

Language-Teaching Methodologies-2

Structural-Situation Approach

Introduction of Structural Approach: Structure approach is a new technique of teaching English. It is based on the principle that a student should be given the knowledge of essential constituents of language at the early stages. Student should be provided with the opportunity of hearing and speaking the language. They are provided carefully planned materials. It enable the students to use the language in a given situation. The arrangement of words in English is very important.

Definitions of Structure Approach:

1. **Bremington:** “Structural approach to English a Scientific study of the fundamental structure of English language, their analysis and logical arrangement”.
2. **Menon & Patel:** “The structural approach is based on the belief that in the learning a foreign language, mastery of structure is more important than the acquisition vocabulary”.

Kinds of Structures:

1. Sentence Patterns
2. Phrase Patterns
3. Formulas
4. Idioms

Principles of Structural Approach:

1. The importance of speech for firmly fixing words.
2. The importance of forming language habits particularly the habit of arranging words in English sentence patterns to replace the sentence patterns of the learner's mother tongue.
3. The pupils own activities rather than the activity of the teachers.
4. Pronunciation, vocabulary and grammar should be carefully graded for presentation.

Method of Teaching Structures: The structures approach just lays emphasis on drills. Since language is primarily speech, learning an language means ability to speak the language. The steps involved in structural approach are as follows:

1. Revision of the previous structure.
2. Presentation of the new structure.
3. Creating the situation to teach the new structure.
4. Individual and group drill.
5. Teaching vocabulary by presenting it in actual situation.
6. Model reading of the lesson by a teacher.
7. Silent reading by the students.
8. Comprehension questions.
9. Loud reading by students.
10. Questions and assignments.

Merits of Structural Approach:

1. Structural approach fits in with the aim of teaching English.
2. This approach is superior to the traditional of teaching English and brings better results.
3. This method is used all over the world. In india too, this approach is encouraged.
4. Active methods of teaching are used and pupils activity is considered more important than the teachers activity.
5. It puts more emphasis on speech or oral a of learning.
6. It stresses habit formation; through intensive drills, the students cultivate the habit of speak the English language
7. It can be used to teach prose and poetry.
8. Due to much oral drilling, whatever it learnt in the class remains stable in the minds of the students.
9. It provides enough opportunities to the student to express their ideas and feelings.
10. It is based on scientific principles.
11. It makes both teacher and students active while is psychologically sound.

Limitations of Structural Approach:

1. This approach lays over emphasis on the ora presentation and teaching of structural items.

2. Pupil's knowledge of the mother tongue is not used for learning the 2nd language. It overlooks the linguistic habits already formed while learning the mother tongue.
3. Structural approach is more suitable only for lower class.
4. It is possible to teach well-selected sentence pattern with the help of a approach.
5. It is not possible to teach the prescribed text books by this method.
6. It can't be used successfully for large classes.
7. Teaching aids are needed for teaching by this approach.
8. It becomes difficult to complete the syllabus if structural approach is strictly followed.
9. Those teachers who are trained to teach the grammar translation method find it difficult to teach by this approach.
10. Teaching by structural approach requires the services of really competent and hard working teachers.

Conclusion: Structural Approach would solve the difficulties in the path of teaching English in India, structural approach has some features in common with the Direct Method. Both stress Oral work and inhibition of the mother tongue in the class. In both formal grammar and translation are discouraged. But unlike the Direct Method where the material is unplanned, in structural. Approach, the material is selected and graded scientifically.

Situational Approach Teaching

Introduction: Situational Language Teaching an approach by British applied languished in the 1930s to the 1960s. Situational teaching relied on the structural view of language. Both speech and structure were seen to be the basis of language and especially, speaking ability. The structures must be presented in situation in which they could be used, gave situational language teaching its distinctiveness.

Meaning: Situational language teaching is not for creating the atmosphere and interest in the minds of students. The first requirement of teaching a foreign language is the building up of program context only the words and constructions be meaningful. Thus a language is best learnt only through practice in real situations. Every structure must be encountered and practiced in a context or situation.

Principles of Situational Approach:

- (1) Language learning is habit formation.
- (2) Language skills are learned more effectively if they are presented orally first, then in written form.
- (3) Analogy is a better foundation for language learning than analysis.
- (4) The meanings of words can be learned only in a linguistic and cultural context.

SADBAVNA

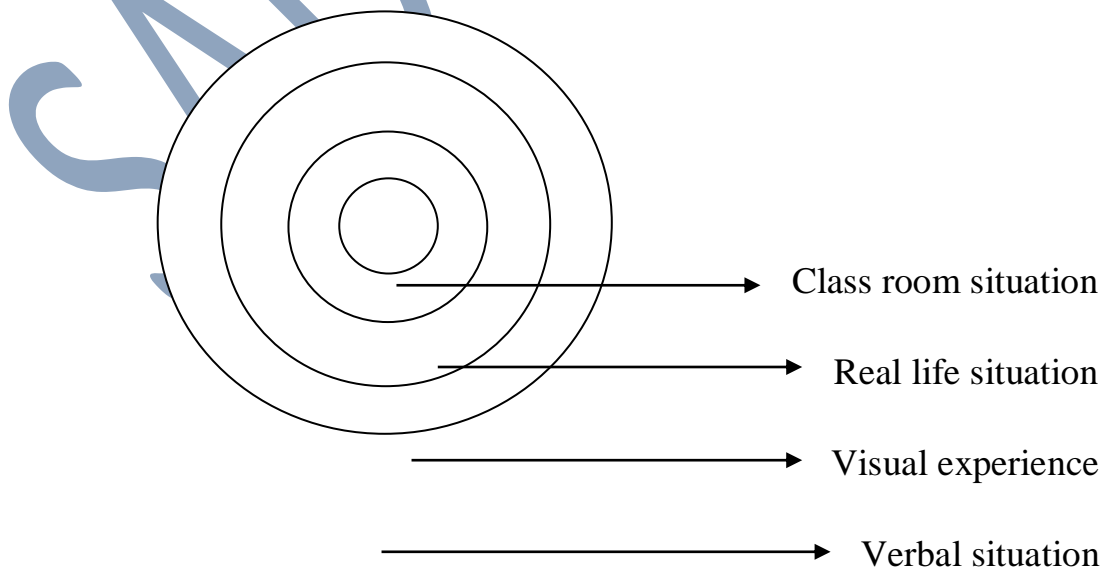
Characteristics of situational Approach:

- (i) Teacher provides opportunities to the student's to associate the meaning of new words with corresponding situations.
- (ii) Examples are given in short duration.
- (iii) A number of questions are asked by the teacher about the created situations.
- (iv) Constant repetition is stressed.

Types of learning techniques and Activities:

- (1) A situational presentation of new sentence patterns.
- (2) Drills to practice the patterns.

In a classroom situations, situational technology/ Teaching has four areas depicted through four concentric circles.



- (1) **Classroom situation:** According to professional Billow's the situations are of different categories. Classroom situation implies situation of the child can see and touch directly in the class and through the classroom window. The common objects which can be used to create situations in the classroom are:-
- (a) **Classroom objects:** Chair, table, black board, window fan, bench, desk, chalk, picture etc.
 - (b) **Objects from the teacher's bag:** balls, boys, small boxes, stones etc.
 - (c) **Objects seen from classroom window:** trees, flower garden, birds, building, clouds, playgrounds, rose etc.
- (2) **Real life situations:** Situation which the ply knows from his own experience and his daily life family etc.
- (3) **Visual experience:** Situations which the student have not yet experienced directly but can be . to mind with an effort of imagination with help of a picture, dramaticization, charts and the other aids. Charts prepares in different colors are quite fascinating for the students and a their curiosity. A language teacher can use blackboard for simple match stick drawing. While a little bit of practice the teacher can draw human figures, huts, houses, clouds, gardens mountains etc.
- (4) **Verbal situations:** It is cultivated in mind on account of speech, utterance and narration.

Precautions:

- (1) All new words must be presented clearly to the class in situations that make their meaning clear.
- (2) The amount of new material in each period should be limited to what can be assimilated by the students.
- (3) Revision be undertaken constantly.
- (4) Abt 66% time of the period be severesed for pronunciation, drill, reading, spelling writing etc.
- (5) The situational approach makes great demand upon the teacher.

Merits of Situational Approach:

1. Situational teaching makes learning of language easy, effective and logical. The language is made real, living and interesting.
2. It follows the principle of variety and simplicity.,
3. It lays emphasis on creating interest of the pupils.
4. It lays stress on learning by play.
5. It makes use of teaching aids.
6. It emphasizes vocabulary and learning and reading skills.

Demerits of Situational Approach:

1. Situational teaching is more useful for lower classes.
2. This approach can be used to teach only selected words and the sentence-patterns.
3. Trained teachers are required to teach only selected words through this approach.

4. It is difficult to teach prose, poetry and composition through situational approach.
5. Constant drill and practice sometimes creates monotony in the class.

Communicative Language Teaching Approach

Introduction: Communicative language teaching began in Britain in the 1960s as a replacement to the earlier structural method and situational language teaching. The ever growing need for good communication skills in English has created a huge demand for English teaching and learning around the world. Millions of peoples today want to improve their command of English. Fluency in English is a pre-requisite for success and the advancement in many fields of employment in today's world. The demand for an appropriate teaching methodology is as strong as ever.

Meaning: CLT is an approach to the teaching of 2nd language that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communication approach” to the teaching of foreign language or simply the ‘communicative approach’. Communication competence includes the following aspects of language knowledge.

- (1) Knowing how to use language for a range of different purpose and functions.
- (2) Knowing how to produce and understand different types of texts.

Main features of CLT: It is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles of features. One of the most recognizes of these lists are describe ahead.

- (1) Language learning is not mere learning the rules of grammar.
- (2) Learning the grammatical rules of language should be accompanied by learning to communicate.
- (3) Communication in proper context or situation stressed.
- (4) Dialogue is important technique. Dialogues need not be memorized.
- (5) Good pronunciation is stress as an important feature of effective speaking.
- (6) CLTA aspects judicious use of the learner's first language.
- (7) Reading and writing go hand in hand with listening and speaking.
- (8) CLTA accepts errors.
- (9) Linguistic variation are given the recognition while producing materials.
- (10) Students are encouraged to use the target language both in speech and writing.
- (11) Teachers motivates learners to use target language for communication.
- (12) CLTA is based on the basic rule of the thumb use it to communicate as a when the opportunity it there.

