIES

Language learning theories have basically entered around “nature” and “nurture” distinction. Two main theories of language learning are “Cognitivist Theory of Language

Learning” and “Behaviourist Theory of Language Learning”. Cognitivists argue that a child learns the language by its mental capacity which is naturally got. Behaviourists believe that the language is a habit. Only through habit formation a language can be learnt. They argue that when the child has the privilege of acquisition-rich-environment, then the child automatically learns the language. On the other hand, Cognitivists argue that language learning pertains to mental capacity of the child. If the child has a strong mental ability, then, it is bound to acquire better language skills. Arguments should lead to a better solution. It should not travel as the two lines of the railway tract which never meets. That way, we can't support either behaviourist fully or cognitivists fully. If only habit formation is necessary for language learning and the mental ability of the children is immaterial, then, there is a question, if we put a mentally retarded child in a family of more members where more opportunities are there to learn the language, will the child learn the language with all its mental disability. So, behaviourist theory is defeated. Again, only mental ability is necessary for

language learning the habit formation is not much need, then, put a highly intellectual child in an isolated place where the child will not get any chance to listen to the language, will the child learn the language will all its highly mental ability. To sum up, for better language acquisition, the learners have to fulfill theories of both behaviour and cognist.

2.2.1. Learning a Language

Language that we use keeps the human being in an exalted position when compared to other living things. Language is needed for all the people irrespective of their status. And, it is used from our birth till death. Language is a means of communication. We use the language as a medium through which thoughts are conveyed from person to person. It is considered a means of social control. No society can function without language. Language is part and parcel of our life. We cannot imagine a society without language. If no language then the progress of mankind will be blocked. We will be deprived all the niceties of life that we enjoy now. Habit formation is necessary for language learning and using. Learning a language involves establishing the links between the language forms and their meanings. The process of establishing the link between the forms and meanings are three, namely, (i) the form, (ii) the meaning and (iii) their association. In speaking, the speaker associates the exact form with the meaning that he knows, and in understanding he associates the meaning with the form he learned from others. The speaker of the language is conscious of the words he uses and form meaningful sentences that can make the listener understand. All the time the speaker adjusts the sounds to meaningful words and words to meaningful sentences.

Language has three functions. The first one is the **informative function**, where information are communicated. The second function of the language is expressive, where we express our feelings, emotions and our opinions. The

third function of the language is directive, where we teach others, give advice etc. So, for meaningful life we require language.

2.2.2. Second Language Pedagogy

Language skills are acquired by practice. Mother tongue is learned quite automatically without much effort as the child gets enough opportunities to listen and practice in his daily environment. Where the child goes, it gets the chance to learn the language and whoever it meets becomes the teacher of the language. Hence, the child learns the mother tongue very easily. Apart from the scope that the child gets in learning the mother tongue, it is the urge that the child has to use the language for its basic needs. The child practices the mother tongue without much consciousness.

In the case of English as a second language, these natural resources are not available to the learners. A second language is learnt deliberately. For many, only the English classrooms are the places to learn the language. In learning a mother tongue many people are involved in making the child to learn the language, to the classroom should take its full role in giving opportunities to develop proficiency in developing a second language. The role of second language teachers is manifold. The second language teachers should carefully select the language learning material and present them for practice so that the learners form their own methodology in learning it.

A great threat to second language learning is the pull of mother tongue. The situation in learning a second language is different that of learning a mother tongue. He is tossed between the verbal signaling system of both mother tongue and the second language. Whenever the learner wants to express anything in the second language, he is much disturbed by the first language and he has to keep check to this influence. Pronouncing in second language is difficult as his ears are accustomed to listen to the first language. He is not able to distinguish the difference between the sounds of the two languages.

This forces him to replace the sounds of the second language with the similar sounds of his mother tongue. This is the case with the syntactic structures also. This tendency to replace the sounds and structures of the second language with those of the mother tongue is known as „the pull of the mother tongue“. In psychological terms, this phenomenon is known as **TRANSFER**. This transfer is either positive or negative. If this transfer helps in learning the second language, it is called “positive transfer” or **FACILITATION** and if the transfer disturbs in learning the second is called “negative transfer” or **INTERFERENCE**.

2.2.3. Language as a Rule-governed Behaviour

The very purpose of learning a language is to establish a bond between the language form and its meaning. It is proved by some psychological tests of „conditioned learning“ through stimuli and responses in animals. Habit alone cannot make language learning in human being.

We have seen “behaviourists” theory and “cognitivists” theory of language learning. Human being has to apply their senses in language uses according to the demand of the situation. A parrot can be trained to speak but how far it will change its learning to use it in different situations. Skills of substitution are not possible in animals. But, as a child picks up the system is, capable of using the substitution. Of course, the child makes mistakes in the beginning, but, gets corrected in course of the learning and soon becomes a perfect user of language.

We cannot determine the number of sentences possible in a sentence. There are all possibilities to frame new sentences, though are more sentences available for the situations.

There are more situations that may arise by some means, especially with the coinage of new words go in a faster pace. Thanks to development in science and technology and in computer.

Many new patterns of sentence have been coming, though we know there are 5 basic sentence patterns. The child is able to master over these patterns of his mother tongue at a fairly early age.

The assimilation of these patterns of grammar takes place in „critical period“ of learning.

This period is very important one as the growth in the organisms prone to learn specific skills naturally. This critical period lies between two years and adolescence. This characteristic of internalization of grammar into automatic habits that language is sometimes considered Rule- Governed Behaviour.

2.2.4. Language as a Skill

Language is authentically called a ‘skill’ rather than a ‘subject’. The skill of language is not altogether an intellectual activity. It is more of ‘doing’ than of ‘knowing’. In learning the mother tongue, the child acquires the ability of understanding others speak, which means, the child starts developing the listening skill. The next, the child tries to reproduce the sound sequences to express its thoughts and feelings and thus, acquires the skill of speaking. The skill of listening and skill of speaking are called the skills of even illiterate, which means, even illiterate people can acquire these skills when they are acquisition-rich-environment.

After speaking, as we want all our children are literate, we introduce the skill of reading and the skill of writing. Reading practice from the textbook should start after about a few months of aural-oral (listening-speaking) practice. Finally, the language learners need to acquire the skills of writing.

That way, as the four skills, namely, listening, speaking, reading and writing are required to use the language, the language is a skill.

2.3. TEACHING THE COMMUNICATION SKILLS – LISTENING, SPEAKING, READING AND WRITING

Refer – 1.6.1., 1.6.2., 1.6.3., 1.6.4.

Check your progress

3. What is meant by “the pull of the mother tongue”?

4. Define Rule-Governed Behaviour.

2.4. INTERRELATIONSHIP OF LANGUAGE SKILLS

Listening and reading are passive skills. They are also called Receptive Skills, as the learners receive or acquire the language from listening and reading. Speaking and writing are active skills. They are also called Productive Skills. These language skills can be grouped in other way also. Listening and speaking which demand the exercise of the auditory and speech are called **Aural-Oral Skills**; while reading and writing are called Graphic-Motors skills as these two skills involve the visual and the psychomotor organs. These skills are dramatically presented here:

Skills

Productive

(Active)

Speaking Writing

Receptive

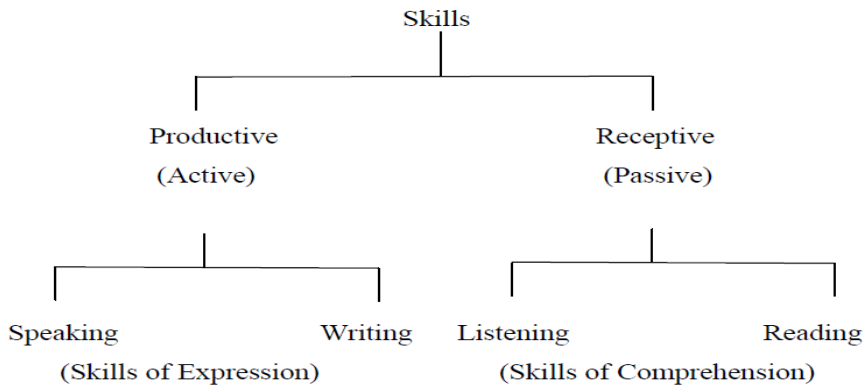
(Passive)

Listening Reading

(Skills of Expression)

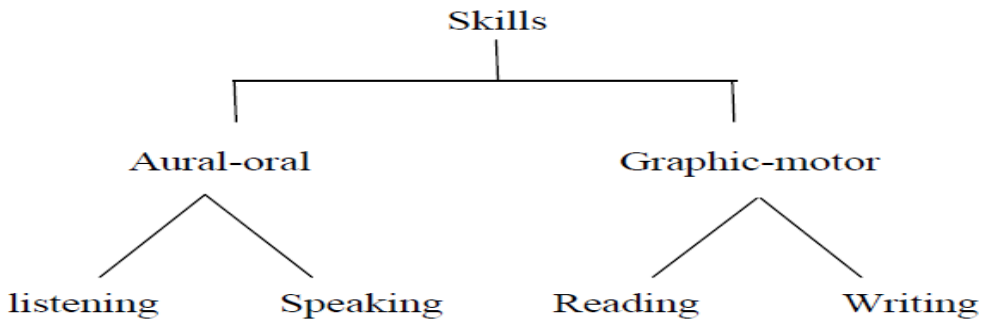
(Skills of Comprehension)

Fig1.1



Skills: Aural-oral Graphic-motor; listening Speaking Reading Writing

Fig 1.2



From the diagram above, it is clearly understood that the skills cannot be grouped under one category.

2.5. TEACHING ENGLISH AS A SKILL RATHER THAN A KNOWLEDGE SUBJECT

Learning a language is a skill and learning English as a second language requires more skills to be incorporated. As the entire world is webbed in the utility of computer, the language skills in English has become a paramount

importance. Many computer experts are not able to achieve much to their aspirations mainly because of their lack of language skills in English.

Governments are busy establishing Language Laboratories in educational institutions and different councils like British Council and Cambridge ESOL have been launching many programmes in developing language skills in English in the students. Our students are lacking in communicative skills in English both orally and in written, mainly because English is not taught as skill subject.

Language is often called a skill subject rather than a knowledge subject. Subjects like Science, Mathematics, and History are knowledge subjects. Content is given more prominence in these subjects. They are also called content subjects. Rote memory is given prominence, whereas

English is a skill subject. It is more a matter of 'doing' than of 'knowing'. In learning the mother tongue, the first skill that a child acquires is the ability to understand the spoken word - 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 ability to read and write is matters of literacy. These skills are classified as passive skills and active skills. Listening and reading are passive skills. Speaking and writing are active skills. These skills are also classified as Receptive Skills and Productive Skills. Listening and Speaking are called Aural-oral Skills. Reading and writing are called Graphic-motor skills.

The strategies for teaching English should be based on considering it as a skill subject.

English, in Zambia, is taught as a second language. Pupils do not have acquisition-rich environment for learning English. So the classroom activities must provide sufficient motivation and scope for learning English

as a skill subject. Skill subjects are those areas in which the learners need to develop a set of skills to learn anything at all. A balanced skill in Listening, Speaking, Reading and Writing is the need of the hour.

Curriculum in English should ensure that the learners are given enough opportunities develop these skills. Testing in English is a flaw in our examination system. One of the four characteristics of testing is **Validity**, which means whether the question paper tests the objectives of teaching. In all the Lesson Plan our teachers write the Specific Instructional Objectives are to develop LSRW skills. But, it is not followed up in the testing pattern. “Necessity is the mother of invention”. We can develop language skills in English in the learners or teaching English as a skill subject but we can be successful in these attempts only when the teachers’ attempts in the classrooms are supported by the good set of question papers that demand skills in English to get promoted to the next level.

2.6. LEARNING THE MOTHER TONGUE AND LEARNING A SECOND LANGUAGE

The learner of English as a second language has some special problems. In Zambian context leaning English as a second language is an artificial process. It is the same in the case of mother tongue which is learned quite naturally. The social situation prompts the children to learn the mother tongue. He has strong urge to use his mother tongue. He is continually surrounded by mother tongue and he doesn’t have any interference in learning the language. He is benefited from the large number of teachers. Everybody he meets is a teacher of his mother tongue. There is no gap of opportunities to forget the language use. Learning English as a second language has different set up.

Mother tongue is learnt quite automatically, whereas, a second language is learnt consciously. Learning a second language is a painful process and it requires a lot of practice. Constant and sustained practice alone can help the learner of second language to some extent.

The teacher has to feel the importance of situation to learn English as a second language and accordingly design the activities that can develop language skills in English in his students.

2.6.1. Interference and Transfer from the Mother Tongue on Learning a Second Language

Learning a foreign language as a second language is a fascinating one. When we learn a foreign language, definitely, the hindrance from the mother tongue is imminent. Many studies have been carried out to find out the factors that promote or interfere in learning a foreign language. When there is a similarity in the knowledge and structure between the mother tongue and the target language, then the mother tongue facilitates the learning of the target language.

Apart from this, learning of mother-tongue takes place in a very natural way. Learners need not show tiring efforts to learn their mother-tongue. They are provided with acquisition-rich environment. Wherever they go, they have opportunity to learn the language. Everybody in the society is a teacher. If they make any mistake, it is corrected instantly. Listening and speaking are learnt at home and then, the child is sent to school for learning, reading and writing of the language.

Learning a foreign language as a second language is much difficult. Robert Paul says:

“When learning our first language, we face the universe directly and learn to clothe it with speech; when we learn a second language, we tend to filter the universe through the language already known”. The learners have to render a

constant effort to learn. Learning English as a second language is an artificial process. The difference between learning a mother tongue and a foreign language is well defined by **David Abercrombie**. He says: "...the infant has little else to do, have the strongest social compulsion to learn, is continually surrounded by the language it is learning, and has no old habits likely to interfere with what it is doing. But the foreign language learner, whether school-child or adult, is at a disadvantage compared with the infant in so far as he has many other things to do, has sometimes little urge to learn, encounters the language he is learning only at intervals, and finds the native language habits in continual conflict with those needed for the new language. But he is also at an advantage compared with the infant in so far as he possesses a developed intelligence, and is also literate".

Therefore, whenever he wants to express something in the second language, he has to keep the habits of the first language in check in order to produce the new sounds and structures.

Human being is always comfortable with easy going. His ears have become accustomed to the sounds of his mother tongue, is not able to produce the distinctive sounds of the second language. He is confused in syntactic structures also. His conscious attempt at arranging words into syntactic patterns results in literal translation, and when the patterning in the two languages differs, he produces ungrammatical structures. This tendency to replace the sounds and structures of the second language with those of the mother-tongue is known as the 'pull of the mother tongue'. In psychological terms, this phenomenon is known as **TRANSFER**. This transfer may be either positive or negative. In those matters in which the two languages do not differ, the habits of the first language will help in the learning of the second. This is called 'positive transfer' or **FACILITATION**. But in the areas where the two languages differ, the effect will be the opposite. Here, the

learner will have to overcome the pull of his mother tongue in order to produce the sounds and the structures of the second language. This is called 'negative transfer' or **INTERFERENCE**. In the areas of language learning where habits play the predominant role, the force of such interference is maximum. In the case of pronunciation, the 'pull' is so great that it is almost impossible for a second language learner to acquire the pronunciation of the native speakers of the language.

Check your progress

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

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

5. What is Rote memory?

2.6.2. Implications for Teaching Methods

The need for learning English goes on changing. The area where English has importance is constantly increasing. So, the English curriculum, teacher training in English and the transaction of English in the classroom should necessarily undergo changes to live up to the demands. There are many implications in teaching of English

1. Standards and Assessments

Most of the learners of English are first generation learners. There are many inhibitions for them in learning English. Teaching of English should address to their problem.

When they gain confidence, it will be easy for them to learn English easily. Till then, the assessment should be done. While maintaining the standards gradually assessments also should be done to check their progress.

2. Evaluation of Teacher and pre-service Teacher Effectiveness.

Success of the English class depends mostly on the potential and attitude of the teachers. To impart good English education, the teachers have to be fully equipped. They should cause influence in their students to show more interest in learning English.

In many cases, it is the wrong method and sub-standard teachers who cause fear in the mind of the students in learning English. Pre-service training should be very effective. Teacher qualities have to be groomed in the training colleges itself.

3. Increased participation in the Teacher Quality Conversation

English teachers have to be competent enough to use the language aspects in English. They have to use appropriate vocabulary to the situation that they take for teaching. Easily comprehensible words should be used in the class. Grammar should be taught inductively. English is a non-phonetic language. So, pronunciation is not easy for second language learner. The teacher has to initiate a quality conversation in whatever the task that the teachers take up for teaching.

4. Preparing English Teachers to be Teachers of Literacy.

Prior to preparing the students to use English, it is mandatory on the part of the policy makers to prepare the English teachers to be teachers of literacy.

5. Technology Integration

The pace of learning today has exponentially increased with the multimedia in education. Technology is not meant only for the science teachers. And, now, technology is handier to the English teachers than other subject teachers. So, English teachers have to be technology-savvy.

6. English Language Learners

The success of English language teaching depends on the readiness of English language learners. They have understood the benefits they are bound to get from learning English.

They have to set target for the teachers, so that reciprocal competition will be initiated in teaching and learning.

2.7. LET US SUM UP

Understands the importance of linguistics in learning and language

Realize the contribution of psychology to the teaching of English

Learns the various language learning theories

Learns the benefit of learning a language

Learns the ways to learn the second language

Language has rule-governed behavior

Language is a skill subject

2.8. KEY WORDS

Behaviorist Theory of language learning: the language learning theory which says that the language is learnt mainly through habit formation.

Cognitive Theory: the language learning theory which says that the learning of a language depends language learning on the mental ability of the individual.

2.9. ANSWERS TO CHECK YOUR PROGRESS

1. Age, motives and drives, native skills, intelligence, auditory memory span, readiness to learn and emotion.

2. i. Languages keep on changing.

ii. No two languages share the exact meaning of a particular word.

3. The tendency of replacing the sounds and structures of the second language with those of the mother tongue is known as “The pull of the mother tongue”.
4. The characteristic of internalization of grammar into automatic habits is known as “Rule- Governed Behaviour”.
5. Learning something without knowing the real meaning of it like, reading for exams.

UNIT – III

Methods, approaches and techniques of English language Teaching (ELT)

Recent trends in the teaching of English-Principles of curriculum construction-Limitations in the existing school curriculum-Qualities of good English language textbook-Teaching prose, poetry, extensive readers, preparation of-Lesson plan

3.1. METHODS, APPROACHES AND TECHNIQUES OF ENGLISH LANGUAGE TEACHING (ELT)

3.1.1. Methods:

The methods of teaching determined by the aims for which it is taught. More care is needed when selecting method of teaching a foreign language like English as a second language. If the aim of learning English is to know the information, then Grammar Translation Method is more appropriate. And, if the aim of learning English is for communication purposes, then Direct Method will be more useful. English is learnt for many purposes. If the aim of learning English to acquire knowledge from reading, then Dr. West's 'New Method' will help.

The Zambian educationists are in the strong belief that the very aim of teaching in English in Zambia is to prepare the students to acquire practical command over English. We need to employ different methods and approaches to achieve this aim. And to this effect, **Bertrant Russel** emphasized the importance of the connection between aims of teaching and

methods of teaching by saying, ‘The question’, “what should be taught” and “how should be taught” are intimately connected with each other, because if better methods of teaching are devised, it is possible to learn more from them”

Grammar Translation Method

Grammar Translation Method is the oldest method where teacher translate every word, phrase and sentence of English into mother tongue for the easy comprehension by the students.

When English was introduced in 18th century, as Zambians were not in know about of English,

English could be not given to them directly. It had to be taught through their vernacular language. It was easy for both teachers and students as the teacher’s translating every word, phrase and sentence from English into their mother tongue, the students were able to assimilate English phraseology through the medium of the mother tongue. The Grammar Translation Method emphasizes the learning of grammar, which is taught deductively, that is, by presentation and study of grammar rules. The structures of the foreign language are compared and contrasted with those of the mother tongue.

Principles of Grammar Translation Method

The Grammar Translation Method is based on the three principles:

1. Translation interprets foreign words, phrases and sentences in the best possible manner.
2. In this process of interpretation foreign words, phrases and sentences are best assimilated.
3. The structures of the foreign language are best learnt when compared and contrasted with those of the mother tongue.

Advantages

1. **It is an easy method.** The child proceeds from known to unknown in Grammar Translation method. The vocabulary and the language using ability in mother tongue help the learners to learn English easily.
2. **It helps in building vocabulary.** Translation from English into the mother tongue enables the learners to develop their vocabulary very rapidly. As this method avoids difficult definitions or lengthy explanations, the learners are able to grasp the exact meaning of words.
3. **The Teacher is comfortable.** The teachers don't need to labour hard either in the preparation of lesson plan or in the process of implementing the teaching items in the class. He doesn't need to think of the ways and means to explain new words even without using audio-visual aids.
4. **Comprehension is easily tested.** Testing the students' comprehending ability in English is easy as they are permitted to tell the answer in their mother tongue.
5. **Proper grammar is taught easily.** English grammar is taught very easily by comparing it with the grammar of the mother tongue.

