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PREFACE

Language is a means through which a child contemplates the past, grasps the present and approaches the future. It goes without saying that the language plays an important role in the mental, emotional and social development of a person. Though English is a foreign language, yet it occupies a unique position in our country. Whether we are at home, in the state, in the country or away from it, English is important and it continues to hold a unique position. Every language is the pride of the people who use it. No doubt, English is the language of English people. The fact is that this language is used in almost all countries of the world. In India, it occupies an important place. In every corner of life whether social, political, academic, cultural, economic, scientific, and technological, it holds significant values. Pt. Nehru rightly said, “English Language is ours by historic necessity.”

The content of this Module presently in your hand has been presented according to the latest syllabus of S- 6 (Pedagogy of English) by the S.C.E.R.T. Patna. The new syllabus has been exhaustively covered in the Module. I am thankful to the all authors and publishers whose literature has been consulted and used preparing the script of this Module.

I am thankful to the subject experts, teachers and SCERT faculty members who made painstaking efforts to develop this material with utmost care in the stipulated time frame.

We, at SCERT, are well aware that no material, howsoever carefully designed and executed, is perfect. There is always room for improvement. We, therefore, invite feedback and suggestions from the users, teachers and subject experts for the further improvement of the material.

Director, SCERT, Patna

Unit-1: Teaching English as a Second Language

Introduction

About hundred and seventy-five years ago English got introduced in India holding the dominant position of being the language of ruling colonial power. With the successive policies favouring western education, India had no choice but to support English as a second compulsory language to be taught in schools. Eventually English succeeded in acquiring a significant position in the socio-political texture of India. Being the language of various national and international opportunities, English continued to influence Indian life not just as the language of the elite intellectual class but as a common second language of the mass. English holds its position as the next language of communication amidst the rich linguistic diversity of India. As reflected by NCF 2005, *“English in India today a symbol of people’s aspirations for quality in education and a fuller participation in national and international life. Its colonial origins now forgotten or irrelevant.....The visible impact of this presence of English is that it is today being demanded by everyone at the very initial stage of schooling.”*

Today, the teaching and learning of English is characterised by the expectations of the mass which identifies English as an empowering tool improving their accessibility towards modern opportunities associated with the globalised and digital economy. The schools need to cater for the need of developing requisite proficiency in English. Standing as the second language its pedagogy requires insightful planning where teaching and learning English should not be practised as a ‘*stand alone*’ subject. Its pedagogy needs to reflect on integrating the familiarity of the learners’ life and experiences coming along with the first language.

Objectives :

This unit has been developed to provide the foundation of various pedagogical approaches which affect English learning at the level of classroom transaction. The concepts have been supported with various classroom examples to support the functional understanding of the future teachers regarding the conceptual applications of different principles and policies. After completing the unit you will be able to:

- understand the characteristics of teaching English as second language.
- apply different principles of teaching second language at the level of classroom.
- develop understanding regarding various factors affecting learning of English in Bihar.
- analyze different aspects of NCF 2005 and BCF 2008 along with the perspective of prescribed textbooks in Bihar.
- develop awareness regarding different approaches and methods of teaching English.

Let us consider the classroom strategy of a teacher who was struggling in her English class :

Madhulika, a newly appointed teacher in a remote area school was trying to teach the name of 'Things Around Us' in class 3. She was using the pictures and helping children with pronunciation and spelling. Children were following the drill. In the next class, when she asked children to write about 10 things which they see around, to her dismay only a few could respond, that too only three to four words. Children had already forgotten most of the words taught in the previous class. She was upset, yet she didn't lose hope. She realised that children had their own vocabulary about the things around them and the English name of those things were creating confusion. Also, the pronunciation was strange to them.

The next day she rearranged her class. She kept all the benches and desks aside and created space to sit around in a circle. Then, she started narrating a native story, which was primarily about a farmer's journey in a foreign land where he saw different things useful to him. Whenever, there would be a name of the thing, she would place its picture and write its name on the floor. Children would repeat it happily. The story continued in the first language, while the names of the things continued in English. Then, she prompted them with small questions of sequence as what did the farmer see first.... what next ...and so on. She further asked them to draw a picture of all things in sequence and write their English name correctly from the words written on the board. In her next class also, she continued with the narrative and provided different exercises of jumbled order of the things, naming the things first to last, then last to first, matching the picture with the name, jumbled letters and subsequent drill of pronunciation. To her surprise, children now started enjoying the English words and would share with the narrative of a farmer.

Let us now reflect on the pedagogical insight of the teacher. Why had English teaching become a challenge for Madhulika? How had Madhulika helped children to connect with the familiarity of English words?

Characteristics of Second Language

Learning a second language can be defined as learning a language, which is different from one's native language or mother tongue. This creates an unfamiliar environment, which makes the content difficult for learners. They fail to associate it with their experience. The following factors can help us realise the pedagogical challenges of teaching a second language :

1. Second language learning is a highly conscious process.
2. The first language serves as the foundational base for establishing familiarity with the second language.
3. It is learned by the learners according to their need and choice.
4. The teaching methodology must focus on creating a classroom environment based on the sociological, psychological and economic background of the learners.
5. It requires a higher need for instructions, conscious effort and pattern practice.
6. Insightful improvisation of the context while focusing on the selected grammatical rules, structural patterns, syntax and other morphological aspects of language is an essential part of its teaching-learning paradigm.

Language learning depends upon the instructional strategy that is used in the classroom while teaching and learning. Teaching methodologies driven by significant theoretical approaches can be effective in the classroom, depending on the material being presented, the goals of the lesson, target students and teaching strategies. The way Madhulika improvised the context and made her lesson approachable for her class made English classes interesting for children. She knitted the background cover along with the learning outcome of her lesson that children could associate with the vocabulary needed to describe the life around them with an interesting narrative, subsequently catching on with English expressions as well.

Learning a language requires the mutual effort of both the teacher and the learner. Insightful strategies catering to the need of learners can reduce the emotional gap of learning an unfamiliar second language. Hence, for an effective teaching-learning process, general principles of learning a language have been designed on the basis of general experiences, traditions and research by the language experts through their careful and intense study, good observation and experimentation. These principles are simple in nature and are of great help and importance for both teacher and learner.

The Principles of Teaching English as a Second Language:

- 1. Principle of Habit Formation** - Learning a language involves forming certain habits. The exposure of second language is limited to the classroom experience of the child. Hence, the classroom pedagogy must reflect on establishing associative expressions as a meaningful behavioural context for children. The simple strategies of action songs, routine instructions, contextual drills and role play can help children being familiar with the common pattern of expressions and their functionality.

Nikhil the English teacher would always come to her class and begin her class with the following warm-up exercise:

'Sit Straight – Clap! Clap! Clap!

Smiling Face – Clap! Clap! Clap!'

These expressions were so familiar to them that even outside the classrooms children would smile and shout *'Smiling Face – Clap! Clap! Clap!'* and she would respond as *'walk straight..... / be brave*' etc. according to the given situation. Her success was her careful consideration for helping children associate their behaviour with the vocabulary and expressions of the English language.

- 2. Principle of Naturalness** - Language is learnt in a natural way. Natural order of learning a language is listening, speaking, reading and writing. Listening is the basis of learning a language. Simple to complex, easy to tough, so as listening to writing a stage should be followed in case of second language learning.

3. **Principle of Communication** - Language is used for communicating ideas, opinions and asking others for information etc. In fact, communication is an important objective of language learning. So, more and more opportunities should be provided to the learners to communicate in the classroom. Conducting activities like self-introduction, introducing friends, pictures, description, describing any incident, group discussion and other oral exercises contribute a lot in enhancing communicative skill.
4. **Principle of Imitation** - Imitation is natural to man. It is very true in the case of small children. Whatever they see all around them, they try to imitate those things. In the same way, language is also learnt through natural imitation. A student learns or acquires the style of speaking and writing as demonstrated by his/her teacher. Hence, it is very essential that the teacher's pronunciation, spelling and use of grammar is correct.
5. **Principle of Repetition and Exercise** - The students will fully grasp a thing when they are in a position to do themselves. It needs a lot of practice on the part of the students. The teacher who makes use of exercises like revision, recapitulation, application of what has been taught to the students, can teach the students efficiently. It also helps them to retain it in their minds for a longer time.
6. **Principle of Motivation and Interest** - In second language learning motivation is of supreme importance, creating different situations of learner's interest. Some experiences linked with their life may be put forth - topics related to their favourite food, games, dress, festivals etc. motivate learners to take active participation in the class and make the teaching-learning process interesting. Undoubtedly, motivation and interest are integral factors affecting second language learning. The atmosphere of learning should be congenial. Students should not feel the havoc of the English language as something very difficult and strange in their classroom.

Sukhveer was baffled by the disinterest of class 5 children in his English classes. Children used to be excited about their Hindi, Maths and EVS classes, but the moment they would see Sukhveer approaching for their class they would pull on dull expressions. One day, Sukhveer decided to turn the tables. He called out children for playing cricket. As they were playing, he kept on giving them instructions in English with supportive cues from their First language. After the game of 40 mts., he prepared a worksheet with a paragraph written in simple English about the game. The paragraph was designed with some blank spaces to be filled with the correct words after selecting from the given bracket. In the ground itself, children filled up the worksheet as a common sharing exercise and agreed to rewrite it as their homework along with the pictorial illustration of their game.



Can you think of any other strategy apart from games which could excite interest and motivation of students ?

- 7. Principle of Correlation** - Children learn a lot through a variety of situations in a social context. Learners should be able to speak English with their parents, relatives, teachers and friends. A good teacher should try to correlate his teaching with life. We speak only when there is someone to talk and we listen to when someone talks to us. Similarly, we write only when there is a need to write. It means language learning depend on its use in our daily life. We use a language, if there is a person or a situation or a purpose or need felt by us.
- 8. Principle of Activity Teaching** - Learning is a bipolar process, both the teacher and the students should remain active. The more the activity of the children, the greater is the teaching-learning process. Children enjoy being active, they like playing, drawing, colouring, singing, talking, role playing and doing other activities. These activities are interesting, amusing and enjoyable for children. Such engaging atmosphere provides a better context for learning the second language.

Lalita Devi, an English teacher was not feeling well. She was just sitting in the class, thinking about what to do. Two children came quarrelling over a paper boat. She tried to convince them but they kept on quarrelling. Suddenly she thought of a solution. She asked all students to take a paper and follow her instructions. Being an English teacher, she gave her instructions in English and finally each child had a paper boat. She further asked them to colour it and give it a name and conducted a sharing session based on the pattern sentences of :

*This is my boat.
Its name is
It is a colour boat.
I love my boat.
I want to sail my boat.*

It is needless to mention that Lalita Devi successfully integrated the activity with English learning.

- 9. Principle of VAKT (Visual, Audio, Kinesthetic & Tactile)** - To make learning second language easy and interesting, several input rich resources like audio visual aids, charts, tape- recorder, flashcards, pictures, overhead projector, chalkboards should be used in classroom teaching. Involvement of learner in various activities to create teaching situations. Organising games for teaching, vocabulary and innovative strategies in instructional task are some of the ways to make the teaching-learning process interesting. There should be appropriate scope for listening, speaking, reading and writing.

10. Principle of Fostering Creativity - One of the best ways to learn something new and difficult is by fostering creativity among the learners. Learning by doing, learning by experimenting, learning by experience, learning by problem solving are some strategies by which a learner gets indulged in learning by taking interest.



Conduct an English class integrating the above mentioned principles of teaching English and record its experience.

Learning a language requires a lot of effort on the part of the learner and the teacher. The teacher should be aware of the anxiety, fear and pressure children feel in English class. The English teacher should act as a facilitator to engage the learners with interactive participation in English classes as much as possible. The teacher's effort should be directed towards motivating the learners to keep experimenting with English and connecting its use in real life situation.

Factors Affecting Second Language Learning

An English teacher must be mindful of the factors that may affect his/ her pedagogical success in different ways. Let us consider the case of Mr Bashir. Being an English teacher, he wanted to teach English to his only daughter Rehana. Rehana was five years old and she was loved by everyone. Her grandmother used to tell her stories. Her grandfather would take her to the market and she would share all her experiences with her mother. Given her age, she had a good vocabulary and was good in her communication skills. At this stage, Mr Bashir started telling her about the English names of the things and activities around her. Despite being a bright child, her pace of acquiring English as her second language was very slow. Also, she would get irritated with English. Why do you think Rehana was not interested in learning English?

There are a number of factors that affect second language learning - social context, attitude, motivation, anxiety, aptitude, cognitive style and conditions of learning are some of the general factors. As the child grows, mother tongue or the first language of the child becomes the inherent part of his/ her existence. Once familiar, the immediate life and culture surround the learner in many ways. Further, the influence of mother tongue affects acquisition of second language. Once the expressions get registered with one morphophonemic identity, it becomes difficult for the child to replace it with the other structures that too when they are not similar and the second language doesn't hold socio-cultural bond of familiarity.

Most researchers agree that children acquire language through the interaction of biological, social and environmental factors. This interaction is essential for the natural development of language in a person. Linguists are now at some agreement that nature (biological faculty) and nature (environment) come together to influence language learning. The main categories of the factors affecting second language acquisition can be seen as following :

1. Developmental Factors - Developmental factors affect several steps for learning a second language :

- i) **Acquisition of Speech Sounds** - The foremost step in learning a language is to acquire speech sounds. Those speech sounds are learnt by the child which is useful for the child's communication. These sounds are produced by the child's family members and the child learns those by imitation. If English words and expressions are not common in the family or neighbouring society, it affects acquisition of English as a second language.

Radhika's grandmother used to live in a village near Sonpur. She went there to enjoy the Chhath festival. Her grandmother asked her to get one 'goitha' and 'soop' in her native language. As she was getting them she was curious to know what they will be called in English. Her mother explained to her that the 'goitha' is called 'dung cake' and the 'soop' is called 'winnowing tray' in English. Radhika felt uneasy as it was difficult to register the concept of 'cake' and 'tray' with the given objects. English names didn't sound natural to her yet she continued looking for the English names of all fruits and objects being offered in the Chhath Puja.



Do you think such tasks should be assigned to children for improving their interest for learning English ?

- ii) **Association between Environmental Objects and Speech Sounds** - Children observe many objects in their environment. They start associating these objects to particular speech sounds that they have learnt. Culturally, it becomes difficult to associate all objects and experience around us with English words and expressions. Subsequently, this gap is realised by the learner and affects the natural acquisition of English as second language.
- iii) **Association of Meaning to Speech Sounds** - The next step in learning a language is to associate a meaning to the acquired sound speech to which the learner has associated an object. Now, he will be able to imagine the object when the sound associated with it is produced even when the object is not in front of him.

Famous linguist Noam Chomsky once found that if the child recognises the suffix 'ed' as a past expression he readily speaks as 'he goed', 'daddy drewed' as part of his / her acquisition which gets eventually corrected with further acquisition and close observation of adult speech by the learner.



At which stage we should start correcting the wrong use of sentence structures in English class?

- iv) **Overgeneralization of Features of one Object to other Objects** - When the children have learnt the features of a particular object that they have seen in their environment and they know the sound which represents it, they start overgeneralizing it. It means that they use the learnt sound for other objects which have similar features.

- v) **Constructing Complex Sentences** - In the next step, the child learns to construct sentences by combining the sounds which he or she has learnt. The child starts using language in this manner by imitating adults around him. Though the children are not able to state the rules for the formation of sentences, but they can frame and use sentences in different situations.

- vi) **Constructing Sentences in New Situations** - Once the child had learnt to frame sentences being used in one situation, they will be able to frame similar sentences in the new situations as and when required.

2. Socio-economic Factors - Language is an integral aspect of our socio-cultural experiences. The linguistic cult, style and tradition prevalent in the social surroundings of the child holds strong influence on the child. There are sociological differences affecting the speech and dialogues of the individual. Nature of family (joint or nuclear), housewife or working mother, parented and orphan children, all factors directly affect language acquisition process. A child learns his mother language, his first language (L1) very easily and effortlessly. Whereas, in case of other languages (L2), the child feels difficulty because language acquisition process is determined by the aid or experiences, he received from his social environment. Besides, the language development of economically backward family has less resources of language learning than a child from well-to-do family. Economic factors influence and limit the range of expenses that are helpful in language learning. The process of second language learning should be in accordance with the particular classroom situation where locale of the school, the socio-cultural factors, etc. have great influence.