Advantages of CLTA:

- (1) **Opportunity to communicate in the target language:** CLTA approach offers lots of opportunities to young learner to communicate in the target language, that is, English. This language interaction may be in pairs or in group of pupils.
- (2) **Fluency in speech:** Language practice and interaction in English among children of the same group or class in an effective means of gaining fluency. At the initial stage, certain children for shy or show hesitation in using language but the consistent effort will help them overcome his limitation.
- (3) **Please coupled with confidence:** While the communicating in English children feel a sense of pleasure. This sense will boost their individual confidence in which is the strength of language learning.
- (4) **Imagination faculty and creativity:** In order to have an edge over their classmates, every child will try to put into action his or her imagination faculty and creative talent.

Limitations:

- (1) Reading and writing skills are neglected.
- (2) Competent teachers not available.
- (3) Lack of infrastructure.
- (4) Large classes.
- (5) Congenial background

QUESTIONS FOR DISCUSSION

A. ESSAY TYPE QUESTIONS

1. What is the structural Approach? What are the advantages of teaching English by this Approach?
2. Write a short note on the Structural Approach to the teaching of English and show how it has improved the teaching of English in our schools. (Pbi. U. 1974)
3. Both the ‘Structural-situational Approach’ and ‘Direct Method’ recognize, the supremacy of speech over the written form of language. In what respects, then, do they differ in the teaching of English language?
4. Do you agree with the view that structural approach is better than the traditional methods of teaching? Give reasons in support of your answer.
5. What is Situational Teaching? How can the teaching of English make use of situation for making teaching of English effective?
6. How will the teacher of English create situations for teaching English? Illustrate with examples.

B. SHORT ANSWER QUESTIONS

1. “The Structural Approach is better than the traditional method of teaching English”. Comment. (G.N.D.U. 1982)
 - a) “The Structural Approach has been developed to fill in the gaps of Director Method.” Explain.
2. a) Write a note of situational teaching.
 - b) Show how word order is important in English.

QUESTIONS FOR DISCUSSION

A. ESSAY TYPE QUESTIONS

1. Trace the background history of communicate approach to the teaching of English.
2. What is Communication-Language Teaching Approach? Enlist its features.
3. Discuss the main points which are put into practice while adopting CLTA. Discuss the role of the teacher.
4. What are the advantages and limitation of Communicative Language Teaching Approach? What is the role of teacher in his approach? (P.U.B. Ed. 2008)
5. Discuss Communicative Approach to language teaching. Illustrate with an example.

B. SHORT ANSWER QUESTIONS

1. What is the centrality of language in the learning process?
2. Give any five features of CLTA.
3. Enlist any three important strong points of CLTA.
4. Enlist any three limitations of CLTA.

AUDIO-LINGUAL METHOD

BACKGROUND

It has been rightly said that necessity is the mother of invention. During World War II, American soldiers felt the necessity of learning certain foreign languages to communicate when posted in countries away from their home country. Consequently, a number of American universities were asked to develop teaching-learning programmes to meet the urgent need of the

hour. Making use of linguistic theory and behavioural psychology, Audio-Lingual Method was developed.

It was strongly felt that ‘the way to acquire the sentence patterns of the target language was through conditioning-helping learners to respond correctly to stimuli through shaping and reinforcement.’ This would help learners to substitute the habits of using their native language in formal as well as informal communication with the patterns of target language. New set of language using habit will be formed.

ASSUMPTIONS OF PRINCIPLES UNDERLYING AUDIO-LINGUAL METHOD

1. **Process of mechanical habit formation.** Foreign language learning is basically a process of mechanical habit formation. The more language patterns are mechanically repeated, the more facility will be minimized.
2. **Effective learning of language skills.** This is an indicator that language skills are acquired effectively if the language items “to be learn; in the target language are presented in spoken form” before the learners see them in the written form.
3. **Analogy provides better foundation.** Analogy rather than analysis provides a better foundation for learning foreign language. This requires the learners to practice each language pattern in a variety of contexts. Language drills play a good role in enabling learning to form correct analogies.
4. **Word meanings in socio-cultural context.** The native speakers of every language are the custodians of the meanings of the words that

grace the language. The foreign language learners have the obligation of acquiring meanings of words of the target language in the ‘linguistic and cultural context and not in isolation.’”

OBJECTIVES OF THE METHOD

N. Brooks (1954) has listed short-rang objectives and long-range objectives of Audiolingual Method.

Short-rang objectives are:

- i. Training in listening comprehension.
- ii. Acquisition of accurate pronunciation in the target language.
- iii. Recognition of speech symbols as graphic signs when they appear in print.
- iv. Ability to reproduce these symbols in writing.

Long-Range objectives lay emphasis on:

- i. The use of the target language as native users use it.
- ii. There must be accurate knowledge of the learner’s own language.

In fact, the “teaching of listening comprehension, pronunciation, grammar and vocabulary are all related to development of oral fluency. Reading and writing may be taught, but they are dependent upon prior oral skills.

PROCEDURE OF THE METHOD

According to J.C. Richards and T.S. Rodgers (1987, 79), in a typical audiolingual lesson, the following procedure should be adapted:

Step 1. Let the students listen to the model dialogue (either read by the teacher or on tape), containing the key structures that are focus of the lesson. The students repeat each line of the dialogue, individually and in chorus. The teacher takes care of pronunciation, intonation and fluency.

Step 2. The teacher changes certain key words or phrases in the dialogue. The students also act accordingly because the dialogue has been adapted to the need or interest of the learners.

Step 3. Certain key structures from the dialogue are selected and used as the basis of pattern drills of different kinds.

Step 4. Let the students refer to their text-books, and follow-up reading, writing or grammar and vocabulary activities based on the dialogue.

Step 5. Follow-up activities may take place in the language laboratory where further dialogue and drill work is carried out.

STRENGTHS / MERITS OF THE METHOD

Dr. Sharada Bhat points out the following main strengths of the method:

- “the teaching material are more scientifically and systematically prepared than one-author text;
- “it teaches a language in a graded manner;
- “the motivation of the students is of a high degree;
- “the students enjoy learning the target language because the teaching materials are specially designed to interest the students avoiding boring passages from the classes.”

WEAK POINTS

The audio-lingual method is not completely free from its weak points

- There is over emphasis on mechanical drill work;
- Very little is done to stimulate students by variety, novelty and a quick change of cues.
- The learners are often required to repeat meaningless sentences which are hardly accepted ;
- There is willing suspension of disbelief about the target language.
- The practical aspect of the method to be successful demands a very “qualified, trained, inventive and resourceful teacher.” Do we have teachers of this caliber? One may ask.

We may conclude in the words of an expert : “The high incidence of poorly qualified teachers only increase the waste of student time and public resources. Good teachers and good materials are an indispensable condition for the successful implementation of any scheme of teaching English as a second.. foreign) language.”

THE NATURAL METHOD

The natural method of teaching language is the outcome of Tracy Terrell’s personal school-teaching experience coupled with Krashen’s Monitor Theory. Krashen put forth identity hypothesis which states that all successful language acquisition can mainly be equated with the that all successful language acquisition can mainly be equated with the way children learn their first language ($L_1=L_2$). Krashen proposed the Monitory Theory model for language learning which lays emphasis on the fact that immediate communicative competency is the major goal of language acquisition. For this reason the entire teaching time in the classroom should fully involve

children in the language activity/activities which should comprise “Communi-activities rather than explanation of grammatical aspects of the language.”

FEATURES OF THE NATURAL METHOD

1. **Meaning rather than grammar.** The important feature of the Natural Method states that meaning rather than grammar, is the core of language acquisition as a communicative skill.
2. **Unconscious acquisition, rather than learning.** The method lays stress on unconscious acquisition of second language. It does not allow analysis of syntactic structure of the target language, so there is no conscious or formal learning.
3. **Comprehensible inputs.** Comprehensible input is contextual. It is slightly higher than the level of the learner but made comprehensible by use of pictures, games which involve the feelings of the learners. No drills are required.
4. **Affective humanistic activities.** Such activities are intended to reduce the learners’ “affective filter” and involve their feelings, ideas and experiences. Humanistic activities include dialogues, interviews, face to face preferences etc.
5. **Problem-solving activities.** These are the activities which require learners to find correct answer to a situation or a problem. Care should be taken to avoid stressful situations.
6. **Games and affective activities.** Games and affective activities which require learner’s involvement, is another feature of the natural Method. These activities provide first-hand experience in using the

target language. These activities prove highly useful in developing oral communication in natural manner in natural situations.

THE NATURAL METHOD : STAGES

COMPREHENSION OR PRE-PRODUCTION

Comprehension or Preproduction stage requires the learners to recognize words and phrases in meaningful contexts. The teacher is required to create situations in the classroom so as to motivate students to recognize the meaning hidden behind the spoken word presented in meaningful context. The context is within the range of the learners' understanding. The same is true of the meaning of phrases used in sentences.

Teacher's Inputs / Activities

At this stage, the teacher must

- use visual aids (pictures, models, gestures)
- modify speech, with emphasis on key words :
- simplify vocabulary items and grammatical structures ;

An important point of caution for the teacher DO NOT FORCE learners to produce language items, Let them use English when they feel like doing so, let them have a period of silence : they will speak to themselves during this period.

However, the teacher will never:

- stop giving commands which require Total Physical Response from students;

- shirk giving meaningful inputs based on items available in the classroom or brought into the classroom.
- shirk supplying meaningful inputs based on visual aids.

Students Responses

At the stage of comprehension, students' responses include –

- Physical response actions.
- Naming fellow student/s (Who is sitting on the front seat? Who is wearing blue shirt? etc.)
- Gestures.
- Answering 'Yes' or 'No' in English.
- Pointing to an item in a picture or a model.
- Multiple attempts made to communicate using known words.