Disadvantages

1. **It is an unnatural method.** The logical sequence of learning a language is Listening, Speaking, Reading and Writing. But in Grammar Translation Method the learning process is started from reading and writing which is unnatural. It is because of this reason that our graduates are not able to acquire language skills in English even after studying English for more 13 years.
2. **Speech is neglected.** Language is speech. There are languages that exist even without written form. But, no language exists without spoken form. The learners are not privileged to acquire speaking ability in English.

3. No room for pattern practice. The Grammar Translation Method doesn't give any room for pattern practice. Hence, the students are not able to speak English correctly.

4. No possibility of habit formation. As there is no speech and pattern practice, habit formation is not possible in this method. After all language is a habit. The students never practice to think in English. Rather, they think in their mother tongue then translate it into English.

5. Exact translation is not possible. Each language has its own uniqueness. No two languages have their history, traditions; culture and the life style same. So, exact matching of words in these two languages is not possible. In many cases the idiomatic expressions in English are not possible at all. Even if it is done the result will very be ridiculous.

6. Rule governed learning. Language is used in situation. It is not possible to learn any language by learning its rules. In the words of Dr. Ballard, "To speak any language, whether native or foreign entirely by rule, is quite impossible".

7. Students are not active. In this method, only teacher is active and the students are passive listeners. So, they don't develop any language skills.

8. It is uninteresting. Translation method is dull and mechanical and also bookish. Instructional aides are not used to make lessons interesting. It reduces the learning of a living language to that of a dead language.

Direct Method.

Direct Method is the result of failure of Grammar Translation Method vis-à-vis in making the students to have practical command over English. If a language is taught directly where immediate association between experience and expression in words, phrase and meaning is possible, then there are all possibilities for learning the language. The basic aim of Direct Method is to

teach any foreign language through conversation, discussion and reading in the target language by associating the experience and expression without using the students' mother tongue.

Principles

1. Oral Practice. The Direct gives importance to speech. English is taught through English only. Students are given sufficient practice in listening to the language and then speaking it. Oral practice helps the students to associate with the objects and ideas for which they stand.

2. Restrain the mother tongue. The students are taught by showing the real objects or performing actions or by suitable illustration in context. This makes them to think in English and they learn to respond in English.

3. The sentence is the unit of speech. No single in English has a single meaning. All the words have connotative meanings. In Direct Method meanings are taught contextually.

4. Grammar is taught inductively. Inductive method of teaching grammar is always good for the learners, as it makes the learners to frame the rules from the language they learn. So, they are able comprehend the language well and frame the rules of the language better.

5. Opportunities to learn new vocabulary. New words are chosen after careful selection and gradation and they are taught at definite stages through spoken language. So, the students learn more vocabulary.

Advantages

1. It is a natural method. Natural way of leaning any language is in the order of Listening, Speaking, Reading and Writing. The Direct Method follows this natural method.

2. Fluency of speech is guaranteed. As students are involved in conversation in English, their oral fluency is improved.

3. It develops pronouncing skill. The students are made to listen to their teachers and then to speak, they have a good model to pronounce English words. This practice helps them developing a better English pronunciation.

4. Supports in written work. Fluency in speech helps in written work. Only thing that the students have to concentrate is to mind on their spelling.

5. Promotes the study of literature. The students are able to further proceed to enjoy literature with the knowledge their gained in oral and written aspects of the target language.

6. Accommodates audio-visual aids. Unlike the Grammar Translation Method, Direct Method makes of audio-visual aids, and thus, making the learning interesting and proper.

Disadvantages

1. It is not a complete method. The Direct Method gives much importance to speech.

It almost neglects reading and writing. It fails to give a balanced language development in the students. So, it is an incomplete method.

2. It requires competent teachers. Teachers should be very competent in using English to the level of the students. If they lack in communication skill in English and stumble, then, they will resort to other way of satisfying students which are quite detrimental to both students and the system.

3. It demands linguistically qualitative students. As the discussion and teaching are all there in English, it demands highly linguistically interested qualitative students. Otherwise, the efforts of the teachers will be futile.

4. Non-availability of proper aids. We don't have enough facilities that can support our teaching in making a direct bond between the objects and the ideas that they stand for.

5. Over-crowded classes. Individual attention at every stage of teaching is required in this method. Small classes are advisable to this method. Unfortunately, all the Zambian classes are over-crowded.

6. Difficult verbal explanation. In most of the cases, teachers are forced to rely on verbal explanation. Apart from it being difficult, it leads to boredom as verbal is a perennial villain in the classroom.

Check your progress

1. Write any two advantages of Grammar Translation Method.

2. Write any two disadvantages of Grammar Translation Method.

3.2. Dr. West's New Method

Introduction

Dr. Michael West a professor at Dacca University is the father of this New Method of Teaching English. Being dissatisfied with the other methods available in teaching of English, he formulated his own method which considered can be taken as a relevance to overcome the anxiety of the students to study English and try to learn it. In his new method Dr. West has laid a great amount of importance to Reading. He strongly felt that the students are required to concentrate on loud reading on top of practicing silent reading. He maintains that "learning to read a language is by far the shortest road to learning to speak and write it. "According to him it is easier to acquire a reading knowledge of a language than to acquire a speaking. So

the teacher's chief concern should be to develop the habit of purposeful silent reading in the children and not the habit of oral reading.

Dr. West's Views on Teaching of English

Dr. West believed that English should be taught to students in line with the following reasons:

1. The teaching of English should develop the feeling of internationalism and help in establishing relationship with the other countries and broaden their outlook. West's method is more applicable to primary level students in Zambian context, as it would enhance learning of English at better levels of understanding.

2. As English is a rich language and a good number of literature in science and technology shall help Zambian students.

3. Children up to the age 12 should be kept busy in reading only. Acquiring reading efficiency at the small age is easy. This character of the children needs to be capitalized in the study of a foreign language.

4. He didn't propose the art of speaking in his new method. Dr. West's New Method of

Teaching is based on the psychological principle that the child tries to hear and understand before speaking.

PSYCHOLOGICAL FOUNDATIONS OF NEW METHOD OF TEACHING

1. Most students in many parts of the world have acquisition-poor-environment as far as learning English is concerned. Hence, reading as a receptive skill is more important than speaking as a productive skill.

2. Children learn more ideas from reading. These ideas will lead to appreciating the language and get acquainted with the other culture. And, the method of reading is easier than speaking and writing.

3. Reading is easier to practice than speaking and writing.

4. It can be recommended that *Zambian* students should practice both silent reading and loud reading.

5. Children should have the knowledge of functions of structural words and also the semantic aspects of content words.

3.3.Audio Lingual Method – Merits and Demerits

The audio-lingual method or Army method is a style of teaching used in teaching foreign languages. This method was emerged at the time of World War II. It is almost equal to Direct

Method as the foreign language is taught directly. This method considers LSRW as the logical sequence by the learner should learn the language. Listening is important in developing proficiency in speaking and speaking is effective through listening. Articulation is more proper by hearing the sounds and the learners develop a liking for the language. Listening is foundation for speaking, but we neglect this fact and treat it as incidental to speaking rather than treating as a foundation for it. Activities are to be developed for the systematic development for listening.

The foreign language is taught for communication purpose. So, oral skills are practiced systematically in developing communication skills. Practice in all the four language skills is given prominence, as it will lead to habit formation. Though many activities are undertaken to develop oral skills, practice is taken up only on the experience that they gained through listening.

Merits

- Aural-oral skills developed in a meticulous manner.
- Teaching of vocabulary is made effective by the use of visual aids.
- Universally accepted pronunciation and proper structure are acquired.

- The basic principle is to be functional and easy for a larger group.
- Designed, based on the theory of language learning.

Demerits

- The behaviourist theory of language learning is not considered prominently.
- The method is almost guided learning as it is dominated by the teacher.
- The learners are passive and they don't have much control over their learning.
- The scope for learning analytically is not there as it demands pattern practice, drilling and memorization over functional learning.
- Language form alone is considered while meaning is treated secondarily.
- A balanced importance is not given to all the four skills.

Check your progress

3. What do you mean by “audio lingual method”?

3.4. Approaches:

Structural Approach

A strong debate is going on whether it is „structural method“ or „structural approach. A method is a body of techniques. Besides, methods also vary from person to person, from place to place and from subject to subject. But in case of an approach, we do not have any such type of alternatives'. As we have to follow the structure quite ceremoniously without any fluctuation, it is 'Structural Approach' not "Structural Method'. In structural approach, the

structures have to be taught. The different structures form the subject matter to be presented.

According to **B.D. Srivastva**, a senior educationist of Asia, “The structural approach is, in fact, the situational approach to language teaching. It is based upon the assumption that the language can best be learnt when its need is felt in a situation. Thus a concrete relationship between explanation and content can be established. This is essential in language learning. The Structural Approach makes use of situations in which meaning finds last expression”.

It is called structural approach because the main emphasis is laid on the mastery of structures or pattern of sentences and phrases and also on the special features of the language which help in the construction of a sentence such as word order, structural words and a few inflexions in English.

No two languages exactly go parallel in structure, for example,

‘I went to the market’. The structure of this sentence is S + V+ O

Equivalent of this sentence in French is Je suis alle’ au marche’

The pattern of the Tamil sentence is S + V + O.

But some other languages require different outfit for learning the language, where the sentence structure for the English sentence taken for example would be S+O+V

This approach allows mother tongue at the initial stages mainly for explaining a situation when some sentence pattern is to be practiced. It does not allow translation of structure which is to be practiced because the same theme is presented in different structures in different languages. The learners are given drill of the structures till a habit formation is made on the structures.

The main aim of this approach is to give the learners LSRW skills. E.V. Gatenby, an English scholar, educator and author says:

“First follow nature is a good piece of advice for the language teacher. As nature does show us a sure way to success, it is only common sense to follow her methods. Where they are followed today in the schools of the world, there is very little failure to learn a language.”

According to **Menon** and **Patel**, educationist of the modern times, the objectives of structural approach are:

- To lay the foundation of English by establishing through drill and repetition of 325 graded structure and more.
- To enable the children to attain mastery over an essential vocabulary of 3000 root words for active use at Primary level and 1000000 words in English at secondary and higher secondary level.
- To correlate the teaching of grammar and composition with the reading lessons
- To teach the four fundamental skills namely LSRW skills.
- To lay proper emphasis on the aural-oral approach, active methods and the condemnation of formal grammar for its own sake.

PRINCIPLES OF STRUCTURAL APPROACH

1. Importance of Speech

The very purpose of the language is for communication. We can communicate by two means. 1) speaking 2) writing. Writing is a skill of literates. Speaking is a skill of both literates and illiterates. So, speaking is more important for language users. Structural approach gives much importance to speech.

2. Formation of Language Habits

Structural Approach relies much on pattern drill. Pattern drill is given mainly to give an opportunity to have habit formation. This is done because language is a habit. The child is able to use the language mainly with the constant listening to the language that leads to habit formation.

3. Pupil's Activity

In structural Approach, pupil's activity is given more importance as compared to teacher's activity. The Structural Approach takes care of actively involving both teacher and students for a better teaching learning transaction.

4. Mastery of Structures

More emphasis is given on learning structures rather than vocabulary. A particular structure is taken for teaching. Practice on all the language skills (LSRW) is done one by one on the same structure.

5. Meaningful Situations

To avoid monotonous, the teacher has to be innovative in creating meaningful situations to present a teaching item. The different types of meaningful situations can be created by facial expressions, by dramatization and by gesticulations. There is no dearth of ideas for a resourceful teacher.

6. Teaching One Item of Language at a Time

In structural approach students are introduced only one item at a time. The familiar vocabulary is taken to teach a new structure. Only after getting mastery over the first structure, the second structure is introduced to them.

From this analysis, it has to be understood and can be defined that 'the different arrangement or pattern of words is called a structure'. English language has its own structures and the structural approach when applied in teaching English would make the students to learn about 250 basic sentence patterns and 3500 words at the end of Primary level schooling. It has been found that 100 sentences of English have about 600 structural words.

Example on structures:

- **Tim is there.**
- **Is Tim there?**
- **There is Tim?**
- **Is there Tim?**

All the four sentences are having the same vocabulary items; still they give us different meanings due to different arrangement of the 3 vocabulary items. Thus arrangement is known as 'structures'. Thus in a structure, meaningful words are used in a particular order to convey their meaning. Structures may be complete utterances or a part of a large pattern. Structures are tools of a language and it should not be confused with sentences in a grammatical order or word usage.

Principles for the Selection of Structures

Usefulness

Structures selected should be in line with the usefulness of the learners. Care must be taken while selecting structures. Structures should be selected on the basis of the situations that the learners are normally involved.

Productivity

If the structure has scope for producing more sentences, that structure is said to be having more productivity. So, we should opt for structures that have more productivity. For example

1. She has to go
2. Heat the iron

We can make innumerable sentences with the first structure (the structure 'has to') so, this structure has high productivity. The number of sentences that can be made from the second structure is almost limited.

Simplicity

By simplicity, we mean that the form and meaning of the structure should be simple. For example, "they are playing" is simpler as compared to the structure, "No sooner did the rain stop than the boys started playing". So, care must be taken to take up simple structures to teach.

Teachability

By teachability, we mean that the structure should give more scope for easy demonstration. The structure which can be taught very easily should be given preference.

Advantages of Structural Approach

1. This approach, promotes speech habits of students with repeated oral drills for various structural patterns.
2. Oral practice ensures that the students acquire proper pronunciation.
3. If the teacher is innovative and create a better classroom situation, structural approach can motivate the students to the maximum.
4. Through habit formation structures are permanently grasped.
5. It is best suited approach for objective based teaching of a foreign language.
6. Proper selection and gradation of the learning material is possible through this approach.
7. The class is always active as it encourages participation of all students.
8. The free situation available in the classroom facilitates the functional aspects of the language.
9. The popularity of the structural syllabus all over the country is the testimony of its effectiveness.
10. Instant correction of students' mistakes is possible as its main emphasis is on oral practice of the language structures.

Limitations of Structural Approach

1. This approach is suited for lower classes. Repetition of structures leads to boredom in higher classes.
2. A few structures alone can be practiced, as creating real or contrived situations is not possible always.
3. There is no authenticity of using this approach on teaching of poetry, precis writing, descriptive and narrative writing.

4. Complete knowledge of grammar cannot be obtained through this approach as it only touches functional aspect of it.
5. It is time consuming and completion of syllabus will be difficult.
6. It is difficult to apply on overcrowded classes.

Communicative Approach

1. **Linguistic Competence.** The learner who has the linguistic competence alone will be able to utilize the language to use as and when he requires.
2. **Different Forms of Linguistics.** The learner has to be acquainted with all the forms of linguistics. Only when he is familiar with different forms of linguistics, he will be able to choose the specific form to be used in a specific situation.
3. **Develop skills and strategies for using the language.** The learner should possess all the skills that facilitate the learning. of language. To be an effective user of language, he/she should be trained in different strategies which could be applied for using the language in different situations.
4. **Social Background.** English is learnt as a second language. That means, the learners have to use the language in the society. Man is known by his company. That reflects the fact that only when he has a right type of environment in the society, he will show interest in learning the target and use it in the society. Society should be a ground for the learner to practice what he learnt. The speaker should use the language suitable to the requirements of the audience. Then only he is said to have used the language rightly.

Advantages of Communicative Approach

Students and their communicative purposes are at the very core of the teaching programme. So, there are many advantages to the learners.

1. It provides for the teaching of everyday, real-world language used in variety of socio-cultural situations in which features of pronunciation,

vocabulary, grammar and culture are selected and graded according to their priority in actual communication.

2. It recognizes that the students must have a real purpose for using language.
3. The language user feels satisfied on his or her own performance and that acts as a motivating factor.
4. He is recognized the society where he uses the language successfully.
5. It aims at giving practical aspect of using the language.
6. It is situational, meaningful, motivating others and is self-rewarding.

A better communicator has a lot advantage over others. Communication plays a major role in teaching-learning process. So, the teacher and the students should realize this core responsibility. Both should come forward to establish a right environment for the acquisition of communicative language. Once the habit of right communication is formed, the learner comes out a good speaker and an accurate conveyor of his thoughts.

3.5. Communicative Language Teaching (CLT)

The main purpose of learning any language is to communicate our thoughts and to others.

Whatever the language we learn, it should focus the ways and means to use it for our communication purpose. For effective communication, one must master all aspects of the language, linguistics, being the most important one. Verbal communication is possible only when the speaker and listener physically present and know the context. For effective communication both words and structures are needed.

One of the greatest linguists of all times, Noam Chomsky asserts that language is innate. He wrote his famous book, "Language and Mind" in 1972, in which he proposed his famous theories on language acquisition. In this book Chomsky wrote, "When we study human language, we are

approaching what some might call the 'human essence,' the distinctive qualities of mind that are, so far as we know, unique to man." According to Chomsky, language is one characteristic that is unique to humans among all other living beings. Chomsky's theories have made it easier to understand the evolution and development of the languages.

Noam Chomsky postulated that the mechanism of the language acquisition is derived from the innate processes. Innate is something which is already there in mind since birth. The theory proposed by Chomsky is proved by the children living in same linguistic community. Moreover, they are not influenced by the external experiences which bring about the comparable grammar. He thus proposed his theory on language acquisition in 1977 as "all children share the same internal constraints which characterize narrowly the grammar they are going to construct." He also proposed that all of us live in a biological world, and according to him, mental world is no exception. He also believes that as there are stages of development for other parts of the body, language development can also be achieved up to a certain age.

But Chomsky disapproved the **structural linguistic theory** and introduced the idea creativity and uniqueness of individual sentences as fundamental characteristic of language. During the same period British applied linguists grew conscious of another fundamental dimension of language and that was the functional and communicative potential of language.

3.6 Eclectic Approach

Eclectic means choosing and accepting freely from various sources. No method is superior and not method is inferior. Every method has its own merit and demerit. No method is perfect and totally acceptable. This is our understanding based on the analysis and approaches we have made so far of different methods and approaches to the teaching of English.

The teacher is the competent person to decide on the method depending upon the classroom dynamics. He can have a compromise of using various aspects of the methods discussed so far.

Even in some cases, some teachers may use some methods which might not have come to light.

Whatever the method that the teacher adopts the sole aim should be in developing the four language skills in the students. The skills of the language in the natural order of LSRW are to be given focus.

Different activities for developing oral skill as suggested in Unit IV have to be carried out.

Question-answer technique can be followed. Only when required the teacher can use mother tongue for explaining some abstract words, phrase or situations.

The teacher can use Inductive and Deductive approaches to teach grammar. He has to ensure that the grammar classes don't lead them to hate the English Language. This is mainly because most of us have hatred towards English as we tried to learn language after memorizing the grammar rules. There, putting a big block on our learning the language.

The teacher can use play-way method as it gives an immense pleasure to the learner. As much as possible apt audio-visual aids to be used for effective learning. The teacher must manipulate the techniques of teaching to suit the needs and standard of his students, the time, the material and the aids available on hand to realize his objectives of teaching English. We can call this as **Eclectic Method** or **Complete Method** or an **Integrated Method**.

3.7. RECENT TRENDS IN THE TEACHING OF ENGLISH

The importance of English in Zambia is felt more today than any point of time in the history of English in Zambia. It is rightly said that the reach of English is far and wide and there is no area which is not influenced by English. Hence, the responsibilities of English teachers have become manifold. The teaching of English is to cater to the various needs of the learners. The learners need to be prepared to use English globally. Keeping these aims in mind, the strategies for teaching is formed. Many modern trends have been introduced in teaching of English.

Communicative Language Teaching (CLT)

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. It is the result of rejection of Audiolingualism in the United States. Many methods and approaches of teaching English make the learners to learn English to some extent. But, when it comes to communicating in English, our students have some inhibition. The Communicative Language Teaching takes care of the learners of English in communicating in English.

Objectives:

- Aimed at developing communicative ability in the learners
- Importance is given to meanings functions rather than the structure of the language.
- Task based language practice helps the learners to acquire a better language skill.
- A balanced importance is given to all the four language skills viz. LSRW.

The Method

English class should encourage dialogue and not the monologue of the teacher. Most of the activities are done in pair work or group work. Role play, language games, grammar games, interactive sessions, interviews, debate and other related activities are the ways the classes are conducted.

Specified text books are not the only content for learning. Any materials, even non-conventional materials are taken for designing and activities and solving solutions. There are teachers who pick up any news item from the 'Zambian Post', local newspaper, frame some questions, dictate these questions to the students or write the questions on the blackboard, have a small pre-reading session on the news item before reading the news item for the students to answer the questions.

This has become a very effective practice for developing not only reading but also listening, as the students listen to comprehend the news item. There are some other teachers who capitalize the interest of the students in cricket, allow them to watch cricket match ask the students to read cricket news item in the 'Zambian Post', the next day and have small discussion. This method helps in grasping a good number of vocabularies.

Cooperative Language Learning (CLL)

Cooperative Language Learning is part of a more general teaching approach also known as Collaborative Learning. Cooperative learning ensures maximum learning with the activities involving pair works and group works.

Oslen and Kagan, the eminent educationist in teaching of English, defined the cooperative learning as: "Cooperative learning is group; learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others".