Ritika Sethi an English teacher was discussing about the 'People Who Help Us' in her class. She discussed the professions of postman, doctor, engineer, teacher and police officer. Then, she asked children to share about the work of their parents. Children didn't respond. After being prompted Raghu said, "My father sell fruits and vegetables." Seema said, "My father collects garbage." Rani replied, "My father makes pot."



Why children did not respond to Ritika's question?

3. Psychological Factors – English vocabulary, sound and structures are very different from any Indian language. Also, being the language of educated elites, it stirs the havoc of class consciousness. Eventually, it causes the fear and anxiety regarding the unfamiliarity of English expressions and affects the natural acquisition of the language. However, these psychological barriers can be easily overcome while following the transitional strategies of gradual shift from the first language to the second one. Teachers should be mindful of the following aspects :

- i. Simple, easy and short expressions can reduce the complexity of learning and comprehending English. Regular instructions along with the supportive behavioral cues reduce its havoc for children.
- ii. Well-designed opportunities for interactive participation gradually reduces the fear of unfamiliar sounds, vocabulary and expressions.
- iii. Well-designed opportunities for interactive participation gradually reduces the fear of unfamiliar sounds, vocabulary and expressions.
- iv. Pattern exercises connecting school environment, family and other social situations help children in developing their familiarity with English. Repetition is the basis to the formation of language habits.
- v. Step-by-step reinforcement enhances learner's interest and learning capacity. Regular rewards or motivation in the form of immediate feedback provides reinforcement and helps in habit formation. Timely correction minimizes errors while language learning.

Teaching English at Elementary Level with Reference to National Curriculum Framework-2005 and Bihar Curriculum Framework-2008.

Curriculum framework is a policy document that specifies the nature and direction of education in a particular society. It may be designed for the national and state level. It provides suggestive guidelines on defining the aims and objectives of education, the requisite nature of contents, methods of teaching-learning and principles of assessment and

evaluation. The guidelines of NCF-2005 framed in the light of the well-known report '**Learning Without Burden**' has shifted the focus from the teacher to the learners, confining the teacher to the role of facilitator only. The NCF-2005 recognises learners as the constructor of knowledge and sees multilingualism as a strength in the classroom. Multilingualism reflects the identity of a child and a typical feature of the Indian linguistic landscape, must be used as a resource, classroom strategy and a goal by a creative language teacher. This is not only the best use of a resource readily available, but also a way of ensuring that every child feels secure and accepted, and that no one is left behind on account of his /her linguistic background. To quote NCF 2005, *“Second language pedagogy, more than the teaching of any other curricular subject, must meet the most stringent criterion of universal success: the spontaneous and appropriate use of language for at least everyday purposes. This is a feat achieved in one’s own language by every pre-school child. It is this minimum level proficiency that the person on the street aspires to ‘speak English’ as against merely passing examinations in it, or knowing its grammar.*

The key guiding principles of NCF-2005 are:

1. connecting knowledge to the life outside the school.
2. ensuring that learning is shifted away from rote methods.
3. enriching the curriculum to provide for overall development of children rather than confining it to the textbook.
4. making examinations more flexible and integrated with classroom experience.
5. nurturing the identity of the child by caring concerns within the democratic polity of the country.

The National Curriculum Framework 2005 lays stress on the use of child's mother tongue as a medium of learning at the primary level. At the same time, English should be taught in an appropriate manner to enable the child to acquire sufficient proficiency in the language. As per the National Curriculum Framework 2005, English should also continue to be one of the languages for learning activities that create the child's awareness of the world.

Satyendra an English teacher was teaching English to class 1 in the distant rural school of Saran District. He was facing difficulty in helping students getting connected with English spellings and sounds. Suddenly, he asked children to give the names of the food items their mother cook. Children started sharing the names of food items in their native language and the blackboard was full of the native cuisines like kheer, roti, litti, lassi etc. The English teacher now started giving them the associative letters and the sound which makes the spelling of those food items in English. Like – a for atta, b for barfi, c for curry, d for dal etc. Deep within, Satyendra was aware that these English letters and their phonology do not exactly agree with these examples, yet he found that this way he could connect English letters and their respective sounds in better way for children. Once, children became familiar he asked them to write their name in English. To his surprise, children could now easily relate the sound of their names with English letters. Barring a few, most of them came up with the correct spelling of their names. Once, their fear of learning English as unfamiliar sound and vocabulary got reduced, children started picking up English expressions and communication with less hesitation.



Why it is said that utilising native experience of the child is the best strategy?

According to NCF 2005, these are some important points that should be taken into consideration while teaching of English at the elementary level:

1. Language teaching needs to be multilingual, not only in terms of the number of languages offered to the children, but also in terms of evolving strategies that would use the multilingual classroom as a resource.
2. At the primary stage, child's language must be accepted as they are, with no attempt to correct them.
3. At primary stage, oracy and literacy should be the tools for learning. Rich and interesting exposure should be made available, so that the child will himself/herself acquire the standard variety and the rules of correct expressions, but care must be taken to honour and respect the child's home language(s)/mother tongue(s).
4. Child's talk in classroom should be taken as a resource rather than a nuisance. By doing so the vicious cycle of resistance and control would have a chance to be turned into a cycle of expression and response. Children may effortlessly abstract more grammar from such activities than through explicit and often boring grammar lessons.
5. At elementary level listening needs to be enriched with the help of folklore and music. Folklore and music deserve a place in the language textbook as discourses capable of being developed with the help of exercises and activities unique to them.

6. English classroom should offer opportunities for story telling, role plays, poems, songs and drama linked with their cultural heritage for developing higher order communicative skills and critical thinking. Story-telling, community singing and theatre are locally available resources. As a narrative discourse, orally narrated stories helps in logical understanding, expand the imagination and enhance the capacity to participate vicariously in situations distant from one's life.
7. Input rich communication environment is a pre-requisite for language learning. The classroom experience should not be limited to the prescribed textbooks rather it should be based on variety of inputs coming from different resources like comic books, children magazines, learner chosen texts and classroom libraries allowing variety of genres.
8. Opportunities for individualized reading need to be built in order to promote a culture of reading. Reading of fiction should be used as a major means of encouraging reading.
9. At primary level the skill of writing should be taken as artistic expression, not as an office skill. Writing abilities should be developed holistically in conjunction with the sensibilities associated with talking, listening and reading.
10. Language evaluation need not be tied to 'achievement' with respect to particular syllabi, but must be reoriented to the assessment of language proficiency. It should be accepted that errors are a necessary part of the learning. Catering to the '**hard spots**' children should be supported with comprehensible, interesting and challenging inputs.

Teaching English at the elementary level with reference to Bihar Curriculum Framework-2008:

BCF-2008 primarily shares the vision of NCF 2005. It aims to achieve a reformed contextual paradigm which could help children connect their classroom learning with the requirement of their life. It emphasises over the need of associative classroom strategies which could connect English learning in close proximity with the culture and challenges of Bihar.

English teachers should help children developing their proficiency to talk about themselves and their surroundings. Children should be able to follow instructions, simple questions and request in English. Reading and recognising letters and basic words in print along with the ability to comprehend their meaning is significant. English teachers must help children getting familiar with basic English vocabulary and expressions.

The significant tenets of BCF-2008:

1. Nurturing a child to grow into an informed, capable and conscientious citizen imbued with social concerns.
2. Connecting classroom learning to the locale, society & life of Bihar.
3. Reorienting classroom pedagogy with the geographic, socio-political and economic challenges of Bihar.

4. Redesigning textbooks and teaching-learning strategies for promoting a constructive critical outlook.
5. Re-inventing classroom and examinations to aid the process of learning.

According to the Bihar Curriculum Framework 2008, English teaching must reform itself with the following norms:


1. English teaching need not to stand apart and isolated. It must find its place along with the other familiar languages of the child. Mother tongue should be a familiar link through which English vocabulary and expressions should get connected.
2. Focus should be on enhancing communicative ability rather than on accuracy for expressing ideas. Classroom environment should help learners to acquire proficiency rather than achievement with the use of grammatical terminology.
3. Rote Learning should be reduced. More opportunities for communication practice on familiar themes should be provided.
4. The native life style and its challenges should be connected with appropriate English vocabulary and expressions. Stories/narratives based on native folk-lore, festivals, art and craft should find their place in English classes.

Now, let us consider the following text developed by a teacher for class 5 children.

- ✚ Does it follow the norms of BCF 2008?
- ✚ How does text connect English Classroom with the culture of Bihar?

Sugna the Parrot

Do you love birds ? Do you like watching them ? What will you do if someone hurts them ?

Let us get some Word Power 
Holy, Devotee, Worship, Affection, Arrow, Weep, Forgive



Long long ago, there was a village. There lived a woman. Her name was Kosi.



Everyday, she would get up early. She would bathe in the river Ganga and offer the holy water to the Sun God. This was her daily routine.

She was the devotee of Sun God. She worshipped Sun God everyday. She said, “The sun gives us light and energy. Plants grow from its light. It supports the life of all plants and animals. We must worship Him.”

Let's answer following questions :



Q1 Where did Kosi live ?

Q2 What was her daily routine ?

Q3 Prepare a list of things we get from Sun.



Once in a year, Kosi and other women would offer the fruits of their garden to the Sun God. They called it the festival of 'Chhath'. They said, "The sun gives us everything. So we should offer our fruits with respect."



Once during Chhath festival, Kosi decided that she would offer the bunch of bananas growing near her house. But she saw that Sugna, the parrot was eating her bananas. She was very angry.

Let's answer following questions :



Q1 What happens in Chhath festival ?

Q2 Who was eating the bananas ?

Q3 Why was Kosi angry ?

Kosi was very angry. She killed the parrot with an arrow. The parrot's wife saw that and wept bitterly. The Sun God was watching all this. He became very angry. He said, "How can you hurt any plant or animal? This will never make me happy. I will never bless you."



Kosi realised her mistake. She prayed to the Sun God for giving back the life of the parrot. She said, "I will never do this again. I will never hurt any plant or animal. I will always be kind to them. Please ! forgive me."

Let's answer following questions :



Q1 Why did Kosi kill Sugna ?

Q2 Who wept bitterly ?

Q3 Why was the Sun God angry ?



The kind Sun God brought Sugna back to life. Kosi offered all her fruits to Sugna and his wife. She promised that she would never hurt any bird or animal. She will always be kind to them.

What did we learn ? 

Moral of the Story

We should always be kind.

Hello children ! My name is Sugna.
I am a parrot. I am a bird. I love
flying in the sky. I like to eat
fruits. Can you guess what other
birds are saying ?





Hello children ! I am a
I am a I love in the sky. I like to eat I am the state bird of Bihar.



Hello children ! I am a.....
I am a I love.....in the sky.
I eat I help in cleaning your area.



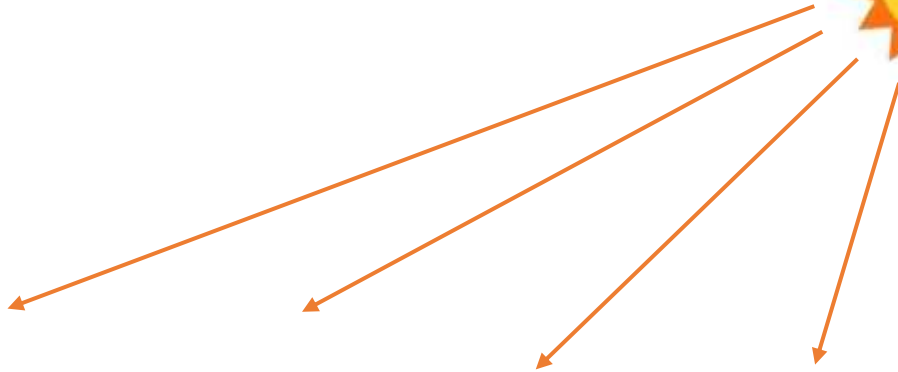
Hello children ! I am a
I am a I love
in the sky. I eat
I live in a



Hello children ! We are in a cage. We are very sad.
We can notin the sky. We are not free.
We want to be
.....



Now, let us see the things which Sun gives us.



Do you know that Chhath puja is a special festival of Bihar. People sing my story in the form of a folk song. Do you know that song? Ask your mother. She will tell you.

Now observe the following pictures. Discuss it with your teacher and friends. Cross the pictures which you do not like.



Now discuss and answer following questions with the help of your teacher and friends.

Q1 What is the opposite of kindness?

Q2 Which pictures show kindness?

Q3 Which pictures show cruelty ?

Q4 How should we behave with animals ?



Think about any folk lore and develop an interesting English lesson for children.

Understanding the Curriculum, Syllabus, Textbook of English in Bihar at Primary Level

There is close relationship between curriculum, syllabus and textbook. Curriculum is the totality of experience provided to the child. It covers all the activities and arrangements

made by the institution throughout the academic year to facilitate the learners and the instructors. The goals for a second language curriculum are two-fold:

- Attainment of a basic proficiency, such as it is acquired in natural language learning.
- The development of language into an instrument for abstract thought and knowledge acquisition through literacy.

However, syllabus is a narrower term that refers to the specific list of contents to be completed in a given duration. To quote NCF 2005, "*Syllabus refers to the content of what is to be taught and the knowledge, skill and attitude which have to be deliberately fostered; together with stage specific objectives.*" All aspects of curriculum and syllabus are incorporated in the textbooks. In other words, what is mentioned in the curriculum is reflected in the syllabus and the textbook is the reflection of the syllabus. Textbook gives an operational framework to a curriculum, determines the direction of the teaching learning process and quite often defines the scope of education. The textbook is a final and concrete tool for interaction with the learners.

The Objectives of Textbook Prescribed for Primary Level Students are :

- to develop the skills of listening, speaking, reading and writing in an integrated manner.
- to enable children learn English with enjoyment.
- to develop learners' proficiency for using English effectively and naturally in different situations.

It is the textbook that syllabus acquires concrete shape to achieve the objectives defined in the syllabus. The present syllabus of English has been developed in the light of NCF-2005. The attempt has been to accommodate the NCERT syllabus as far as practicable in the context of Bihar. The goals of the New Education Policy and that of BCF-2008 have been taken into consideration in the preparation of the textbook of English in Bihar at elementary level.

In Bihar, the children of elementary level who follow the SCERT syllabus are mostly from rural background and with little or no exposure to English language and its vocabulary. Therefore, special emphasis has been laid on oral drill based exercises and building vocabulary of the learners. Its contents are based on the themes taken from the immediate environment and socio-cultural background of the learners. Lessons of English textbook have been constructed with the aim of developing a sense of awareness towards their social and natural surroundings. It also includes the development of significant social and moral values.

At primary level, attention has also been paid to integrate contemporary issues with the core components described in the National Education Policy. The themes have been modified in the light of the local needs and speciality. The book follows communicative and constructive approach to English language teaching and learning. Modern principles and methods have

been followed especially in the selection, gradation and presentation of language items, sounds, words and structures. Numerous colourful and attractive pictures have been given to make the lessons interesting. Exercises have been designed to develop the thinking capacity of children. To answer the questions at the end of the lesson, reading of the lesson is not sufficient. Learners have to go out of school and relate the answer from their real-life experiences and situations.

Syllabus at primary level also recognises the availability of actual time for the class as an important component of syllabus designing. This has an important bearing on the selection of content materials, so that, syllabus does not become burdensome for students. The learning of grammar has been visualised as the process of discovery of English uses. Hence, more emphasis has been given on the learning of the functions of the words on their grammatical terminology. A very significant feature of the syllabus of Bihar at primary level is that the continuity of linkage has been maintained at each successive level of learning from class 1 to upper primary level.

Approaches for Teaching of English

An approach is concerned not only with 'how', but also 'what to teach'. It is a matter of principles derived from experience and is based on the psychological learning of the teaching-learning process. It selects and grades the teaching-learning material, whereas a method is concerned more with the presentation of this graded material in a logical and psychological sequence of manner. There is no single or the universally accepted optimal method for teaching and learning modern language. Teaching becomes effective only when the teacher has the skill to motivate the learners, establish rapport with them and communicate to them in the language which they can easily understand. For effective teaching, a teacher needs to adopt an informal eclectic method incorporating elements from the entire range of methods available.

These are some major approaches and methods for teaching English:

- 1. Behaviorist Approach** - Behaviorist approach views learning as a mechanical process. It lays emphasis on habit formation. This approach is based on the concept of 'shaping behavior' with the help of environmental cues. The teacher controls the learning environment and the learners are expected to follow the instructions of the teacher. Learning is primarily associated with the repetitive pattern practice associated with suitable reinforcement strategies. Children repeating the alphabet A, B, C..... with the help of pictures, vocabulary practice, spelling drills, specific manners etc. are the common examples of behavioristic learning in which a specific behavioral pattern is focused.