STAGE 2. EARLY PRODUCTION SPEECH

This is the stage for students to get involved in simple speech in English. Here, in this stage, students will get motivated to begin using words by answering questions requiring

- Yes/no answers
- One-word answers
- Lists of words
- Short sentences

Teacher's Questions

- Is Geeta having cap on her head? (Yes/No answer)
- Is this a pencil or a pen? (One-word answer)

- iii. What do you have in your school bag? Sonal? (Lists of words)
- iv. What is the name of your father's? What did you have in the breakfast today? (Short sentences as answers)

In order to encourage students' easy transition to State 3, the teacher may use the following activities at the Early Speech Stage:

1. Open dialogues
2. Guided interviews
3. Open-ended sentences/questions
4. Pictures, charts, mimes.
5. Newspaper ads.

STAGE 3. SPEECH PRODUCTION STAGE

As students move from Early Speech to Full Speech Production Stage, the students' responses are in the form of loner sentences in which they use wider range of vocabulary. The wider range of vocabulary is the result of students' involvement in language activities. "Students need to be given the opportunity to use oral and written language whenever possible", says an expert.

It is further suggested that four types of language activities may be used to focus attention on meaning as the core element in language acquisition. These activities are:

A. Content (with reference to culture, subject matter, new information etc.)

B. Affective Humanistic (with reference to students own ideas, opinions, experiences)

C. Games which involve students (with focus on language to locate information).

(With gratitude, T.D. Terrel, Deptt. of Languages, University of California, San Diego).

A. ESSAY TYPE QUESTIONS

1. What are the assumptions underlying Audio-Lingual Method of language teaching? Give its procedure, strengths and weakness.
2. Trace the theoretical background of the Natural Method, Enlist its features.
3. .
4. .
5. What is the Natural Method of teaching language? What are its stages?

B. SHORT ANSWER TYPE QUESTIONS

1. What is Audio-Lingual Method of language teaching?
2. Enlist the features of the Natural Method as applied to language teaching.

ACQUISITION OF LANGUAGE SKILLS : LISTENING SKILL

INTRODUCTION

Listening is one of the four important skills in any language teaching program. Students need intelligent listening skills in situations like interviews, group discussion or meetings in which they are participants.

Hence, this skill is a primary requisite for them in their language development process. Yet, in most language teaching programmes, listening gets the least share. Most language teachers as well as language learners believe that listening is a passive skill and does not demand any special effort. We take it for granted that learners automatically acquire this skill without any special training. One only requires to keep one's ears open and listening as language skill will take care of itself. "If you do not understand my words, you will never understand my thoughts, my feeling and my emotions" tells a serious speaker to his/her listeners. True it is that bad listening creates more problems in real-life communication than it can solve them when the problems actually crop up. "Training in listening must therefore equip the learners with all the abilities required for effective comprehension.

THE PRESENT STATUS OF LISTENING SKILL

The present status of listening skill in our schools, especially government run schools and private schools (aided or non-aided) is quite depressing. Most teachers confess that they do not teach English through English. This is the major reason for falling standards of English in most Indian schools, especially so in states where regional language is given priority over any other language.

THE IMPORTANCE OF LISTENING SKILL

The teachers of English, at the outset, should be very clear as to why they should try to develop listening skill in their students. The readers will agree with the author that this is the need of the time as much as it is the need of the subject itself. Experts at Central Institute of English and Foreign

Languages, Hyderabad include the following situations from real life where our educated children need to listen to English language:

1. Listening to radio/T.V. news.
2. Listening to announcements at the busstand/railway station/airport/certain key points in states other than one's own.
3. In banks, central government offices and in certain state government offices.
4. Watching English movies/plays/programmes on Doordarshan and satellite channels.

WHAT IS LISTENING?

Listening with understanding is an active process. It involves the following arrangement.

Input → processing → output

By input, we mean the words spoken by the speaker for the one who is listening. By output, we mean the listener's response which is the result of the interviewing processing.

Two Explanatory Models:

1. Prof. M.L. Ticoo gives two models to explain the nature of listening. In the first model, listeners are viewed as tape-recorders. In day-to-day situations, people need to listen not so much to understand the spoken words as to retain them for recall when the time demands it. This is exactly what happens in case of a receptionist or a stenotypist. But let us not forget that a smart receptionist or a good stenotypist does not report everything verbatim.

Either of the two makes necessary changes or alternations to interpret the message appropriately

2. In the second model, the listener is viewed as a construction worker. This model regards the listener as an active participant, a processor, in the act of listening.

This is, in reality, an 'Input → Processing → Output' model.

Explanation

The 'input' could be processed in the following ways:

- a) Bottom – up processing
- b) Top – down processing

a) Bottom-up processing: In bottom-up processing, the listener depends solely on the incoming input to understand the message.

Four steps are involved to analyze the input message:

Step 1. Organizing the sound signals to identify familiar items of vocabulary;

Step 2. Breaking up the stream of speech into constituent words which are recognized as words, phrases, clauses, the whole sentences;

Step 3. Using sound and intonation cues to identify nature of the input – utterance is a question, a statement etc. which is the secret of the speaker's intention;

Step 4. Using the grammatical cues to organize what is heard into constituents so as to get at the intended meaning of the message.

b) top-Down Processing. In Top-down processing model, the listeners rely on their background knowledge for understanding the message. Listeners through their already gained knowledge of the world make guesses of the intended meaning contained in the utterance.

Three possibly components may be there which are thus explained by Prof. Richards:

“It may be previous knowledge about the topic of discourse, it may be situational or contextual knowledge, or it may be knowledge store in the long-term memory in the form of ‘schemata’ or scripts : plans about the overall structure of events and the relationship between them”

In fact, in our day-to-day encounters, we as listeners usually have some knowledge of what to expect in particular situation.

TYPES OF LISTENING

In his excellent book “Teach English...”, Adrian Doff talks about two types of listening, namely:

1. Casual Listening: This is the type of listening when we listen to someone or some input without any particular purpose. At such time, listening simply comprises a set of jumbled sounds to which we do not pay any attention. But as soon as we hear something which is of use to us or which interest us, we get alert and try to get at the intended meaning. This type of listening is often found in social get-together, cafes and restaurants where we interact with others.

2. Focused Listening. This is the type of listening when we listen for information or for transaction of some business agenda. The listener is

attentive and concentrates on what the speaker is saying. This is 'Intensive listening' and during the course of listening, the listener may prepare brief notes also.

BARRIERS TO LISTENING

Whenever a speaker is face to face with a group of listeners, he/she always expects or hopes that the message that he/she wants to convey will reach every ear and also understood by each listener. But, let us not forget that there are some valid reasons for half-way listening or unsuccessful listening. These may be enlisted here:

1. The listener may not be much interested in the topic of the speaker.
2. The listener may not have listened to something attentively.
3. The listener may have listened properly but may not have comprehended the content on account of certain words beyond his/her comprehension.
4. The listener may have heard the speaker but may not have listened to him/her because of his/her preoccupation with something else.

DEVELOPING LISTENING SKILL/S

a) Listening (Sub) Skills:

Basically, four important listening (sub) skills demand explanation. These are:

1. **Identification or Decoding Sounds:** An act of listening presupposes an act of speech in which certain sounds are placed in an orderly

manner so that they become meaningful. Listening involves identification of or decoding these sounds and understanding meanings behind them. An important part of this activity is to recognize the differences between sounds. The learner must, for example, recognize the differences between p-like sound, 'b-like' sound, as in the words pit and bit, 'p-bet. Such words which differ in only one sound are called 'minimal pairs.

2. **Understanding Syntactic Patterns or Structures:** The second listening (sub) skill is 'understanding the syntactic pattern or structure' of the utterance. It is through comprehension of structures that the listener uncovers and understands the meaning.

Consider the following two patterns of utterance:

You can solve this problem – I

Can you solve this problem? – II

3. **Identifying Information:** Identifying information or getting at the meaning behind the spoken word is the primary purpose of any act of listening. One may treat a listening act to 'scan in order to gain specific information' or to listen carefully (may be critically also) to separate fact from opinion'. In fact, a proficient listener is able to infer information that is not directly stated in what the speaker says.
4. **Identifying Emotional/Attitudinal tone:** A successful listening act demands that the listener(s) must also identify the emotional or attitudinal tone of the spoken message. In fact, no speech is flat nor is it made on straight line pitch. The spoken message or the oral text contains reduced or 'weak' forms of words as well as 'strong' forms of words and phrases. The different parts are interspersed with forms of words and phrases. The different parts are interspersed with stress,

rhythm and tone patterns which are the result of emotional or attitudinal quality. The listener must recognize the weak forms as also stress, rhythm and tone patterns – if the emotional or attitudinal tone of the message is to be properly understood, in the words of Prof. M.L. Tickoo, training just be provided to make pupils sensitive to the varying styles of speech – formal, highly formal to very casual tone in speaking – excited to calm or quite, suspicious to friendly.

SUGGESTIONS FOR DEVELOPING MATERIAL FOR TEACHING LISTENING SKILLS

1. Listen to an incomplete story and guess the remaining part, then listen to the actual story and see how much of it accords with his/her guess.
2. Listen to an expert on a topic and then read about it in a book and check how much of the latter matches with the expert's lecture.
3. Look at some pictures and listen to some descriptions identify the pictures from their descriptions and arrange them in the order in which they are described.
4. Look at the diagram of an object (e.g., a flower, a small machine) given to him/her, listen to an oral description of the object and label the parts of the object.
5. Listen to an advertisement for a job on the radio and note the eligibility requirements.
6. Draw a diagram with the help of an oral description.

QUESTIONS FOR DISCUSSION

A. ESSAY TYPE QUESTIONS

1. What is the skill of listening? Explain the nature of the listening skill in English.
2. What are the types of listening? What sub-skills are involved in developing skills?
3. What is the importance of listening in foreign or second language learning? How can the teacher of English help young learners in becoming good listeners?

B. SHORT-ANSWER TYPE QUESTIONS

1. What is listening in language learning?
2. Explain the bottom-up processing model.
3. How is information identified in a listening schedule?
4. How will you identify emotional tone in a listening schedule?

ACQUISITION OF LANGUAGE SKILLS : SPEAKING SKILL

SPEAKING SKILL : INTRODUCTION

Language starts with the ear. A newly born child gains the gift of speech only when he hears someone talk around him. This might be an easy thing so far as one's native speech is concerned. But, it is quite a difficult job when the learning of a foreign language is involved. In case of the mother-tongue, but more so in case of a foreign language like English, careful listening to the input-model is the most important thing. And, careful matching of performance with listening will bring the learner much closer to the ideal of perfect English speech. A successful act of speech thus, involves a speaker on or more listeners and importantly, a purpose for speaking. The act becomes real when what it says makes sense to the listener and produces the desired response.