In Cooperative Learning, group activities are the major mode of learning and the part of comprehensive theory and system for the use of group work in teaching. Group activities are carefully planned that can ensure maximum participation of the students to each other's learning.

Task-Based Language Teaching (TBLT)

There is a difference between „acquiring“ a language and ‘learning’ a language. ‘Acquisition’ of the language takes place quite naturally and „learning“ of the language takes place quite consciously. Mother tongue is acquired and other targeted languages are learned.

Language is better acquired than learned. That way, English classroom should have opportunities to acquire the language. It should give the learners of English Acquisition-rich environment.

Apart from giving a conducive environment for acquiring language skills in English, the activities in the English classroom have to be interesting also. The only option that the English teacher has now to live up to this expectation is to rely on Task-Based Language Teaching Approach. Martin Bygate, University of Lancaster, John M. Norris, University of Hawaii at Manoa, Kris Van den Branden, Ku Leuven say that:

“Task-Based Language Teaching (TBLT) is an educational framework for the theory and practice of teaching second or foreign languages. It is based on a constellation of ideas issuing from philosophy of education, theories of second language acquisition, empirical findings on effective instructional techniques, and the exigencies of language learning in contemporary society”.

Advantages of Task-Based Language Teaching

There are many advantages of Task-Based Language Teaching (TBLT) for the learners of English as a second language. The most important benefit of TBLT is that it removes the passivity in the minds of the learners and act as a motivational for learning more. The learners stand to bring their experience for completing the tasks which ensures that the learners are able to execute their knowledge in using situation. And, of course, teachers are there to help them in this regard. Task-based learning is advantageous to the student because it is more student-centered, allows for more meaningful

communication, and often provides for practical extra-linguistic skill building. Although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them to use all the language they know and are learning, rather than just the “target language” of the lesson. Furthermore, as the tasks are likely to be familiar to the students (eg. Visiting the doctor), students are more likely to be engaged, which may further motivate them in their language learning.

Meaning is primary in TBLT. As primary importance is given to meaning that would create interest in the students and they would come voluntarily forward to do more activities that facilitate language learning. Learners are not restricted in their use of language forms. So, the learners are not besieged with some rigid stigma that is followed in an English class. As tasks bear a relationship, to real-world activities, the learners are not doing tasks in any simulated situation or in contrived situation. The real life situation is the form of tasks the learners can devote their entire time in giving language aspect to the sense that they have in their mind and heart. That way, task-based language teaching activities will play a stimulus for learning the target language with great enthusiasm.

The priority in a task-based language teaching class is on achieving the goal of the task.

Tasks are assessed based on their outcome. TBLT provides a structured framework for both instruction and assessment. Using tasks as the basic building blocks of syllabus design allows teachers to both sequence the lessons and assess their outcomes, while at the same time creating reasonably authentic parameters within which students can communicate with each

other for a purpose. Most importantly, it allows them to focus on what it is that they are saying to each other, rather than on how they are saying it.

Task-based teaching offers the opportunity for “natural” learning inside the classroom. It emphasizes meaning over form but can also cater for language form. It is intrinsically motivating. It is compatible with a learner-centered educational philosophy but also allows for teacher input and direction. It caters to the development of communicative fluency while not neglecting accuracy. It can be used alongside a more traditional approach.

Activity Based Learning (ABL)

Activity-based learning (ABL) as defined by Prince (2004) is a learning method in which students are engaged in the learning processes. In Activity-based learning (ABL) teaching method, in the words of Harfield, Davies, Hede, Panko Kenley (2007) “Students actively participate in the learning experience rather than sit as passive listeners”. Learning activities if based on real life experience help learners to transform knowledge or information into their personal knowledge which they can apply in different situations. Activity –based learning as the learning process in which “student is actively involved in doing or in seeing something done.”

Activity –Based Teaching (ABT) method “frequently involves the use of manipulative materials”. According to Churchill, ABL helps learners to construct mental models that allow for 'higher-order' performance such as applied problem solving and transfer of information and skills“. In ABL the learner examines learning requirements and thinks how to solve a problem given to him. The students do not learn about the content, rather they learn about the process to solve the problem. As they go towards the solution of the problem, they also learn about the content. Effective teaching –learning process is not possible without students“ motivation. Hake argues that students“ motivation by engaging them in interactive- activities is an

effective and useful method for teaching complex concepts. He highlights the importance of different activities related to the concepts being presented.

Activity-based learning in Zambia

Activity-based learning or ABL describes a range of pedagogical approaches to teaching. Its core premises include the requirement that learning should be based on doing some hands-on experiments and activities. The idea of activity-based learning is rooted in the common notion that children are active learners rather than passive recipients of information. If child is provided the opportunity to explore on its own and provided an optimum learning environment then the learning becomes joyful and retention is longer.

Teaching English using learner centred techniques in Zambia. The Zambian syllabus gives a guide regarding how teachers should teach in schools. The education policy does not emphasis the usage of a specific teaching method for teachers of English but they have to be resourceful as quoted below:

“The onus is on the teacher to find different methodologies for effective teaching.

The activities that can be done by the students under teachers’ guidance would be individual work, pair work, group work, role playing of different situations and class presentations” (MOE, 2012:06).

The teaching of English in this context calls for the usage of different learner centedd activities that shall make learners interact and use the language in practice sessions. The language policy again emphasizes that;

“The teaching of English should be eclectic so as to include various approaches such as question and answer group work and class discussions” (MOE, 2012:36).

Policy guideline is what guides the teaching and learning in Zambian schools. English in the secondary schools of Zambia is taught through text based approach coupled with communicative activities (MOE, 1996). The senior secondary English textbooks have specific activities which are learner centered as mentioned in the first quotation. A teacher of English for this reason is guided on the kind of activities learners will engage in at a given time. An instance is the teaching content for grade 10 English book I teacher's book. Every unit has more than two learner centered activities which include, debate, pair work, project, discussion and drama among others. These activities get complex as the learners ascend up in the education ladder to grade eleven and twelve. It is then important to analyze how the teachers are using such activities to teach English in class.



Activity based learning in Primary School, Lusaka, Zambia

The philosophy of ABL finds its antecedents in the common notion that learning can be best when it is initiated by the surrounding environment and motivated by providing optimum opportunities to learn. A fearless and freedom to express environment always adds to best learning outcomes.

Characteristics of activity-based learning

The major feature of the ABL method is that it uses child-friendly educational aids to foster self-learning and allows a child to study according

to his/her aptitude and skill. Under the system, the curriculum is divided into small units, each a group of Self Learning Materials (SLM) comprising attractively designed study cards for English, Mother tongue language, Mathematics, Science and Social Science. When a child finishes a group of cards, he completes one "milestone". Activities in each milestone include games, rhymes, drawing, and songs to teach a letter or a word, form a sentence, do mathematics and science, or understand a concept. The child takes up an Exam Card only after completing all the milestones in a subject.

LET US SUM UP

Planning the lesson is important for all the teachers. Though the teachers go with the plan, they have to be flexible in executing it.

Objectives of teaching should be based on the need and level of the students. The teacher should employ all methods and approaches for effective teaching.

If teaching items are presented interestingly the learners will show a lot of enthusiasm in learning.

Review for the purpose of assessing the students' learning and also the teachers' own teaching.

KEY WORDS

Approach: the nature of language and how language is learnt

Method: the different ways of teaching language

Technique: the classroom activities that will facilitate better learning

Active use: use it in our regular conversation.

Habit formation: using the language without much conscious efforts

Pattern drill: the drill followed on a particular sentence pattern

Productivity: the sentence structure with which more number of sentences can be produced

Contrived situation: artificial or created situation

Eclectic method: the method that is flexible to adopt in order to promote efficiency in teaching.

ANSWERS TO CHECK YOUR PROGRESS

1. i. It helps in building vocabulary.
 - ii. The teacher is comfortable.
2. i. It is an unnatural method.
 - ii. Speech is neglected.
3. Learning the language through listening is known as audio-lingual method of learning.

3.8. PRINCIPLES OF CURRICULUM CONSTRUCTION

A. Principles of Child-Centredness

Curriculum is mainly meant for the children only. So, while constructing the curriculum the child's age, interest, capability, capacity, aspiration, needs and psychology of the learner should be considered.

B. Principle of Community-Centredness

Any curriculum is meant to develop the society. So, social needs and regional needs of the learners should be counted.

C. Principle of Balance

Curriculum should produce the children who are not biased and having any inhibition. It should make the children to lead a balanced social life.

D. Principle of Need

Learner is left to face many challenges to face in the life. He has to be intellectually strong. He needs to get a good joy. He needs to perform all the duties that he is entrusted with both in family life and social life.

E. Principle of Utility

Curriculum should provide the child to lead a happy life. Hence, it should give the child rich experiences, both academic and social life.

F. Principle of Creativity

In today's competitive world one has to be creative for a sustained meaningful life. So, curriculum should help in developing creativity in the children.

G. Principle of Variety

Students are with different caliber in knowledge, traditions, intelligence, ability, aptitude and attitude.

H. Principle of Flexibility

Curriculum should not be rigid. It should be flexible according to the need of the learners.

I. Principle of Contemporary Knowledge

“A bird in the hand is worth two in the bush”. That way, the curriculum should give enough knowledge about the contemporary life.

3.9. LIMITATIONS IN THE EXISTING SCHOOL CURRICULUM.

However the curriculum planners try to give a comprehensive and utility oriented curriculum, there are definitely a few issues which hamper to realize the objectives of curriculum. When we try to address all social problems and social needs the influence of other things are unavoidable. The main limitation in the existing school curriculum is irrelevant curriculum.

Irrelevant curriculum

People always criticize the school and its curriculum quite often. When people say the curriculum is irrelevant they mean to say that on learning the curriculum, the learners are not going to get much benefit. Teaching strategies are planned based on the need of the learner.

Curriculum and the level of the students should be the teachers in this aspect. It is the duty of the teachers to develop the students to a desirable level and this is possible only with the strong and apt curriculum. Though the curriculum is

planned keeping the target group in mind, and yet it is directionless. Curriculum should be flexible and accommodate all the learners according to their interest, level of understanding and performance and for their prosperous future. Most of the educators feel the curriculum becomes irrelevant when it is fixed and trivial.

Testing, Lacking in Quality.

Sub-standard testing is the main cause that blocks the potential in the curriculum. “Necessity is the mother of invention”. Our testing pattern is so low that our students don’t feel the importance of internalizing the curriculum. It is very peculiar to note in some cases that what is there in the curriculum is not taught by the teacher, and if the teacher in his own interest teaches better, then the students are not ready to learn, and the students are ready to learn and attempt to write better answers, then the examiners don’t have patience to read the answer and award mark the aptly. These all situations render their might against the duty of the curriculum. So, only when testing is done quite strictly, then, the people concerned will realize the importance of curriculum. So, the main limitations of existing school curriculum are 1) Lack of clear-cut objectives, 2) Sub-standard Textbooks, 3) Unsatisfactory Evaluation system.

3.9. QUALITIES OF GOOD ENGLISH LANGUAGE TEXTBOOK

A good English textbook has the following qualities:

A. Vocabulary and Structure:

1. Vocabulary and structures should be carefully selected keeping the level of the students in mind.
2. Words and structures need to be carefully graded.

3. New words should be introduced in regular intervals and it should be ensured that they are repeated in the neighboring units also.
4. Already learnt words and structures should be repeated.
5. Meticulous flashing of records of words and structures should be maintained.

B. Subject Matter:

1. Introducing new vocabulary should be put in an interesting subject matter.
2. The variety of topics should correspond to the variety of interests.
3. The topics should be dealt with in different forms which should provide different pieces of composition.
4. The matter has to provide new information.
5. The various language items should be used in natural context.
6. The sense of enjoyment can be heightened by providing some pieces of poetry.

C. Exercises:

A good text book is not only meant for teaching but also for testing. The real consolidation of the learning process takes place at the time of practice and testing.

1. There should be practice and test
2. The exercises should test as many items of vocabulary as possible.
3. The test is meant for both active and passive vocabulary.
4. The vocabulary and the sentence structures taught should be put to use in similar but new situations.
5. Instructions to do the exercise should invariably be clear and unambiguous.
6. Exercises should be graded.
7. Variety in the form of exercises is also needed.

D. Illustrations:

1. The pictures in a good textbook need special attention. If they are well-drawn and realistically coloured, they make the process of learning convenient and quick.
2. Too many details should not be stuffed into.
3. The illustrations should be suitable for language practice.
4. Illustrations should be attractive.
5. Colour pictures are the most sought after ones.

E. Technical Consideration:

The appearance of the book has to be attractive. If it is repulsive, then there is no charm to read and learn from the book. The physical appearance of the text books should have the following points.

1. It should be printed on a quality paper.
2. The type used should be bold and thick and heading and sub-headings should be in still bolder type.
3. The binding should be proper and strong and it should be flexible to turn pages.
4. Mis-print and Mis-spelt words should never be presented to the pupils.
5. The book should be easy to carry.
6. The price should be affordable.

F. General:

It is always advisable to have Teachers' Handbook along with students' textbook. The aims and objectives are uniform to all the students across the areas where the textbook is used.

3.9. PREPARATION OF LESSON PLAN

Preparation of Lesson Plan: Different versions of English teaching

LESSON PLAN: PROSE

General Instructional Objectives: The pupil

- Develops the listening, speaking, reading and writing skills.
- Learns new words.
- Learns pronunciation of difficult words and terminologies.
- Understands the meaning of some phrases.
- Comprehends of the theme.
- Gets enlightened of the discrimination and bondage of black people.

Specific Instructional Objectives: The pupil

- Grasps the meaning of difficult words.
- Learns the pronunciation of a few word.
- Learns synonyms and antonym of hard words.
- Learns syllabification.
- Understands the meaning of a few phrases.
- Comprehends the content of the first two paragraphs.
- Discriminates the good and bad and the social evils of the society.
- Understands the slavery system existed during Martin Luther King"s Period.
- Learns how to face struggle with dignity.

Teaching Aids:

IX standard English Text book.

OHP Sheet.(Over Head Projector sheet)

Chart

Motivation (Introduction)

Teacher: Good morning students.

Students: Good morning sir.

Teacher: How many of you dream".

Students: Almost every one sir.

Teacher: Good, but how many of your dream: come true.

Students: None of our dreams would come true sir.

Teacher: Well, the dream you dreamt are not visions, they are simply the vanishing dreams, which you dreamt during night time. What should we do to make our dream a reality?

Students: We don't know sir.

Teacher: Well, there are several great leaders who dared to dream big dreams which resulted in great success; in that list we have Martin Luther King for our discussion. His secret of success is his Dream. From him we are going to learn how we can make our dream a real one.

Specification	Content	Learning Experience	Evaluation
Pre-reading	I have a dream	Teacher: do you know The different kinds of Dream Student: We do not know sir. Teacher: there are several drams like, the dream which we dream during night time,(i.e. while sleeping) and day-dream(X mental lapse during day time (Mentally absent) and a dream of vision. E.g. A dream of vision like becoming an engineer, a Doctor something like that. Student: Under what category of dream we can list this lesson "I have a Dream' sir? Teacher: This lesson is a Dream of thousands of black Americans	The lesson 'I have a Dream' -Is it a vanishing dream or a dream of vision?
Model Reading	First two paragraphs	The teacher reads the first two paragraphs with proper pronunciation, and voice modulation.	A few students are asked to read the two paragraphs.

Learns new word and their pronunciation.	(I Paragraph) Emancipation	The word emancipation means freedom from political or social restrictions. E.g. Emancipation of Women is not fully practised in India.	What is meant by 'Emancipation'?
		Emancipation - / imaensipeɪʃn /	
	Proclamation	Proclamation is a Public statement. Announcing something in front of the public. e.g. Our Proclamation of freedom was announced on August 15 th , 1947 at midnight. Proclamation - / prɒkləmeɪʃn /	Frame a sentence of your own using the word 'Proclamation'. What does 'captivity' mean?
	Captivity	The state of being a prisoner e.g. The long captivity of Tamilians in Sri Lanka puts pressure on the Indian Government. Captivity - / kæptɪvɪti /	
Learns Synonyms	Emancipation Proclamation Captivity	Liberation is synonymous with Emancipation. Proclamation-Declaration or Announcement Captivity-bondage	What is the synonym of the word 'captivity'?
Learns Antonyms	Proclamation Captivity Emancipation	Proclamation x Concealment Captivity x Liberation Emancipation X Restriction	Write the antonyms for the word 'Proclamation' and 'Emancipation'
Learns Syllabifications	E-man-ci-pa-tion Pro-cla-ma-tion	So, there are 5 syllables in the word 'Emancipation' Note: Each syllable contains only one vowel sound in it. There are 4 syllables	

Comprehends the main points	(1 paragraph)	<ol style="list-style-type: none"> 1. Emancipation Proclamation was signed a century ago, but still the blacks could not enjoy the fruits of freedom. 2. The anticipation of the blacks goes higher after the Emancipation was signed. 	How did the expectation level seem after Emancipation was proclaimed?
Learns new words and their pronunciation (2 nd paragraph)	<p>Crippled</p> <p>Segregation</p> <p>Exile</p>	<p>Here the word Crippled means badly damaged and is prevented from working or operating properly.</p> <p>/kripld/</p> <p>e.g. A ship crippled by storm.</p> <p>Segregation means keeping somebody away from others.</p> <p>e.g. We oppose segregation on religious grounds.</p> <p>/segrigeifn/</p> <p>Sent away from one's native country.</p> <p>e.g. some of the leader's of the nation were in exile</p> <p>/egzail/</p>	How will you pronounce the word 'Segregation'?
Learns Antonyms	<p>Segregation</p> <p>Discrimination</p>	<p>Segregation x co-operation</p> <p>Discrimination X equality</p>	Write the antonyms of 'declare'
Learns phrases	'Crippled by the chains'	<p>Denotes something worse'</p> <p>e.g. crippled the chains of poverty and ailment.</p>	
Learns syllabification	Segregation	Seg-re-ga-tion (4 syllables)	How many syllables are there in 'Proclamation'?
Comprehends the main points	II paragraph	<ol style="list-style-type: none"> 1. Even after the Proclamation was signed, the Negroes were treated bad and considered as an exile in their own country. 2. There was no room for the black people to showcase their talents, they (Negroes) were segregated and discriminated. 	What was the condition of Negroes after the Emancipation signed?

Recapitulation:

1. The teacher recalls all the necessary and important points to ensure the students' understanding. He asks some questions.
2. How were the black treated after Emancipation was Proclaimed?
3. Write the synonyms of the words 'Emancipation', 'Captivity'.

Assignment:

The teacher asks the students to write any discrimination that is prevailing in Zambia. Add a few tips to eradicate this problem.-Practice work.

II) LESSON PLAN- POETRY

Poem: **Our Casuarina Tree** by **Toru Dutt**

General Instructional Objectives:

1. To enable the pupils to recite and enjoy the music and feel for it.
2. Learns some new vocabulary with their meanings.
3. Learns pronunciation of difficult words.
4. Appreciates the Poem.

Specific Instructional Objectives: The Pupil

1. Learns to recite the poem rhythmically.
2. Learns the pronunciation of difficult words.
3. Learns the rhyming words in each stanza.
4. Comprehends the meaning in each stanza.
5. Appreciates the poem critically.

Teaching Aids:

IX standard English Book

Blackboard

Chart

Chalk

Motivation

Teacher: Have you ever seen a casuarina tree?

Student: Yes, sir.

Teacher: yes. What does it look like?

Student: The tree has small branches and its leaves look like needles.

Teacher: Very good. Where do we normally grow the casuarina tree?

Student: It is grown even in dry land. It doesn't require much water for its growth.

Teacher: Yes.Very good. Today we are going to learn the poem "Our Casuarina Tree" by

Toru Dutt.

Plan of work:

Specification	Content	Learning experience	Evaluation
Model Recitation	Our Casuarina Tree	The teacher recites the poem with correct pronunciation, stress, intonation and pause. The quite rhythmic reading adds beauty to the poem.	Students are asked to recite the poem as recited by the teacher.
Learns new words	Rugged Indented	The word 'rugged' means strong. Rugged is used to emphasis the strength of the Casuarina tree. If a tree is indented it has notches or marks I its edge or its surface.	Use the word 'rugged' in your own sentence.

	Summit Repose	The summit of a mountain or hill is the highest point or part of it. Repose is a state in which both your body and your mind are resting, for example when you are asleep.	What is the meaning of the word 'summit' in this sentence? Say true or false 'Birds repose in trees'
Learns the pronunciation	Rugged Indented Summit Repose	/rʌɡɪd/ /ɪndentɪd/ /sʌmɪt/ /rɪpəʊz/	Pronounce the word 'summoned'
Learns rhyming words	Our Casuarina Tree	The words which end in similar sound are called rhyming words. Rhyming words are used to give beauty and music to the poem. Round- bound Stars-scars Hung-among Close-repose Thrown-alone Rest-crest Boughs-cows Play-day Vast- cast	
Learns some poetic	Simile	Simile is a poetic device where two	Identify the poetic

3. What does the baboon symbolize?

Check your progress

1. What are the steps involved in teaching English prose?

2. What are the methods of Teaching Reading?

3. Why is Phonic or Syllabic method of reading is not effective?

4. What are the specific aims of Teaching Poetry?

LET US SUM UP

- Steps for teaching English prose are (i) Aims, (ii) Preparation, (iii) Presentation, (iv)

Recapitulation and (v) Assignment.