Lalita Devi a middle school teacher was renowned for her ways. She was known to be the master of spellings. Everyday in her class, she would make children repeat 10 words with their spelling. After that, children had to take dictation and the incorrect spellings had to be repeated 10 times. In classes 4 and 5, she would also make sure that children repeat a pattern of sentences. Regular practice indeed helped children to develop their familiarity with basic English vocabulary and sentences. However, children could not use those words and sentences to express their individual experience, feelings or thoughts.



Why do you think children failed in developing their proficiency in English?
How should Lalita Devi improve her classroom pedagogy to help children develop their proficiency?

Behaviourist psychologists like Ivan Pavlov, B.F. Skinner, E.L. Thorndike and others supported the theory and established that environmental association is key to our learning. These are the main characteristics of Behaviouristic Approach:

- Learning is defined as establishing a behavioural pattern based on the pre-defined set of objectives.
 - It is a repetitive process shaped through positive or negative reinforcement strategies.
 - Memorization and habit formation is the key of learning.
 - Audio-Lingual drills are significant to language learning.
 - Extensive repetition should be the part of classroom transaction which should be done with a contextual situation.
- 2. The Grammar Cum Translation Method** - It is the oldest and the most widely practised method of language teaching. The method advocates that '*Grammar is the soul of language*'. One should learn the details of the sound system (phonology), word-structure (morphology), and sentence structures (syntax) to be efficient in using the language correctly. Thus, major duration of classroom transaction is focused on helping children understand the rules of vocabulary and sentence structures. Once, children get the clarity of the rule, they are given pattern of exercises to be practised accordingly. Completing the sentence with the suitable word, correcting the error in a sentence, making different sentences based on the same structure etc. are the common exercises assigned to the learners. The method also believes in the teaching maxim of moving from 'known to unknown'. It considers mother tongue of the child to be the first familiar language which should be used for teaching the '*unknown*'

second language. Besides grammar, the method emphasises translation exercises to be the regular part of classroom practice.

The method is very common in Bihar especially in rural areas where children are not familiar with English. Connecting classrooms with mother tongue and translation exercises based on grammatical understanding help children acquire the basic foundation of English learning. The major characteristics of this method are:

- Teacher centric classrooms.
- Use of mother tongue in classroom.
- Reading-writing exercises are primarily focused.
- Studying grammatical rules of words and sentence formation. Memorising vocabulary and translating text into English are the regular features of classroom transaction. Little possibility of lively communication or asking questions.



Think about the limitations of the Grammar cum Translation method. Does it help in achieving proficiency in English?

3. Audio-lingual drill – This method primarily supports behaviouristic concept of learning. It believes that language is a habitual behaviour and is best learnt in its natural way of listening and speaking (the way we learn our first language). Repeating a pattern, forms strong association of habitual learning. The method observes following steps of classroom transaction:

- Teacher has to prepare and present an ideal pattern of well-articulated material. The teacher can use any resource to make its presentation effective like: tape recorder, comics, role-play etc.
- Students need to hear the model presentation and repeat it with appropriate modulation.
- As next step they practice substitutions in the pattern drills (key words or phrases in the dialogue).
- The drill exercise has to continue, till the student achieves perfection in that task. The stage ensures repetition of the response till it is learnt.
- Once the learner becomes successful, he moves to the next learning task, otherwise the repetitive drill exercise continues.

Thus, Audio-Lingual Method effectively serves the objectives of:

- Building communicative competence through intensive language courses focusing on oral-aural skills.
- Creating communicative competence in learners through extensive repetition and a variety of elaborate drills.
- Projecting the linguistic patterns of the language into the minds of the learners in a way that made responses automatic and 'habitual.'
- Facilitating the learning of a new set of 'habits' linguistically appropriate to the language being studied.



Do you think Audio-lingual method will be effective in developing the originality of expressions? Conduct a class based on audio-lingual method and find out.

4. Structural Approach - Approaching English on the basis of selected structures is called structural approach. It is called structural approach because the main emphasis is laid on the mastery of structures or patterns of sentences, phrases and also on the special features of the language. The structural approach emphasises that language can best be learnt through a scientific selection and grading of structures or patterns of sentences and vocabulary. It believes that word order or the 'pattern of form' is of primary importance in learning a foreign or second language.

Sadaf was teaching English for a long time. However, she was not satisfied with her teaching. Despite her efforts, she could not make children use English expressions in their day-to-day life. One day, she kept the textbook aside and prepared a list of structures which are commonly in use. For supporting the morale of children, she started with the Modal Verb '*can*'. She entered the class and shared an improvised narrative of '*I can....*' and '*I can not....*'. After finishing the narrative and subsequently repeating the structure she asked each child to answer one thing that he/she can and one thing that he/she can not.....



What do you think might have happened? Do you think children would have responded? Can this approach of teaching help Sadaf in developing the concept of the modal '*can*'? Can this approach help children using this structure in their expressions? Conduct a class based on the same pattern and find out.

Aspects of structural approach:

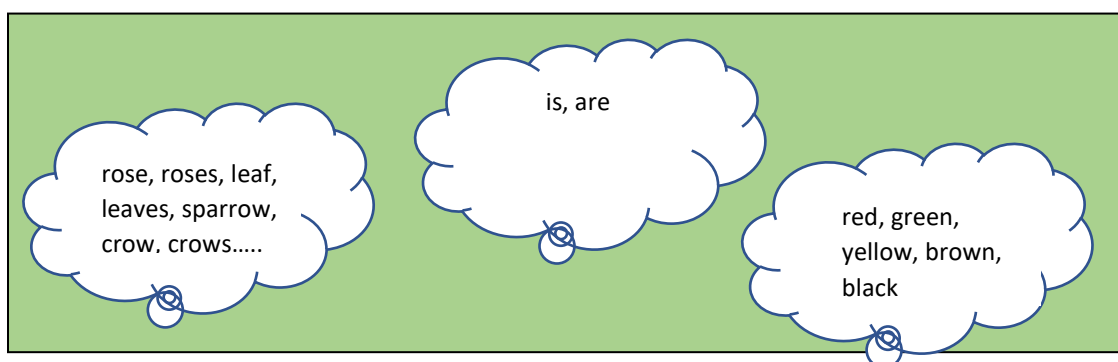
- It is the order of words in a pattern that makes true meaning clear.
- It lays a lot of emphasis on the use of function or structural words.
- It gives due importance to forming of language habits.


- It regards speech as more important than reading and writing.
- Speech is the necessary means of fixing firmly all ground work.

5. Communicative Approach - Communicative language teaching makes use of real-life situation that require communication. Classroom tasks equip students with the skills necessary for communication in this context. The teacher first sets up situations that the students are likely to face in real life. For example, organising market activity, a role play set up of restaurant, stationery shop, book store, police station, hospital, post office, bank, railway enquiry etc. These situations are used to prompt natural expressions of children. The teacher provides a range of simple expressions which are used by children. Children learn to frame their expressions with the help of different communication modules of formal and informal situations. The main characteristics of communicative approach are:

- The role of the teacher is that of facilitator and guide.
- Opportunities to reflect learners' ideas.
- Engaging the learners in meaningful interactions and construction of meaning.
- Use of ICT to make classroom more interesting and communicative.

6. Cognitive Approach - Cognitive approach involves the process of acquiring knowledge through 'holistic perception'. It prompts the use of reasoning and intuitive perception. Unlike behaviourism, this approach considers language learning as a thoughtful process associated with the holistic experience and our ability of perception. It is a creative exercise not just the routine practice of selected structures. Instead of repetitive drills, it prefers to get children involved with puzzles, jumbling, picture comprehension etc., where they need to think and respond. Let us consider a classroom where teacher has to teach the concept of 'how to describe things' involving the concepts of 'number' and adjective. Based on the cognitive principles of teaching, the teacher creates three clouds of words on the board in following manner :



 What was the strength of this classroom strategy? Do you think interesting puzzles can help children acquire language in better way? Design one puzzle which could eventually help children develop a story.

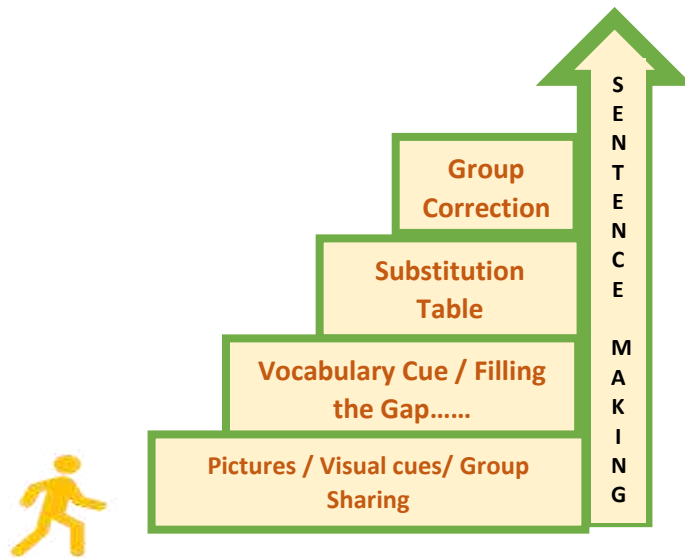
These clouds became an active puzzle for children, which they tried to connect and framed different sentences based on their perception. Further, the teacher asks each child to add more words in the clouds which they see around them. Needless to say, children added more words, some in English and some in their native language for which English words were provided.


Noam Chomsky, the famous linguist defined language as 'creative complex' (*corpus*) which we acquire through our inbuilt cognitive mechanism of 'Language Acquisition Device' (LAD). Our expressions are the resultant output of what we perceive as a rational individual. Cognitive approach of learning language is thus characterised with :

- Designing different levels of challenging tasks which involve problem solving approach.
- Thoughtful and creative involvement of learners. They are encouraged for developing 'holistic perception' of the task.
- Learners are encouraged to work out rules for themselves as an integral aspect of their learning experience.

7. Constructivist Approach : Modern pedagogy primarily rests over the shoulders of constructivism. Be it NCF 2005 or BCF 2008, all curricular reforms emphasised the need of having constructivist pedagogy in classrooms. Established by the psychologists like Jean Piaget and Lev Vygotsky, the approach primarily establishes that the development of individual potential requires constructive environment. The term 'constructive' refers to an enriching environment which stimulates our cognition and provides variety of opportunities that influence the development of learners. According to Jean Piaget, our cognitive capacity improves through the successive stages of biological development. Each developmental stage has its own cognitive characteristic which should be supported by the environment. For example, considering the age of pre-primary and primary stage children are very perceptive towards the sensory-motor experience. They are primarily focused towards their own belief about the world around them. At this stage, their understanding is limited to their own world of intuitive imagination. A doll may be a close friend, fairies do live in clouds, a simple stick may be a live horse and a chair could be a car. It is only after 5/6 years that the child gradually picks up the cues of logical reasoning. He/she starts perceiving the real world with more objectivity and a stick no longer acts as a horse. Therefore, a teacher should plan their classrooms while recognising the developmental stage of children. For example, primary classes pedagogy must utilise a variety of colourful and bright teaching-learning materials to enhance their sensory-motor experience. It must involve interesting stories which may help them with their basic recognition of words, expressions and their overall comprehension. On the other hand, Lev Vygotsky gave more importance to the constructive social support of 'more knowledgeable others'. A

teacher must create a constructive social situation, where children may learn from each other while participating in a meaningful task. It could be designed in the form of associative tasks, language games and other scaffolding cues. 'Scaffolding' refers to the 'supportive assistance' in all possible manners for the completion of a learning target. The following graphic suggests an example of some scaffolding steps which can be used for teaching sentence formation:



 Write a story suitable for class 4 children and design a scaffolding strategy to help children write 10 lines about the lead character of the story.

The characteristics of the constructivist approach are:

1. It advocates for creating a supportive environment suitable to the developmental stage of the learner.
2. It believes in providing a supportive social structure where the learner gets involved in meaningful ways.
3. The teacher should develop appropriate steps of successive learning tasks which could lead the learner towards success.

In a nutshell, we can say that different approaches and methods have their respective strength. The awareness of different pedagogical strategies provides a wider perspective. It helps the teacher to visualise a range of possibilities. Before selecting any approach, the teacher should assess the context of the lesson and the learning outcomes associated with it. Also, need of the classroom and the respective level of the learners should be considered before planning any strategy. One should make fine blend of judicious selection which could ultimately lead our children towards achieving basic proficiency in English.

Summing Up:

In India, English exists as a second language. Learning English gets affected with different socio-economic, cultural and psychological factors. However, planning English classes with the principles of habit formation, active involvement, naturalness, communication, pattern practice, correlation and VAKT can help a teacher overcome the barriers. As recommended by NCF2005 and BCF 2008, connecting English classes with the native culture of Bihar can reduce the experiential gap of learning English. Teaching English with the insightful selection of different methods and approaches can further contribute towards vibrant English classes.

Self-Assessment:

Based on your understanding answer the following questions in your own words:

- Q1 Discuss different principles of teaching English as second language with suitable examples.
- Q2 How do different factors affect the teaching of English in Bihar?
- Q3 Write short note on the significance of BCF 2008.
- Q4 Which method is the best method of teaching English in your opinion? Support your answer with suitable reasons.
- Q5 What is the difference between Behaviouristic and Cognitive approach of teaching language?
- Q6 Describe the characteristics of Constructivist approach with suitable examples.
- Q7 Explain various recommendations of NCF 2005.

Unit-2

Strategies of teaching Language Skills: Listening and Speaking

Introduction:

Nature has bestowed many wonders on humanity. Out of several other gifts, we have been blessed with the exemplary ability of expression. Unlike other beings, we don't just respond in a fixed pattern of genetically imbibed codes for a limited range of natural situations. We are capable of receiving as well as expressing a range of cognitive and emotional experiences. Receiving various sounds and associating them with a given context forms the foremost foundation of our relationship with the environment. As we receive, so we produce. Eventually, the unique faculty of our vocal articulation helps us to produce a number of sounds with different intensities providing a variety of languages; each with a different set of sounds and their contextual meaning. Thus, listening and speaking are the natural set of skills which help us establish our first interaction with the environment and become the foundation of our linguistic expression. In this unit, you will be able to learn different aspects of listening and speaking skills. We will also discuss classroom strategies which can make our children effective in their oral communication contributing towards the general proficiency of the child.

Objectives:

This unit emphasises over the most significant skills of language proficiency. They are recognised as the foundation of skills of language learning. The unit has been divided into two sections. Section A describes the 'listening skill', while Section B explains different aspects of 'speaking skill'. After completing this unit you will be able to:

- define listening skill.
- understand different characteristics of a good listener.
- apply different strategies for developing good listening skill among children.
- analyze different learning indicators associated with the listening skill.
- conduct assessment of respective strong and weak areas of the learners' listening ability.
- define speaking skill.
- understand different characteristics of a good speaker.
- apply different strategies for developing good speaking skill among children.
- utilize the phonological concepts of syllable, stress, rhythm and intonation for designing effective classroom strategy.
- analyze different learning indicators associated with the speaking skill.
- conduct assessment regarding respective strong and weak areas of learners' speaking efficiency.

Section A: Listening Skill

Listening is one of the most important language skills, yet it never acquires a focused position in our general classroom planning. We often consider it in a 'taken for granted' manner. It is a general assumption that our expository methods of teaching provide enough practice in listening skill. But the matter is not as simple as it appears to be. Listening involves various aspects. The first and foremost is the perception of sound. From morning to evening, we hear many sounds. However, we do not attend to all of them. We only respond to some sounds about which we think and comprehend their context. Thus, listening as a skill refers to the careful perception of sound and our ability to comprehend it in a meaningful context.



Listen to a story provided with the link <https://youtube/Eu07w0ObIRk>

Observe the narrative style of the story teller. Record one story on your own and enjoy the experience.

Sound recognition

Listening involves correct recognition of sounds. It is the first step towards learning a language. The child imitates the sounds which he listens in his/her environment and identifies the context of the sound accordingly. This is true of both the baby learning its mother tongue and the student learning a foreign language. Before a learner can understand the meaning of the word or a construction, before he can speak it, he must be allowed to hear it. The training to hear accurately and understand when it is spoken as a second language in one's country or as an international language, involves the ability to:

- Recognize English speech sounds both in isolation and in combination readily and quickly.
- Differentiate the speech sounds of English.
- Distinguish between English speech sounds and almost similar speech sounds in the mother tongue.
- Understand the vocabulary and sentence patterns used in speech.
- Derive meaning from stress, pitch and intonation of English language.
- Understand English speech sounds at normal speed as in conversation or movies.