IMPORTANCE OF SPEAKING SKILL

Speaking, like writing, is a productive skill. Let us not be under this impression that a student good at listening and understanding will also be good at speaking. In the words of Geoffrey Broughton et. Al., "A discriminating ear does not always produce a fluent tongue. There has to be training in the productive skill of speech as well." In order to develop the speaking ability of the learners at school, under Indian conditions, a step-by-step training is required. It has been rightly said, "There are controlled, guided and free phases of production in both oral and written work.

WHAT MAKES A GOOD SPEAKER

Hence, a good speaker of English:

1. Produces language in syntactically accepted forms:
2. Produces individual sounds-vowels and consonants-with proper accent.
3. Produces correct sound contrasts, especially those which are known to cause difficulty.
4. Uses linking words, such as, although, yet, however etc. as and when it is necessary.
5. Shows mastery of the basic grammar of spoken English.
6. Uses adequate stock of words to convey meaning in everyday speech.

TECHNIQUES FOR ORGANIZED TRAINING IN GOOD SPEAKING

1. Controlled Oral Work

One of the most effective techniques to begin with is controlled oral practice. Practice in individual sounds, sound contrasts, consonant clusters, sounds in company, dialogues etc. will prove highly useful. Below are given a few tips.

a) Let Children overcome their Shyness. Children are often shy. They are hesitant to utter a single word in English. The teacher should help them overcome their shyness. The use of dialogue is a good method. By its very nature, a dialogue provides for language interaction between people. It is possible to use a dialogue at the most elementary level, even in the first lesson.

Within minutes of meeting a class of total beginners, it is possible to have an exchanging like this.

Teacher : My name's Kamal Bhatia

What's your name?

Student: My name is Sonal.

The teacher can go round the class, asking a different student each time. The next step might be to use the dialogue in chain drill.

Teacher : My name's Kamal Bhatia

What's your name?

Student 1: My name is Sonal. (Turning to Student 2)

What's your name?

Student 2: My name is Sahil. (Turning to Student 3)

What's your name? And so on.

b) Practice on individual sounds. Certain English sounds are quite peculiar. Special attention should be given to these sounds. These includes:

- i. Vowel sounds /e/ae/, /a:/, /o:/, /o:/, /el/
- ii. Consonant sounds /θ/o/, /w/, /g/, /z/, /tʃ/

c) Consonant clusters. A unique feature of English speech is the presence of consonant clusters. Consonant clusters appear in the beginning as well as at the end.

A few examples of consonant clusters are:

i. Initial clusters

/tr/	tree	/kw/	quick
/gr/	grass	/str/	string
/shr/	shrink	/spr/	spring

ii. Final clusters

/nd/	bend	/rst/	
/rb/	herb	/mz/	rooms
/rk/	work	/rds/	cards

In order to teach consonant clusters, the teacher should first himself learn to pronounce the words containing the cluster and then ask the pupils to do so.

2. Guided oral work

Guided oral practice aims to give the student role play. Role playing for example, in the case of a customer and shopkeeper, is a useful technique of guided oral work.

‘Can I help you?’

‘Can I help you, Mr.../Mrs.../Sir/Madam?’

‘Is there anything you want...?’

The students have learnt suitable replies.

‘No.’

‘No, thank you.’

‘Not just at the moment, thank you.’

‘That’s very kind of you, but I don’t need anything at the moment, thank you.’

It has been observed : ‘By controlling the situation but allowing variety of expressions of this kind, the dialogue has been changed from controlled to guided oral work.

3. Free oral reproduction

Controlled and guided oral practice should lead to free oral reproduction of language material. The teacher should provide situations and stimuli that will get all the students to make active use in a communicative way of the language they have learnt. The tools for free oral reproduction of language are group work, visual stimuli such as photographs, pictures, cartoons, slides, newspaper cuttings, blackboard drawings etc.

4. Use of rhymes and jingles

In lower classes, the whole practice of spoken language becomes interesting if certain rhymes or jingles containing difficult sounds are given to the class to be said aloud. Below are given rhymes and jingle for practicing certain peculiar sounds of English.

/æ/

Who’ll have jam?

There’s jam for tea.

Jam for Pam, and Jam and Sam

And Jam for little me.

5. Conversation class and public speaking

Conversation classes and classes in public speaking are getting very popular. Such classes are very common at intermediate and advanced levels. Small groups and individuals should be preferably involved. It has often been noticed that schools in majority are more concerned with course completion.

6. Use of stress and intonation

Flat speech is not an effective speech. It is the production of language by using proper stress, rhythm and intonation that makes effective speech. So, it is important to understand the practical implications of stress, rhythm and intonation as part of the skill of speaking.

7. Dramatization and dialogue pattern drill approach

Dramatization may be used to train the learners in the art of speaking. This makes the students active and the class interesting. Dialogue pattern drill approach is preparing dialogue based on an interesting story or incident. The difficult words are explained to the students. Dialogues are first read by the teacher and then repeated several times till the learners memorize them.

Then speaking with the help of dialogues begins.

TEACHING OF PRESENTATION SKILLS

INTRODUCTION

Today presentation skills are required in every field. The presentation skills can be cultivated quite early in one's career. Schools are

incorporating this method of dissemination both at teacher and student levels. It has been found with the help of focused studies, that students who have to make presentation in the class, become more assertive and focussed in their studies, personal lines and later on in their career.

POETRY RECITATION

According to **W. Wordsworth**, *“To be incapable of poetry, in my sense of the word, is to be without love of human nature and reverence for God”*.

Poetry involves aspects of language that appeal to, and communicate by sound and sight. Poetry is ultimately characterized more by how it communicates than by what it communicates. Poetry can tell a story, describe an object or situation, narrate an event, or simply express feelings. Whatever with the substance of the remarks and the ultimate message, poetry is characterized by linguistic elements, that go beyond standard sentence structure.

Prof. Dev Singh rightly remarked, *“In teaching poetry, the aim is mainly to enjoy the music, rhythm and rhyme of the verse, the beauty and force of the phraseology, the witchcraft of the figures of speech and the emotions of the poet. Learning of words and phrases in incidental only”*.

To acquire the skill of poetry recitation, following points must be kept in mind:

- (i) **Poetry is essentially song, rhythm and music:** Poetry is chi rhythm and sound. A good teacher of language should help the child to listen to the rhyme and music which most appeal to his ear.

- (ii) **Poetry sublimates emotions and give aesthetic experience:** Wordsworth defines poetry as “the spontaneous overflow of powerful feelings and emotions recollected in tranquillity.” Prose istaught content in terms of grammar, lexis and syntax.
- (iii) **Teaching Poetry for Enjoyment:** While presenting a nursery rhyme to a class of small children, to make the poem more interesting teacher jumps, dances and makes gestures. The teacher carries them along in their imagination world to enjoy.

DRAMATISATION

Dramatisation is a synthetic art which involves the purposive coordination of speech and muscles of the body combined with a sense of rhythm and music, ideas and emotions, diction and movements. It is creative as well as exciting activity. It brings persons representing different characters together.

According to **Prof W. Basil Worsfold** writes that “drama alone is a composite art, in which the author actor, and the stage manager all combine to produce the total effect.”

The following are the aims of teaching drams:

- (i) To develop among the students the skill of conversation and imitation or role playing.
- (ii) To develop in them the ability of observation, discussion and understanding the plot and dialogue.

- (iii) To develop among the students the ability of analysis and imagination.

DECLAMATION

Declamation is a speech with intense feeling and strong argument for some cause or subject. Declamation is a fantastic speaking skill to improve public speaking powers.

Following points should be kept in mind while giving declamation speech:

1. **Introduction:** An introduction to the piece of speech is mandatory. To give a professional air, it is usually best to have a teaser (a short selection of the piece performed prior to the introduction).
2. **Focus on Chosen Topic:** The speaker should be focused on the chosen topic that whether its objective is to-inform, entertain or criticize.
3. **Eye Contact:** It is essential to make the words live, but eye contact adds the edge to the performance. It draws the audience in and makes the performance more personal.
4. **Subject matter or Content:** Subject matter is very important in declamatory speech. It must be appropriate and authentic to support the topic.
5. **Facials and Gestures:** A speech without facials is like food without flavour. Unnecessary facials should be avoided in the speech. For example, it is fine to give a smile if the speech has a joke.

6. **Vocals:** As important as one's body is to convey meaning it is speaker's voice that is the centerpiece during going speech. The words need to be caressed and delivered in such a way that draws the attention of the audience and conveys the message of speech.
7. **Mike Position:** Position of the mike plays an important role in presenting declamation. While presenting the speech, the speaker should place the mike at an appropriate distance where the voice does not become harsh or too loud to become noisy for the audience.

PAPER READING

Paper-reading is a pre-prepared exercise in speech training. Young students are keen to participate in paper reading contests during their school level and inter-school level. To participate in paper reading contest, each participant has to select one topic of his choice. Then he/she is required to write a paper on the selected topic of specified length and present at the occasion.

To write a paper, one must visit the library to collect the relevant material and spend maximum time in writing paper for presentation. Appropriate words, plurals, sentences, illustration etc.

ROLE PLAYING

Role playing is the spontaneous acting out of a situation. It is a form of improvisation in which participants assume the identity of other persons and then react as they perceive their behaviour in a particular set of circumstances. Role playing is also known as SSST (Simulated Social Skills Training of Teaching). It is a dramatic strategy. The

pupil teacher has to play the role of pupil and teacher. The pupils have to play the role of various characters according to the content given in a particular set of circumstances. The skill of role playing enlarges the social vision and helps the students to internalize values and enhance their speaking skills.

(A) Role playing has following two characteristics:

- (a) Role playing is the spontaneous acting out of situation.
- (b) Invention - Role playing is form of improvisation (invention) in which the participants assume the identity of other persons and then react as they perceive their behaviour in a particular set of circumstances

(B) Steps involved in Role Playing:

Edgar Dale suggests the following six steps to conduct a role play:

1. Select the situation to be enacted - a specific value conflict or value concern.
2. Select the role players.
3. Prepare the role players, which means a brief meeting together to understand the situation.
4. Prepare the audience to point out to them what to look for.
5. Begin the action, which may continue for 5 to 10 minutes. There need to be no costumes or special scenery. The teacher sits at the back of the audience.
6. Follow up with focussed questions.