- Alphabet method, Phonic (or) syllabic method, Whole word method, Sentence method

and Eclectic method are the methods of teaching reading.

- The main aim of the poetry teaching must be to kindle the student's interest towards

English and the poem.

- The specific aims are (i) to make the students to recite the poem properly, (ii)

appreciating to grasp the underlying idea of the poem and (iii) to help students to

identify the message of the poet through the poem

KEY WORDS

Instructional Objectives - the reason for teaching the particular content.

Recapitulation - asking questions to get the feedback of teaching.

Phonic Method - which represents the sound.

Eclectic Method - inclusive of all methods.

ANSWERS TO CHECK YOUR PROGRESS

1. i. Aims

ii. Preparation

iii. Presentation

iv. Recapitulation

v. Assignment

2. i. Alphabet method

ii. Phonic or Syllabic Method.

iii. Whole word Method.

iv. Sentence Method.

v. Eclectic Method.

3. This method is easy for the beginners. But it has its own limitations in later stages, because

English is not a Phonetic language.

4. i. To make the students to recite the poem with proper rhyme and rhythm

ii. To make them to grasp and appreciate the underlying idea of the poem.

iii. To communicate to the students a particular message of the poet.

Practicum: Suggestions for better practices

- Awareness of different phonemic scripts.

- Oral practices in sounds that cause difficulty.
- Oral practice in word stress and sentence stress
- An album of Phonetic scripts, and articulation of vowels and consonants.
- Preparation of aids to make the high school pupils and higher secondary students to understand certain grammatical concepts.
- An oral test assessing the teacher trainees, knowledge and mastery of the various areas in Grammar.
- Exercise in word formation.
- Practice in the use a dictionary.
- Note making and summary writing exercises
- Reviews to be written for five books and two English exercises.
- Practice in writing different types of composition exercises.
- Preparing language learning materials through computer.

UNIT – IV

Linguistic competence and communicative competence-Developing listening skills

Developing spoken English-Phonetics of English: stress, rhythm and intonation-Difficulty for Zambian students and remedial measures.- Vocabulary enrichment-Enhancing reading skills-Teaching-Testing-Item analysis-Item difficulty-Discriminative index.

4.1. TEACHING THE FOUR SKILLS OF COMMUNICATION

Refer 1.5, 1.5.1, 1.5.2, 1.5.3, 1.5.4. (Re-cap)

4.2. LINGUISTIC COMPETENCE AND COMMUNICATIVE COMPETENCE

Everybody knows the inter-relationship of language and communication. But, how far, we are successful in describing the term correctly. The aspects of linguistic description like phonology, lexis and syntax are just part of elements that constitute for communication.

Language is used in context and understood in context. We should be able to distinguish between lexical meaning of the utterance and contextual meaning of the utterance. Say, for example, if a teacher fully perturbed by the behavior of a student tells, “I will hit you”. In this context, the student can take lexical meaning of the utterance of the teacher and takes the matter to the police as “attempt to harm”, rather it should be contextually understood that the teacher is highly disturbed by the student and he may be intended to punish him as legally and academically permitted. So, the users of the language need to be aware of the limitations between the linguistic

competence and communicative competence. So, it is learnt that grammatical knowledge alone cannot help in participating effectively in communication. Apart from conscious about the form of the language, the users are expected to follow certain things in mind to make their communication effective.

They are:

- The level of the participants should be kept in mind as an approach.
- The attitude, values prejudices and preferences of the users of the language.
- The relationship between the communicators.
- Functions of the speech, whether it is done directly or in any other mode.
- The mode of communication, whether through spoken or written

Communicative competence includes all the linguistics competence and other factors that we discussed in the beginning of this paragraph. It is here that the words of **Chomsky** can be brought to reference. He believed that linguistic competence can be separated from the rest of communicative competence and studied in isolation but sociolinguist, **Dell Hymes** believed that the notion of linguistic competence is unreal and that no significant progress in linguistics is possible without studying forms along with the ways in which they are used.

4.3. PHONETICS OF ENGLISH: STRESS, RHYTHM AND INTONATION

There are varieties of pronunciation in English. Teacher of English in Zambia should be wary of selecting a suitable model for Zambian students. Each individual has his own voice quality and ways of uttering the sounds. Despite these individual differences we are able to identify whether English

is spoken by a Zambian or American or a Russian or a Chinese. This is because distinctive phonetic features which make one language different from another.

ORGANS OF SPEECH AND THEIR ROLE

Different organs of human body are engaged in the production of speech sounds. Air streams that come from the lungs play a major role in producing sounds. English sounds are produced by breathe out. Of course, sounds in all other global languages are also produced by breathing out, except Japanese language.

Respiratory System

The respiratory system includes the lungs, the muscles of the chest and the wind pipe.

The respiratory system is the backbone of the production of speech sounds. Airstream is the source of energy to the respiratory system and the lungs being the producer of the airstream. The speech sounds in almost all languages are produced by breathing out the air. This airstream mechanism is called pulmonic egressive airstream mechanism.

Teaching of Basics of English letters and phonetics in Zambia:



Phonatory System

Phonatory system comprises of Larynx otherwise known as “Adam’s Apple” and the ‘Vocal Cords’ in all positions like vocal cords drawn wide apart, vocal cords held loosely together and the local cords held tightly together.

Articulatory System

The Articulatory System includes the Pharynx, the Lips, the Teeth, the Teeth Ridge, the Hard Palate and the Soft Palate.

SOUNDS IN ENGLISH

Different sounds are needed for speaking any language. These speeches are in a structured group. This group is divided into smaller groups and again into till the smallest sound. For example, take a group of sounds in the sentence */The lady sang a song/*. It can be divided into two groups: */The lady/ and /sang a song/*. Further, they can be divided into five groups: */The/, /lady/, /sang/, /a/, /song/*. And, finally, the first word can be divided into two, the second into four, the third into three, fourth into one and the fifth into three. So, we have divided the group of sounds into the smallest sounds till that cannot be broken any further. This smallest sound unit is called **PHONEME**. The sentence that we have taken for example has totally 13 smallest sound units.

Check your progress

1. Mention any three pre-requisites for effective communication.

2. What are the organs of speech that are there in Articulatory system?

There are some phonemes that are phonetically similar, and yet different from one another, and of course, the difference' between them is not contrastive. For example' Cake-/keik/ Phoneme/k/ is in two different positions. /k/is not pronounced as same in both the places. In the first place it is pronounced with aspiration and in the end position it is unaspirated. But both the aspirated and unaspirated /k/ are called ALLOPHONES of the phoneme /k/.

4.4. Difficult areas, that might be identified for Zambian Students and remedial measures assessed:

MINIMAL PAIR DRILL

There are many sounds in English which are difficult for Zambian speakers. It is mainly because the influence of mother tongues. There are a few phonemes which do not occur in our languages and hence they are likely to be difficult for our pupils. The English phoneme which does not have equivalent in the mother tongue will cause a problem for them. There are some notable pairs of sounds which our people are not able to distinguish properly. And to remove this problem, minimal pair drill will be much useful.

In minimal pair drill, the confusing pair of sounds is taken. Words are taken for both the sounds, where other sounds, other than these confusing sounds are same. This difficulty is seen in most non native English speaking countries as the many in Asian continent and in the oriental. For example, if the learner has difficulty to distinguish between /t/ and /d/ then they can be asked to practice

tin : din	/tin/ : /din/
train : drain	/trein/ : /drein/
tusk : dusk	/tʌsk/ : /dʌsk/

try : dry /traɪ/ : /draɪ/

beat : bead /bi:t/ : /bi:d/

wheat : weed /wi:t/ : /wi:d/

Note: other than /t/ and /d/ remaining all the other sounds are same.

Minimal Pair Drill for /p/ and /b/

pin : bin /pin/ : /bin/

peak : beak /pi:k/ : /bi:k/

rip : rib /rip/ : /rib/

peep : beep /pi:p/ : /bi:p/

gap : gab /gæp/ : /gæb/

Minimal Pair Drill for /tʃ/ and /dʒ/

cheap : jeep /tʃi:p/ : /dʒi:p/

choke : joke /tʃəʊk/ : /dʒəʊk/

chump : Jump /tʃʌmp/ : /dʒʌmp/

rich : ridge /rɪtʃ/ : /rɪdʒ/

chug : jug /tʃʌg/ : /dʒʌg/

Minimal Pair Drill for /s/ and /z/

sink : zinc /sɪnk/ : /zɪnk/

sue : zoo /su:/ : /zu:/

loose : lose /lu:s/ : /lu:z/

bus : buzz /bʌs/ : /bʌz/

Minimal Pair Drill for /k/ and /g/

cap : gap /kæp/ : /gæp/

crow : grow /krəʊ/ : /grəʊ/

clad : glad /klæd/ : /glæd/

WORD-STRESS

Collins Co-build English Language Dictionary says: “Stress is an extra emphasis that you put on a word or a part of a word when you pronounce it, so that it sounds slightly louder”. Stress means the aspect of giving greater prominence to some of the syllables. There are two kinds of stress: the **word-stress** and the **sentence-stress**.

Each English word consisting of more than one syllable has a fixed stress pattern. The syllable which should receive the greater prominence is marked (ˈ) in dictionaries. One has to master over the syllabification before trying to learn stress.

How to syllabify a word? A word is divided into syllables by the number of vowels it contained. To put it simply, each syllable has only one vowel sound in it. For example, the word 'examination'/ig/zæ/mi/nei/ʃən/ has five syllables in it. You can notice that there is only one vowel sound in each syllable. In English two unstressed syllables rarely occur before a stressed one. Therefore, in words consisting of three or more syllables, the syllable which is two syllables before the syllable with the heaviest stress receives an amount of stress which is intermediate between the heaviest and the weakest stress. This intermediate stress is called Secondary Stress while the heaviest one is called the Primary Stress.

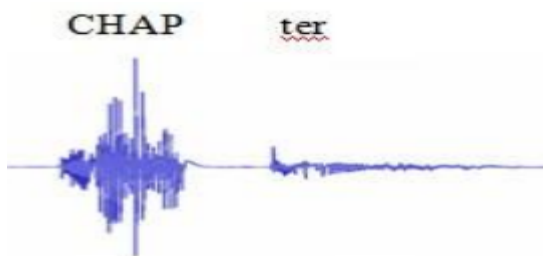
What is Word Stress? When a word has more than two syllables in English, one syllable will receive more importance than the others when it is pronounced. This is the syllable that receives the primary word stress. This means that, compared to the other ones, the vowel sound of that syllable will be slightly:

- Louder,

- Longer,
- At a higher pitch.

For example, the word ‘**chapter**’ is stressed on the first syllable.

The first syllable, chap-, will be louder and slightly longer than the last syllable -ter. The intensity of each syllable in this example can be illustrated as follows:



The syllable that is written in capital letters (big letters) represents the syllable that receives the primary word stress. Example: CHAPter.

Word stress in English

Six basic rules of word stress

These rules do not cover all the aspects of word stress in English; but they do cover the large majority of pluri-syllabic words in the language.

Word stress in English can seem to be a very complicated issue. Where do we put the accent on multi-syllable words in English? Native English speakers don't often make mistakes, but they never learn any rules.

Obviously therefore there must be some fairly simple basic "rules" that apply for learners of English language.

Here are the six essential rules that determine how words are **stressed or accentuated** in English.

1. **A word is normally stressed on the first syllable**, unless there is a reason to put the stress somewhere else.

2. **The "reasons" are either suffixes** (like -ity or -ion) or prefixes (like con-, dis-, ex- or in-).

Suffixes

3. **The "-ion" rule: this rule takes priority over all other rules.**

If the suffix (ending) starts with the letters i or u this will affect the position of stress in a word. [Exceptions: the endings -ist, -ism, -ize and -ing.]

Sample suffixes: -ion, -ual, -uous, -ial, -ient, -ious, -ior, -ic, -ity, etc.

The stress comes on the syllable before the suffix.

Examples: Atlantic, comic, sufficient, relation, explanation, residual.

There are only a very few exceptions to this rule.

4. **Other suffixes do not affect the stress of a word.** Sample suffixes: -al, -ous, -ly, -er, -ed, -ist, -ing, -ism, -ment etc.

Examples: Permanent, permanently, develop, development

Prefixes

Words beginning with: a- ab- be- con- com- de- dis- e- ex- in- im- per- pre- and re, and to which rule 3 does not apply.

5. **Prefixes in two-syllable words are not normally stressed except in some nouns or adjectives.**

Two-syllable verbs starting with a prefix are almost all stressed on the second syllable.

Examples - To address, to become, to complete, to contrast, to discuss, to export to improve, to present

Two-syllable nouns and adjectives starting with a prefix need to be learned individually.

Examples -

Adjectives and nouns stressed on the prefix: Absent, complex, distant, an 'expert, a contract, a permit, a record,

Adjectives and nouns not stressed on the prefix: extreme, concise a report, an export, an expert

In many cases, such as to export / an export, or to conflict / a conflict, verb and noun are distinguished by being stressed differently. But unfortunately this is not always the case, as in

to report / a report , to design / a design.

This is why all such words need to be learned individually

6. Prefixes in three-syllable words.

Prefixes are usually stressed in three-syllable nouns and adjectives.

They are not always stressed in verbs, which need to be learned individually

Examples nouns and adjectives: Accident, confident, decadent, exercise, infamous, incident, permanent.

Examples verbs: to consider, to envisage but to complicate, to 'indicate

Useful note: All three syllable verbs ending in -ate are stressed on the first syllable.

Rule 3 takes priority over all others, notably when a "rule 3 ending" is followed by a "rule 4ending",

Examples: perpetually, deliciously, conditional, conditioner, and illusionist.

Or when a rule 3 ending is added to a two-syllable word stressed on the first syllable,

Examples: complex > complexity, contract, > contractual

This list of rules is not complete, but it does explain where to place the main accent in the majority of words in English.

Generally speaking, these rules are very easy to apply. There are however some word families where it is necessary to take care. The classic example of this is the family of words based on the root noun nation. The main stress will be on different syllables depending on the way the word ends; what is important to remember, however, is that the rules above apply in each case.

Examples: nation, national, nationally, nationalise, nationalising, nationalist, international

nationality, nationalistic, nationalization (A family of words)

Stress Shift

Individual words don't have fixed stress pattern. The same words have different stress pattern depends on the parts of speech of the words. When the words come as noun or adjective they get stress on the first syllable. If they are verbs then the second syllable is stressed.

Word	Noun or Adjective	Verb
Absent	/ˈæbsənt/	/əb'sent/
Conduct	/ˈkɒndʌkt/	/kən'dʌkt/
Desert	/ˈdesət/	/di'sɜ:t/
Export	/ˈeksɔ:t/	/iks'pɔ:t/
Import	/ˈimpɔ:t/	/im'pɔ:t/
Object	/ˈɔbdʒɪkt/	/əb'dʒekt/
Permit	/ˈpɜ:mit/	/pə'mit/

Sometimes shift of stress is based on the morphological structure of words. Stress shift from the first syllable to the second, the third, or the fourth syllable. This shift takes place when smaller words by affixing more syllables get changed their grammatical forms and stress shifter from the base word to the number of syllables added into it. For example,

'democrat (3 Syllables) (5)	de „mocracy(4 Syllables)	demo „cratic
„diplomat (3) (6)	dip „lomacy (4)	diploma „tically
„politics (3)	po „litical (4)	poli 'tically (5)
'photograph (3) (5)	pho'tographer (4)	photo „graphical

Word stress helps to identify compound words from related noun phrases

Compound	Noun Phrases
'blackbird	'black'bird
'crossword	'cross'word
'grandmother	'grand'mother
'greenfly	'green'fly

Check your progress

3. What is a minimal pair?

4. What is a word stress?

Inflexional Suffixes

The words which do not change their grammatical status even by affixing something into them are called Inflexional suffixes. Inflexional means “not flexible”.

For example

'table (Noun)	'tables (Noun)	
'student (Noun)	'students (Noun)	
'simple (Adjective)	'simpler (Adjective)	'simplest (Adjective)
'enter (Verb)	'enters (Verb)	'entered (Verb)
'realize (Verb)	'realizes (Verb)	'realized (Verb)

Derivational Suffixes

Derivational suffixes change their grammatical status by affixing something into them.

They are classified into two classes (a) those which do not affect stress (b) which affect the word stress.

VERB	NOUN
Decide	Decision
Teach	Teacher
Apply	Application
Realise	Realisation
Enter	Entrance
Add	Addition

ADJECTIVE**ADVERB**

Beautiful

Beautifully

Cheap

Cheaply

Quick

Quickly

Angry

Angrily

Probable

Probably

NOUN**ADJECTIVE**

Achievement

Achievable

Addition

Additional

Adjustment

Adjustable

Mass

Massive

Approach

Approachable

Attention

Attentive

VERB**ADJECTIVE**

Accept

Acceptable

Act

Active

Adjust

Adjustable

Attend

Attentive

Attract

Attractive

Intonation

Stress is described as the degree of force applied on different syllables, whereas intonation is the change of pitch of the voice. Intonation also gives different meanings like phoneme and stress when we make a change of pitch. Intonation is about *how* we say things, rather than *what* we say, the way the voice rises and falls when speaking, in other words the music of the language.

Just as words have stressed syllables, sentences have regular patterns of stressed words. In addition, the voice tends to rise, fall or remain flat depending on the meaning or feeling we want to convey (surprise, anger, interest, boredom, gratitude, etc.). Intonation therefore indicates the mood of the speaker.

There are two basic patterns of intonation in English: falling intonation and rising intonation.

A downward arrow (↘) indicates a fall in intonation and an upward arrow (↗) indicates a rise in intonation. Again, these are not rules but patterns generally used by native speakers of English.

Just remember that content words are stressed, and intonation adds attitude or emotion.

SAMPLE STUDY:

Falling Intonation (↘) (The pitch of the voice falls at the end of the sentence.)

Falling intonation is the most common intonation pattern in English.

It is commonly found in statements, commands, wh-questions (information questions), confirmatory question tags and exclamations.

- **Statements**

- Nice to meet ↘you.
- I'll be back in a ↘minute.
- She doesn't live here ↘anymore.
- Dad wants to change his ↘car.
- Here is the weather ↘forecast.
- Cloudy weather is expected at the end of the ↘week.
- We should work together more ↘often
- I'm going for a walk in the ↘park.

- **Commands**

- Write your name ↘here.
- Show me what you've ↘written.
- Leave it on the ↘desk.
- Take that picture ↘ down.
- Throw that ↘out.
- Put your books on the ↘table.

- Take your hands out of your ↘pockets.
- **Wh- questions** (requesting information.) (questions beginning with 'who', 'what', 'why', 'where', 'when', 'which', and 'how')
 - What country do you come ↘from?
 - Where do you ↘work?
 - Which of them do you ↘prefer?
 - When does the shop ↘open?
 - How many books have you ↘bought?
 - Which coat is ↘yours?
 - Whose bag is ↘this?

- **Questions Tags that are statements requesting confirmation rather than questions.**

Not all tag questions are really questions. Some of them merely ask for confirmation or invite agreement, in which case we use a falling tone at the end.

- He thinks he's so clever, doesn't ↘he?
- She's such a nuisance, isn't ↘she?
- I failed the test because I didn't revise, did ↘I?

- It doesn't seem to bother him much, does ↘ it?

- **Exclamations**

- How nice of ↘ you!
- That's just what I ↘ need!
- You don't ↘ say!
- What a beautiful ↘ voice!
- That's a ↘ surprise!

Rising Intonation (↗)

(The pitch of the voice rises at the end of a sentence.) Rising intonation invites the speaker to continue talking. It is normally used with yes/no questions, and question tags that are real questions.

- **Yes/no Questions**

(Questions that can be answered by 'yes' or 'no'.)

- Do you like your new ↗ teacher?
- Have you finished ↗ already?
- May I borrow your ↗ dictionary?
- Do you have any ↗ magazines?
- Do you sell ↗ stamps?

- **Questions tags that show uncertainty and require an answer** (real questions).
 - We've met already, ↗haven't we?
 - You like fish, ↗don't you?
 - You're a new student ↗aren't you?
 - The view is beautiful, ↗isn't it?

We sometimes use a combination of rising and falling intonation in the same sentence.

The combination is called Rise-Fall or Fall-Rise intonation.

Rise-Fall Intonation (↗↘)

(The intonation rises and then falls.)

We use rise-fall intonation for choices, lists, unfinished thoughts and conditional sentences.

- **Choices** (alternative questions.)
 - Are you having ↗soup or ↘salad?
 - Is John leaving on ↗Thursday or ↘Friday?
 - Does he speak ↗German or ↘French?
 - Is your name ↗Ava or ↘Eva?

- **Lists (rising, rising, rising, falling)**

Intonation falls on the last item to show that the list is finished.

- We've got ↗apples, pears, bananas and ↘oranges
- The sweater comes in ↗blue, white pink and ↘black
- I like ↗football, tennis, basketball and ↘volleyball.
- I bought ↗a tee-shirt, a skirt and a ↘handbag.