Stages of Listening - Different textbooks or web resources provide different stages of listening, but below are given most popular and useful stages of listening:

The Three Stages of a Listening Activity



- Pre-listening - A well-designed listening activity should be broken down into carefully sequenced "phases" that build on each other. The initial pre-listening phase should prepare students by helping them activate their background knowledge and clarify their expectations and assumptions about the text. An ideal pre-listening task is one in which the teacher, through carefully constructed questions, helps the students to activate the background information and language components needed to comprehend the text.

Pre-listening activities are the things learners do before a listening activity in order to prepare for listening. These activities have various purposes like, activating vocabulary, predicting content, generating interest and checking to the understanding of the task. For example, before beginning a story, the teacher excites the curiosity of the children with some riddles and asks them to guess the name of the things.

Pre-listening tasks include general discussion, asking questions based on familiar

I am round and round

A buzz-buzz here

You kick me on the ground.

and a buzz-buzz there

Always busy with dirty hair.



Do you think these riddles can make an interesting pre-listening session?

Make 10 riddles based on the name of different animals and ask them in the class.

experience, true or false statements, vocabulary work, prediction tasks and brainstorming the topic. Pre-Listening tasks can:

- set the context of listening activity that they are going to listen.
- motivate students to listen.
- activate background knowledge.
- help teachers find out about what students already know about the topic.
- prepare students for the vocabulary and language structures in the text.

- help mitigate the anxiety which comes from listening in a foreign language, by providing a clear context.
- **While Listening** - The while-listening stage is an interactive stage where students need to listen attentively and follow the lesson. This includes the interactive phase of classroom transaction when children learn different aspects of the lesson through careful listening. Listening to a story and answering the questions based on it, comprehending the new vocabulary or following a sentence pattern are the common activities which involves children during 'while listening' stage. Many course books also feature tasks, such as listening for gist, listening for main ideas, making inferences (moral of the story), and summarizing the text. These tasks help children sustain their attention during listening a text. Some common listening tasks are explained below:
 - **Listening for gist** – This means listening to get the main idea, so students should be trying to get the topic or theme of the listening track.
 - **Listening for detail** – This means listening to get specific information, such as 'How was the meal?' or 'Where was the bus going?'
 - **Making inferences** – This refers to the task where students are listening to get information not explicitly stated on the track. Some examples: How do the two people feel about each other? or Where do you think the man will go next?

Ideally, one should narrate a context with meaningful cues. One should also repeat some expressions to help children remember them. While using an audio track it should be played twice or thrice, setting a different task each time. Many experts suggest grading the tasks, going from easier to more difficult, such as starting with one gist question, proceeding with 3 to 5 detail questions, and then following up with an inference question.

- **Post listening** - The post-listening task is the stage where you take them beyond the listening text, and use it as a springboard for further language practice. Some common post-listening tasks are:
 - **Mine the Transcript** – It refers to providing the reading material of the content. Once the listening session is over children should be provided with the text of the content. This will help them to check their understanding. They can also observe the points where they had trouble understanding. Some experts protest against ever showing students the transcript, but in many ways, it is an excellent way for students to get another look at the language contained in the listening track. In addition, it can help students understand words and phrases that they didn't understand while they were listening. Also, it can help students notice some of the differences between spoken and written language.

- **Setting a Speaking Task** – Assigning students to do a related speaking activity is an effective strategy to keep children attentive during the session. For example, after telling them the story of ‘A rabbit and the Lion’ assigning a role-play activity with the help of masks will make the listening session interesting for children. It will also help them register English expressions easily.

Besides, teachers should always find ways that students could relate to the text. This will improve their listening experience as they will be able to associate a meaningful context with the content. Personalising the text helps children to feel the content as part of their own experience which bridges the gap of listening to the unfamiliar English sounds.

Fatima was teaching English in class 1. She was playing the track of the poem ‘Jack and Jill’. While playing the track she was helping children to follow the actions. From time to time, she was herself repeating the poem with actions. Though, children were following the actions they didn’t seem to comprehend the poem. Fatima was upset. She thought about it and sang the poem with the following substitution:

*Sonu and Monu
Went up the well
To get a bucket of water
Sonu fell down and broke his leg
And Monu came dancing after.*

Sonu and Monu were the two brothers studying in her class. On hearing their name, they got curious. The class became more exciting. Fatima kept on substituting different names and the children got excited. They were not only following the sounds but also trying to comprehend the context of the poem.



Conduct a class of rhyme practice with interesting substitution.

Listening is an important activity among all language skills. Developing good listening habit is one of the foundational skill over which teachers need to focus. Insightful planning of the above mentioned strategies can develop learners’ interest towards listening and comprehending English. Being the first skill through which we receive the basic vocabulary and expressions of a language, developing the qualities of good listener is significant for further learning.

Characteristics of good listeners:

Although, there are many skills enumerated by the experts of language communication. Some of the specific skills essentially required for good listener are given below. A good listener:

- pays attention to the speech carefully with concentration.
- identifies the relationship of words and sentences in the speech.

- has a positive state of mind for listening and its comprehension.
- connects the listening text with his previous knowledge.
- pays attention to both verbal and non-verbal languages/behaviour.
- makes a good rapport and eye contact with the speaker.
- uses effective gestures and postures while listening.
- avoids the listening barriers such as physical, physiological and linguistic.
- is ready to listen for learning in any circumstance.
- waits for sentences and speech to complete before judging the speech.
- engages in post-listening activities for complete and additional information.
- raises questions, queries and feedback at the end of the listening activity.

These characteristics often get reflected in the general behaviour of the children. With the careful insight of the teacher, the following indicators can be easily observed and achieved at the primary stage :

The learner -

- ✓ Identifies sound
- ✓ Recognizes the context (Word – Picture – Spelling)
- ✓ Follows instruction
- ✓ Understands the emotion of the speaker (Identifies stress and intonation pattern)
- ✓ Comprehends the context (Infers the moral value)
- ✓ Distinguishes words in different contexts.
- ✓ Recognizes homophonic and homonymic contexts

Gurpreet Kaur had an interesting habit. Every time she entered the class, she would break the ice with a tongue twister and ask children to count the number of words coming in that statement. For example, consider the tongue twister given below:

*A cat with a rat and a rat with a cat
With a bat on the mat, cat sat on the rat.*

The regular practice of such twisters would always keep children excited for listening carefully and repeating it as well. Gurpreet also used to enjoy the excitement of children. She was happy that she could help children enjoy and comprehend English sounds in an easy manner.



How many cats are there? How many rats are there? Frame 10 tongue twisters with different words and conduct a listening exercise in class 4.

Conducting different listening activities also helps a teacher to assess the proficiency of learners regarding their comprehension ability of the language. For realizing specific weak or strong areas, teachers can prepare a rubric in the following manner:

Assessment Features	Good	Average	Poor
Picks the picture of the object associated with the sound			
Identifies English letters with their sound			
Answers questions based on a story			
Infers the moral of the story			
Takes dictation of words			
Follows instruction in English			

A strong foundation of listening skills eventually develops the speaking skill of children. In the next section of this unit, we will observe various aspects of good speaking skill and the classroom strategies which can help us develop the communicative efficiency of children.

Section B: Speaking Skill

The oral form is the first natural form of language and listening skill is the foundation of learning oral communication. Listening is a receptive skill (we receive sound) while speaking is a productive skill (we produce sound through our vocal articulation). Therefore, speaking skill is defined as *'appropriate articulation of vocal organs to produce meaningful (contextual) sounds.'* It does not refer to producing random sounds from our vocal organs. It means to articulate meaningful and contextual sounds which can communicate a certain purpose. For example, a baby may produce various sounds, but we do not say that the child has learnt the language. The random articulation or production of sounds by the child is called 'babbling', a preliminary exercise which gets the vocal organs ready for further articulation. Gradually, when the child starts relating these sounds with specific meanings and starts communicating with them, then we recognize it as an act of speaking.

Language is primarily speech. That is, a very large number of languages in the world are only spoken and they do not have writing scripts. Even among those who use a language that has a script, like Hindi, a majority of them use the spoken form for communication. The purpose of language is to communicate that is to pass on or move our thoughts or information from one person to another person. We speak when we want to express our feelings or when we want to obtain some information. We speak to establish friendship and social relationships. In our country, English serves as a valuable link language. Many of us are either bilinguals or trilingual. They mix up their own mother tongue with English liberally and express their ideas using many styles and varieties of spoken English. On several occasions, English becomes indispensable for establishing interaction at work spots, leisure, travels, get-togethers etc. All these situations point to the need of cultivating good spoken English.

However, it becomes an uphill task for English teachers to develop proficiency in speaking English with the standard parameters of the language. Being the second language English pronunciation gets influenced by the phonetic characteristics of the native language. Listening and speaking English is primarily limited to the classroom experience while the first language of the child permeates his/ her entire experience and emotions of life. Hence, it becomes difficult for the child to develop his identity through English communication. English pronunciation becomes difficult for them. Also, their ability to communicate their experience

in English requires systematic learning of pattern sentences which rather spoils the fun and originality of expression. However, a systematic understanding of English phonology (sounds) can help a teacher in planning interesting strategies for developing various aspects of English communication.

Characteristics of good spoken skills:

a. Appropriate Pronunciation :

Correct pronunciation is the key to speaking. It is also referred as the precision of phonetic articulation. The word ‘phone’ means sound and each sound signifies a context which provides it a meaning. Therefore, helping children with the correct pronunciation is crucial for teachers. Spoken speech consists of several phonemes (sounds) which form the building block of an expression. Phonemes are the individual units of sound which can be further classified into ‘vowels’ and ‘consonants’. A good speaker must have the precision of pronouncing all these sounds correctly. Errors in phonetic articulation creates different contexts of meaning. For example –


- ✓ In the words set (/set/) & sat (/sæt/), the single difference in vowel pronunciation can create lot of differences.
- ✓ In the words sip (/sip/) & ship (/sɪp/), the single difference in consonant pronunciation creates different contexts.


Helping students with correct pronunciation can be done by giving them funny pronunciation drills of common ‘vowel families’ in a rhyming pattern. With suitable rhyming words, children enjoy learning pronunciation correctly. Some examples of funny pronunciation drills have been given in the table below:

Highlighted Vowel →	/ʌ/	/ɑ:/	/ɪ/	/i:/	/e/	/ɛ/	/ei/	/æ/
	Cup /kʌp/	Car /kɑ:(r)/	Sit /sɪt/	Seat /si:t/	Hen /hen/	Red /red/	Cake /keɪk/	Cat /kæt/
	Pup /pʌp/	Jar /dʒɑ:(r)/	Pit /pɪt/	Neat /ni:t/	Ten /ten/	Bed /bed/	Make /meɪk/	Rat /ræt/
	A cup and a pup.	A jar in the car.	Sit in a pit.	A good neat seat.	Ten fat hen(s)	The bed is red.	Make a cake.	A cat and a rat

The rhyming sentences like ‘look at your foot’, ‘a pot on the cot’, ‘a lock for the clock’ etc. not only helps children be confident with English pronunciation, it also helps them in comprehending the meaning. Related pictures can further add to their experience and clarity of the context. At a later stage ‘tongue twisters’ can also be practised for improving their ability to differentiate sounds with close resemblance. A common example of such tongue

twister is, 'she sells sea shells at the sea shore.' Many other examples can be created by the teacher as per the need of their learners.


 Frame 10 interesting rhymes with the common vowel sound for class 2.

 Frame a tongue twister which could provide funny experience of pronunciation exercise for class 3 children.

Pronunciation drills based on 'syllables' also help children to remember spellings and pronunciation of the words. It refers to a word or part of a word which contains one vowel sound. It is a unit of organization for a sequence of speech sounds. Syllables are defined as the unit of sound having a vowel at its centre. This unit can be spoken together. Syllables are often considered as the phonological 'building block' of words. They can influence the rhythm and stress pattern of a language. Speech can usually be divided up into a whole number of syllables based on which we have monosyllabic, disyllabic and polysyllabic words which can be observed with some common examples given in the following table:

Words	Phonemes / Sounds (Phonetic Symbols)	Nature of Phonemes	No. of Vowels	No. of Syllables	Nature of Word
School	/s/ + /k/ + /u:/ + /l/	C+ C+ V+ C	1	1	Monosyllabic Word
Class	/k/ + /l/ + /a:/ + /s/	C + C+ V+ C	1	1	Monosyllabic Word
Pen	/p/ + /e/ + /n/	C + V + C	1	1	Monosyllabic Word
Classroom <u>Class room</u>	/k/ + /l/ + /a:/ + /s/ + /r/ + /u:/ + /m/	C + C+ V+ C + C+ V + C	2	2	Disyllabic Word
Pencil	/p/ + /e/ + /n/ + /s/ + /i/ + /l/	C + V + C + C + V + C	2	2	Disyllabic Word
Rubber <u>Rub ber</u>	/r/ + /ʌ/ + /b/ + /ə/	C + V + C + V	2	2	Disyllabic Word

From the above table, we can see that syllables are not observed with the spelling of a word. They are recognised with the actual units of sound (phonemes) present in the word. This is the reason why the 6 letters word 'school' with 'oo' is a monosyllabic word because it sounds with the single unit of vowel sound i.e. /u:/. Similarly the 5 letters word 'class' and the 3 letters word 'pen' are similar because they are pronounced with the single unit of vowel sound. Now, you can make your own observation of the disyllabic words given in the above table.

 Select difficult words from any lesson of the prescribed textbook (class 1 to 5) and find out the number of syllables present in the words. How can you make the pronunciation of these words easier for children?

Pronunciation is a part of habit. We get habituated with it. Therefore, from the early stage teachers should try to develop correct pronunciation habit among children. Breaking difficult words at the level of syllables makes it relatively easier for them. Besides, teacher can also correct the articulation of individual phonemes by appropriate ‘speech therapy’. It involves helping the child to practise correct place and manner of articulation. Some common pronunciation errors have been enlisted in the table below:

Sounds	Place of Articulation	Manner of Articulation
/s/ in sip	Dental	Touch your lower teeth with the tip of your tongue
/z/ in zip	Alveolar	Touch your gum behind your upper teeth with your tongue
/ʃ/ in ship	Post-alveolar	Touch the area behind the gum of your upper teeth with your tongue

b. Appropriate Modulation of Voice :

Many times our intonation and stress pattern also creates different contexts of meaning. A good speaker has the ability to create appropriate modulation in his/ her voice. With appropriate ‘stress’ and ‘intonation’ pattern, a common affirmative statement can be spoken in interrogative, negative or emphatic tone. With our intonation, it may appear optimistic or depressive. It may also reflect an angry, happy or sad context of the meaning. Therefore, a good speaker must have appropriate intonation to express the correct meaning. Providing opportunities with role-play based on simple dialogues can help children improve their voice modulation, like –

Dinesh : How are you ?
Shahi : I am fine. Thank you. How are you ?
Dinesh : I am also fine. Thank you.

Learners need to be actively involved in the classroom process and should not remain passive recipients. It is nowhere more important than in a speaking activity. Regarding English language teaching, researchers state that in an average English class, the teacher speaks for 2/3 of the time. Needless to say, the learners, with least opportunities for speaking, may feel nervous and under-confident about their skills. Oral presentation of the language items by the teacher should be immediately followed by the speaking activity of children. Such strategies also reduce the hesitation and develops the confidence of children for English conversation. Singing songs and rhymes also improves the overall articulation and modulation of voice. Helping students with the practice of one sentence in three different tones also improves their intonation: like –

<i>It is beautiful.</i>	<i>It is beauti'ful.↗</i>	<i>It is 'beautiful.</i>
Statement	Question ?	Wonder ! (Exclamation)

In the above examples we can see a stress (') mark at different places of the word. It means that the specific sound has to be pronounced with emphasis. Placing stress mark (') at different positions of the word / sentence makes the same word / sentence acquire different tone and modulation of the voice. This creates different contexts of the meaning. Dividing children into three groups and making them repeat a tone alternatively could be an interesting exercise for them.



Prepare a skit suitable for class 5 children and practice it in the class.