QUESTIONS FOR DISCUSSION

A. ESSAY-TYPE QUESTIONS

1. What are the essential elements of the speaking skill? How will you handle them?
2. “Speaking comes in a natural sequence after listening.” Explain, giving techniques of developing speaking skill.
3. ‘In language learning, listening and speaking should go hand in hand.’ Elaborate.
4. ‘Effective communication has to be the sole aim of any course in speaking. Elaborate.
5. What are the stages in organized training in speaking skill? How will you, as a teacher, handle each stage?
6. What are the presentation skills in relation to the speaking skill? Explain any three.
7. **Discuss the following presentation skills as part of teaching speaking skill in English:**
 - a) Poetry recitation
 - b) Declamation
 - c) Role-Play
 - d) Paper-reading
 - e) Making short speech

B. SHORT ANSWER TYPE QUESTIONS

1. What is the importance of speaking in a language teaching course?
2. What is stress-timed rhythm?

3. How does intonation change meaning of an utterance? Given two examples.
4. Write a note on dramatization as a presentation skill.
5. What is extempore? How does it help in speech training?

SADBAVNA

Teaching and Learning Vocabulary in Context

THE PROBLEM OF VOCABULARY

Vocabulary holds such an important place in teaching or learning a language as some people think that mastering the vocabulary of a language means mastering that language. Though it is not true, yet we cannot deny the fact that to learn a language, vocabulary is a must because all languages make use of words. Every learner of a language is supposed to learn, at least, a reasonable amount vocabulary of that language.

Is the teaching of vocabulary a problem? Perhaps, English is the richest language. The number of words recorded in the Oxford English Dictionary are near about half of million. The question arises whether a single man is supposed to learn all these words if he wants to learn this language. Still another question is whether it is possible for a person to learn all these words. The answer of these questions will be in the negative as it is neither possible nor desirable to know all these words in the language. A learner is only supposed to have a working knowledge of the vocabulary.

How much vocabulary one should have? It has been said above that the teacher must be aware of how much of the vocabulary is to be given to students. This depends upon the learners as the requirements of different learners may vary. In general, we can say that a man should know all the words, that are frequently used in speech and writing, that are frequently used in speech and writing, and also the words pertaining to his own sphere of specialization. For this, he may need to master only a thousand of words. According to an estimate prepared by Palmer it is possible to devise a word

list would cover at least 95 percent of ordinary normal English. The first 1000 words in this list would cover 85 percent of normal English, the second 1000 words would cover 7 percent and the third, 3 per cent. The remaining 5 percent words needed by a man belong to his special field of work and can be taken from other words. In short, we can say that every learner can learn a language if he has working vocabulary of that language which may enable him to express himself-the main function of a language.

Number of words at the secondary stage : One may face a problem in deciding the number of words that should be taught at the secondary stage. In this connection one may depend upon the recommendation made at a conference held on the teaching of English, in New Delhi in 1963. It was recommended: “It was possible to cover approximately 2500 words to form the active and some 500 more words to form the recognition vocabulary of pupils in a six or seven-year course of English. “It was also pointed out that “authors of text-books should be free to choose 20% of the vocabulary used, from outside the prescribed list.

VOCABULARY ‘TYPES’

1. Speaking vocabulary
2. Listening vocabulary
3. Writing vocabulary
4. Reading vocabulary

Words, unless learnt and used repeatedly, remain elusive and the problem occurs when the learner, despite knowing the words, finds difficulty in using it or understanding the meaning of it. This happens due to active and passive

Vocabulary, learners possess. **Thus, apart from the ‘types’ of vocabulary stated above, we can have two main areas of vocabulary:**

1. **Active vocabulary:** This is the vocabulary that we use. It is also called the “productive vocabulary”. In other words, it is the vocabulary that is used for productive purposes. Here, one has to call up one’s own words and one has to be in full command of one’s own vocabulary. This sort of vocabulary stratifies the need of transition from thought to words. “One of the aims of teaching English as a foreign language is to give the students proficiency in speaking and writing.” So a teacher is supposed to help the child to add words continuously to the active vocabulary.
2. **Passive vocabulary:** This is the vocabulary that we recognize and understand. Here, we listen to words, follow the vocabulary used by others and recognize what others reproduce in writing and speech. “It is our foundation and we tend to transfer words from this vocabulary to our active vocabulary as our language experience develops.

KINDS OF WORDS

a) Kind I words : function words

Kind I words are function words. These are the words that we talk with. For their meaning, they depend upon the function which they perform in a sentence. Primarily, function words are used to express certain grammatical relationships. In this category of words, we include.

Auxiliaries – may, might, shall, will, has, have, was, were, etc.

Prepositions- at, in, on, into, of, ever, above, etc.

Conjunctions-and, that if, as, after, although, unless, therefore, etc.

Degree words- more, most, etc.

Interrogative particles-who, whose, what, etc.

b) Kind II words : substitute words

Substitute words are used as substitutes for the whole form-classes of words. In this category we include

- a) Personal pronouns-I, my, mine, me, you, your, etc.
- b) Indefinite substitutes-anyone, everyone, someone, somewhere tc.
- c) Negative substitutes- none, no one, nobody, nothing, etc.
- d) Words denoting quantity- some, all, few, etc.

c) Kind III words : distributive words

Distributive words are used in negative and affirmable distribution.

These words are distributed in grammatical structure so as to denote the presence or absence of a negative element.

a) Affirmative distribution, for example, some, too, either, etc.

- I. I want some money
- II. Mohan was present there and Sohan too
- III. Either of the books will do

b) Negative distribution, for example

- I. She didn't buy any book.
- II. You have yet to prepare your lesson.

d) Kind IV words : content words

The main bulk of English vocabulary comprises content words.

Content words occur in three main classes as described below.

Class I Content words are 'thing' words.

These include:

- I. Simple forms such as pen, ink, jug, table, fan, window etc.

- II. Compound forms such as boy-friend, book-shop, birthday etc.
- III. ‘Action’ words used in grammatical structures as ‘thing’ words such as failure, race, discovery, admission etc.
- IV. ‘Quality’ words used as ‘thing’ words such as truth, happiness, activity, action etc.

Class II Content words are ‘action’ words

These include:

- I. Simple forms such as run, walk, sit, go, etc.
- II. Compound forms such as run into, go through, look into, look up etc.
- III. ‘Thing’ words used in grammatical structures as ‘action’ words as enjoy, entitle, befriend, enrage, encourage, etc.

Class III content words are quality words

These include:

- I. Simple forms such as good, rich, fine, etc.
- II. ‘Thing’ words used in grammatical structures as ‘quality’ words as rainy, lovely, national etc.
- III. ‘Action’ words used in grammatical structures as ‘quality’ words as broken, suitable, readable etc.

SELECTION AND GRADING OF VOCABULARY

It has already been pointed out that English language has a rich store of vocabulary. The number of words recorded in the Oxford English Dictionary are near about half a million. It has also been pointed out, already, that it is neither possible nor desirable to know all the words.

A. Criteria for the selection of vocabulary

- a) Word frequency
- b) Environmental applicability
- c) Structural considerations
- d) Material association
- e) University
- f) Range of applicability
- g) Words productivity

a) Word frequency

It means the number of times a particular word is used in normal reading material. There are words which repeat themselves many a time and there are words which are rarely used. It means some words occur more frequently in speech and writing than others. While making a selection of vocabulary to be taught the teacher should keep this point in view.

Faucet and Maki have prepared other lists which classify the words as follows:

- i. Indispensable words:
- ii. Essential words:
- iii. Useful words:
- iv. Special words:

(i) Indispensable words: These are the words without which one cannot be supposed to have learnt the language. The word list which has been prepared by Faucett and Maki tells us that these are about three hundred and sixty in number and help us gain mastery over understanding, reading, speaking and writing.

(ii) Essential words: These are the words which are supposed to be essential if one is going to learn English language. According to the word-list prepared by Faucett and Maki, they are about 1198 and help us in gaining mastery over understanding, speaking and reading.

(iii) Useful words: After knowing about the words which one must know or which are essential while learning a foreign language like English, one is supposed to learn more words which have been categorized as useful words which help in reading and understanding.

(iv) Special words: Last of all, one is learn some special words which help only in reading.

(b) Environmental applicability: While learning a particular language, environment plays a great part. In case of vocabulary, learning, a child learns those words easily which are connected with his environment.

(c) Structural considerations : While making a selection of vocabulary, we should keep in mind the structural considerations. According to a known linguist. "Function or structure words must be taught as early as possible because of their great frequency and high importance.

(d) Material association : While making a selection of vocabulary, a teacher must consider the possibility of material association. This means that he should select such words as to become concrete through association, with the material the child sees around him or makes use of. Moreover, association may lead to the grasp of a number of other words which enter the teaching process unknowingly.

(e) **University** : By this we mean universality in respect of geographical area. Words taught must be useful anywhere, and in any climate. If a student from Punjab happens to live in Bengal, he should have sufficient vocabulary to face no difficulties.

(f) **Range of applicability** : The range of the words taught should be such as may be applicable to variety of subjects. Thus a teacher should take more pains in teaching words which can be used in variety of different connections and not limited to one subject.

(g) **Word's productivity** : Words selected should have value for word-building. "They must be words from which other words can be built by means of prefixes and suffixes, e.g., use, useless, (un) used, (un) usable.

B. Principles of Graduation of Vocabulary:

Gradation of Vocabulary, not only from year to year but also from term of term, becomes essential as, nearly 2500 words have to be taught in six or seven years. The principles governing the gradation of vocabulary are almost the same as those for gradation of structures.

These are given below:

1. **Usefulness:** While grading the vocabulary items the teacher should take care that useful words are to be taught first to the child. The nouns, book, pen, black-board etc. are more useful for beginners than diamond, daffodils, lily etc.
2. **Teachability:** Some words can be taught more easily than other because the objects or actions for which they stand can be shown or

- performed. It is easier to teach 'chair' than 'strength', 'walk' than wander.
3. **Structural value:** The teacher is supposed to teach structural words at an early stage. These words are also to be graded. The preposition 'in' is taught earlier than the preposition over or under.
 4. **Simplicity:** There are words which are easier than others. For example, the teacher is supposed to teach, 'great' before he teaches tremendous.