- **Unfinished thoughts (partial statements)**

In the responses to the following questions, the rise-fall intonation indicates reservation.

The speaker hesitates to fully express his/her thoughts.

- Do you like my new handbag? Well the ↗leather is ↘nice...
(but I don't like it.)
- What was the meal like? Hmm, the ↗fish was ↘good... (but the rest wasn't great).
- So you both live in Los Angeles? Well ↗Alex ↘does ... (but I don't).

- **Conditional sentences**

(The tone rises in the first clause and falls gradually in the second clause.)

- If he ↗calls, ask him to leave a ↘message.

- Unless he ↗insists, I'm not going to ↘go.
- If you have any ↗problems, just ↘contact us.

Fall-Rise Intonation (↘ ↗)

(The voice falls and rises *usually within one word*.)

The main function of fall-rise intonation is to show that the speaker is not certain of the answer they are giving to a question, or is reluctant to reply (as opposed to a falling tone used when there is no hesitation). It is also used in polite requests or suggestions.

- **Hesitation/reluctance:**
 - So you'd be willing to confirm that? ...Well ... I ↘sup↗pose so ...
 - You didn't see him on Monday? I don't quite ↘re↗member ...
- **Politeness-Doubt-Uncertainty:** (You are not sure what the answer might be.)
 - Perhaps we could ↘vis↗it the place?
 - Should we ↘cop↗y the list?
 - Do you think it's ↘al↗lowed?

In relevance to the above referred examples for practice work it is assessed that in English different intonation patterns are associated with different

types of sentences. Attitude of the speaker also gets changed with the change of intonation and this makes the speech difficult to be understood.

There are five basic intonation- patterns in English. They are

I. Rising

II. Falling

III. Falling-Rising

IV. Rising-Falling

V. Rising-Falling-Rising.

Rising

Rising tone is used with the sentences which are inconclusive or anticipatory in nature.

Usage No. 1: It is used with the Inverted Questions (Questions start with auxiliary verb) which

require “Yes” or “No” answer

e.g. Are you going to Kitwe ?

Usage No. 2: It is used with the sentence with two tone groups like Main Clause and Subordinate Clause. Rising tone is used with the subordination clause and Falling tone is used with the main clause.

e.g. When I reached the station the train had already left.

Falling

Falling tone is used with the sentences which are conclusive and final.

Usage No. 1: It is used with the general statements

e.g. Lusaka is the capital of Zambia.

Usage No. 2: It is used with the sentences of command

e.g. Shut the door

Usage No. 3: It is used with Specific Questions (Questions start with Interrogative Words which start with “W” or “H”)

e.g. Where did you go?

Usage No. 4: It is used with the question-tag when expecting confirmation
e.g. Tomorrow is Wednesday, isn't it?

4.4. THE PRONUNCIATION

Pronunciation means the way of producing the sounds of a language. The users of the language do not pronounce the words in any language the same way. Researches reveal that the pronunciation of the same word gets changed within the radius of 30 kilometres. It is right in all senses.

What would be the case with English that is being spoken all around the world? It will be definitely difficult to understand English in different dialects. So we need a common pronouncing pattern to make the encoding and decoding of the English pronunciation go together. And for this purpose Daniel Jones has brought out a pronouncing dictionary with **Received Pronunciation**.

Received Pronunciation means the pronunciation that is acceptable to all.

There are 44 sounds in English. They are classified as:

- 1) Pure Vowels - 12
- 2) Diphthongs - 08
- 3) Consonants - 22
- 4) Semi-vowels - 02

CONSONANTS

Consonants are best described in terms of their articulation. The following questions should be asked to describe the consonants.

- 1) Does the air come out from the lungs or from some other organs?
- 2) Is the air pushed out or drawn inwards'?
- 3) Do the vocal cords vibrate or not?
- 4) Is the soft palate raised or lowered?

- 5) Where does the articulation take place?

6) What is the manner of articulation?

Place of Articulation

Articulation means jointing. Place of Articulation means, where the active articulators and passive articulators meet to produce sounds. Active articulators are the speech organs which can move from their place of rest towards passive articulators in order to produce sounds.

Phonetic Transcription

There are 12 pure vowels and 08 diphthongs. Diphthongs are all along vowels. They are also called gliding vowels.S

English Pure Vowels

Sl.No.	Symbol	Key Words	Phonetic Transcription
01	/i/	ink, think, rusty	/ɪnk/, /θɪnk/, /rʌsti/
02	/i:/	eat, beat., sea	/i:t/, /bi:t/, /si:/
03	/e/	echo, better, ----	/ekəʊ/, /betə /, -----
04	/æ/	act, cat, -----	/ækt/, /kæt/, -----
05	/a:/	arc, part, harp	/a:k/, /pa:t/, /ha:p/
06	/ʌ/	upper, cup, suffer	/ʌpə/, /kʌp/, -----
07	/ɔ/	dog, fog, chop	/dɔg/, /fɔg, /tʃɔp/
08	/ɔ:/	cork, dawn, talk	/kɔ:k/, /dɔ:n/, /tɔ:k/
09	/ʊ/	wood, cook, put	/wʊd/, /kʊk/, /put/
10	/u:/	moon, stool, tooth	/mu:n/, /stu:l/, /tu:θ/
11	/ɜ:/	curl, pearl, her	/kɜ:l/, /pɜ:l/, /hɜ:/
12	/ə/	balloon, banana, abacus	/bəlu:n/, /bəna:nə/, /æbəkəs/

Classification of English Vowels

(i) According to the part of tongue raised

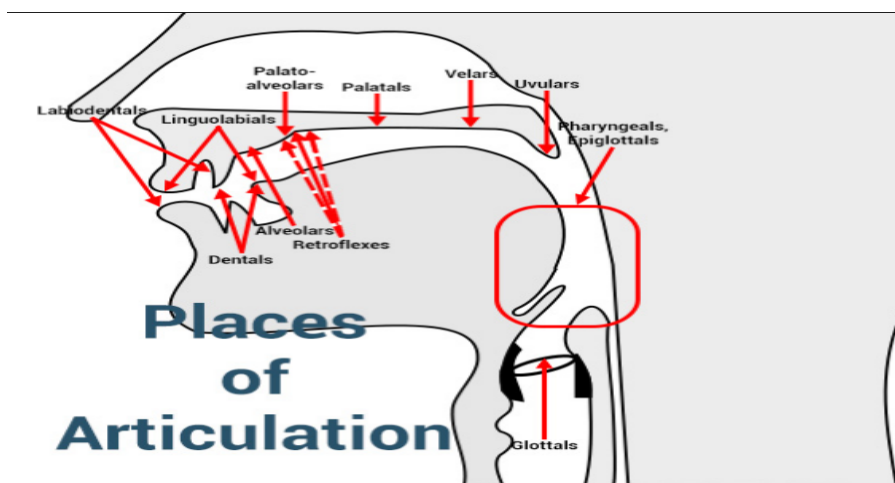
/i: i e æ/	-----	are front vowels
/ʌ ə: ə/	-----	are central vowels
/a: ɔ ɔ: u u: /	-----	are back vowels

(ii) According to the height of the tongue

/i: u:/	-----	are close vowels
/i u ə:/	-----	are half-close vowels
/e ɔ: ʌ ə/	-----	are half-open vowels
/æ a: ɔ/	-----	are open vowels
/i: i e æ/	-----	are spread vowels
/a: ʌ ə: ə/	-----	are neutral vowels
/ɔ ɔ: u u:/	-----	are round vowels

Diphthongs

Sl. No.	Symbol	Key Words	Phonetic Transcription
01	/eɪ/	rate, game, train	/reɪt/, /geɪm/, /treɪn/
02	/aɪ/	sky, try, pride	/skɑɪ/, /traɪ/, /praɪd/
03	/ɔɪ/	coil, soil, boy	/kɔɪ/, /sɔɪ/, /bɔɪ/
04	/əʊ/	home, above, rose	/həʊm/, /əbəʊ/, /rəʊz/
05	/aʊ/	cow, plough, rout	/kaʊ/, /pləʊ/, /raʊt/
06	/ɪə/	spear, deer, tear	/spɪə/, /dɪə/, /tɪə/
07	/eə/	wear, share, despair	/weə/, /ʃeə/, /dɪspeə/
08	/ʊə/	poor, duel, cruel	/pʊə/, /dʒʊəl/, /kruəl/



Manner of Articulation

I. Plosives

(a) Bi-labial /p/ and /b/

The lips brought together for awhile, air behind the closure is compressed then the articulatory organs (both the lips) part rapidly with explosion

e.g. /p/ - /pit/, /spit/, /skip/

/b/ - /bit/, /bet/, /rib/

Note: There is no doubling of consonants in transcription. We cannot transcribe “rabbit” as /rabbit/ though there are two b’s in the words rabbit.

(b) Alveolar /t/ and /d/

Tip of the tongue closed the air passage by pressing against the teeth ridge, the soft palate is raised and no air passage to the nasal cavity and the tip of the tongue is raised to release the air suddenly.

eg. /t/ - /tin/, /bet/, /bi:t/

/d/ - /din/, /splendid/, /bi:d/

(c) Velar /k/ and /g/

The back of the tongue is raised and pressed against the soft palate and the air passage is closed. The nasal passage is also closed. Then the air is allowed to rush out suddenly by lowering the tongue.

e.g. /k/ - /ki:p/, /skai/, /spi:k/

/g/ - /gəʊld/, /ægəʊ/, /dɔ:g/

II. Fricatives

(a) Labio-Dental /f/ and /v/

Lower lip is pressed against the upper teeth causing a partial closure of air passage.

The soft palate is up and the passage to nasal cavity is blocked and the air is allowed to escape through the narrow opening between the teeth and the lips.

e.g. /f/ - /fæn/, /selfi:/, /ka:f/

/v/ - /væn/, /la:və/, /li:v/

(b) Intra-Dental /θ/ and /ð/

The tip of the tongue is placed just behind the upper teeth. The Palate is up and the passage to nasal cavity is blocked. The air escapes through the narrow opening between the teeth

e.g. /θ/ - /θin/, /mʌnθs/, /ba:θ/

/ð/ - /ðen/, /ra:ðə/ /kləʊð/

(c) Alveolar /s/, /z/, /l/, /r/

The air passage is partially closed by raising the tip of the tongue against the teeth ridge. The soft palate is raised and the passage to nasal cavity is blocked.

e.g. /s/ - /sin/, /best/, /mis/

/z/ - /zink/, /bisniz/, /lu:z/

/l/ - //lid/, /kli:n/, /ku:l/

/r/ - /rinz/, /bri:m/, -----

(d) Palato-alveolar /ʃ/ and /ʒ/: The blade of the tongue is raised towards the hard palate. The air passage is partially closed. The sides of the blade of the tongue are pressed against the front of hard palate. The soft palate is up and the nasal passage is blocked.

e.g. /ʃ/ - /ʃip/, /wiʃɪŋ/, /puʃ/

/ʒ/ - /ʒa:nə/, /meʒə/, /ru:ʒ/(rouge-red powder used on face)

(g) Glottal /h/

The glottis is open and the air passes through it with slight friction

e.g. /h/ - /haiv/, /biheiv/ -----

III Affricates /tʃ/ and /dʒ/

The soft palate is raised and the passage to nasal cavity is blocked. The air passage is closed by raising the tip of the tongue against the area between teeth ridge and hard palate. The air is first locked and then released slowly.

e.g. /tʃ/ - /tʃeɪn/ /butʃə/ /rɪtʃ/
 /dʒ/ - /dʒʌdʒ/ /peɪdʒə/ /brɪdʒ/

IV Nasals /m/, /n/, /ŋ/

The oral passage is closed and the air is released through the nasal cavity.

e.g. /m/ - /mɪnt/, /trɪmɪd/, dri:m/
 /n/ - /naɪs/, /baɪnd/, /spɪn/

/ŋ/ - /sɪŋə/ /brɪŋ/ -----

V Semi-vowels

Bilabial - /w/

The back of the tongue is raised towards the soft palate. The soft palate is up and the passage to nasal cavity is closed. The lips are closed rounded and they come forward before any sound is made.

e.g. /w/ - /wɪn/, /swɪm/ -----

Palatal - /j/ - /jes/, /bjʊ:ti/ -----

Place of articulation of English letters:

Place:	Description:
Bilabial	Produced by lower and upper lips. Such as: [p, b, m, (w)].
Labiodental	Produced by lower lip and upper front teeth. Such as: [f, v].
Dental	Produced by tip or blade of the tongue and the upper front teeth. Such as: [θ, ð].
Alveolar	Produced by tip or blade of the tongue and the <i>alveolar ridge</i> or the gum. Such as: [t, d, n, s, z, ɹ (r), l].
Palato Alveolar	Produced by the blade of the tongue and the back part of the <i>alveolar ridge</i> . Such as: [ʃ, ʒ, tʃ, dʒ].
Palatal	Produced by front of the tongue and the hard palate. Such as: [j].
Velar	Produced by back of the tongue and the <i>velum</i> (soft palate). Such as: [k, g, ŋ, w].
Glottal	Produced in the <i>epiglottis</i> . Such as: [h].

4.5. VOCABULARY ENRICHMENT

Teachers of English pay an unsparing attention on making a good stock of vocabulary in their students. Despite this effort students are not able to acquire adequate amount of vocabulary for their communication or to understand any written passage. Vocabulary plays a major role in meaningful verbal communication. Equally important is the grammar part of the language.

Grammar can be taught either by inductive or deductive approach. Reading techniques will enhance the level of language acquisition to maximum, says Dr. West. Writing is a very important means of communication reader is not present. So the writers have to be careful in bringing the entire situation in front of the readers. We are going to learn about the ways and means of enriching vocabulary, importance of reading habits and tips to improve reading habits and importance of writing and how it can be developed.

Vocabulary is a tool through which communication in any language is possible.

Acquiring vocabulary of a vernacular language is easy for the learners, whereas it is very difficult in the case of learners of second language, especially, English, as a second language.

This is mainly because the learners are not privileged to the right kind of environment. Then, what type of environment should a learner of English have?

The Two types of environments for learning a language:

- a) Acquisition-rich-environment
- b) Acquisition-poor-environment

Acquisition-rich-environment

Acquisition-rich-environment is an environment where the learners have more opportunities to acquire the target language. The learners are exposed to the language wherever he goes. Not only the school is a place from where he learns the language but also from home and the society. Everybody around him is a teacher. That means, he can learn the language from whoever he meets. So, acquiring the language skills of English as a second language will be to the maximum if the learners are provided with the acquisition-rich-environment.

Acquisition-poor-environment

Acquisition-poor-environment is an environment where the learners have fewer opportunities to acquire the target language. The learners may have scope only in formal situation, that is, in school only. The learners in this environment do not get cleared of their doubts then and there.

Accumulation of doubts may lead to ignore them. So, the doubts will remain as doubts in the minds of the learners. Or, sometimes, these doubts will vanish from the minds of the learners.

OBJECTIVES

- establishing the importance of teaching vocabulary in a second language
- understand the difference between active vocabulary and passive vocabulary
- realizing the importance of learning and enhancing the content words
- learns to use the content words contextually
- learns the different methods of teaching vocabulary

NEED FOR LEARNING VOCABULARY

Man is social by nature. He has to communicate with his fellow-beings to have a meaningful life. Vocabulary plays a major role in communication. Vocabulary and Structure are the two sides of the same coin, as far as

effective communication is concerned. A wrong vocabulary in a right structure will never carry the right meaning the speaker wants to convey. And, of course, a right, vocabulary in a wrong structure will also never carry the right meaning. But, of the two, vocabulary alone is enough for effective communication, provided the speaker and the listener know the context of the speech. That way, to some extent in oral communication, vocabulary will do a great favour to the user of the language. But, at the same time, structure does not play a second role to vocabulary in effective communication.

KINDS OF VOCABULARY

There are two types of words. 1. Structural words and 2. Content words.

Structural words are part of grammar. These words cannot give a complete meaning independently. But we cannot weigh them lowly also. Without them, grammatically correct sentences in unfamiliar situation are not possible. Content words can give meaning independently. So, it is mandatory on the part of the teacher to enrich the list of content words of his pupils.

F.G.French classifies the words of a language into three, in relation to its users:

- a) The words that he knows intimately and can use them effectively,
- b) A large number of words that he understands but doesn't normally use, and
- c) The unlimited number of words in the language that he doesn't know.

French compares the first group to our "friends", the second to our "acquaintances" and the third to the "strangers" who we do not know. French further establishes that these groups may change their position. The list of words that we intimately know and can effectively use may become the words of "acquaintances" if we minimize the use of these words. And further these words may go to the list of words under "strangers". In the same way, the words which are in the list of "strangers" may, in due course be considered under "acquaintances" and "friends" also.

Active Vocabulary: The words that we know intimately and use them effectively in our daily life.

Passive Vocabulary: The words that we may not use in our daily life but realise their meaning when we happen to come across.

IMPLICATIONS OF LEARNING A WORD

The meaning of a word can never be understood when it is in isolation. Like human being the word is known by the company it keeps. To put it simply, the meaning of a word can precisely be understood when we know the context in which it is used. It proves further that 'language is situation'. Any word that is learnt through situation is bound to remain in the mind of the learners for a longer time. So, picking up dictionary to learn a few words everyday will be wastage of time. Much cannot be retained and recalled through this method. The purpose of learning anything can be fulfilled when we are able to recall them at the time of need.

How long does one take to learn all the meaning of a particular word? It is a very simple question. The answer may vary 'from one day to a few months'. But the gross reality is that it takes one's life time to master over the meaning of a single word. All the words in English are open-ended. That means a new meaning can be given to a word at any time. So, it is said that nobody will be able to learn all the meanings of even a particular word.

Check Your Progress

Note: Write your answers in the space given below.

5. What do you mean by “stress shift”?

6. What are inflexional suffixes?

7. What are derivational suffixes?

4.5. Enhancing Stock of Vocabulary.

1. Classroom Situation: Teachers of English are sometimes underprivileged as their pupils don't have acquisition-rich-environment to learn English as a second language. But they should not be disheartened with this situation. Definitely, children are very eager to speak in English. This eagerness of children should properly be exploited by the teachers to teach English. The teacher can teach vocabulary through the items available in his classroom. What are the items may be available in a classroom?

Fan, Table, Duster, Chalk, Wall, Paint, Whitewash, Switches, Wire...

Fan

- The fan is whirling clockwise.
- The fan is brown in color.
- The fan has a long iron rod.
- If the fan is not working we feel suffocated.
- If the fan is not whirling we perspire.
- The fan has three leaves. These leaves rotate and we get air.

So, there are 15 words that can be learnt through the examples cited above. The number of sentences that can be made on 'Fan' and the number of words that can be learnt from these sentences has no bound. Likewise many sentences and many words can be learnt through the items available in a classroom. So, the teacher can very much utilize the items available in his classroom to teach many vocabularies.

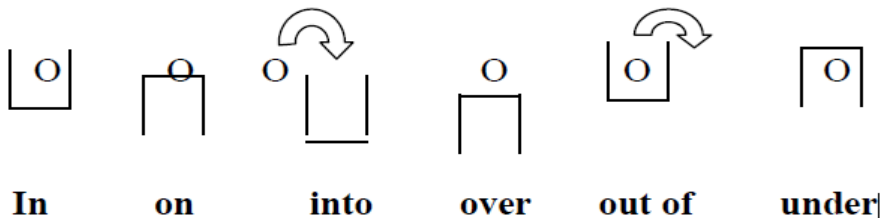
2. Actual Objects: Another effective means of teaching vocabulary is through showing real objects. There are innumerable objects whose English relevant the students may not know, can be brought to the class. The preference of objects should have been familiar to the students. How many of us know the English equivalent to the items that are there in our home. Say, the names of ingredients that are used in the preparation of some dishes. So, the teacher can prefer to teach them first. Then, the other items at home can follow. Likewise the teacher can choose to bring some objects that are familiar to the students and give their English equivalent.

3. Actions and Gesticulations: The teacher can teach much vocabulary through actions and gesticulations. Even silence can communicate. Words like walk, run, sit, clean, beat, punch, drag, push, pull, stare, grimace, lift, etc. can very easily be taught through actions and gesticulations.

The listed words are just samples. There are many words that can be added to this list. Even words that show feelings can very effectively be taught through actions and gesticulations.

Blackboard Sketches: Many words can very easily be taught through blackboard sketches. The teacher needn't be very accurate in his attempt to draw some sketches to teach vocabulary. Even a line or just a circle will be quite handy to the teacher. Meaning of some prepositions can be

- i. Effectively taught through this method.



Verbal Situations: When we find difficult to teach through other means then we have to depend on teaching vocabulary through verbal situation with familiar words,

e.g. **Instead:** (1) John was called but Jack went. Jack went instead of John.

(2) I wanted a Ford car but they supplied a Toyota. Instead of a Ford car, they supplied a Tayota car.

EXPANDING PUPILS' VOCABULARY

One should have a good stock of vocabulary for a better communication in English.