Practising dialogues is the most interesting activity for children. It is the most popular communicative activity that people are mostly engaged with in everyday life. Thus, creating opportunities for presenting dialogue / drama can excite children for participating in English communication activities. Dialogue presentation may involve following aspects:

- a. Setting the scene: It arouses interest and curiosity. Different props attract children.
- b. Helps in creating familiarity with actual utterances.
- c. Requisite manipulation while substituting items helps to establish a rapport and familiarity with English conversation.
- d. Helps in sustaining the attention of children with pre-questions.

c. Appropriate Body Language and Manners:

Speaking is a part of natural behavior of our personality. It reflects our personality to others. Others understand us from our behavior. So, a good speaker should be polite and confident. He/ she should not sound overruling or bossy in tone. Abusive and slang words should also be avoided. Also, our posture and gesture should be optimistic, confident and convincing for effective communication. For developing these qualities, children should be provided opportunity of public-performance during assembly and class with simple rhymes, stories, riddles and acts to improve their body language and confidence with the language.

d. Appropriate Content :

A good speaker must be aware of different words and their meaning. In other words, a speaker must have good vocabulary and should be able to use it appropriately according to the need of the context and situation. For example, speaking in an assembly, speaking in a classroom, speaking with friends, speaking with father and speaking with brother..... all these are different situations and one should use vocabulary and intonation accordingly. Conducting regular reading and recitation sessions in the class is a very effective way to make students learn new words as well as expressions which they can subsequently use during speaking in a situation. With

loud reading and recitation practice, learner feels confident with English expressions and wilfully shares with his classmates. It is also called peer teaching. It is also very useful in helping them learn to present their points in sequential order. Besides developing their perception and comprehension abilities, it facilitates their recalling and retention capacity which eventually supports their fluency during speaking.

Thus, there are various strategies which can be used to develop children’s confidence for speaking English with good comprehension. Following are the learning indicators which reflect their progress with the speaking skill in English:

The learner-

- ✓ perfectly pronounces all vowel sounds.
- ✓ perfectly pronounces all consonant sounds.
- ✓ identifies and calls the names of surrounding familiar objects in english.
- ✓ describes the immediate surrounding situation in 2/ 3/ 4/ 5..... sentences.
- ✓ can answer questions based on text.
- ✓ participates in role play.
- ✓ expresses with emotion.
- ✓ expresses with originality.
- ✓ expresses with confidence.
- ✓ expresses in all situations.

Right from the elementary stage, English teachers should consciously plan their classroom transactions while being mindful of the following aspects:

1. Encouraging students to speak as early as possible.
2. Teaching them a number of words/phrases/sentences.
3. Encouraging them to speak right from the first day.
4. Accepting even one-word answers to the questions asked.
5. Helping them to speak actively with whatever English they have.

All the above mentioned transactional strategies can reflect over the overall proficiency of child in speaking English. The following rubrics can help us to learn about their respective strength and weakness regarding English speaking skill:

Assessment Features	Good	Average	Poor
Repeats the word with correct pronunciation			
Recites rhyme with correct pronunciation			
Performs rhyme with appropriate actions			
Identifies common objects with correct English words			
Participates in Role-plays			
Answers simple questions in English			
Participates in assembly activities			
Overall body language			

We need to understand that English speaking is a requirement of a globalised world, where most of the opportunities lie with our capacity to communicate in English. Our children must be equipped with it and our small steps could lead them towards achieving milestones in their journey.

Summing Up:

Oral communication is the natural communication. Acquiring proficiency in oral communication skills, further, contributes towards developing interest for learning the language and overall competence of the learner. It strengthens the faculty of expression. Classrooms should be focused over developing suitable interactive strategies which could make children attentive for their listening sessions. Correct perception of sound along with the ability to distinguish the differences of the associative contexts characterise good listening ability. Brief warm-up sessions with simple tongue twisters, stories, rhymes and riddles can make listening an enriching experience for children. These activities also support speaking skill of children. While perceiving the sound, they also learn to articulate correct vowel and consonant sounds. Providing opportunities for pronunciation drill with respective vowel families, role plays, practising stress pattern and intonation can help children being confident with English conversation.

Self-Assessment :

On the basis of your understanding answer following questions in your own words:

- Q1 Describe different stages of listening activities.
- Q2 Why is listening skill called as the foundation skill for language learning?
- Q3 Explain the classroom strategies which can improve speaking skill of children.
- Q4 Discuss the assessment strategy of the speaking skill of children at elementary stage.
- Q5 Illustrate various learning indicators of listening skill in English at elementary stage.

Unit–3

Strategies of Teaching Language Skills : Reading and writing

Introduction

Reading and writing skill always form the integral aspect of formal education. These skills are considered to be the essential components of literacy. Reading and writing skill goes hand in hand for developing oral communication (listening and speaking) as well. Reading helps in improving vocabulary and awareness of learners. It also broadens the vision and thoughts of the learner. Writing further contributes to help a child express oneself with clarity and precision. It helps us to define accuracy and exactness of the message. Sir Francis Bacon, the notable thinker and essayist of his times wisely remarked, *“Reading maketh a full man; conference a ready man; and writing an exact man.”* These skills form the foundation of language proficiency at all stages of education.

In case of learning English as second language, these skills become more significant. Learners usually lack the natural environment of English communication in their life. Reading and recognizing English letters or words become their first experience of the language. Gradually, learners are initiated into writing which simultaneously gets associated with their recognition of English sounds, letters, words and sentences. Strong foundation of reading-writing skills result into good comprehension and communication skill of the learner. Teachers need to be strategic in their approach for developing these skills in systematic manner.

Objectives

This unit has been designed to improve the understanding of future teachers regarding the concept and development of reading-writing skills. The unit has been divided into two sections. Section A explains the ‘reading skill’, while Section B has been developed with the concepts explaining different aspects of ‘writing skill’. At the end of the unit you will be able to:

- define reading skill.
- understand the characteristics of good reading skill.
- apply different types and technique of reading for developing good reading skill among children.
- illustrate the different stages of reading.
- analyse the different learning indicators associated with effective reading skill.

- define writing skill.
 - understand the characteristics of good writing skill.
 - apply different formats of writing for developing good writing skill among children.
 - analyse the different learning indicators of effective writing skill.
 - construct the tools for effective assessment of learners' performance in reading-writing skill at primary stage.
 - develop learning plans for teaching writing skill.
-

Section A: Reading

Reading is a perennial source of joy and amusement. It is a receptive skill through which we receive information. Reading develops our brain and polishes our understanding by providing a window into the world around us and helps the students to do better in all school subjects. Reading does not simply mean decoding sounds of the letters or simply going through the words or sentences. It is far more than this. It means comprehending what is there on the pages. Going through words becomes reading only when we are able to make sense out of that. Without understanding the act of recognising and pronouncing words does not qualify to be an act of reading. Reading involves comprehending the central issue for the idea along with the supporting details. It leads to asking questions and seeking answers which expands students' knowledge on a constant basis. In the words of Richard C. Anderson, "Reading is a basic life skill. It is a cornerstone for a child's success in school and indeed throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost."

Reading is a very important part of written communication. It is defined as 'phono-graphic' skill which means '*ability to provide correct sounds and context to the written symbols*'. It is a receptive skill. It helps the learner to:

- ✓ learn about various expressions/thoughts/ideas.
- ✓ learn different information/improve awareness.
- ✓ learn variety of words (vocabulary) and expressions (grammatical usage).
- ✓ achieve initial (starting) confidence of speaking a second language.

Reading as a skill can be seen in two ways:

1. Loud Reading: Loud reading means reading a book by producing sound with correct pronunciation, stress and rhythm. It gives scope for practice in speaking too. For example, the following context should be read with proper pronunciation and tone which communicates the appropriate context of the passage:

"Once upon a time, there was a big tiger. He was very strong. He said to the rabbit, "Hey rabbit! Where are you going? Come here. I am hungry. I want to eat you."

A good reader should read the above text with correct pronunciation of sounds and take care of punctuation notes also. For example, observe the given samples:

Once upon a time, there was a big tiger. _____ *Narrative happy expression*

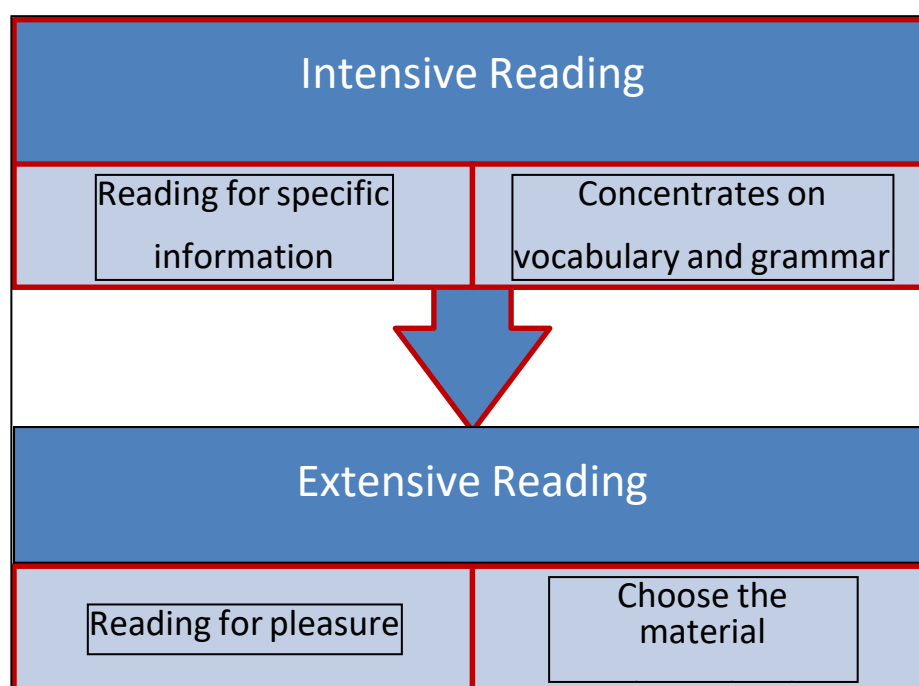
He was very strong. _____ *Strong confident expression*

Hey rabbit ! _____ *Exclamatory expression*

Where are you going ? _____ *Interrogative expression*

Come here. _____ *Commanding expression*

2. Silent Reading : Silent reading is a reading skill which allows one to read without voicing words. It encourages students to work for understanding. The aims of silent reading are pleasure and profit so that the students are able to read and get information. Silent reading can be done in two ways depending upon the purpose of the reader. The graphic below will help you to understand the basic difference between both the concepts in a glance.



Now let us observe their characteristics in details:

a) **Intensive Reading:** Intensive reading refers to heading short texts thoroughly and with clear goals such as to answer reading comprehension questions or to identify how sentences are linked. The aim of intensive reading is to arrive at a detailed and thorough understanding. Material for intensive reading is chosen with a view to develop the student's power of judgement and discriminative reasoning of interpretation and appreciation.

b) Extensive Reading: Extensive reading means a non-detailed study of the book. It involves learners reading text for enjoyment and to develop general reading skills. It's reading for fun. Fluency and total comprehension aren't necessary for extensive reading. The idea behind extensive reading is that increased exposure leads to stronger language skills. When the students read extensively, they are exposed to vocabulary which improves their expression both during and after their school life. Extensive reading plays an important part in the process of second language learning as it is an activity that can be carried out by the students on their own, outside the classrooms. Some examples of extensive reading material are magazines, graded readers, novels and even comic books.

The table below highlights the difference between both the concepts:

Extensive Reading	Intensive Reading
<ul style="list-style-type: none"> • helps students develop reading fluency. 	<ul style="list-style-type: none"> • helps students to develop reading skills, vocabulary and in depth comprehension.
<ul style="list-style-type: none"> • For general understanding 	<ul style="list-style-type: none"> • Detailed meaning from the text along with linguistic understanding

Silent reading also involves two techniques; Skimming and scanning. Skimming and scanning are the reading techniques that use rapid eye movements and keywords to move quickly through text for slightly different purposes. Let us try to understand both the techniques:

- **Skimming** → To “Skim” means “to take a quick glance”. Skimming is reading rapidly in order to get a general overview of the material. It involves reading out the maximum content in minimum time. Its objective is to take a bird's-eye view of the text. The reader mainly reads the introduction, summary, bold italic words, bulleted points, names, headings and subheadings, dates, figures etc. This technique is generally used while reading newspaper, mails and messages. It can also be used to take the overview of the chapter while revising for an exam or to take an overview of a book to decide if it is read-worthy or not.
- **Scanning** → To “scan” means “to look for something”. Scanning refers to a selective reading method generally used by the reader when he/she is in search of some specific information contained in the passage without reading the text thoroughly. When we scan material we already know what we are looking for, we just have to spot and swoop it down. In fact, scanning has more to do with searching weather than reading.

It can thus be said that scanning is a search- oriented reading process which is used to find out answers to the specific questions and once the answer is found, the reading process is stopped.

Difference between Skimming and Scanning can be observed with the following table:

Skimming	Scanning
1. The reader reads the text quickly to have an idea of the concept, subject matter, main points and the go gist without paying close attention to the excessive detail.	1. The reader moves his eyes over its entire text in order to locate specific keywords which he/she has in mind.
2. Quick reading method	2. Selective reading method.
3. Reading maximum amount of material in the minimum time.	3. Method of searching out something in a factual manner
4. Used to get acquainted with the text that have not been read yet.	4. The reader has the knowledge of what he/she is looking for in the given text.

Three stages for teaching reading

A reading lesson is made up of activities to warm up student's background knowledge, present new vocabulary and task while students read the passage and after the reading is over.

Following are the three stages for teaching different aspects of 'Reading Skill':

Pre-Reading stage

In this stage, students think about what they know about a topic and predict what they will read further. It is carried out through certain activities so as to:

- Establish the purpose for reading.
- Predict what they are going to read.
- Establish what they know about the topic.

- Increase students motivation to read.

Some examples of pre-reading activities are:

- **Discussion:** In this activity, the students are encouraged to have a discussion about the topic of reading.
- **Brain storming:** In this activity, the whole class is given five minutes to brainstorm ideas related to the topic of reading.
- **Pictures:** Here, the teacher selects three or four pictures that relate to the topic of reading. The students work in group to connect the pictures and try to guess what the reading will be about.
- **The Title:** Here, the students are asked to make a guess and work together to pool their knowledge of the title given.

While Reading stage: In this stage, the students focus on different aspects of the text and its comprehension. It is carried out through certain activities so as to help learners comprehend and observe different thematic as well as linguistic elements in the text.

Post-Reading stage: In this stage the students understand texts further through critical analysis. It is carried out through various activities so as to help students use the newly learned words and ideas. Some common examples of post-reading activities.

1. **Creative writing:** In this activity, the students can be asked to create a story, poem or news report by choosing in 10-15 words from the text.
2. **Creative Discussions:** For this activity the teachers can prepare four or five simple questions and ask students to talk about those questions for 3 minutes in groups.
3. **Quiz your classmates:** This activity can help the teacher to determine how much students understood during the reading. Here, the students will prepare 5 questions about what they have read and ask those questions to each other in groups.

Besides the above mentioned activities, there are other small classroom strategies which can

help children in developing their basic proficiency of ‘reading skill’. Some of them have been enlisted in the table given ahead:

<u>Reading Skill</u>	<u>Classroom Strategy</u>
Loud Reading	<ul style="list-style-type: none"> ➤ Helping students to read big / attractive and colourful pictures aloud with their correct names. ➤ Helping students to identify and read small <u>letter strings</u> – then <u>words</u> – then <u>two words</u> together – then <u>three words sentence</u> And so on. For example : <i>ing – reading, cutting, running.....etc.</i> <i>en – ten, men, den, hen,etc.</i> <i>Men reading, Hen running.....etc.</i> <i>Hen is running, Men are reading.....etc.</i> ➤ <u>Regular practice</u>: With rhyming words and sentences helps in improving loud reading skill of children.
Silent Reading	<ul style="list-style-type: none"> ➤ <u>Providing well illustrated</u> books of colourful pictures improves reading interest / habit of children. ➤ Asking students to <u>find given words in a text</u> on their own can improve their scanning & skimming ability. ➤ Asking children to find <i>happy / game / garden words</i> <u>from the given text</u> can also improve their scanning & skimming ability. <ul style="list-style-type: none"> ➤ As a fun activity, we can also ask children to count – <i>: Number of times word ‘flower’ is there in the text</i> <i>: Number of times word ‘butterfly’ is there in the text</i> This can improve skimming ability of children. ➤ Providing opportunity for reading any book of their own choice and sharing about it(Children Chosen Textbooks -NCF 2005)

Learning Indicators for Reading:

A learning indicator is the behavioural reflection that the learners are following the steps that will lead to the desired performance outcome. Following are the learning indicators which help a teacher realise the progress of the learners towards achieving proficiency in ‘reading skill’:

The learner-

- ✓ reads simple words and sentences with the help of pictures for e.g. book, colour, parts of body etc.
- ✓ identifies capital and small letters.
- ✓ differentiates between capital and small letters.
- ✓ reads three letter words with rhyming sequence e.g. man, fan, pan, bat, hat, mat
- ✓ reads simple sentences for e.g. This is a book, That is a box.
- ✓ reads with appropriate pronunciation.
- ✓ modulates voice according to the given notes of punctuation marks in a text.
- ✓ reads small text with comprehension and identifies/locates main idea.
- ✓ reads the text and comprehends the details and the sequence of ideas / events
- ✓ reads the text and draws conclusion based on reading. E.g. King Vikram was a great judge.
- ✓ relates ideas with her/his personal experiences. E.g. Yes, I have also read this story.
- ✓ reads and relates the text of his/her, own language. For e.g. I have read about Lord Ram in my Hindi text book.
- ✓ engages in reading text beyond the text materials and enjoys reading.
- ✓ reads silently and comprehends.
- ✓ refers to the dictionary for new words.
- ✓ uses appropriate grammar in context.