THE TEACHING OF VOCABULARY

The present approach : The present approach to the teaching of vocabulary items in schools is far from satisfactory. It has got a number of defects which render the teaching and learning process most insipid and monotonous. The general procedure adopted by our teachers is to pick up the reader, and to translate the lesson word for word, followed by a writing on the black-board, the meaning of difficult words in the pupils' mother tongue. After doing this much, he becomes satisfied and thinks that he has taught English to his students. But teaching words is not an easy task. Thus, an average teacher may spend a considerable time in teaching words alone, yet remains doubtful whether the student has grasped those words.

Suggestions to Improve the Present Approach OR

The Right Approach

1. **By bringing actual objects:** The teacher should try to bring the objects which can easily be brought into the class-room and should show these objects to the students. For example, he may bring, a stick, clock, lamp, map etc. in the class-room. This will enable the students

- to have exact idea about the words. Here, it may be pointed out that many objects are already lying in the class-room. The teacher should use them as models.
2. **Group work:** Working in groups helps fostering learning independence and vocabulary enhancement. Learners will exchange knowledge, ideas and vocabulary items while working together and discussing various types.
 3. **By performing actions:** If a teacher is going to teach verbs to the class, he should perform actions which are possible in the class-room. For example, he can teach the verbs, 'walk write, talk, jump', by actually performing the actions like, walking, writing, talking and jumpling.
 4. **By drawing figures:** An English teacher should know some drawing work and he should be able to draw birds and animals and others objects on the black-board. He may also ask his student to come and draw figures on the black-board. This will help the students to have definite ideas about the words as well as create activity in the class-room.
 5. **By showing charts:** If a teacher can neither bring the actual objects in the class-room nor he can draw the figures of the objects, he should take help from charts or pictures.
 6. **Teaching vocabulary items in context:** In the teaching of vocabulary, context controls the meaning. Fries has given an illustration : "The word spring in the following sentence can mean several very different things in different contexts : 'We hunted a long time before we found a good spring.' If the situation is that of furnishing a bed-room, the word, spring, means something quite walk

- in deserted country, spring means something different from either of the others.
7. **By using the words in sentences:** As has been stated above, a word may mean differently in different contexts, so the teacher should teach the words by using them in suitable sentences. Sentences should be such that meaning of the word is quite clear. Moreover, words should be used in simple sentences so that an average student may understand them easily.
 8. **Teaching new words :** The teacher should select and grade vocabulary in a scientific way. He should know the new words that he is going to deal in a lesson. It, however, may be pointed out here that “it is not necessary, especially in higher classes, to make every word a part of the pupil’s working vocabulary, the first time he comes across it in print.”
 9. **Teaching words through association :** The teacher of English must be expert in associating a new word with words already known to the pupils.
 10. **Teaching words through word-games :** The teacher of English may introduce some word-games to teach new words to his students. These are very useful in teaching vocabulary items because they create interest in learning new words.

EXPANSION OF VOCABULARY

After the teacher has helped pupils in gaining control over basic vocabulary, the next important step is to expand their area of vocabulary control. With the expansion of pupils’ range of vocabulary, they are in a better position to use this important tool of English language.

The teaching can use the following methods for the purpose of expanding the pupils' vocabulary.

1. **Expanding through wordlists:** The pupils are asked to prepare word-lists by grouping words around a key-word. For example,

Key-word : School

World List: School, peon, teacher, headmaster, office, play-ground, laboratory, library etc.

2. **Expanding through word-families:** Lists of word related in some feature to the key-word are prepared. For example,

Key-word: Hope.

Word-family: Hope, hopes, hoped, hoping ; hopeless, hopeful, hopelessly, hopefully

In preparing word-families, the use of prefixes and suffixes is made. A few more word-families are:

Enjoy : Enjoys, enjoyed, enjoying, enjoyable, enjoyably, etc.

Use : Used, using, useless, useful, uselessly, usefully.

Use of prefixes/suffixes:

Un- unkind, unfit, untie, unhealthy, etc.

-ful- useful, helpful, playful, sinful etc.

3. **Expanding through associations:** This is device which can be used to group words by associating new words with the given idea, or sound, or context, or some similar way.

Examples are:

a) Similar idea:

Beginnings- Begin, start, commence, origin, dawn.

Endings- End, close, finish etc.

b) Opposite idea:

Good-bad ; Begin-end ; inside-outside; superior – inferior ; active - lazy

c) Associating man with his work and his place of work

Teacher-teach-school

d) Same sound

Hair : hare ; sight ; site cite ; fair ; fare, etc.

e) Same context:

Shape : Cap, hat, turban, helmet.

Opposite: Sex ; boy/girl ; man/woman ; father/mother

Speed : Walk, run, crawl, move

Sound intensity : Call, shout, shriek, whistle.

f) Parents, their young ones and their dwellings:

Father – mother – child – home

King – queen – prince – palace

Horse – mare – colt – stable

g) Compound words with a certain part common:

Postman – workman – gentleman – lineman –statesman

Workman – worship – work house – work room

4. Explaining through Semantic Extensions for Example:

Foot of the tree : Foot of the hill ; Foot of the mountain

5. Word exercises: A useful device for expanding pupils' vocabulary is to prepare a variety of word-exercises in which different ideas can be used. A few specimen exercises are given below:

i. Matching words with opposite meanings:

(A)

happy

(B)

hard

pretty sad
soft ugly

ii. Matching words with similar meanings:

(A)	(B)
beautiful	tender
cry	happy
merry	shout
soft	pretty

iii. Matching words with the given explanations:

(A)	(B)
business	sum of money paid for getting someone free
capital	send away out of country as a punishment
merchandise	person of high rank
random	having done wrong
relative	work
banish	firm, fixed
guilty	town or city from where the government of the state or country is carried on
noble (n)	uncle, aunt, cousin, nephew, etc.
stable	goods meant for trade

iv. Filling in blanks with words, choosing them from the given list of words:

1. His never failed him.
2. The pain is and I can't bear it.
3. In winter cotton clothes will not
4. They have decided to take the to the court.

List of words : terrible ; memory; dispute; do.

v. **Asking pupils to change parts of speech:**

- a) Changing verbs into noun forms
- b) Changing nouns into verb forms
- c) Changing nouns into adjective forms
- d) Changing verbs into adverbs

vi. **Asking pupils to make as many words as they can using letters of the given words : For example**

Teacher : Tea ; teach ; each ; ear ; tear ; etc.

Smile : mile, lime, iste; me ; seem etc.

6. **Word games** : Asking pupils to play word games is an interesting device. Examples of word games are given below:

- i. **Kangaroo-word game:** A kangaroo word is one which carries inside it a smaller word which carries a similar meaning. For example, the word teaching contains teach, a word with similar meaning. Let the students out the words with similar meanings from the given words :

devilish (evil); instructor (tutor) ; nourished (nourished); spoiled (soiled) etc.

- ii. **Word-ladder game:** The teacher divides the class into two groups. He then gives a word. A student from one of the two groups is asked to give a word beginning with the last letter. If he gives a word, he wins a point ; if he falls, he loses it. If the student from, say Group I, succeeds, a student from Group II will be asked to give a word beginning with the last letter of the word given by Group I. this competition can go on for some time.

For example:

Teach

Horn

None

Elephant

Tutor

Risk

Rite

Easy etc.

7. **Extensive reading:** Students should not be made to depend upon class-reading only. They should be encouraged to read as widely as possible. The teacher should lend books from the class-library to help students read on variety of subjects. Many new words will pass before their eyes. A number of these words are most likely to stick in their memory. Pupils should be encouraged to go on adding new words to this Word Dictionary on the relevant page meant for each letter of English alphabet. Occasional reference to this personal dictionary will prove a great aid to the pupils in their vocabulary expansion.

THE USE OF DICTIONARY

Importance of a Dictionary

A dictionary is a book dealing with words of language, or with words or topics of a special subject. Whenever a language teacher or a student of language is in doubt about the meaning of a word or its right use, he turns to the dictionary of the language for gathering relevant information therein. The foreign language teaching presents a peculiar situation in the sense that the student more often comes across words, phrases and idioms which

require detailed explanation to understand. The students in a foreign language class always find themselves in a position of disadvantage.

Dictionaries Recommended:

A number of dictionaries are available in the market. Care should be taken to own a good dictionary, edited by a scholar of repute and published by some reputed publishing house.

For the guidance of our readers, the following dictionaries are recommended:

1. Oxford Advance Dictionary of Current English – (English-English)

Author: A.S. Hornby
Publishers: Oxford University Press

2. English Punjabi Dictionary
(Bi-lingual)

Authors/Edition : Balbir Singh Sadhu
(Former Editor : Dr. Attar Singh)
Publishers: Punjab State University Text
Book Board, Chandigarh

3. English – Punjabi Dictionary

(Bi-lingual)

Publishers Punjab University,
Patiala

4. Bhargava's Standard Illustrated

Dictionary : (Billngual : English-Hindi)

Edited by : R.C. Pathak

Publishers : Bhargava Bok Depot, Varanasi

THE USE OF THESAURUS

Importance

A 'thesaurus' is a collection of words, and phrases grouped together according to similarities in their meaning. a 'thesaurus' is a lexicon in which exact words for certain meaning are given. Many a time it so happens that a student has a certain meaning in mind but proper word for that meaning does not come into his memory easily. In order to locate the proper word, a thesaurus becomes the handy source. It is a companion book for a dictionary. The purpose of an ordinary dictionary is simply to explain the meanings of words. The object aimed at in a thesaurus is exactly the converse of what a dictionary aims at. Here, the idea is given or it is in the mind of the person, he wants to find the word of words, by expressed. For this purpose, the words and phrases of the language are classed in a thesaurus, not according to their signification.

ADVANTAGES OF THE USE OF DICTIONARY AND THESAURUS

Both dictionary and thesaurus are excellent source books for acquisition and expansion of vocabulary.

The following advantages result from the use of dictionary thesaurus:

1. The students get into the habit of locating word-meaning from the proper source.
2. Acquisition of vocabulary becomes easy. It improves language learning activity.

3. The learners acquire self-learning habit.
4. Students become careful observers of spelling. It improves their spelling ability.
5. Expansion of vocabulary becomes easy. Regular reference to dictionary and thesaurus directly and indirectly helps in the expansion of vocabulary at the learner's own pace.
6. Students learn antonyms and synonyms.
7. Students get to know proper words for self-expression, especially through the use of thesaurus.
8. The knowledge of word-formations is acquired, especially through the use of dictionary.
9. Features of stress are acquired.
10. 'ALD' gives correct pronunciation of words. Its use serves the remedial purpose for wrong pronunciation of word.