There are many ways through which pupils' vocabulary can be optimized. The best method may be through extensive reading. Most of the children, nowadays, are very fond of cricket. The interest that the children show on cricket can be effectively exploited by the teacher to expand the vocabulary of the students. Then, what should the teacher do for this cause? Simply, the students can be asked to watch cricket match live if possible and the next day they should be asked to read the cricket news from 'the Hindu'. It will do a lot of wonder in expanding pupils' vocabulary as the situations are familiar to them, they can very easily pick up the apt vocabulary to the known situations.

Other ways to expand pupils' vocabulary are:

(i) **Word Families:** A family of words can be formed with the basic word.

Example

Care	careful	carefully	careless	carelessly	carelessness
Fear	?	?	?	?	?
Shame	?	?	?	?	?
Hope	?	?	?	?	?

(ii) Word Patterns: By adding some affixes new words can be formed.

Example:

(a) Adjective Adverb

quick quickly

slow ?

Firm ?

violent ?

(b) Verb Noun

move movement

advertise ?

settle ?

enrich ?

So, enrichment of vocabulary can be done in many ways. Even, the easiest way to enrich one's vocabulary is to follow the advertisement. If we just look at the advertising boards, a lot of useful vocabulary can be gained.

Lexical and Grammatical Competencies:

Lexical and Grammatical Competence

Competence is the quality of being competent. We can say a person is competent when we have proof of him working over a period of time to a desirable standard. The proof must show that they can bring many parts of a job together. When one is able to bring different skills together to prove his mettle and ability to create, he is, then, considered competent. Competence can be proved not just because of what he can do but because of how he

applies that ability in the field of his work. Here, the competence means, the ability to grasp the English language and use it appropriately when time demands.

Communicative Competence

Communicative competence is the underlying competence systems of knowledge and skill required for communication. The four areas of communicative competence are:

1. **Grammatical Competence**, which is concerned with mastery of the language code, vocabulary and linguistic semantics.
2. **Sociolinguistic Competence**, which is involved in decisions about appropriateness of language to context
3. **Discourse Competence**, which means the ability to construct and maintain in negotiation, properly coherent talk and text.
4. **Strategic Competence**, which involves in decisions about how to repair breakdowns that occur in communication, or to enhance the message.

Communicative competence is the ability to use language properly in productive and receptive situations for real communication.

Grammatical competence: Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication. Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication and to use the forms of the language (sounds, words, and sentence structure). Grammatical competence in English is very essential for communication otherwise, wrong meaning will be conveyed.

Lexical competence: Lexical competence is the ability to recognize and use words in a language in the way that speakers of the language use them.

Lexical competence includes understanding the different relationships among families of words and the common collocations of words.

When we talk about lexical items we refer to the “words” that are stored in our minds and that all together build our mental vocabulary. So, lexical competence is a term derived from second language studies, especially competence in English. When we learn English as a second language we are learning and storing, somehow, a set of lexical items that will constitute the second language vocabulary.

Grammatical and lexical competence: It is the ability to use both competences in order to recognize, produce, and understand words and grammatical structures to use them effectively in written and spoken communication.

Use of Dictionary and Thesaurus

Dictionary

One of the most valuable reference materials available is dictionary. Learning to use a dictionary is an important skill. Dictionary skill does not mean the ability to locate the word in the dictionary. It also means the ability to (i) Choose the correct meaning from the number of meanings supplied for the single word.

(ii) Learn the pronunciation

(iii) Learn grammar and use parts of speech and structure

(iv) Understand different meanings of the same word.

Students should be trained to realize all these benefits that are assured in the dictionary.

They should be aware of the learning items available in a dictionary and accordingly try to make use of these facilities. Students should refer only standard dictionaries. Everybody should have a dictionary of his own purposes. In the beginning it may be time-consuming. Later, it will be quite

interesting for the students to refer the dictionary for different meanings and for pronunciations. English teacher should ensure that the students refer dictionary everyday either for meaning or for pronunciation.

Thesaurus

Thesaurus is like a dictionary which helps us expand the way that we discuss our topic. A thesaurus contains groupings of words that are collected in terms of their meaning. In some cases, people are more comfortable with thesaurus than dictionary for the illustration that they enjoy in thesaurus.

How to use a thesaurus

- Choose the word for which we need to know the meaning
- Find the word in the alphabetical order
- Once the word is found out, look at the words that are listed alongside the main word.
- Be wary to pick the right meaning from the number of meanings given.

Using a thesaurus can often be part of using a dictionary, as many online dictionaries will include these words at the ends of the definitions. This speeds up the process of finding the right word for your needs.

Online Thesaurus:

Online thesaurus has become very famous with the young learners. If we want to find a suitable thesaurus online, there are many options available. These online thesauruses are up to date and they can give you a long list of words and their meanings. Online thesauruses are accessible from anywhere with an internet connection and they allow us always to have this option available to us when we are online.

Book Thesaurus

Book thesauruses are also available which can be at our fingertips. This will offer a reference book in the internet is not available. A few useful thesauruses are:

Roget's Super Thesaurus

Webster's New World Thesaurus

The Merriam-Webster Thesaurus

Book thesauruses are easy and an independent reference material unlike the online thesaurus which requires computer, internet and power. These thesauruses can be borrowed from a library, or they can be purchased from a variety of bookstores and online shops. The only disadvantage in book thesaurus is it is not updated until the next edition comes.

4.6. ENHANCING READING SKILLS

Reading is one of the receptive skills. Apart from helping the students academically, reading plays a major role in one's knowledge acquisition. Reading is the process of looking carefully at written or printed symbols and translating them into the spoken symbols. The spoken symbols are associated with the objects, qualities or actions for which they stand. Thus, we can say that Reading consists of three elements i.e. the written or printed symbol, the spoken symbol and the sense. Reading is an important skill in learning a foreign language, because it opens a good store of useful and interesting material to the students. Reading or the ability to understand the written language is the most useful skill for the learners. Dr. West, who had a great experience of teaching English to Zambian students gives his verdict that reading should be given the key place in the total scheme of teaching English as a foreign language in Zambian schools. So, it is mandatory for the educational system in Zambia to ensure the enhancement of reading skills in

the students. The English teacher can provide enough opportunities to students to develop reading comprehension.

- * Students should be encouraged to develop good reading habits.
- * They should be allowed to in a normal speed.
- * Reading in a meaningful segment is mandatory to comprehend the reading.
- * Teachers should help them develop this skill.
- * Train them to understand lexical meaning and contextual meaning of the content read.
- * Give enough practice to guess the meaning of the unfamiliar words.
- * Make them feel the importance of referring dictionary for meaning and teach them the ways to refer the dictionary for locating the appropriate meaning that the reader requires.
- * Help them develop to skip the unwanted portion of the reading. In other words, develop the skimming ability.
- * Train them to develop silent reading.
- * Help them identify the most important point of the reading.
- * Teach them to infer the mood of the writer to deduce the exact meaning.

Types of Reading

It is essential that the habit of reading should be developed among our students from the very beginning. To do this job effectively the teacher should have the knowledge of the types of reading that facilitates reading comprehension. The different types of reading are:

- (i) Loud Reading
- (ii) Silent Reading
- (iii) Intensive Reading
- (iv) Extensive Reading

Loud Reading

Loud reading helps to acquire correct pronunciation. The teacher has to be wary in correcting the wrong pronunciation immediately and give a drill of correct pronunciation to the whole class. There is a controversy on the point whether silent reading should be followed by loud reading or vice versa. Some educationists are of the opinion that loud reading by students should be followed by silent reading, just the opposite of what is practiced generally in our schools. The obvious benefit of loud reading is that it provides practice in good speech to the pupil and affords the teacher an opportunity to find out whether the pupil is reading with correct pronunciation or not. Reading loud also helps in inculcating the pupil in the correct habit of reading in sense groups.

The teacher should drill the correct forms of the mistakes made by the pupils in chorus as well as individually. Habit of loud reading should be cultivated because this is an important part of education. Good reading is an asset in actual reading context. The skill of reading well also gives the learner a sense of pleasure, power and mastery over the language. The pupil concentrates while reading aloud as it requires conscious efforts. Hence, at the initial stage more attention should be paid to reading aloud.

Silent Reading

In silent reading there is no movement of the lips or the tongue. Along with the ability to read aloud, pupils should be introduced to silent reading. The importance of silent reading may be judged from the fact that most of the reading done by an adult is on this nature. While the purpose of reading aloud is to improve the pronunciation of pupils, the purpose of silent reading is to enable them to comprehend the meaning of what they read with speed. The pace of reading in silent reading is more than the pace of loud reading.

In loud reading the reader loses the energy and it is difficult read for a long time, whereas, in silent reading, the energy of the readers is not drained and thus, has the chances of reading for a longer time. So, right from secondary education, it is suggested to practice and gain from silent reading. Teachers should ensure that the students don't move their lips while in silent reading, otherwise, it will lead to faulty habit of reading, as there are chances of mismatch between the movement of the lips and the movement of the eyes. Test the reading comprehension of the students through silent reading is a challenge to the teachers. The teacher has to be meticulous in assessing the reading comprehension by asking a few questions to check.

Intensive Reading

Intensive reading is aimed at mastering the structures and vocabulary apart from reading for comprehension. The pupils have more opportunities to learn the aspects of the language through intensive reading. If properly carried out, even non-native speakers of English may develop themselves better users of English than the native speakers of English in writing.

Intensive reading can also be done in the absence of the teachers. So, by spending more time on intensive reading, one may get language skills in English. And, the only practicable means of learning a foreign language as a second language is through intensive reading. The intensive reading has some prerequisites as to the fact that the readers should be able to identify the words and sentences spoken orally and acquire sufficient speed in reading.

Extensive Reading

In intensive reading, the pupils pay attention to almost all aspects of language. And further the efforts of learning the language is supplemented by

extensive reading. Extensive readers should be interesting stories. Magazines, newspapers and variety of story books will form the material for extensive reader. The two main themes of extensive reading are reading for pleasure and reading for information..

Extensive readers facilitate passive vocabulary in the learners. And it also consolidates active vocabulary. Os, the teachers should regularly give some assignment and thus forcing the students to library. Sending the students to library can be done as a means of assertive punishment also. As the students read more and more books, their power of phonic analysis improves and makes the learner to pronounce any word that he sees for the first time. Group discussion also can be done on extensive reader.

Study and Reference skills.

Study Skills

Study skills help learners to study anything more efficiently. To pursue higher education and to come successful in any competitive examination, one requires study skills. The persons who are not efficient in study skills are bound to *beat the bush*. In some cases they may not get the benefit proportionate to the efforts that they have put up. The process of study skills is four:

1. Perception
2. Comprehension
3. Retention
4. Retrieval

In higher education and in competitive examination, it is very difficult for the examinee to master over the entire syllabus prescribed. So, they go for preparing selected areas. For example, if there are 10 chapters in a paper, 6 important chapters can be chosen for intensive reading and the other 4

chapters can be for extensive reading. This kind of locating the area for preparation is called **‘perception’**. Once, the area for preparation is chosen and then the next step is comprehending the selected topics. Skill of perceptions and skill of comprehension are called **‘gathering’**.

The next step in study skills is storage skills. Whatever is understood in the second step of study skills should properly be retained in our memory. This skill is called **‘retention skill’**.

The last study skill is the skill of **‘retrieval’**. The efforts that are put up in all the other three steps will have to depend on the last skill for success. You might have watched many examinees complaining that though they know the answer but they could not retrieve the answer at the time of need. So, one has to be efficient in applying all the four study skills for the benefit.

Reference Skills

The learner of English has to develop the skill of reading to pursue higher education. The situation that we give to the learners in the classroom is meager. The exposure that they get can only lay foundation. Remaining, everything should be learnt by the students themselves. This can be achieved only when they acquire mastery over some supplementary skills through reference materials. These skills are called “Reference skills”. When the reference skills developed properly, the students would definitely be able to use English effectively.

4.7. TEACHING:

Teaching Writing

The languages of today have come to stay for a major part of their function, as written languages. So the need is made compulsory for the teachers to take

efforts on developing writing skill in their students. Writing is often regarded as the visual representation of speech.

But this is true only to the extent that speech sounds can be represented by some marks on paper.

There are not many situations where we have a free choice between speech and writing; in most cases we use one of these two modes of communication. Writing is compulsory to the situation where the physical presence is not required or for the situation where we have to make a record of things. As writing is a record for others to peruse, making mistake in writing will expose our lacuna.

Speaking is supported by gestures, intonation, facial expression, the physical situation etc. The response of the listeners also supports the cause of speaking. These all advantages are not there in writing. To compensate for these advantages in speaking, other devices have to be employed in writing. A few devices that have to be used in writing are punctuation marks, paragraphing, use of capital or bold letters, underlining, italicizing, use of various types of sentence connectors like, therefore, however, in other words, in short, to begin with, finally etc.

Teaching of Prose

Teaching prose means teaching reading with comprehension. As the students are already taught the methods of reading a language, the next logical step is to teach them reading with comprehension. According to Coleridge, “Prose is best words in their best order”. Teaching of prose means the intensive study of language, structures and vocabulary. The major objective of teaching prose is to make the students to understand and use English language without any problem. Thus, it is inferred that the teaching of prose concentrates both on language study and comprehension of ideas or linguistic skills.

There are different ways to prepare the lesson plan. The most useful method is Herbart Five Step System. According to Herbart, the five steps for teaching English prose are

1. Aims
2. Preparation
3. Presentation
4. Recapitulation
5. Assignment

In schools, generally, teaching of prose is considered an easy affair by the teachers. It is because they translate the content into their mother tongue and get satisfied that they teach well.

But, prose should be taught in the perspective of teaching English as a skill subject and not as a content subject. The priority of the teachers is to give them 'facilities to acquire language skills through prose- teaching, Effective teaching of prose means the attainment of different aims fixed up by the authorities. If this is the case, then the teaching of prose is rather challenging. Reading material should be easy, 'interesting and comprehensible in nature. Educationist Johnson of Australia says, "I will let him at first read any English book which happens to engage his attention because you have done a great deal when you have taught him to have entertainment from a book. He will get better books, afterwards." This enforces the fact reading brings in effective growth of mind and cognition of students, if inculcated from the primary level.

Present Position of Teaching Prose

- i) English has to be taught as a skill subject. In this regard, prose is the most important one with which the teachers can give language acquiring environment to the students. But, what actually practiced is faulty.
- ii) Most of the teachers concentrate on giving mother tongue equivalent to the prose piece. They feel happy when their students understand the content of the prose. This is their wrong notion.
- iii) The teachers teach prose in the perspective of examination. They never take up to teach language skills to them
- iv) Functional aspect of the grammar is not dealt simultaneously with prose teaching. In most of the cases, it is given as home assignment and the students invariably rely 'on substandard market guides, which is quite detrimental
- v) Very few teachers teach prose as a tool to give language abilities to their students.

Methods of Teaching Reading

- i) The Alphabet method:** This is the oldest method where the pupils are made to memorise the names of letters of the alphabet in their sequential order. For example, ee ei tee -> eat, etc.
- ii) The Phonic or Syllabic Method:** This method is considered an improved version of the alphabet method. In alphabet method, the emphasis is given on the names of the letters, whereas in phonic method, the emphasis is given on the sounds each of them represents. This method is easy for the beginners. But it has its limitations in later stages.
- iii) The Whole-Word Method.** "The word is taken as the minimum meaningful unit. In this method the learner is taught to read each word as a word-picture. Photographic memory is promoted. The popular Look-and-say method of teaching reading at the beginning stages is based on this method

iv) The Sentence Method: Minimum teaching unit is the sentence, not the word, as in the case of Whole-Word method. This is based on the psycholinguistic principle of taking the sentence as the minimum unit of thought. The sentence method relies heavily on the principle of situational teaching.

v) The Story Method: To give the situational learning, the teacher tells a story. He then presents sentences connected with the story. The story method regards the entire story as the unit of thought.

vi) An Eclectic Method: Effective teaching of prose does not rely on any one method.

Different occasions require different methods. So, the teacher should meticulously be incorporating all methods for effective teaching of prose. A) 1 the methods lie on a scale which extends from single letters to the entire story.

The Process of Teaching Structural Reader

Step 1: The teacher should introduce the vocabulary and the structure that are used in the lesson. He takes up this work as an oral lesson in functional grammar. This is done before opening the textbook. He has to ensure that he teaches the words and structures with interesting illustrations contextually.

Step II: This is called pre-reading session. The teacher gives all necessary information that will facilitate to understand the text while reading. He revises the structure taught in step 1. If the passage to be taught is the continuation of the previous class, then the teacher has to make the students to recall what they learnt in their previous class.

Step III: Model- reading by the teacher. He reads out the passage with correct pronunciation, stress, intonation and pause. Pupils listen to the model reading of the teacher carefully,

Step IV: Pupils read the passage silently. Pupils are allowed to read the passage silently. They are encouraged to consult the dictionary for word-meaning

Step V: When the pupils complete silent reading, detailed study of the passage is taken up. The teacher discusses the language aspects and the main points of the passage.

Step VI: The teacher recapitulates in order to check the understanding of the pupils on the passages taught. If any further explanation is required, it is given at this point.

Step VII: Post-reading session. Pupils work out some more exercises on vocabulary and grammar and also on the theme of the passage.

Step VIII: Loud Reading by the pupils. Some teachers follow this loud reading after his model reading. It is a wrong method, because, pupils should not be allowed to read aloud anything which they do not understand.

Teaching of Poetry

It has rightly been observed, “The matter and method for teaching poetry to Zambian children should be completely reoriented, if the teaching of poetry is to be of any value to them.

Much of the English poetry now being studied in our secondary school ought not to be there at all. Certain classes of English poems, characterised by obscurity of language, difficulty of thought or sentiments or associations expressed are unsuitable for Zambian pupils of secondary schools”.

Argument is afloat whether Poetry should be included in the school subject. In school, teaching of English concentrates on giving learning experience to acquire language skills. Poetry comes under literature. A major aim of teaching poetry is literary appreciation. We cannot expect our students to give literary appreciation with their limited language skills in English. Still,

we can prescribe poetry for school students. To make the learners to enjoy the poem language aspects also can be taught through poetry.

AIMS OF TEACHING POETRY

The aims of teaching poetry should be both giving the pupils the language skills and prepare them to enjoy aesthetic sense through the poem. The general aims of teaching poetry are:

- (i) To make the learners to appreciate the beauty of the poem;
- (ii) To make them to enjoy the individual chorus recitation of the poem;
- (iii) To make the students to understand the thoughts and imagery of the poem;
- (iv) To create a love and develop taste for literature.

The Specific Aims of teaching poetry are:

- (i) To make the students to recite the poem with proper rhyme and rhythm;
- (ii) To make them to grasp and appreciate the underlying idea of the poem:
and
- (iii) To communicate to the students a particular message of the poet.

POETRY LESSONS FOR TEACHING LANGUAGE

Poetry lessons in English can develop in the pupils a favourable attitude towards the language. Attitude plays a major role in one's achievement. Rhyme and rhythmic activity always enchant the children. And, for this, poems should be very simple in language and in subject matter. If the poem prescribed is humorous in nature, definitely, students show much interest in learning the poem. This interest of the students can very well be exploited for teaching language.

And for this, teacher has to keep the following points in his mind;

- i. The teacher should recite the verse as a song.

ii. He should not attempt to give word by word meaning of the poem. Students will lose their interest. His aim is to give the students the music in the poem. He has to give explanation of words or expressions only when it requires for enjoying the poem.

iii. Moral of the poem should be avoided.

iv. Aspect of language teaching should not be prominence

v. Every care should be taken to make the learners to enjoy the poem.

Though there are irregular structures in poetry, but in many cases regular structures are used. So, poetry can be used to teach some idiomatic and grammatical constructions. As poetry is appealing, the structures in poetry are well received by the students and they will be able to use these structures when situations arise. In this regard, memory poem comes quite handy.

Poetry lessons can improve pupils' pronunciation. English verses are rhythmic. Stress is the base for rhythm. That way, the students grasp better pronouncing style.

The Process of Teaching Poetry Lesson

Step I: The teacher creates proper atmosphere for the poem, By using some teaching aids, he tells something about the poem in simple English. It is called pre reciting session.

Step II: The teacher gives a model recitation of the poem. He uses all possible stimulus variation while reciting the poem. He can use the tape script of the poem if available.

Step III: To remove the barrier of enjoying the poem, the teacher takes up to explain the meaning of difficult words with the active participation of the students.

Step IV: The teacher gives a model recitation of the poem for the second time.

Step V: Selective students are asked to recite the poem, as recited by the teacher. Teacher corrects the mistakes committed by the students.

Step VI: The teacher concentrates on the problems of the students in understanding the poem.

Step VII: The teacher asks some comprehension questions in order to check whether the students understood the poem.

Step VIII: The teacher gives some home assignment. This may be asking them to memorise the poem or write the summary of the poem. If the teacher wants to build creativity in the minds of the students, then he can give a simple topic and ask the students to write a poem on the topic.

Teaching Composition and Classroom Practices.

Teaching composition starts with choosing the topic and finding out the structures and vocabulary required to write the composition. The topic for composition should be interesting and should be familiar with the students. Composition should be experience based. This experience has two aspects: (1) easy subject-matter and (2) within the experience of the students.