Regular assessment based on the following rubrics can eventually help teachers to keep the track of the successive progress of learners:

Assessment Features	Good	Average	Poor
Reads letter with correct pronunciation			
Reads three letter rhyming words with correct pronunciation			
Reads common words with correct pronunciation			
Reads sentences with correct pronunciation			
Reads with appropriate punctuation			
Reads with comprehension			
Answers questions based on text			
Takes interest in reading other books beyond the text book.			

Reading as a skill is the foundation of our academic learning. Teachers must help children to acquire proficiency in it. They need to plan their class with different strategies suitable for the given set of learners and classroom situation. It will not just help in developing their efficiency in English rather equip them with a self-reliant tool of learning.

Section B: Writing Skill

Concept of Writing Skill : as a Process and Product

Of all the four language skills, writing is considered to be the most difficult to acquire. It is not limited to the hand-motor coordination and imitation of certain shape and size of the letters. It involves the *'sequential organisation and synthesis of all skills involving thoughts and expressions'*. It follows series of steps, where the learner arranges his ideas and experience in appropriate order of expressions.

Writing as a skill is therefore defined in terms of 'process' as well as 'product'. The 'process approach' focuses on the steps involved in producing a written material. It involves the development of all stages through which a writer finally frames his expression and gives it a well organised written structure. The 'product approach' on the other hand only focuses on the final output of the process. It primarily involves the nature of the content, appropriateness of the form of presentation and its overall impact on the reader.

Writing as a skill requires comprehensive understanding of all the stages involved in it. Teachers need to be aware that through gradual progression and development of these stages they can help learners acquire adequate proficiency in writing skill.

The stages involved in 'writing as a process' are as following:

- a. **Brainstorming** - Orientation of thoughts and ideas is the basic foundation of writing. Creative and innovative thoughts help the learner to express oneself with precision and clarity. Before writers begin writing, they need to discuss their views and get fresh insight into the topic. Therefore, this stage is the basic preparatory stage which helps the learner to decide the nature and form of his expression.

At primary stage, this process begins with a very simple step of discussion on a picture. For example, if a teacher wants to develop the skill of describing a place, he/she can start providing insight into the topic through an interactive brainstorming session with the help of a picture. A sample of such session has been discussed ahead:



Teacher: What do you see in this picture?

Hari : A cow.

Mohan : I see a kite.

Geeta : It is beautiful. I see blue sky. I see green tree.

Teacher: Very nice. Yes, this is a beautiful picture of a village. Blue sky, green trees, green field, flowers and cow. Which other animals are there?

Anwar : There is a monkey on the tree.

Rashmi : A squirrel.

Teacher: Yes. Well done. How many boys are there?

Farha : Two. There are two boys.

Teacher: What are they doing?

Manpreet : They are flying kite.

Teacher: Do you see any mountain in the picture?

Gauri : Yes. There is mountain.

Teacher: Yes, there is beautiful mountain in this village. Do you see anything else ?

Shahid : There is water.

Teacher: Yes. There is beautiful pond. It has clean water. This is a beautiful village. Name the things which you see in your village.

Seema : There are dogs in my village.

Rajesh : There is a big well and temple in my village.

Wajiha : In my village there are many tractors.

Josephine: There are donkeys and buffaloes.

Teacher: Yes. We have different things in our village. Let us write the name of all these things in our notebook.

In the given example we can observe that a teacher is trying to orient the thoughts of children regarding the description of a village through brainstorming. The picture acted as stimulus over which children started responding and the teacher further guided their discussion towards the key words and ideas which will be required for describing a village.

- b. **Mind Map** - At this stage, writers basically frame their concepts and images in the pattern of expression. For instance, in the above example of classroom discussion when the teacher helps students enlisting the vocabulary required for the task. In the above cited classroom session, the teacher helps children to have their initial stage of mind-mapping regarding the picture of rural life. This stage finally provides substantial context for the writer to frame his/ her ideas in a comprehensive pattern of description.
- c. **Drafting** - This stage begins when the writer finally starts framing his thoughts and ideas in meaningful pattern of sentences and paragraphs. This is the first stage when writer becomes specific in his expression. At primary level, this stage can be seen with the teachers helping children in getting their sentences correctly framed through substitution tables or pattern practice. For example, in the classroom sample provided above, drafting stage can be developed with the help of following substitution table :

In my village	there	is	a	beautiful	birds.
		are	many	green	trees.
				clean	cows.
				big	well.
				small	temple.
					school.
					river.
					orchard.
					mosque.
					pond.
					bullock carts.
					horse carts.
					tractors.
					wheat field.

d. **Evaluation** - This is the stage when writers evaluate their draft for accuracy. It involves correct form of sentences in grammatical terms, correction of punctuation marks and spellings. This is the stage when writer also verifies the logical coherence, i.e. the order of expression. The overall sequence of introduction, development and conclusion of the topic is also verified at this stage.

- In primary classrooms this stage can be conducted with the help of group-correction technique. The teacher can ask students to listen and check their spellings and punctuation marks.
- For accuracy in sentence construction, the teacher can ask students to read their sentences. As children read aloud, the teacher can correct and help children observe their mistakes.
- For developing appropriate sequence, teachers can provide brief outline of the description and ask students to arrange their sentences accordingly. For example:

Name of the village Beautiful villageTrees in the village Animals in the village Green field Clean roads MosquesTemples I love my village....

e. **Reviewing** - Once the writer gets final shape of his/her draft, he reviews the text for further improvement. At this stage, he/she may compare his draft with other samples and weigh the nature, depth and overall impact of his writing. This stage helps the writer to sharpen up his/ her skills while broadening his/ her vision with further analysis and comparison.

- At primary level, we can ask children to exchange their notebooks and observe the writing of their friends.
- We can also provide them a good sample to help them getting better ideas of composition.

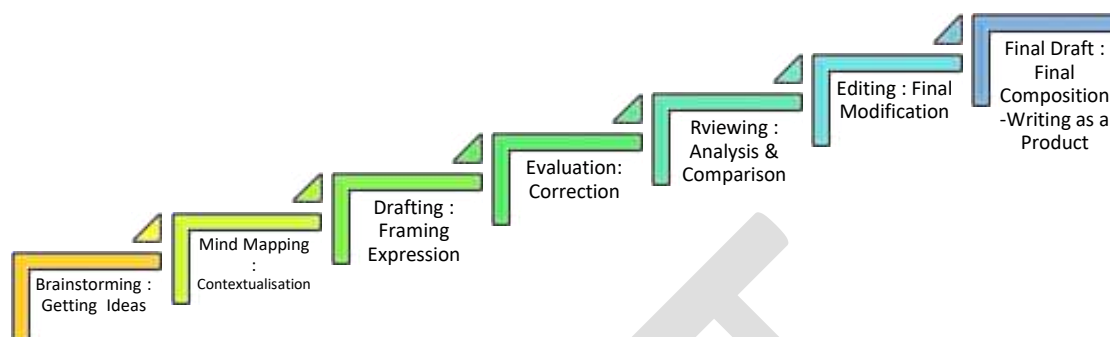
f. **Editing** - This refers to the last stage of correction. As the writer has now reviewed and analysed the text, he/she may add, reduce or change certain part of the content. He/she may also make some changes in the organisation of the ideas. After editing, only the text acquires a final form.

In primary classrooms, teacher can allow children to change and modify or rewrite their paragraph after peer-review or observation of the composition sample.

g. **Final Draft** - This is the stage when writing skill finally acquires the form of a product. The ideas finally acquire the form of exact expression with the

expectation of minimum errors. Organisation of the text is expected to have clarity of the message with logical development of the context.

In a nutshell, all these stages contribute to the development of writing skill in a learner.



• **Developing Various Types of Writing Skill**

In the previous section, we discussed ‘writing’ as a comprehensive cognitive skill where the writer needs to comprehend his thoughts in appropriate context and order. Once the final draft gets ready, the text communicates the message and intent of the writer. In this form ‘writing’ becomes a product, which can achieve many functions of communication. It can inform, instruct, invite, persuade, direct and describe. Based on its function, there are various formats of writing a content. Each format is designed and designated to achieve specific function of communication. A good writer must be aware of different styles of writing.

Following section describes different formats of writing:

○ **Controlled and Guided Writing**

Writing which is more focused on ‘form’ is called controlled writing. It is primarily concerned with the appropriateness of vocabulary, structural pattern and form of presentation.

For example, in primary classrooms following composition exercises should be provided to promote controlled writing skills among students :

- Fill in the blanks with suitable words.....
- Writing sentences based on pattern practice
- Arranging sentences in sequential order
- Rewriting a story based on the given cues
- Describing a place based on the given cues
- Describing a person (mother, father, friend, teacher or any personality) based on the given cues

After these basic exercises, students can be further guided for writing notice, posters, advertisements, invitation and letters.

○ **Notice Writing**

This format is used to communicate any significant information. Information is provided in simple sentences. Key information is highlighted like : the issuing authority, venue of the event, date and time of the event. Students are provided a situation and asked to fill up the information in the given format.

For example : A teacher informs that tomorrow they will have a role-play session and students should write a notice about it. The teacher can provide following cues or format to support their writing skill.

Role-play Session On Wild Life Conservation TomorrowDate..... Time All are requested to participate.....

Fill in the blanks in the given format :

.....
(Name of the School, Place)

NOTICE

..... (Date of the notice)

Tomorrow on(Date) atam, we are organising a role-play session on 'Wild Life Conservation'. All students are in the event.

Venue :

.....
Class Monitor

○ Poster–Writing

This form of writing is used to create awareness regarding any event. It is useful in creating mass propaganda. For creating massive appeal, it is designed with attractive colour, design and slogans. Poster writing is used to persuade others for joining the cause / campaign.

At elementary stage, if a teacher has to develop poster writing skill among students he/she can begin with the practice of helping students writing slogans with rhyming words. For example, if students have to prepare a poster on 'Environment Conservation', teachers should begin with providing clues for writing attractive slogans with rhyming words like : *green – clean, air – care, tree – free etc.* The teacher can also help children writing slogans in the form of fill in the blanks like :

Colour the earth

Make the earth

Let us

For fresh

Let us plant

To get food and shelter

Once children acquire the skill of writing slogans, their skill can be further developed with the format practice. Children can be provided well defined space and asked to prepare attractive poster with colourful and attractive drawings and slogans. A sample of poster prepared by primary stage child is given below :



Poster and Notice formats help children to develop their writing skill in terms of :

- ✓ Good Handwriting

- ✓ Correct Spelling
- ✓ Improving Active Vocabulary
- ✓ Learning informative sentence patterns
- ✓ Having fun with the language
 - **Advertisement Writing**

This is another format of writing which adds to the functional proficiency of students. Advertisement Writing is also used to persuade others. It is very common format used in day to day life for marketing of a product. Advertisement format is focused on providing key information about any product, thing or event. Interesting quotes or slogans are added in advertisement to make it more persuasive. It should be written in very simple and interesting manner. Teachers should design effective strategy to help children relate with the concept of advertisement writing. Following strategy can help a teacher in elementary classrooms:

- Asking children to select an item of their choice (food, toy etc.) and describe it.
- Asking children to write its basic features in the form of key words / pattern sentences.
- Asking children to identify its best feature.
- Asking children to frame a caption based on it.
- Providing well defined space / format and helping them to frame advertisement of that thing.

Other Samples for Developing Advertisement Writing Skill at Elementary Stage :



Advertisement writing classrooms can be very creative and interesting. Teachers can also arrange 'My Market / My Shop' activities to help children getting concept of advertisement and its utility in day to day life. Besides, such classes also promote :

- ✓ Creativity of children.

- ✓ Confidence with the language for daily activities.
- ✓ Development of Active Vocabulary.
- ✓ Learning Informative Communication.
- ✓ Fun with the Language.

○ **Invitation Writing**

This format of writing is meant to invite people for any occasion. The occasion can be personal or social. Well drafted invitation helps a learner to have strong social influence. Invitation writing needs to be humble and polite in its approach. It should carry necessary information like, date and time of the event, venue of the event, name and address of the host. Content is arranged in interesting and creative manner to make it more appealing. A sample of invitation has been given below :

Class V Students
of
Rajkiya Buniyaadi Vidyalaya
cordially invite
on
Annual Sports Day
We humbly request everyone to come and join the event.

Venue : Rajkiya Buniyaadi Vidyalaya, Ara
Time : 10 am to 1 pm

At elementary stage, teachers can adopt following strategy to develop Invitation Writing skill among students :

- Providing name of the event.
- Providing date, time and venue of the event.
- Helping students with key terms like : cordially invite, cordial invitation, warm welcome, humble request etc.
- Helping students with the format in the form of 'Fill in the blanks....'. A sample of exercise has been shown below :

Class V Students
of
.....
(Name of the School)
..... invite
on
.....
(Name of the Event)

We

Venue : Time :

○ Letter Writing

Letters are the most primitive form of communication. Ever since the art of writing was invented, human civilization has used this form for communicating important messages around the world. It is a versatile medium of expression which can be used for both personal and social purpose. Based on their function, they can be divided into two types:

▪ Informal Letters / Personal Letters

These letters are written for expressing personal emotions or issues. They are addressed to our near and dear ones like-family and friends. Nature of the content and writing style is very casual and informal. A sample of informal letter can be seen below:

Dhola Colony
Jamnagar – 700005
5th December 2020

Dear Khushi

I hope my letter finds you in happy times. You will be happy to know that this summer vacation my family is planning to visit Nalanda in Bihar. We are planning one week trip. There will be lots of fun and I will be glad if you could also join us.

I will be waiting for your reply. I hope you will join us and this trip will be a memorable one. Let me know if you have any difficulty. I will be eagerly waiting for your letter.

With love,
Yours affectionately
Priya

Teacher should explain the necessary components of the format as :

- ✓ Where do you write the address of the sender ?
- ✓ Where to write date ?
- ✓ What will be the way of salutation ?
- ✓ How do you begin the main body of the letter ?
- ✓ What will be the form of subscription ?

With this outline and necessary cues of vocabulary and pattern sentences, teacher can help children developing skill of writing Informal Letters.

○ **Formal Letters / Application**

This type of letter is written to formal authorities for communicating any official matter. If we want to express our concern regarding any issue to the authorities, this format of writing is used. It is also used to express our concerns to the newspaper editor.

This format is distinct in the nature of its content and presentation. The style of salutation and subscription is very formal in this format. Subject of the letter is explicitly stated and the content of main body is expressed precisely. A sample of formal letter is given below :

<p>Sender's Address</p> <p>Date</p> <p>Receiver's Address</p> <p>Subject</p> <p>Salutation (Sir/ Madam)</p> <p>Main Body</p> <p>(With due regards I am hereby to state)</p>

With the help of format and some vocabulary and sentence cues, a teacher can help children developing their formal letter writing skills. Development of this skill will strengthen functional competence of learners.