QUESTIONS FOR DISCUSSION

A. ESSAY TYPE QUESTIONS

1. What are the active and passive vocabulary needs of the learners of English? How will you satisfy both these needs?
2. What principles would you bear in mind while selecting and grading English vocabulary for the beginners? Select and grade a few vocabulary items for a class of beginners and show how you will teach them.
3. What is wrong with the present approach to the teaching of vocabulary? Suggest a few modern devices for this purpose.

4. Suggest some ways and means for the expansion of the pupil's vocabulary.
5. In order to teach the meanings of a word we use translation. But most good teachers also use some other means. How will you teach the following words in class VI?

B. SHORT-ANSWER-TYPE QUESTIONS

1. Give examples of three techniques for presenting new vocabulary items in the 8th class.
2. What is the use of dictionary?
3. What is the use of thesaurus?
4. What is meant by “structure” and “content” words? Give examples of three words of each that you would usually teach in the 6th class?
5. List four ways of expanding vocabulary, giving one example in each case.

What is (and isn't) Writing Mechanics?

Since this is a “catch-all” subject, let’s discuss what I do mean and don’t mean by *writing mechanics*. **I do mean** punctuation (commas, periods, colons, semicolons, dashes, ellipses, parentheses, and brackets), capitalization (including proper nouns, common nouns, abbreviations, and acronyms), formatting (paragraphing, indentations, when to skip and not skip lines, proper headings and spacing, what goes where and what does not), citations (MLA rules, the purpose thereof, and creative problem solving including references, in-text formatting, and list of works), quotations (direct, indirect, titles of works, and dialogue rules). I did mention rules, as no doubt you noticed. However, mechanics is also about style and coherency.

ESSENTIAL MARKS (THE CHARACTERISTICS) OF GOOD WRITING

A general list of the characteristics of good writing (in no particular order):

1. **Clarity and focus:** In good writing, everything makes sense and readers don’t get lost or have to reread passages to figure out what’s going on. Focused writing sticks with the plot or core idea without running off on too many tangents.
2. **Organization:** A well organized piece of writing is not only clear, it’s presented in a way that is logical and aesthetically pleasing. You can tell non-linear stories or place your thesis at the end of an essay and get away with it as long as your scenes or ideas are well ordered.

3. **Ideas and themes:** Is the topic of your paper relevant? Does your story come complete with themes? Can the reader visualize your poem? For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.
4. **Voice:** This is what sets you apart from all other writers. It's your unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.
5. **Language (word choice):** We writers can never underestimate or fail to appreciate our most valuable tools: words. Good writing includes precise and accurate word choices and well crafted sentences.
6. **Grammar and style:** Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there's a good reason). Style is also important in ensuring that a piece of writing is clear and consistent. Make sure you keep a grammar book and style guide handy.
7. **Credibility or believability:** Nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it's impossible), and in nonfiction, accurate research can make or break a writer.
8. **Thought-provoking or emotionally inspiring:** Perhaps the most important quality of good writing is how the reader responds to it. Does she come away with a fresh perspective and new ideas?

Why Are Writing Skills So Important?

Though we live in an era where print media is faltering, and people hand write and mail letters out of novelty rather than necessity, writing skills are still important. In fact, it can be argued that they are even more important now than ever. It's always been important for professionals and academics to use proper grammar and communicate well, but now, it's increasingly important for more people to have good writing skills.

The reasons for that are many, but the two main forces in play are the Internet and a highly competitive job market. Though some see the rise of digital media as the death of writing, the Internet actually makes unprecedented use of text. Newspapers were, of course, written in type, but they didn't allow for the reader interaction that news websites have. And though a resume and cover letter have long been staples of a job search, the ability to make your application packet stand out is a major step in even being considered for a position.

Technology Makes Your Writing Visible

We use written communication more regularly now than ever before. Text messages, social media posts, e-mails, blog entries and comments are all modes of communication that typically rely entirely on written words. For some people, social networking, texting and e-mail have taken the place of phone calls, except for very special occasions. And while your average blog or YouTube comment proves that not everyone takes grammar and style very seriously, a lot of people use writing quality as an opportunity to assess others.

Some people might not care, or think it's important, but the ability to communicate effectively in writing can actually save some headaches. It's hard to read emotions and other subtle things like sarcasm through text, but if you write well, you'll convey your meaning better. And because we handle more emotional matters online than ever, there's incentive to pay closer attention to how well we write. The growing popularity of Internet dating alone might be motivation for some to pay closer attention to how they communicate online.

Career Communication

On top of personal communications, career communications of all kinds are increasingly being handled online and in text. Even just applying for jobs usually requires a few different types of written communication, from filling out an application to writing a cover letter and drafting a resume. Most online job postings require some form of written content, and the quality of this writing often serves as a gatekeeper. Something as simple as a grammatical mistake or use of text-speak in the e-mail containing your well-written resume and cover letter might cause your application packet to get moved into the trash folder in favor of the many others that are no doubt waiting to be considered.

E-mail communications within the office are especially important as well. Many jobs require workers to send e-mails to prospective or current clients and customers, and a poorly worded message might do some damage. Plus, you don't want to get a reputation around the office for making a legendary typo. If you're worried about improving your writing skills, there are lots of Internet resources, from typing games to style guides, that can help you avoid mistakes.

CAUSES OF SPELLING MISTAKES AND SUGGESTED REMEDIES

Depending on whether you are a native speaker or not, the English language can either be hard or simple to learn. Most non-native speakers consider it hard to learn especially in situation where they get introduced to the same at a very late stage in life. In as much as the native English speakers are assumed to have an easier time with the English language, not everyone can claim to have mastery on the same. As a matter of fact, most of them speak the language without a proper consideration on the grammar and words work.

Depending on what are your preferences, you can choose to either learn the British or the American English versions which are the most popular. Other versions include: the Canadian version, the Australian and the New Zealand version to name but a few. All these versions are slightly different from one another in terms of their grammar rules and in some case the spelling of words. To a typical non-native, all these can be overwhelming and confusing at the same time. This makes it hard for anyone who is willing to learn the language. In fact, some people attribute their countless mistakes to having such disparities in the versions.

In this piece, we'll pay much of our attention to the Indian people as we try to explore some of the common mistakes they make in relation to the English language.

Get vs. Gets

A very common mistake made by the Indians which sees them adding the word "s" to words unnecessarily.

Example: Unless you **gets** your act right

This is wrong. Unless the words "you" is replaced by "he" and "your" replaced by "his". Better yet you can drop the letter "s" from "**gets**".

Their vs. There

More often than not, these words are misused. "Their" refers to people whereas "there" is used to refer to places.

Example: I have been **there**.

They came with **their** goods.

Misuse of a comma

The main purpose of a comma in a sentence should be to indicate a pause in a long sentence or split a list of items mentioned. When a sentence is split, it accounts to the misuse of a comma.

Example: It takes him all day, to drive home.

This is referred to as sentence splitting and is in fact wrong. The comma basically confuses the sentence and creates what is commonly referred to as sentence fragments.

Blunder vs. Mistake

These two words basically mean the same thing and can never be used in a sentence at the same time.

Example: You have made a **blunder mistake**

This is wrong because the sentence actually means, "You have made a **mistake mistake**." It can either be "You have made a **mistake**" or "You have made a **blunder**".

More vs. Better

At no point should they be used together in a sentence.

Example: This could never have turned out to be **more better**.

The word better in itself implies superiority hence the use of the word "more" in the sentence is seen as being unnecessary.

Does vs. Do

"Does" is used in singular form while "Do" indicates the plural nature of the subject.

Example: Why **does** he bother you a lot?

Why **do** they bother you a lot?

Which vs. That

One of the most popular mistakes that cuts across all nationalities. "That" should be used as a restrictive pronoun while "Which" should be used as a relative pronoun to imply the available options. In a nutshell, "Which" defines and "That" limits.

Example: I never watch movies **that** are not HD. This means that you limit yourself to HD movies.

I only watch HD movies **which** are available on DVD. It means that you can watch HD movies available on DVD and do not have to download them.

Who vs. Whom

As a subjective pronoun, "Who" is used in situations where a pronoun acts as the subject of a particular sentence. On the other hand, "Whom" is used as an objective pronoun and used whenever a pronoun acts as an object in a sentence.

Example: **Who** is she?

To **whom** was the assignment given?

Putting a comma before the word "that"

This is a very common grammar mistake made by Indians. There is a school of thought of the opinion that, "that" should never have a comma before it while other provide for some discretion in certain scenarios.

Example: I did not think, that they were wrong.

This is wrong.

Un-capitalized words at the beginning of a quotation mark

Every time you start a quotation mark, it must be followed by a capital letter.

Example: He said, "Get up and head to school."

Forgetting to put a question mark

This mostly happens in sentences that do not begin with "Why", "What", "How", "Who", and "When".

Example: Are they not going to come back.

That is wrong. The sentence needs to end with a question mark.

Place vs. Plaice

This is a very common spelling mistake. "Place" refers to a certain location or position while "Plaice" is some type of fish.

Example: He took the first **place**.

Who needs a **plaice**?

Accept vs. Except

When spoken, these words sound almost the same and can be confusing to non-natives. "Accept" means to agree to take something that's being offered while "Except" means with the exclusion of something.

Example: Kindly **accept** this as a token of appreciation.

The book is new **except** the cover.

Its and it's

"Its" is used to show possession while "it's" is the short version of "it is".

Example: **It's** broken.

The vehicle broke **its** windscreen.

Envy vs. Jealousy

"Envy" is used to imply the pursuit to someone else's success whereas "Jealousy" has a much more negative meaning implying a fear of competition.

Example: I **envy** you with all your success.

His **jealous** nature contributed to his poor judgement.

May vs. Might

”May” is normally used to imply a possibility while ”Might” refers to uncertainty.

Example: Two shots **may** get you drunk.

It **might** rain today.

Fewer vs. Less

”Fewer” is mostly used on items that can be counted while ”Less” is used for hypothetical quantities.

Example: Today, the market has **fewer** people.

Last year the company was **less** successful.