There are two types of compositions:

1. Guided Composition
2. Free Composition

GUIDED COMPOSITION

In guided composition, vocabulary, structure and points for writing are given by the teacher himself. As an example, he makes his own write up which eliminates all difficult words and structures. When teacher enters the class with this kind of preparation it will facilitate the students to reciprocate in writing the composition at the expected level. But, unfortunately, most of the teachers don't take this necessary step and the guided composition classes are in deplorable state. The teacher has to conduct a pre-composition session

where he can deliberate the points to be included in the writing and also he can give the choice of vocabulary and structures to the students. This initial discussion helps the students precisely on the choice of sentences they should make. To ensure the correctness of writing of the guided composition, the teacher has to ask a few questions to elicit answer from the students. If everything goes on well, there is all possibilities in the making of good guided composition.

FREE COMPOSITION

Free composition can be introduced only when the students have a good stock of vocabulary and better use of syntactic structures. As it is difficult, the students make a slow progress in this task. There are four major reasons for a slow progress in writing free composition in English.

1. Lack of preliminary work for the writing,
2. Demand for writing is not there,
3. Proper guidance is not available and
4. Unfamiliar topic for writing.

However, these inhibitions can be overcome if proper preparation is done. The ultimate aim of composition is to make the pupil arrange his own ideas in his own way, freely; to choose his own words; to express his own ideas freely.

4.8. TESTING:

Testing and Evaluation of Language Skills.

TEST and EXAMINATIONS are still the most widely-used tools of evaluation. Test and Evaluation are interchangeably used. But, there is a slight variation between the two. Test is to determine whether the students have learnt what is taught. There is no yardstick. Examinations on the other

hand an attempt to determine whether the students have achieved some fixed standard. But both test and examinations are tools for evaluation.

Uses of Tests

Tests are used to

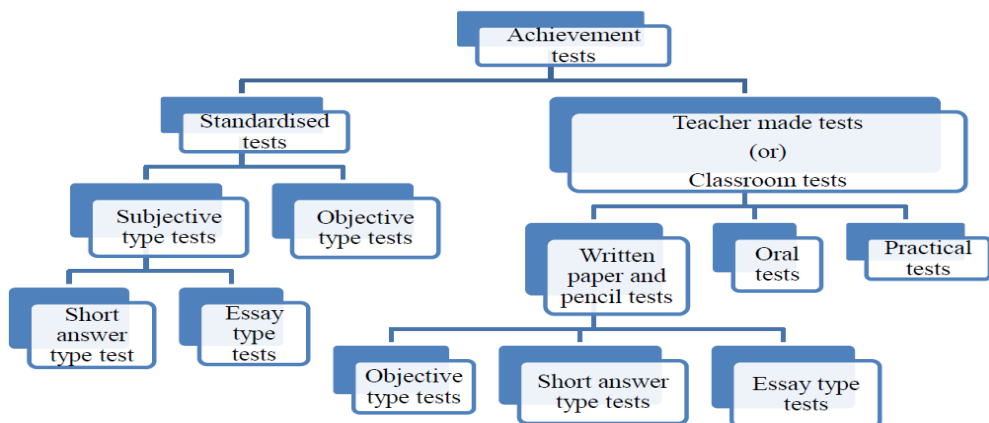
- (a) Determine the strength and weaknesses of the students
- (b) Help the teacher to understand his success or failure
- (c) Fix a predetermined goal for students and teachers
- (d) Motivate the students externally
- (e) Help the teacher and the students to change their approach towards teaching and learning
- (f) Promote the students to the next higher class, or to issue certificate
- (g) Assess the quality of teaching and the standard of the school.

Types of Tests

- 1. Achievement Test
- 2. Standardised Achievement Test
- 3. The Aptitude Test
- 4. Proficiency Tests
- 5. Diagnostic Tests

Types of Achievement Tests:

Achievement tests are of basic two types:



- 1) Standardised Achievement Tests and
- 2) Teacher made Tests (or) Classroom Tests.

STANDARDISED ACHIEVEMENT TESTS:

Standardised achievement tests are broadly classified into two classes, namely subjective type tests and objective type tests.

Subjective Type Tests: Subjective type tests include short answer type questions and essay type questions. Short answer type question test mainly the semantic aspect of the content and the ability to recall by the pupils. Essay type questions are mainly used to know how well and deep the student knows the particular topic of the subject.

Objective Type Tests: Objective type questions are used to test the knowledge of the student about the topic and the subject.

TEACHER MADE TESTS OR CLASSROOM TESTS:

Teacher made tests (or) classroom tests are broadly classified into three types, namely

(i) Written paper and pencil tests (ii) Oral tests and (iii) Practical tests.

(i) Written paper and pencil tests: Written paper and pencil tests are used to test the level of understanding of the content by the student. It is further divided into three types, namely

(a) Objective type tests, (b) Short answer type tests and (c) Essay type tests.

(a) Objective Type Tests: objective type tests means the teachers have to be objective.

He cannot influence his personal feelings on the papers that he corrects. He doesn't have any hope to be biased in evaluating a paper.

(b) Short answer type tests: Short answer type tests reveal the true listening capacity of a student to the teacher clearly.

(c) Essay type tests: Essay type tests are used to mainly test the knowledge of the student in that particular topic. Essay type questions are persistently used still for mainly one reason that it has direct link with social life. The skill of logical coherence that is practiced in essay type questions help us to use this logical reasoning in presenting our cause to other family members or to our higher officials. We may be strong in using the language, but when we use it logically it brings prosperity and peace to us.

(ii) Oral tests: Oral tests are used to know the recital capacity and the knowledge of the student.

Conducting oral test in a Zambian large classroom is very difficult. There are many hurdles in conducting oral test. Teachers of English should persist on trying to conduct oral test. Because, we language mainly of speech. Language is speech.

(iii) Practical tests: Practical tests are mainly to be conducted so that the student understands the concept of the topic so easily and clearly. He has the chance to convert the learning situation to using situation. Anything that is learnt theoretically will have strong support when it is done practically.

4.8. Construction of a Good Test – Objectivity, Reliability, Validity and Administrability

A good tool of evaluation has the following characteristics:

Objectivity

Validity

Reliability

Administrability

Objectivity: A test should not give scope for the examiner to influence his/her own perception in awarding marks to the answer. It should be free from the subjective judgment of the examiner.

Validity: It is meant to test the objective it aims to test. For example, the objectives of teaching

English are to give learning experiences to students to acquire language skills. But in most tests, the skills are not tested. Students can get, through in the examination by memorizing some passages. It is because of this, our graduates also are not able to use English, after having studied English for many years.

Reliability: A test should not give different results in different situations. If so, the test doesn't have reliability.

Administrability: Administrability is related to the conduct of the test. It should not give any scope for copying. The test should be neither too long nor too short. An average student should be able to complete it within the stipulated time. It should keep the students busy all the time.

Construction of a Scholastic Achievement Test

While constructing an achievement test, the teacher should ensure that relative weightages are given to

a) Objectives

b) Content

c) Types of questions and with this Blueprint should be prepared. The teacher should follow the blueprint while preparing test items for test.

Design

Subject: English Time: 45 minutes

Unit: Direct and Indirect Speeches Maximum Marks: 25

Class: IX

(a) WEIGHTAGE TO OBJECTIVES

- | | |
|---------------------------|------|
| 1. Knowledge of Structure | 40% |
| 2. Skill of writing | 60% |
| | 100% |

(b) WEIGHTAGE TO CONTENTS MARKS

- | | |
|--|---|
| 1. Recognition of correct reported speech | 4 |
| 2. Sequence of tense in direct and indirect speech | 4 |
| 3. Removal of sign of interrogation and change into assertive type | 2 |
| 4. Interrogatives beginning with helping verbs | 5 |
| 5. Interrogatives beginning with question words | 5 |
| 6. Conversion into direct speech | 5 |
| Total = 25 | |

(c) WEIGHTAGE TO TYPE OF QUESTIONS

- | | | | | |
|----------------------|---|----------|---|------|
| 1. Objective Type | = | 10 Marks | = | 40% |
| 2, Short Answer Type | = | 15 Marks | = | 60% |
| | | | | 100% |

BLUE PRINT

S.NO	CONTENT	OBJECTIVES		TOTAL
		Knowledge	Skill	
1.	Recognition of correct reported speech	4(4)		4(4)
2.	Sequence of tense	4(4)		4(4)
3.	Removal of sign of interrogation	2(2)		2(2)
4.	Interrogatives beginning with helping verbs		5(5)	5(5)

5.	Interrogatives beginning with question words		5(5)	5(5)
6.	Conversion into direct speech		5(5)	5(5)
	Total	10(10)	15(15)	25(25)

NOTE:

The figures outside the brackets indicate marks and those within the brackets indicate the number of questions.

THE TEST

Subject: English Time: 45 minutes

Class: IX Max. Marks: 25

Instructions: Attempt all the questions

Recognize which of the following sentences is correctly reported.

Write A, B or C in the given bracket for correct answer.

I. a.

(A) Mwansa asked me that was he going to Kitwe

(B) Gift said to me if he going to Chipata.

(C) Honest asked me if I was going to Lusaka.

Write A, B or C in the bracket to indicate which of the following sentences is correctly reported

1. b.

(A) He asked me that where did I live

(B) He asked me where I lived

(C) He asked me where did I live.

I. c. Choose the correct answer out of the following and write A,B, or C in the bracket.

(A) He asked me what my name was.

(B) He asked me what my name was.

(C) He asked me that what my name was.

I. d. Find which of the following is correctly reposed. Write A, B or C in the bracket.

(A) She asked me when was he absent.

(B) She asked me when he was absent.

(C) She asked me that when he was absent.

Which of the following sentences has correct sequence of tense?

Write A, B, or C for the correct use.

II.a.

(A) Monty asked me why I am late.

(B) Monty asked me why I was late.

(C) He asked me why I am angry.

Choose the right sentence having correct tense-sequence out of the following sentences.

Mark A, B, or C in the bracket.

II. b.

(A) Happy Schiunga asked me if I am going to Lupula.

(B) Godfrey asked me if I was angry with him.

(C) She asked me if it will rain.

Select which of the following sentences is correctly reported.

Mark A, B, or C in the bracket for the correct speech.

II. c

(A) He asked me if I can go to Meerut the next day.

(B) She asked me if I shall attend her birth day party.

(C) Ram asked Rahim whether he would go to school on Sunday

Choose the correct tense-sequence not of the following sentences.

Write A, B, or C for the correct one.

II. d.

(A) He asked me whether I have broken his pen.

(B) Rodgers asked me if I had written a letter to Lucky

(C) Ngandu asked me if I have received his message

III.a. Which of the following has a correct form of assertive type.

(A) Dina asked me when I had received Dona's letter

(B) She asked me when you are coming to Mpika, next time.

(C) Sweety asked Sam when had he broken that cup.

III. b. Which of the following has a correct assertive form?

(A) John asked the beggar what was he doing there.

(B) Grace asked Manju where was she going.

(C) She asked me how old I was.

IV. Change the following into indirect speech

(a) Kamsi said to Roy, “Is it your pen”?

(b) Victor said, “Are you attending the function”?

(c) The mother said to her child. “Did u do your homework”?

(d) The teacher said to him, “Have you visited Victoria Waterfalls”?

(e) He said to me, “Am I disturbing you”?

V. Change the following from direct into indirect speech.

(a) Varun said to me, “When will the match start”?

(b) Sunny said to me, “When are they are going to come”?

(c) She said to her husband, “who was in the room”?

(d) I said to her, “Why are you crying”?

(e) Rachael said “How are they going there”?

VI. Convert the following sentences into direct speech

(a) He asked me if I was going to Livingstone

(b) He asked his wife whether she was angry with him

(c) The teacher asked the new comer what his name was.

(d) He asked me why I had come late the previous day.

(e) She asked her husband where he was going then.

Q.No	Ia	b	c	d	IIa	B	c	d	IIIa	b	Total Question
Key	c	b	a	b	b	B	c	b	a	c	10
Marks	1	1	1	1	1	1	1	1	1	1	10

A pattern of a test paper on English language learning is given for understanding of inclusive items in a test paper.

4.10. Item Analysis

To understand the difficulty level of each question item analysis is done. This involved the calculation of two main values in respect of each test item – its difficulty value and discrimination index.

Item Difficulty

The proportion students answering correctly is taken for the difficulty value of a test item. If an item is answered correctly by 80% of the pupils, it is comparatively an easy item, its difficulty value being 0.80. If only 15% of the pupils answered, then, it is a difficult item and its difficulty value is 0.15. We should understand that a low difficulty value indicates a hard item, while an easy item has a high difficulty value.

Discriminative Index.

Rank list is prepared and then top 27% and bottom 27% of the candidates are taken.

Then the proportion of the two groups passing a given item is found. For each item the proportion of bottom-scoring students who get a particular item right is subtracted from the proportion of the top-scoring ones who also get it right. The resulting proportion is called an index of discrimination.

LET US SUM UP

- Listening and Speaking are language skills of even illiterates
- Ear-training is needed for fast acquisition language skills.
- One should be trained to speak the target language to fulfill the purpose of the language.
- Minimal pair drill is to be adopted for distinguishing confusing sounds

- Stress and Intonation should be practice for effective speech
- Learners have to be familiar with all the 44 sounds

KEY WORDS

Tape script: listening material that is recorded in a cassette

Cooperative Learning: learning by sharing

Extempore speech: speech made without any prior preparation

Phoneme: smallest sound unit of a word.

Allophone: the same phoneme is pronounced differently in different position

Articulation: joining of two speech organs in order to produce meaningful sound

Stress Shift: change of prominence from one syllable to another on the same word.

Content words: the words that can independently give meaning

Pre-determination: the result has already been decided by previous events (in cricket predetermined shots normally result in a six or a four or even losing the wicket)

ANSWERS TO CHECK YOUR PROGRESS

- 1.i. The level of the participants should be known.
- ii. The relationship between the communications.
- iii. The mode of communication whether through spoken or written.
2. The pharynx, the lips, the teeth, the teeth ridge, the hard palate and the soft palate.
3. When the speakers are not able to distinguish between the similar sounds, the minimal drill is practiced.
4. Stress means the aspect of giving greater prominence to some of the syllables.

5. The aspect of changing the stress from one syllable to the other is called stress shift. It is done for semantic and parts of speech changes.
6. The words which do not change their grammatical status even by affixing something into them are called inflexional suffixes.
7. Derivational suffixes change their grammatical status by affixing something into them.

UNIT – V

Micro teaching and Instructional aids

Demonstration class-Need for link lesson in micro teaching- teaching aids- Programmed Learning- Language laboratory-Multimedia for ELT-Web Based language learning

5.1. MICRO TEACHING:

Meaning and Definitions of Micro Teaching

Micro-teaching is a “scaled down teaching encounter” in which a teacher trainee teaches a small unit to a group of 5 to 10 students for a small period of 5 to 10 minutes. Such a situation offers a helpful setting for an inexperienced teacher trainee to acquire new teaching skills and to refine old ones. Micro-teaching is a new design for teacher training, which provides trainees with information about their performance immediately after completion of their lessons. Microteaching is designed for the training of both pre-service or in-service teachers. It has been used worldwide since its invention at Stanford University in the late 1950s by Dwight W. Allen, Robert Bush, and Kim Romney. Its purpose is to provide teachers with the opportunity for the safe practice of an enlarged cluster of teaching skills while learning how to develop simple, single-concept lessons in any teaching subject.

Significance of Microteaching:

Microteaching helps teachers improve both content and methods of teaching and develop specific teaching skills such as questioning, the use of examples and simple artifacts to make lessons more interesting, effective reinforcement techniques, and introducing and closing lessons effectively. Immediate, focused feedback and encouragement, combined with the opportunity to practice the suggested improvements in the same training session, are the foundations of the microteaching protocol.

Definitions:

Allen: “Scaled-down teaching encounter in class size and class time”.

Bush: “A teacher education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of five to ten minutes encounters with a small group of real students often with an opportunity to observe the results on videotapes”.

McAleese and Unwin suggest that the term micro-teaching is often applied to the use of closed circuit television to give immediate feedback of a trainee teacher’s performance in a simplified environment, but insist that micro-teaching is best viewed as a form of simulated teaching usually incorporating reduced complexity and some feedback placed”.

Characteristics of Micro Teaching

1. Micro-teaching is a practice where the trainee concentrates on only one specific skill at a time.
2. Classroom interaction is provided and there is an immediate feedback possible.
3. The trainee concentrates on practicing a specific well-defined skill.
4. It gives opportunities for the trainees to learn the classroom technique.

Features of Zambian Model of Micro Teaching

Micro-teaching disseminated from USA to different countries of the world including

Zambia. It was in 1960’s micro-teaching was referred in Zambia.

Microteaching could be used as training in developing insight in student teachers and making them more alert to the individual needs of the pupils. Allen, one of the pioneers of micro-teaching, visited Zambia during this time and it helped popularize the concept among teacher educators.

Though many studies had been taken in different Teacher Training Colleges, the major work on micro-teaching was carried out in the Teachers' training sessions at resource centers. In the late 1980s and 1990s microteaching was reinvigorated with a completely new format developed in southern Africa and later in China. Because of the lack of available technology in developing countries, microteaching's format had to be made less technology dependent in order to be useful. Early modifications were made in Malawi, but it was in Namibia and China where microteaching was completely transformed.

Twenty-first-century microteaching increases training effectiveness using an even more scaled-down teaching simulation environment. The new microteaching format was primarily shaped as a response to in-service teacher education needs in Namibia, where the vast majority of teachers were uncertified and there were few resources with which to train them.

Rationale of Micro-teaching in Zambia: Many researchers have found the rationale for micro-teaching in teacher education programme. They are

1. The teacher trainee concentrates only on one skill at a time; hence, the practice becomes quite easy.
2. Micro-teaching gives exact feedback and immediately.
3. As it is a miniaturized practice there is no problem of classroom discipline.
4. There is no administrative problem, problems of space or any other problem in carrying out micro-teaching practice.

Zambian Model of Micro-teaching.

The Zambian model of micro-teaching has the following features:

1. The practice is done without using any electronic gadgets like VCR, audio-tapes and films.
2. Peer group observers give the feedback immediately. Teacher educators also give feedback.
3. It is conducted in a simulated situation. Students are not real students and the person who is teaching is not a teacher.
4. Micro-teaching class doesn't require much facilities.
5. The duration of the micro-teaching cycle is:

Teach	6 Minutes
Feedback	6 Minutes
Replan	12 Minutes
Reteach	6 Minutes
Refeedback	6 Minutes

As students are the micro-teaching practitioner's own classmates, he/she doesn't have any nervousness and inhibition. Observer's schedule is prepared and the observers record the aspect of teaching in the schedule and that helps the teacher trainees to get a proper feedback. Microteaching is a great contribution in Zambian teacher education programme.

Check your progress

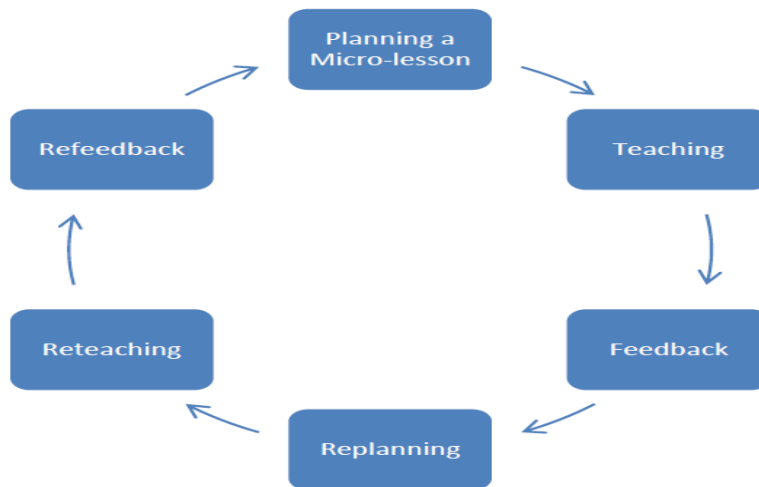
1. What is micro-teaching?

2. Give any two characteristics of micro-teaching.

Peer teaching or micro teaching is a common practical exercise in teacher education programmes yet its usefulness is under continuous study. Like in many other teacher education programmes, peer teaching is an activity where student teachers practice to teach in a made up classroom in which peers act as learners as well as observers.

Micro teaching helps student teachers to use the methods which they learn when others lecture them, They will also become aware of the content which they will teach in schools. Peer teaching is the practical. Students practice how to teach with the help of lecturers. So, it is very effective because by the time the student would take up teaching practice, they will have practiced how to teach. So, it is an effective system of learning to teach.

MICRO TEACHING CYCLE



Steps in Micro Teaching Cycle.

Step 1: Planning a Micro-lesson. In consultation with the supervisor a suitable content is chosen and episode for the chosen skill is prepared so as to practice for 5-7 minutes.

Step 2: Teaching Session. The selected content is practiced in the presence of the supervisor and the trainees.

Step 3: Feedback. The supervisor and the co-trainees discuss strengths and weaknesses of the micro-teaching practice and concrete feedback is given.

Step 4: Replanning Session. The micro-teaching practitioner makes some changes in his episode as suggested by the supervisor and the observers.