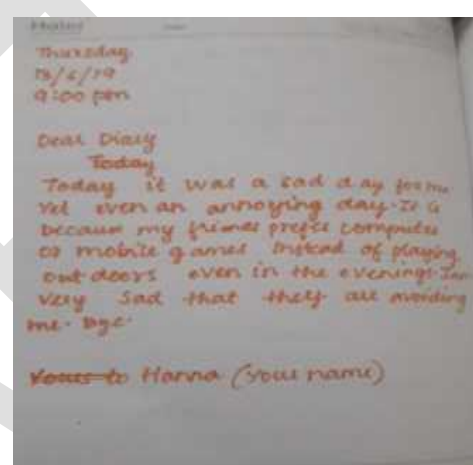
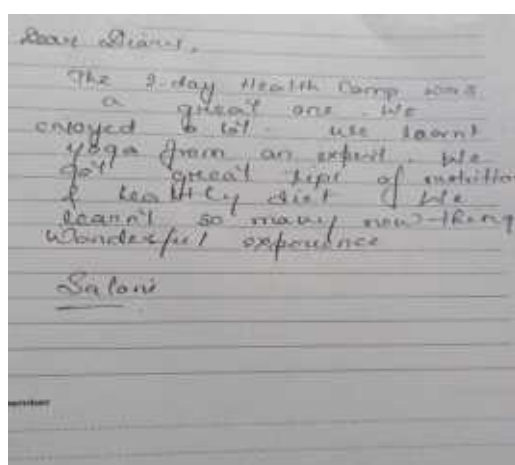
NOTE: All the above mentioned forms and strategies are the example of developing 'controlled writing skill' in learners. Strategies adopted for developing 'guided writing skill' are quite flexible in nature. Teacher conducts an interactive group session and provides basic orientation regarding the purpose of writing and nature of the content. After discussion, teacher leaves the group and the group begins writing practice on the basis of given guidelines. The form of writing is not strictly regulated, rather students are allowed for their individual style of expression in flexible manner.

Free Writing

This is another form of writing which eventually improves fluency of expression. In this format, learner is provided maximum liberty to express oneself. Form of the content is less prioritised. Flow and originality of expressions become significant. Writing acquires more personal or individual style of expression. Diaries, SMS and emails are some examples of this format.

Diary Writing

In this format, learner is encouraged to write his daily or any notable experience in very natural and easy form of expressions. We can observe following samples for better understanding.

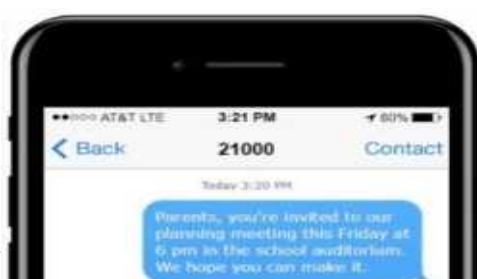


This format helps children to :

- ✓ overcome their hesitation of expressing their feelings and experience.
- ✓ gain confidence with the language.
- ✓ learn recording day to day experience.
- ✓ achieve fluency of expressions.
- ✓ enjoy writing as a fun and personal space of expression.

SMS Writing

At times when our life is surrounded with technology, digital media is another platform where we need to express ourselves. Important messages are shared on mobile with SMS i.e. 'Short Message Service'. This format allows the use of alphanumeric codes to express ourselves in very casual and short form. For example observe the following samples :



Parents U r invited 2 our planning meeting this Friday at 6 pm in the skul auditorium. We hope U can make it.

and assessment of learners. For effective guidance, English teachers need to realise the indicators which reflect the learning stage of learners in writing skill. Learning indicators primarily show the progression of learner in different dimensions of the skill. Indicators which reflect different dimensions of writing skill are enlisted in the following table :

<u>Regarding Hand-motor Coordination</u> <u>(Mastering Form)</u>	<u>Regarding Expression of the Content</u>
Draws with context : Joins the dotted straight lines	Identifies word in its context
Draws with context : Joins the dotted curve lines	Uses words / vocabulary in appropriate context
Draws with context : Joins the dotted lines in perfect shape	Expresses individual thoughts with suitable vocabulary
Draws with context : Independently draws the straight lines	Expresses fun with suitable vocabulary
Draws with context : Independently draws the curves	Writes words in rhyming pattern
Draws with context : Copies the shape of letters.	Uses Verb forms appropriately
Draws with context : Copies letters with perfect shape and size	Writes stories / description with the help of pictorial and verbal cue
Takes dictation of letters	Writes stories / description with the help of verbal cue
↓	Organizes the sequence of content in correct order
Draws with context : Identifies the Capital and Small form of letters	Writes stories / description with imagination
Draws with context : Joins the letters appropriately	Identifies poster format of expression
Draws with context : Copies words appropriately	Designs poster format of expression
Writes words with appropriate space	Identifies advertisement format
Writes words with appropriate spelling	Writes advertisements
Takes dictation of words	Identifies notice format
Copies sentences with appropriate space	Writes notice
Writes sentences with appropriate space	Identifies letter format
Writes sentences with appropriate punctuation	Writes letters
Takes dictation of sentences	Identifies Digital format

Copies paragraphs with appropriate space	Writes SMS
Writes paragraphs with appropriate punctuation	Writes emails
Takes dictation of paragraphs	Writes answers of questions based on any text on his own.
Writes in cursive / calligraphic style	Writes critical analysis of the text

The given table provides specific reference to judge the writing ability of the learner at each successive stage of skill development. We have already discussed 'writing as a process', where each and every stage of development characterizes the level of achievement for a learner. Based on these specific indicators, a teacher can successfully design his learning plans to achieve one or the other learning outcome in classrooms. One sample of such learning plan has been suggested for your reference in next section.

- **Learning Plan : Special Emphasis on Writing**

As a facilitator, a teacher needs to create an environment which could itself encourage learners for achieving their learning goals. Classrooms need to be more infused with learner centric environment. An example of such classroom planning can be understood in the given sample of learning plan :

Name of the School : XYZ

Class : III

Subject : English

Duration : 1 hour

Topic : Poster Writing on Environment Conservation

Learning Objectives :

General Objectives :

1. Developing the ability of reading with comprehension.
2. Developing the ability of writing with comprehension.
3. Developing the ability of contextual thinking.
4. Developing contextual vocabulary.

Specific Objectives :

1. Developing the ability of coining rhyming words.
2. Developing the ability of contextual vocabulary.
3. Developing the ability of writing slogans.
4. Developing the aesthetic ability of designing posters with attractive colours and objects.






Relation of the topic with the curriculum :

- The topic is associated with the development of contextual vocabulary of learners.
- The topic is associated with the development of writing skill of learners.
- The topic is associated with the development of comprehension skill of learners.

Learners' Pre-understanding of the topic :

- Learners are aware of the importance of trees.
- Learners are aware of environmental issues.
- Learners are aware of rhyming words.
- Learners are aware of the vocabulary associated with environmental issues.

Learning Paradigm :

-  Group discussion over the situation and context of Poster Writing.
-  Coining rhyming words associated with the context as peer activity.
-  Framing suitable slogans with the help of rhyming words.
-  Designing context in the space provided.
-  Sharing the poster in peer group.

Assessment Indicators :

- ✓ Slogans are relevant for the topic.
- ✓ Slogan is written in legible handwriting.
- ✓ Slogan is written with correct spelling.
- ✓ Theme of the poster is presented in neat and interesting manner.
- ✓ The child can share the theme of the poster effectively.

Observer's Remarks :

.....

- **Tools and Techniques for Assessment**

Assessment is the key component of learning. Well-designed assessment strategy can foster multiple learning skills in learners. It helps them to see their own learning pattern and how they can improve it.

The assessment of 'writing skill' is primarily focused on :

- Accuracy of Form (Legible and Neat Handwriting)
- Accuracy of Content (Accuracy of Vocabulary & Grammar)
- Logical Development of the Content (Appropriateness of the Context)
- Effective Organization of the Ideas (Appropriateness of the Format)
- Originality of Expression (Awareness & Creativity of Thoughts)

Teachers usually confine themselves to the traditional format of 'pencil-paper test'. However, the traditional format does not help children in analyzing their progress. It only provides the reference of learners' performance according to certain criteria, defined by the evaluator. Teachers are therefore suggested to adopt and devise innovative approaches of assessment which could become instrumental in developing the ability of objective analysis and critical reflection among learners. Well-designed assessment strategies encourage students to set higher learning goals for themselves. They also help learners track their own learning curve effectively.

Different tools and techniques can be employed to facilitate assessment as the part of active learning in classrooms. Some examples are given below :

(A) Motivational Techniques

(i) Self Rating Chart

A teacher can put up a chart enlisted with the name of students and learning indicators. Each child can observe his/her achievement and put a star mark against the indicator. A sample of 'Self-rating Chart' is given below :

Learning Criteria→ No. of students ↓	I can write letters in perfect shape & size	I can copy words neatly from the board	I can write words on dictation	I am the rabbit of writing	I can copy sentences from the board	I can copy stories from the book	I am the monkey of writing	I can write stories with pictures	I am the tiger of writing
S1	☺	☺	☺	*	☺	☺	**	☺	**
S2	☺	☺	☺	*	☺				
S3	☺	☺	☺	*					

S4	☉	☉							
S5	☉	☉	☉	*	☉				
S6	☉	☉	☉	*					
S7	☉	☉	☉	*	☉	☉	**		
S8	☉								
S9									
S10	☉	☉	☉	*					

This approach motivates children for improving their learning track with healthy competitive spirit and peer – cooperation as well. It also improves the analytical ability and active-learning among students. With different areas of skill development, this chart can be improvised with different parameters.

(ii) Developing Writing Walls with Criteria of Assessment :

In this approach, teachers enlist all the criteria to guide children for effective writing. Eventually, it also becomes a checklist for assessment of their work. Sample of such strategies are shown below :



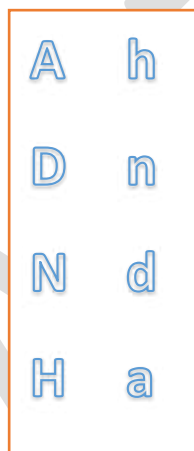
(B) Referral Exercises

These exercises help teachers and students in having clarity of their achievement. These well-structured items provide specific range of assessment criteria. Examples of these exercises can be seen as following :



(i) Colour the correct shape :



(ii) Match the column with correct pair :



(iii) Match the word with correct picture :

Tree	
Desert	

(iv) Encircle the wrong word :



(v) Fill in the blanks with suitable words form the bracket :

✓ Radha is a good _____ (girl / boy).

- ✓ The tree gives us _____ (green / fruits) .
- ✓ He _____ cricket (plays / runs) .
- ✓ Sky is _____ in colour.

(vi) Fill in the blanks and complete the story :

Shahida likes _____ air. She _____ garden. The garden is full of rose _____. It also has a mango _____. Shahida likes _____ mango.

These are some of the exercises which can provide objective assessment of learners' proficiency in writing skill. Besides, exercises of 'picture comprehension', 'writing short paragraphs', 'notice', 'invitation', 'letters' etc. are also used to assess writing proficiency of learners.

Summing Up

- Writing is a process. It involves hand-motor coordination and cognitive skills of analysis and synthesis.
- Writing as a process involves successive stages of brainstorming, mind-map, drafting, evaluation, reviewing, editing and final draft.
- Teachers should provide opportunity for practising various formats of writing like notice, invitation, poster, advertisement, paragraphs, articles, letters.
- For developing writing skills, teachers should be aware of different learning indicators. These indicators can be instrumental in developing effective learning plans.
- Teachers should utilise effective assessment strategy for promoting active learning among learners.

Self Assessment

- Explain the significance of reading – writing skill.
- Why writing is defined as a 'process' not 'product' ?
- Describe different stages of writing process. How a teacher can introduce these stages in elementary classrooms ?
- Describe the types of writing skill.
- Differentiate between controlled and free writing style.
- What is the significance of learning 'notice writing'. Explain with the help of an example.
- Give some examples of persuasive writing.
- Name the formats which are used for maintaining social relations.
- Explain the significance of learning SMS and email writing with an example.
- Discuss various learning indicators of writing skill.
- Prepare a sample of learning plan for developing letter writing skill in class V.

- Describe the significance of assessment. Discuss various strategies which can promote self-assessment among learners.
- **Compulsory Task**
 - Conduct 5 classes based on developing any one aspect of writing skill. From the given options, you can focus on any one area :
 - Handwriting
 - Spelling
 - Picture comprehension
 - Slogan writing
 - Story writing
 - Poster writing
 - Letter writing
 - Organize an activity based on market scenario and ask students to advertise their product.

DRAFT

Unit-4

Teaching Vocabulary and Grammar in Context

Introduction

“Language is the vehicle of our thoughts and feelings and of our stories whether true or not and grammar is the machinery by which that vehicle is set in motion”. - L. A. Garden

The grammar of any language is important because acceptability and intelligibility in writing and speech depend on the basic notions and norms of grammar. Grammar is behind the logic of a language. It provides an insight into the structure of the language. It is the systematized knowledge of the language. Its importance in writing is doubtless. It provides the criteria for judging the correctness of language. So, it is necessary to learn grammar.

Every person who communicates using a particular language is consciously or unconsciously aware of the grammar of that language. We study grammar to speak in a clearer and more effective manner. A person who has unconscious knowledge of grammar may be sufficient for simple language use, but if a person wants to seek greater depth of understanding and proficiency then studying grammar is necessary. The grammar helps to frame the sentences with proper knowledge and universal acceptability so that, other people can understand what we exactly want to express.

Objectives :

This unit has been designed to cover different approaches of teaching grammar. It also covers variety of vocabulary games which may help students to develop their interest and word power in English. After completing the unit, you will be able to:

- Understand the concept of the Parts of Speech in English Grammar.
- Analyse and use the approaches of teaching grammar in classroom.
- Utilize different vocabulary games in classroom.

Grammar is the study of words and the ways words work together. It is an invisible force that guides us to put words together into sentences. We use the English language by means of English words, phrases and sentences. Every English word has a definite purpose. Traditionally, English words are classified or divided into eight types according to their function in a given sentence. These eight types of words are called as parts of speech. The eight types of parts of speech are noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection. Let's try to understand these parts of speech.

1. Noun

The noun is a word used as a name of a person, place or thing. Let us understand the four kinds of a noun:

- **Common noun** - It is a name given in common to every person or thing of some kind or class. Examples: Girl, boy, women, city, road, flower, hill, etc.
- **Proper noun** - It is the name of a particular person, thing or place. Examples: Gandhi Ji, Maulana Azad, Emperor Akbar, Patna, Ganga, Golghar, etc.
- **Collective noun** - It is the name of a group or collection of things, persons taken together and spoken of as one whole. Examples: crowd, family, army, herd, jury, etc.
- **Abstract noun** - It is the name of a quality, action or state considered a part of the object to which it belongs. Examples: goodness (quality), hatred (action), poverty (state), etc.

2. Pronoun

A pronoun is a word used instead of a noun. Examples: I, we, you, she, it, they, etc. Pronouns are classified into:

- **Personal Pronoun** - A pronoun used for three persons is known as a personal pronoun.
 - i. **First Person:** A pronoun used for the person speaking is known as the first person. Examples: I, we, me, and us.
 - ii. **Second Person:** A pronoun used for the person spoken to is known as the second person. Example: you.
 - iii. **Third Person:** A pronoun used for the person spoken of is known as the third person. Examples: he, she, it, and they.
- **Reflective Pronoun** - When the action of the subject turns back or reflects upon the subject, it is called a reflective pronoun. Example: I saw myself in the mirror. (Here 'I' and 'myself' are the same people)
- **Emphatic Pronoun** - A pronoun used for the sake of emphasis is known as emphatic pronoun. Example: You yourself can explain it to me.
- **Demonstrative Pronoun** - A pronoun used to point out the person or thing we talk about is known as demonstrative pronoun. Examples: this, that, such, these, and those, etc.
- **Possessive Pronoun** - A pronoun used to express possession or ownership is known as possessive pronoun. Examples: mine, his, theirs, ours, yours, hers, its.
- **Indefinite Pronoun** - A pronoun used to talk about a person or things indefinitely is known as indefinite pronoun. Examples: someone, something, and anybody, etc.

3. Adjective

A word used to express the quality, quantity, number and to point out the person or thing is regarded as an adjective. There are five kinds of adjective:

- **Adjective of Quality** - An adjective used to talk about the quality of a person or thing is known as adjective of quality. Examples: large, honest, foolish, poor, etc.

- **Adjective of Quantity** - An adjective which is used to talk about the quantity of things is known as adjective of quantity. Examples: little, much, enough, some, half, etc.
- **Adjective of Number** - An adjective used to talk about the number of things or persons are known as adjective of number. Examples: first, third, one, two, some, all, enough, etc.
- **Demonstrative Adjective** - An adjective used to point out which person or thing we speak about is known as demonstrative adjective. Examples: this, that, there, those, such, etc.
- **Interrogative Adjective**- An adjective used to question is known as an interrogative adjective. Examples: what, which, whose, where, etc

4. Verb

A verb is a word used to express an action or state. There are three kinds of verbs:

- **Transitive verbs** - A transitive verb is a verb that denotes an action which passes over from the doer or subject to an object. Example: The driver stopped the train.
- **Intransitive verbs** - An intransitive verb is a verb that denotes an action which does not pass over to an object. Example: The train stopped suddenly.
- **Verbs of incomplete predication** - Verbs which require a word to make the sense complete are called verbs of incomplete predication. Example: Saba seems happy

5. Adverb

An adverb is a word used to add something to the meaning of a verb, an adjective or another adverb. The kinds of adverb are as follows:

- **Adverb of Manner** - An adverb used to show how an action is done is known as an adverb of manner. Examples: quickly, hard, fast, well, clearly, etc.
 - **Adverb of Time** - An adverb used to show when an action is done is known as an adverb of time. Examples: now, then, today, tomorrow, early, soon, still, etc.
 - **Adverb of Frequency** - An adverb used to show how often an action is done is known as an adverb of frequency. Examples: once, twice, often, never, always, seldom, etc.
 - **Adverb of Place** - An adverb used to show where an action is done is known as an adverb of place. Examples: here, there, up, down, near, below, above, away, etc.
 - **Adverb of Degree** - An adverb used to show how much or to what degree, or to what extent an action is done is known as adverb of degree. Examples: fairly, almost, fully, partly, etc.

- **Adverb of Reason** - An adverb used to show the reason for an action is known as adverb of reason. Examples: hence, therefore, etc.

6. Preposition

A preposition is a word used before a noun or a pronoun to show in what relation the person or the thing denoted by it stands in regard to something else. There are three kinds of prepositions:

- **Simple Prepositions** - Simple prepositions are single basic words. Examples: in, on, of, out, from, over, by, at, for, to, up, with, etc.
- **Compound Prepositions** - These prepositions are generally formed by prefixing a preposition to a noun, to an adjective or to an adverb. Examples: without, within, inside, beside, outside, beyond, before, between, etc.
- **Phrase prepositions** - These prepositions are formed by phrases. Examples: in place of, according to, in front of, along with, in order to, instead of, etc.

7. Conjunction

A word which joins together sentences or words or clauses is known as conjunction. Conjunctions are divided into following types:

- **Correlative Conjunctions** - Conjunctions which are used in pairs are known as correlative conjunctions. Examples: neither-nor, either-or, not only-but also, hardly-when, etc.
- **Compound Conjunctions** - Compound conjunctions are the group of words that are used as conjunctions. Examples: as soon as, as well as, in order to, so-that, etc.
- **Coordinating Conjunctions** - Conjunctions which are used to join together clauses of equal rank are known as coordinating conjunctions. Examples: or, but, also, for, etc.
- **Subordinating Conjunctions** - Conjunctions which are used to join clauses of unequal rank are known as subordinating conjunctions. Examples: after, although, when, because, if, that, unless, etc.

8. Interjection

An interjection is a word which expresses some sudden feeling or emotion. Examples: Hurrah! (Joy), Alas! (Grief), Bravo! (Approval), What! (Surprise), etc.

Approaches to Grammar teaching

There are two main approaches of teaching Grammar. These are deductive approach and inductive approach.

The Deductive Approach of Teaching Grammar

This is the first approach of teaching grammar. This is very simple, starting from the rules to examples. First the teacher explains the rule, then writes an example on the board or draws attention to the examples in the textbook. The underlying rule is explained in the mother tongue and using the meta-language of grammar. Finally, the students practice applying the rule, orally and in writing. Special attention is paid to the areas of conflict between the grammar of mother tongue and that of the target knowledge. The whole approach is teacher centric, with learners have to consider the rules and weigh their words before they speak or write.

The Inductive Approach of Teaching Grammar

The second approach is the inductive approach. This approach is also called the 'rule developing' approach. The teacher provides example and moves from examples to rules. Induction or learning through experience is seen as the natural route to learning. Teachers who use this approach believe that the rules will become evident if the learner are given or exposed to enough appropriate examples. While teaching grammatical points, their first step is to demonstrate the meaning to the class. The teacher keeps silent through this stage except to correct if necessary. The grammar point is shown on the board only after intensive practice. The explanation is not always made, though they may be elicited from the students themselves. In such cases, the mother tongue might be used. The model is copied and the class may be required to write sample sentences from the model.

Communicative Approach of Teaching Grammar

All human beings need to communicate in order to express their ideas, feelings and thoughts this is the main reason why communicative activities should be integrated into the lesson. Students spoken language is more productive when they are engaged in a dynamic learning environment that encourages them to do their tasks.

The communicative language teaching approach focuses on giving students the skills to clearly and confidently communicate in real- world situations with native speakers of their target language. Grammar implies correct usage of words and expressions. As children participate in different communication tasks, the correctness of their expressions is focused simultaneously.

Word Association

Vocabulary is central for communicating in a foreign language. Without sufficient words to express a wide variety of meanings, communicating in a foreign language cannot happen in a meaningful way (McCarthy, 1990).

Word association is a common [word game](#) involving an [exchange](#) of words that are associated together. The game is based on the noun phrase word association, meaning "stimulation of an associative pattern by a word" or "the connection and production of other words in response to a given word, done spontaneously as a game. Once an original word has been chosen, usually randomly or arbitrarily, a player will find a word that they

associate with it and make it known to all the players, usually by saying it aloud or writing it down as the next item on a list of words so far used. The next player must do the same with the previous word. This continues in turns for any length of time, but often word limits are set, so that the game is agreed to end after, for instance, 400 words. Usually, players write down the next word by merely using the first word that comes to their mind after they hear the previous one. Sometimes however, they may put in more thought to find a more [creative](#) connection between the words. Exchanges are often fast and sometimes unpredictable (though [logical patterns](#) can usually be found without difficulty). Sometimes, the fun can arise from the seemingly strange or amusing associations that people make between words. It is also found amusing what you can get from an original word, and how they contrast distinctly. For example, from the word "tea" you could get the word "recipe". The game can be played actively or passively, sometimes taking many weeks to complete, and can in fact be played with any number of players, even one. Example: [Soda](#), [Sprite](#), [Fairy](#), [Tinkerbelle](#), [Peter Pan](#), [Pans](#), [Skillet](#), [Kitchens](#), [Refrigerator](#), [Drinks](#), [Soda](#) etc.

It is believed that word association can reveal something of a person's [subconscious](#) mind (as it shows what things they associate together), but others are skeptical of how effective such a technique could be in psychology.

Word Formation

Word formation is the creation of a new [word](#). Word formation is sometimes contrasted with [semantic change](#), which is a change in a single word's meaning. The boundary between word formation and [semantic change](#) can be difficult to define as a new use of an old word can be seen as a new word derived from an old one and identical to it in form.

There are four main kinds of word formation:

- a. prefixes,
 - b. suffixes,
 - c. conversion and
 - d. Compounds.
- a. **Prefixes** - We add prefixes before the base or stem of a word

Examples	prefixes
Disrespect	Dis + respect
Multipurpose	Multi + purpose
International	Inter + national

Examples	prefixes
Uncover	Un + cover
misconduct	Mis + conduct

- b. **Suffixes** - We add suffixes after the base or stem of a word. The main purpose of a suffix is to show what class of word it is (e.g. noun or adjective)

Examples	Suffixes
Childhood, boyhood	<i>hood</i> - used to form nouns
reader, writer, <i>actor</i>	<i>-er</i> and <i>-or</i> are used to form nouns to describe people who do things
<i>tighten, fasten, simplify</i>	<i>-en</i> and <i>-ify</i> are used to form verbs
<i>reasonable, faithful, colourful</i>	<i>-able</i> or <i>-ful</i> is used to form adjectives
<i>happily, naturally</i>	<i>-ly</i> is a common suffix used to form adverbs

- c. **Conversion** - Conversion involves the change of a word from one word class to another. For example, the verbs *to email* and *to microwave* are formed from the nouns *email* and *microwave*. Other examples can be seen as :

- *Can you **text** her?* (verb from noun *text*, meaning *to send a text-message*)
- *They are always **jetting** somewhere.* (verb from noun *jet*)
- *If you're not careful, some **downloads** can damage your computer.* (noun from verb *download*)
- *OK, so the meeting's on Tuesday. That's a **definite**.* (noun from adjective)
- *It's a very big **if** and I'm not at all sure we can afford it.* (noun from conjunction, meaning 'it's not at all certain')
- *All companies have their **ups** and **downs**.* (nouns from prepositions)

We also use conversion when we change a proper noun into a common noun:

- *Has anybody seen my **Dickens**?* (copy of a book by Dickens)
- d. **Compounding** - When we use compounding, we link together two or more bases to create a new word. Normally, the first item identifies a key feature of the second word. For example, the two bases *back* and *ache* can combine to form the compound noun *backache*, and the two bases *post* and *card* combine to form the compound noun *postcard*. Compounds are found in all word classes. The most common types of compounds are: Sunflower, Cupboard, housefly, afternoon, postman etc.

It is sometimes difficult to know where to put hyphens in words that are compounded. It is also difficult to know whether to separate words (e.g. *post box*) or to join the words (e.g. *postbox*). In such cases, it is best to check in a good learner's dictionary.

Word search

A word search, word find, word seek, word sleuth or mystery word [puzzle](#) is a [word game](#) that consists of the letters of words placed in a grid, which usually has a rectangular or square shape. The objective of this puzzle is to find and mark all the words hidden inside the box. The words may be placed horizontally, vertically, or diagonally. Often a list of the hidden words is provided, but more challenging puzzles may not provide a list. Many word search puzzles have a theme to which all the hidden words are related such as food, animals, or colours. The puzzles have, like [crosswords](#) and [arrowords](#), become very popular. Also in common with these latter puzzles, have had complete books and [mobile applications](#) devoted to them.

W	V	E	R	T	I	C	A	L	L	Seek
R	O	O	A	F	F	L	S	A	B	Find
A	C	R	I	L	I	A	T	O	A	Random
N	D	O	D	K	O	N	W	D	C	Sleuth
D	R	K	E	S	O	O	D	D	K	Backward
O	E	E	P	Z	E	G	L	I	W	Vertical
M	S	I	I	H	O	A	E	R	A	Diagonal
A	L	R	K	R	R	I	R	E	R	Wikipedia
K	O	D	I	D	E	D	R	C	D	Horizontal
H	E	L	W	S	L	E	U	T	H	Word Search

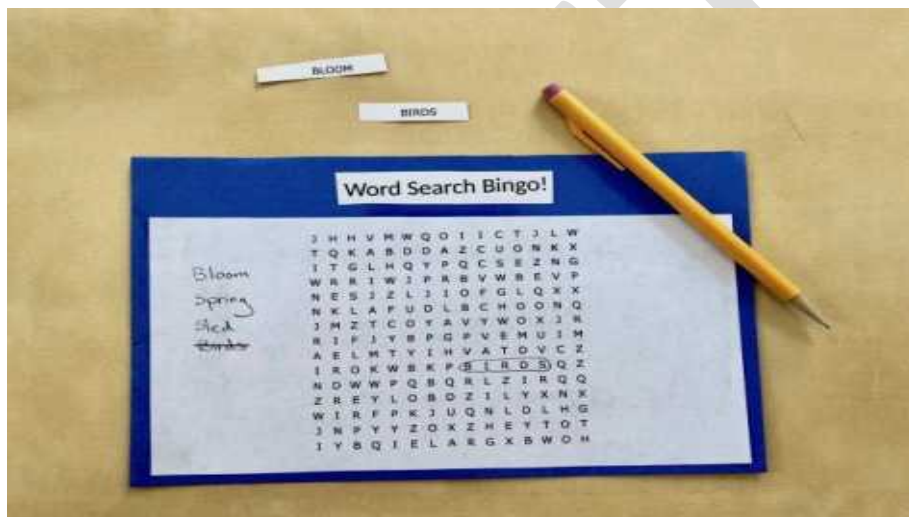
Word Search Bingo game

Have you ever played Bingo? Word Search Bingo works the same way, but with two major differences. First, instead of drawing numbers, the host will draw words. Second, your Bingo card will be a word search instead of a standard Bingo card. This section goes through the basic rules. The next section walks through the specifics of making your Word Search Bingo cards.

Playing Word Search Bingo

Word searches will act as your Bingo cards. Teachers can follow these steps for practicing the word search Bingo game in the classroom:

- First, give each player a Word Search Bingo card and a pen or pencil.
- Then, a host will draw words one at a time from a bowl or box.
- When the host calls out a word, they will give players 60 seconds to write down the word and find the word in their word search before calling out the next word.
- Players can still search for all previously-called words.
- Whoever finds 5 words in their word search first will shout “Bingo!”
- If the host called all 5 words on their word search and the player found each word, they win!



Word search from Antakshari

Antakshari is an Indian word which means the last letter. That is what the game is all about.

How many players are needed? The more the merrier. If there are eight players or more you can divide the group into two teams for the game.

How is it played? The non-team version.

1. Everybody sits in a circle.
2. Pick the dinner (the player who will start the game): Recite a rhyme - one word per player. The person at which the rhyme ends will start the game.

Possible rhymes - You could choose any of the nursery rhymes that you remember. If not, you can use one of the following. The first one is an Indian

rhyme usually used to find the denner. You can use it if you can get your tongue around the words. The second is an English rhyme. “*Akkad bakkad bambe bo, Assi nabbe poore sau, Sau me laga dhaga, Chor nikalke bhaga. Inky pinky ponky, Daddy had a donkey; Donkey died, Daddy cried, Inky pinky ponky.*”

3. Once the denner has been identified, he/she starts with any word. (You can decide in the beginning whether you want to use random words in the game or categories of words. The categories could be names of places, things, five-letter or bigger words).
4. You can decide to continue the game clockwise or anti-clockwise.
5. The next person in the circle has to say a word which begins with the last letter of the first word.
6. Like this, the game goes on around the circle until the kids decide to stop.
7. In the team version, the team thinks up the word. If a team is taking time to think up a word, the other team can use a countdown like the one in the game [Name, Place, Animal, Thing](#).
8. This game can also be used with songs/rhymes. The players should think up songs which begin with the last letter of the previous song.

Idioms

Idioms are expressions that have one meaning through usage and a different meaning when you look at the individual words. The individual words don't usually help you make sense of the idiom; you just have to know what they mean when used together in that particular way. It would be helpful to have your students do some online practice with idioms to give them exposure to common idioms and what they mean. Here are a couple of examples, along with their meanings.

















In the dark- The actual meaning of this phrase would be that there is no light where you are, but the meaning of the idiom is that you don't know what's really going on. They didn't want her to know, so they kept her in the dark about it.





Idioms are fun to read, but they're even more fun to use in your writing. They liven up your writing and give it more of a personal voice. Try some online games to learn and practice all the great [idioms for elementary students](#), as well as adults!

Matching words game

Words matching games are an excellent and fun way to practice your vocabulary and other skills. In each game, you have to find a matching pair, that is two words that correspond with each other. In matching opposites, for example, you have to find two words that have opposite meanings (eg: **good** and **bad**).

Name _____ Date _____

park		arrow	
pen		hotdog	
home		bed	
orange		nest	
spider		dance	
snail		plant	
nose		bell	
lock		coat	

	APPLE
	BALL
	CAT
	DOG

Scrabble Game

Scrabble is a [word game](#) in which two to four players score points by placing tiles, each bearing a single letter, onto a [game board](#) divided into a 15×15 grid of squares. Scrabble is the ultimate crossword game in which every letter counts. Grab your friends and take turns forming words on the board. After playing your turn, count the value of all the letters in every new word that you formed.



Scrabble Game

Cross word puzzles

A crossword puzzle is a word [puzzle](#) and [word search](#) game that usually takes the form of a [square](#) or a [rectangular grid](#) of white- and black-shaded squares. The game's goal is to fill the white squares with [letters](#), forming words or [phrases](#), by solving clues, which lead to the answers. In [languages](#) that are written left to right, the answer words and phrases are placed in a grid from left to right and from top to bottom. The shaded squares are used to separate the words or phrases.

Summary:

Learning Grammar is crucial for learning correct expressions. The teacher can select any method that makes children confident in using English. Another aspect which strengthens the learner is their word power. Rich vocabulary contributes toward better linguistic performance. A variety of games can be utilised for helping children develop their vocabulary.

Self-Assessment:

Based on your understanding answer the following questions in your own words:

- Q1 Discuss different approaches of teaching Grammar.
- Q2 Describe different games which can be used for developing vocabulary of children at elementary stage.
- Q3 Explain different parts of speech in English with suitable examples.

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