Step 5: Reteaching Session. The teacher trainee practices the same skill may be with the other set of 5-7 students.

Step 6: Refeedback: The supervisor and the observers again discuss on the level of practice and give feedback to improve his teaching skills.

PRACTICE OF RELEVANT SKILLS:

Skill of Reinforcement

Everybody in the classroom expects some kind of recognition for their responding behavior. There is a belief that “child cries for recognition” and “the man dies for recognition”.

When the efforts of any individual are recognized then the efficiency in their works get enhanced. If a teacher wants his pupils to be involved in his teaching and expects to have more learning experiences, then the teacher needs to use reinforcements to encourage his pupils.

The Sub-skills of Skill of Reinforcement

1. Positive Verbal Reinforcement (very good, fine, fantastic, keep it up etc.)
2. Positive non-verbal reinforcement
3. Negative verbal reinforcement
4. Negative non-verbal reinforcement
5. Extra verbal reinforcement
6. Repeating and rephrasing pupils’ responses
7. Writing pupils’ responses on the blackboard.

The Sub-skills of Skill of Stimulus Variation

1. Movement of the teacher
2. Using Gestures.
3. Interaction style.
4. Pausing.
5. Aural-visual shifting
6. Voice Modulation

The Sub-skills of Skill of Explaining

1. Beginning Statement
2. Explaining Links
3. Questions to Test Pupil Understanding
4. Questions Followed by Correct Response
5. Concluding Statement

The Sub-skills of Skill of Probing Questions

1. Prompting Technique
2. Redirecting
3. Refocusing
4. Seeking Further Information
5. Critical Awareness

Skill of Using Blackboard

Blackboard needs to be used quite meaningfully. Some teachers have the habit of writing on the blackboard as they wish. Students cannot gain anything from this kind of blackboard usage. Though there are many electronic gadgets that are used in teaching, but most of the government schools in Zambia are left with only blackboard for educational transaction.

Hence, teachers have to use it meticulously in order to give the students “photographic memory” from the blackboard. There are a few benefits on good blackboard usage.

1. Students understand the teaching concept very clearly.
2. It acts as reinforcement to the pupils when they answer.
3. Diagrammatic presentation helps in mind mapping.
4. Attention of the students is drawn very easily.

The main components of this skill are legibility in handwriting, neatness in using the blackboard and using it appropriately.

Blackboard is the oldest teaching aid and for some schools it is the only teaching aid available. Blackboard can be used for teaching any language item. Some teachers use the blackboard very efficiently. The teachers should effectively use it for the benefit of the students.

The teacher has to divide the board into two. One should be for reference area and the other for working area. Reference area may be one third of the board and working area may be two third of the board. In reference area the teacher can write all the specific instructional objectives aimed to teach in that particular period. No specific instructional objective is left untaught.

Blackboard sketches for Developing Aural-oral Skills

Blackboard sketches are more useful for the situational teaching of English. Many situations can be created with the help of blackboard sketches. Blackboard sketches will kindle the imaginative power of the children. The teacher needs not to be good at drawing. Even roughly drawn sketches will attract the attention of the children. It also acts as a great motivator.

Blackboard sketches have great advantage over picture is that they are done in front of the children. So, they have a strong appeal to the children.

Blackboard sketches for Developing Reading and Writing skills

While using the blackboard for writing the meaning of the words verbally he can use simple sketches also. Beginners will be trained in the mechanics of writing through blackboard. Since the teacher writes the alphabet in front of the students, they will easily imitate the method of writing from him. Students may be allowed to write on the board during.

Check your progress

3.What is micro-teaching cycle?

4.Mention any two sub-skills of “skill of explaining”.

5.2. DEMONSTRATION CLASS

When the teacher trainees completed their micro-teaching practice, the subject expert takes a demonstration class incorporating all the micro-teaching skills. Before presenting model to the student-teachers, the subject experts are acquainted with the theory of the skill under practice. On the basis of the theory, method master or the teacher educator demonstrates the actions and relevant behaviours using proper situation and sequence these events in a psychological manner in order to make the student-teachers clear about what is needed in the skill under practice and what is expected from them in the training process. The trainees observe the demonstration, take note of important behaviours of the skill and try to acquire the demonstrated behavior through practice.

In modeling, the teacher observes demonstrated behavior and acquires the demonstrated behavior. Thus, in demonstration strategy the student-teacher learns through observation.

During practice, student-teachers try to exhibit all demonstrated behaviours and refines them through continuous practice. According to Gagne's conditions of learning, acquaintance of the trainee with the relevant theory of the skill to be practiced fulfills the primary need of the trainee and then he prepares himself for the acquisition of the demonstrated behavior. Gagne is considered to be the foremost researcher and contributor to the systematic approach to Instructional Design and training. Gagne and his followers are known as behaviorists, and their focus is on the outcomes - or behaviors - that result from training.

5.3. NEED FOR LINK LESSON IN MICRO TEACHING

After all the skills of teaching are practiced by the student-teachers, they are asked to go to schools for practice teaching in real classroom setting. In this setting, they expected to link all the skills that they practiced. Link lesson is ability on the part of a student teachers to understand a given situation analytically, to examine his repertoire of the component skills, to select and organize them into a sequenced pattern to achieve the instructional objectives, and to use component teaching skills in the desired pattern with ease and mastery. Linking the component teaching skills is thus a process in which this ability is acquired. Linking can thus be defined as the process through which the ability to perceive the teaching situation analytically select and organize the component teaching skill in desired sequence to make effective pattern in order to achieve the specified instructional objectives.

Check your progress

5.What do you mean by “Demonstration class“?

LET US SUM UP

- Micro-teaching is a scaled down encounter.
- Micro-teaching is not teaching but a practice that the trainees do.
- Plan-Teach-Feedback-Replan-Reteach-Refeedback.
- Skills of Stimulus Variation, Reinforcement, Probing question and Explaining are
- practised.
- Link lesson is practised by the teacher.
- Demonstration is done by Teacher Education.

KEY WORDS

Scaled down - reduced

Reinforcement - the encouraging actions from the teacher

Rephrasing - if the students' responses are not completely correct, the teacher rephrases.

Prompting - making somebody to do something.

Refocussing - learning in comparison, learning beyond the text.

Aural-Oral - listening and speaking.

ANSWERS TO CHECK YOUR PROGRESS

1. Micro-teaching is a „scaled down teaching encounter“ in which a teacher trainee teaches a small unit to a group of 5 to 10 students for a small period of 5 to 10 minutes.
2. i. Micro-teaching is a practice where the trainee concentrates on only one specific skill at a time.
ii. Opportunities to learn the classroom technique.

3. Micro-teaching cycle means the logical sequence that the Micro-teaching practice is taken up.

4. i. Beginning Statement.

ii. Explaining Links.

iii. Questions to Test Pupil Understanding.

5. After completing the Micro-teaching practice by the students, the subject expert take a incorporating all the micro-skills. This is called Demonstration class.

5.3. INSTRUCTIONAL AIDS: Enhances Microteaching

Instructional aides are used in the classroom to encourage learning and thereby make it easier and interesting. The materials like charts, maps, models, concrete objects, film strips, projector, radio, television etc. which help a teacher for effective teaching may be called instructional aides.

Albert Duret rightly said, “It is easier to believe what you see than what you hear; but if you both see and hear, then you can understand more readily and retain more lastingly”.

Classification of Aids

Instructional aides can be classified into three main categories

1. Audio aids

2. Visual aids

3. Audio-visual aids

Teaching Aids

Audio- Visual Aids

Audio Aids	Visual Aids		Audio-Visual Aids
Tape recorders	Printed	Non-printed	Motion Pictures
Radio	Books	Blackboard	Television
Lingua phone	Newspapers	Pictures	
	Magazines	Charts	
		Flash cards	
		Models	
		Slides & slide projector	
		LCD projector	
		Film strips	

Teacher-made Aids – Flash Cards, Pictures, Charts, Models, Blackboard Sketches

Flash Cards: Flash Cards are also an inexpensive teaching aid. They can be used to teach words, pronunciation etc. We can also use them as testing device.

Pictures: School children are enthused by pictures. The interest of the children on pictures can very easily be exploited to describe a scene, a series of pictures used to explain the meaning of some difficult words. It can also be used to develop the imagination of the students.

Charts: Chart is the easiest and cost-effective teaching aid. It can be used to teach all the four skills. It is the timesaving teaching aid for teaching structures by Substitution Tables. Moreover it can be used for at least for a few years. It is also useful to minimal pair drill. Mechanics of writing also can be taught by drawing the strokes. Vocabulary, pronunciation and main points of the lesson also can be taught through chart. Chart promotes the photographic memory in the students.

Models: Models also play a vital role in teaching of English. When we do not have the real objects, models will come in handy. Some real objects like ship, Zambian Parliament etc. cannot be brought to the classroom. In that case, models will be much useful.

Blackboard: "A blackboard is an easily available, dependable visual aid. This can improve the handwriting of the students. There are many advantages of blackboard. Some teachers are totally crippled without a blackboard.

Printed Visuals: Printed visuals like, books, newspaper and magazines are vital in promoting self-learning. These printed visuals have all ingredients to take for teaching of English. So, teachers have to encourage the students to rely more on the printed visuals for learning English.

Electronic Aids-Overhead Projector, Tape Recorder, Lingua Phone Records, Radio, Television.

Slides and the Slide Projector

Slides are a bit expensive, as they require a projector. The teacher can make his own slides with camera. Vocabulary can be taught through slide projector and students can be asked to frame their own sentences with the words learnt.

Filmstrips: Film Strips are very useful in many respects. A sequence of story can be projected through filmstrips. They are used on a slide projector or a film strip projector.

Tape Recorder: Tape recorders are very useful in training the ear. Ear training is very important for developing listening skill. Listening skill is the most important language skill which can pave way to the acquisition of other language skills. Tapes are available for good pronunciation, prose reading, poem recitation, stress, intonation etc. It is fine, if the teacher is confident of creating his own tape script which can suit his students. Tape Recorder is useful for self-examination, self-criticism and self-education.

Lingua phone: Lingua phone is of great advantage in the class-room situations. There are records available on speeches of great personalities.

This will enable the students to become good speakers of English. The new concept of Language Laboratory is strengthened by lingua phone.

Radio: Radio helps improving the pronunciation of the students. Lectures, talks and addresses of important personalities can be heard on Radio, which is one of the important teaching aids.

Fredric Wittis says, " I like to think of education by radio as a timely, vital, dramatic thing, a system of learning or acquiring more information, means of widening one's horizon or enriching one's life and breaking down prejudices through inspiration and prescription, and education by desire and not by discipline, a pattern of swiftly changing pictures, events..."

Television: We have been trying to find out ways through which our children will understand difficult tasks very easily. When we are successful in using Radio and Tape-recorder for the educational purposes, they are not able to hold the audience to the required level. Students have to pay extra attention to gain knowledge from radio and tape-recorders. The blessing that we got to eliminate this problem is Television. Teaching through television makes the learners attracted towards the content of learning. There are many subject oriented CDs available in the markets with quite interesting way of presenting the content. The work of the teacher is made easy and the hardship that the students have to put for understanding is kept aside with teaching through television.

Recent trend of putting the epics of the ancient times, the Bible, the folklore tales and other tribal stories through cartoon networks have made our children be aware of the culture and rich religious background of our Zambia. So, the benefits of teaching through television should be capitalized by the teachers in imparting teaching items to the pupils.

When teachers use educational television programs during class, the relationship between them and their students have desirable changes. Usually

the status quo of the classroom is the teacher imparts knowledge while students absorb the information. Educational programs change the status quo by, in a way, making the educator and children peers who can share and discuss the viewing experience. Teachers can take advantage of this shift in roles by encouraging small group discussions after watching the show. Educators can set specific goals or activities for students in these small groups, which allow them to explore their own questions and share their ideas on the given topic with their classmates. The instructor can then ask one member of the small group to share their team's insights with the rest of the class, strengthening the absorption of knowledge.

Check your progress

1. What do you mean by “Instructional aides”?

2. What do you mean by Visual Aids?

3. Give any two usefulness of newspaper.

5.4. PROGRAMMED LEARNING

The principles of programmed learning were mainly drawn from the “operant conditioning” model. The three major principles are 1) active responding 2) minimal errors and 3) knowledge of results. To put it simply, the learner should make an error free response and it should be confirmed by knowledge of result. If the learning sequence is made by adopting these principles, it is a programmed learning model. The following programme on

The Principles of programmed learning was developed in U.S.A. The teacher trainees are advised to read each frame carefully.

Principles of Programmed Learning

1. Learning should be fun. However, in the early stages students make many errors

2. When a student makes errors he starts disliking the subject

3. Educators and psychologists feel that it is impossible to learn anything without making a large number of errors. They support “trial and error” learning.

4. If programmed well, the student will make very little error.

5. **Small and easy steps (I principle).** The basic idea of programmed learning is that the most efficient, pleasant, and permanent learning takes place when the student proceeds through a course by large number of small, easy to take steps

6. A programme is made of a large number of easy-to-take steps

7. If the programme is carefully prepared, the student will make minimum error.

8. Another major principle is that the students learn best if he is **actively Responding (II principle)** as he is learning.

9. **The third principle is the principle of Immediate Confirmation**

10. **Self-pacing (IV principle).** If the students do the work their pace they are bound to do the quite satisfactorily.

11. **Student Testing (V principle).** Revision of a programme on the basis of student performance is called the principle of student testing.

So the Programmed Learning developed on the principles of

1. Small Steps

2. Active Responding

3. Immediate confirmation

4. Self-pacing

5. Student testing

Many people feel that the application of these principles will cause a fundamental change in our educational techniques. The most important aspect of programmed Learning is the record, which the student leaves of his learning experience. By revising our programmes on the basis of these records, we can develop programmes which teach more efficiently. And, the records left by a student in a programme give us a powerful tool for learning about learning.

Check your progress

4. What are the advantages of Tape-recorder in an English class?

5. What are the principles of Programmed Learning?

5.5. LANGUAGE LABORATORY

Technology Enabled Language Learning

English language teachers have understood the importance of integrating technology in teaching English. It is felt that traditional English class doesn't have required scope for learning English at a desired level. So, it is imperative to offer language instruction in multiple settings as it promotes the use of language skills in authentic situations with the help of various techniques using technology.

In the present era of globalization, multinational companies demand a wide variety of soft skills and life skills along with technical skills. Now English Language Resource Centres have been set up in various universities.

Language laboratory is a concept introduced to improve the communication skills of engineering students. The demand of the job market has necessitated effective lab oriented activities for the students' development.

Computer Assisted Language Learning (CALL) serves as the motivating factor to increase students' interest in language learning. Students can overcome their inhibitions in such language labs participating with unlimited enthusiasm. CALL helps to introduce English speech sounds, accent, stress, rhythm and intonation to neutralize the influence of the mother tongue or in other words, in many situations there is no influence of mother in language laboratories.

CALL provides advantages to the students to record their responses, listen to them, check the correctness and identify the errors. Such learning allows weak learners to learn language at their own pace with minimum assistance.

Advantages of Technology Enabled Language Learning

Learning has become integrated with audio-video support systems in the past few years.

- With internet, a new platform of CALL systems has evolved. Native speakers now resort to e-mail and chatting.
- The main advantage of such technological packages is that they enable reading, writing, speaking and listening to be combined in a single activity, with the learner exercising a high degree of control over the path that he/she follows through the learning materials.
- It builds on multimedia technology and in addition enables both asynchronous and synchronous communication between learners and teachers.
- Technology promotes the acquisition of autonomous learning developing the Learner's critical faculties. It allows a sufficient level of stimulation (both cognitively and affectively) dealing with

multiple modalities (to support various learning styles and strategies). There is a high level of interaction (human-machine and human-human) formed since teacher too is available in such Labs as a facilitator.

- Listening skills are precisely acquired with technology in English class.

As English is a non-phonetic language, learning the pronunciation of English words is very difficult. With technology, the students are exposed to very authentic and reliable speech pattern.

Technology helps teaching and learning of speaking and reading to great extent that makes the learning to use English in a balanced way in their life situation.

Computer Assisted Language Learning (CALL)

There is no field in the world which doesn't use the utility of the computer. So, it will not be an exaggeration to say that computer makes teaching and learning process, quite a meaningful way. Use of computer technology in classrooms motivates both students and teachers. It increases productivity and facilitates instruction for better understanding. Integration of technology in education is practiced as a supplement to human capabilities.

Computer Assisted Language Teaching (CALT) is a system of educational instruction done almost entirely by computer, CALT is a type of educational program designed to serve as a teaching tool. It has facilities for both teaching and testing. It enables the students to do the works at their own pace. The functions of this type of instruction are:

- Entry behaviour of the students is tested
- Easily understandable language materials.
- Repetitive drills to make habit formation of the language.

- Language games inspire the students for learning.
- Terminal behaviour of the students is tested.
- Continuous programmes on language items prepare the students to use English globally.

Language Laboratory can do wonder in giving the learners the perfect language acquisition. It develops communicative skills in the students. Whatever the language that the students acquire is error free. They are exposed to the very best text to listen and to practice. So, there are many benefits we get from computer Assisted Instruction. The teacher has the facility to have more interactivity, it is quite economical (may be expensive at the time of set up) and drills are possible which is every essential for language learning.

5.6. MULTIMEDIA FOR ELT

Multimedia has stretched its wings to all fields including education. The classrooms have become lively with use of multimedia. The conventional way of teaching English has been drastically changed with the use of technology. Technology provides so many options which make teaching effective and meaningful. Students are more comfortable and confident in using technology and this promotes learning of English as easier. Zambia being a country of many languages, the unifying factor is English. So, due importance has to be given to English, and of course, English has a privileged position in Zambia. English is an associate official language in Zambia. Apart from this, English is the language of trade and in academic circle, English is taught as I language, II language and III language. Hence, teaching of English has become a more sought after activity. But, most of the students have nightmarish experience. Use of multimedia makes the students show much interest in learning English.

Multimedia in English Classroom

Technology helps in all possible ways to make English classroom a place for learning. In chalk and talk method, the participation of students is minimum. The use of multimedia means use of print texts, film and internet that develops language skills in English. Using print, film and Internet as resources for studying provides students with opportunities to gather information through stimuli that will stimulate their imaginations, engage their interest and introduce them to the raw materials for analysis and interpretation of both language and context. Thus they greatly increase their overall knowledge base, as well as their English language and critical literacy skills, facilitating their performance in future college courses.

The Computer and Internet

Computer technology has given Internet, which has various uses. Internet has given the students a wide range of collection of English language texts. Before the general use of computers in colleges and universities to teach writing, students met in a traditional classroom were taught to write standard essay. Instruction was personified commonly by the teachers standing behind a lectern or by the teacher marking errors on student texts. The computer has given the internet in which the print and visual materials are ready for reference whoever visits the site. It is mandatory for anybody who wishes to learn more and the learning expected to be innovative and fresh, the only option for us is internet. Anything that comes to be known to the world in any corner will be ready for every to realize its importance through internet. So, teachers and students have to capitalize this situation for their academic benefit.

5.7. WEB-BASED LANGUAGE LEARNING

Internet has made the entire globe into a small village. The use of internet has given the education sector a giant leap in the perspective of amount of learning and quality of learning and of course, the innovativeness in all fields. So, any teacher concerned and concerned teacher will capitalize the benefits of websites in teaching his subject. English, being taught as a second language, is crippled with the teachers' use of language, especially, in pronunciation perspective.

'Received Pronunciation'-Received Pronunciation is an accent of Standard English in the United Kingdom and is defined in the Concise Oxford English Dictionary as "the standard accent of English as spoken in the south of England", although it can be heard from native speakers throughout England and Wales, which can be brought to the English classroom just with a smart classroom.

Any topic of reference, you search for, there is a treasure of information available in the various websites. This facility has to be utilized by the students for their benefits in gaining knowledge.

As we browse in the internet, we are exposed to treasure of information. Animation helps learning the language better than it helps to learn other subjects. There are millions of articles published on the internet by specialists. Finding out the exact information is an uphill task considering the stack of documents available on a topic. To avoid wasting our time directories help in a great deal.

LET US SUM UP

Audio aids, visual aids, and audio-visual aids are instructional aids.

Tape-recorder helps in Micro-teaching and develops listening skills.

Tape-recorders, radio and lingua-phone help in developing listening skill.

Visual aids support the teaching and facilitate learning and retention.

KEY WORDS

Lingua-Phone - well rehearsed recorded contents are played to the students for language acquisition

Flash cards - effective teaching aid which can be used even for smallest content of Learning.

ANSWERS TO CHECK YOUR PROGRESS

1. The aids that help in making teaching easier are called Instructional aids.

2. Teaching aids that help in learning through seeing are called visual aids.

3. i. It develops the vocabulary and grammar.

ii. Gives knowledge about the current affairs.

4. Tape recorder helps in developing listening skill. Students' speeches can be recorded then assessed and guided.

5. i. Small and easy step.

ii. Active responding.

iii. Immediate confirmation.

iv. Self-pacing.

v. Student testing.

Teachers are our greatest public servants; they spend their lives educating our young people and shaping our nation for tomorrow.

— *Solomon Ortiz*

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