Since vs. Because

”Since” refers to time while ”Because” is used to refer to causality.

Example: **Since** I started drinking, I’ve lost around 10 cell phones.

Because I’m highly intoxicated, I’ll not drive.

Bring vs. Take

The use of these two words basically depends on whether the object is moving towards or away from you.

Example: **Take** this to your mother.

Bring it to me.

Averse vs. Adverse

”Adverse” is used to refer to unfavourable while ”Averse” refers to the state of being reluctant.

Example: The **adverse** effects of tobacco.

A good number of people are **averse** to sleep at work.

19 Common Errors in the English Language You Must Avoid

So without further ado, let's talk about errors in the English language that you should avoid. I implore you to remember these 19 Significant and Simple rules every time you put pen to paper or finger to keyboard:

1. its vs. it's

its = a possessive pronoun. Examples would be: The puppy played with **its** toy. The computer and **its** power supply are for sale. Do you know whether my car needs **its** own inspection?

it's = contraction of it is. Examples would be: **It's** much too hot in July. I think **it's** going to rain. I doubt **it's** ever going to be the same.

Easy reminder: You can **replace it's with it is** every time and re-read your sentence for meaning.

2. there vs. their vs. they're

there =an adverb, in or at that place. **There** is only one lemon left. **There** should be an easier way to do this. I hope you don't go**there**.

their=a possessive pronoun. **Their** mansion is beautiful. **Their** olive trees make me dream of Italy. **Their** baby cries a lot.

they're=contraction of **they are**. **They're** simply stunning. **They're** going to perform for us. Don't act as if **they're** here already!

Easy reminder: You can **replace *they're* with *they are*** every time and re-read your sentence for meaning.

3. lose vs. loose

lose = a verb, to come to be without something; to suffer the loss of something. I do not wish to **lose** more weight. I was about to **lose** my ear ring. She cannot stand the thought of **losing** him.

loose=an adjective, free or released from attachment; not bound together; not strict. My belt is very **loose** around my waist. She likes to wear her hair **loose** and free. That is a **loose** interpretation of our document.

Easy reminder= Lose has come to be without its extra "o"!!!

4. whose vs. who's

whose= possessive form of **who**. **Whose** plans are these? **Whose** money did he take? Do you know **whose** boat we saw the other day?

who's= a contraction for **who is**. **Who's** going to clean all this mess? She was wondering **who's** going to dance with her. Do we need to tell them **who's** going to be there?

Easy reminder: You can **replace *who's* with *who is*** every time and see if it makes sense.

5. your vs. you're

your=possessive pronoun. **Your** job is very exciting. I wish I were in **your** shoes. Did you tell me **your** secret yet?

you're=contraction for you are. **You're** going to amaze them with your performance. I want you to know how much **you're** delivering for us. Perhaps **you're** about to get started?

Easy reminder: You can **replace *you're* with *you are*** every time and see if it makes sense.

6. write and right.

write=verb, to express in writing. I want to learn how to **write** well. Did you **write** this? **Write** a letter to Mom

right=adjective, correct, justified, suitable, opposite of left. The little boy knew **right** versus wrong. It's the **right** way to do things. I meant to write this for you **right** away.

7. me vs. I

The best explanation for this rule is here; nonetheless here is a simple explanation:

I=subject. Me=object. Which one to use when?

Let's learn by example:

1. This would be wrong: *They are going to send my wife and I a package.*

Why? The rule is that the sentence should make sense if you remove **the person and** preceding the **I**. So in our case:

They are going to send I a package. This is obviously wrong. It should be: *They are going to send me a package.*

2. This would be wrong: *Jim and me are going to the beach.*

Why? Remove *Jim and*. In this case, also adjust the verb to match single form of first person. Then re-read the sentence:

Me am going to the beach. This is also obviously wrong. It should be: *Jim and I are going to the beach.*

3. This would be wrong: *The best one is sent to Ashley and I.*

Easy way to remember this is that **I** does not follow a verb. **I** should always make sense if it is followed by a verb.

Correct form would be *The best one is sent to Ashley and me.*

I am rather pleased to learn that my favorite phrase, "**it is she**", upon answering the phone has formal correctness on its side but is rather antiquated

8. effect and affect

effect=noun, produced by a cause; a result. The **effect** of your leadership is visible here. The rules are in **effect** as of today. What if the change has no **effect**?

affect=verb, to act on; to produce a change. She **affected** all of us with her speech. The cold weather **affected** my plants last night. I let the movie **affect** me deeply.

9. accept vs. except

accept=verb, to take or receive. I **accept** the challenge. They **accepted** the generous gift. Why not **accept** our flaws and still love ourselves?

except=preposition, excluding, save, but. So it will never follow a subject such as I, they, we.

Everyone **except** me decided to go. Do anything you can to please her **except calling her.** **Except** for her attitude, I think she is ideal.

10. gone vs. went

“Went” is the past tense of the verb to go whereas “gone” is the past participle. Use them correctly.

Correct: I **went** to the store. I **should have gone** to the open market instead.

Incorrect: I **should’ve went** somewhere!

11. the apostrophe disaster for plural form

The most common error is to put apostrophe where apostrophe has no business. When you form a plural for nouns, there is no need whatsoever to add an apostrophe.

These are all wrong forms of plural nouns = **Cat's, Dog's, Lot's (not even a word), ABC's,**

Plural forms in most cases are made by simply adding an 's' to the singular form = **Cats, Dogs, lots, ABCs.**

Even though the use of apostrophe before an S in an acronym is almost universal when you make it plural, it is still incorrect.

12. ending sentences with preposition

It has also become common to use prepositions inappropriately or to end phrases and questions with prepositions.

Examples of some prepositions: at, of, with, in.

Wrong: Where are we **at** with our plans? Where is the movie theater **at**?

Correct: Where are we with our plans? Where is the movie theater?

When asking about the location of a place, "**at**" should not be used after "**where.**"

Note: Don't confuse phrasal verbs which make up a huge category in English language and are best described here. For instance, a preposition always is used in the phrase "to hang out" (where did you want to hang out?) and the verb wouldn't make sense without this preposition.

13. the dangling participle

The dangling participle can seriously change the flow and meaning of your writing. It is important to make sure we qualify the intended words.

Examples:

Misinterpreted: *Cooking on the stove, she decided it was time to turn the vegetables.*

It sounds as though she was being cooked on the stove herself.

Better: *She decided it was time to turn the vegetables which were cooking on the stove.*

Misinterpreted: *Sunburned and dehydrated, mom decided it was time for the children to go into the house.*

It sounds as though the Mom is sunburned and dehydrated.

Better: *Mom decided it was time for the children, who were sunburned and dehydrated, to go into the house.*

14. could of vs. could have

This is very simple. I'm afraid "**could of**" is not even a phrase. It is often misused perhaps because it is phonetically so close to "**could have**"

I wonder if I could have majored in English.

15. here vs. hear

here=adverb, in this place; in this spot. I am **here** and planning to stay. I wish you were **here**. It is **here** in this place that we met.

hear=verb, to be within earshot; to perceive by ear. I **hear** you. We do not want to **hear** the policies one more time. If only she **heard** what he had to say!

Easy reminder: **Here** is **There** with a preceding **T** and the two are almost opposites so think of them in a pair.

16. irregardless vs. regardless

This is very simple also. I'm afraid "irregardless" has never and will never be a valid word. It is completely made up. It's not going to join the ranks of words **regardless** of what we do!

17. then vs. than

then=adverb, at the time; immediately or soon afterward. I will eat; **then** I will go. He shall see you **then**. If you want to be there by **then**, you had better hurry.

than=used after comparative adjectives. He is taller **than** she is. I wonder how much more **than** this I can pay. Will you please speak louder **than** them?

18. to vs. too vs. two

to=preposition. If you want me **to** do this, I will. You should be prepared **to** go.

too=adverb, also. They want to perform **too**. She **too** has one. So will they see you **too**?

two=noun, one plus one. I want you **two to decide** amongst yourselves. If only the **two** of them could see you. How long before you **two** grow up?

19. were vs. where vs. we're

were=past tense of verb to be. If I **were** a rich girl, I would live in Italy.

You **were** happier then. I think they **were** going to stay.

where=adverb, in or at what place. **Where** were you last night? **Where** can we go from here? **Where** in this world did my dog disappear?

we're=contraction of we are. **We're** going to be famous. **We're** not there yet. **We're** about to make a huge difference.

UNIT-III: Resource Material

Language Course Book (text book of English)

Language Library

Introduction

The purpose of the Language Library is to translate **any string value** (text) to another language. There are very specific use cases for the Language Library.

- you may need to change the captions of some build-in labels to something suitable to your organization. As a example you can rename the the default term "company" using the Global Terminology settings to Organization but you could not set the value of that string for a user of another language - you must use the Language Library.
- You may wish to shorted some existing captions. As an example Organization Hierarchy is a standard menu item but you may wish to change this to simply Hierarchy.

- some components of the Reporting System may required Language Library translation/

LIBRARY MANAGEMENT

Library management is a sub-discipline of institutional management that focuses on specific issues faced by libraries and library management professionals. Library management encompasses normal managerial tasks, as well as intellectual freedom and fundraising responsibilities. Issues faced in library management frequently overlap with those faced in managing non-profit organizations.

The basic functions of library management include, but are not limited to: planning and negotiating the acquisition of materials, Interlibrary Loan (ILL) requests, stacks maintenance, overseeing fee collection, event planning, fundraising, and human resources.



Common library construct]

Most libraries that store physical media like books, periodicals, film, and other objects adhere to some derivative of the Dewey Decimal System as their method for tagging, storing, and retrieving materials based on unique identifiers. The use of such systems have caused librarians to develop and leverage common constructs that act as tools for both library professionals and library users alike. These constructs include master catalogs, domain catalogs, indexes, unique identifiers, unique identifier tokens, and artifacts .

- A **master catalog** acts as a catalog of all domain or topic-specific catalogs and often directs the user to a more specific area of a library, where the user can find a more specific domain catalog. For example, upon entering a very large library, one may find a master catalog that will direct a patron to a specific wing of the library that focuses on a specific subject, such as law, history, fiction, etc.
- *Domain catalogs'* are usually made up of a system of very large libraries, where a master catalog cannot hold all of the system's information. As a result, the master catalog leads the user to domain catalogs that contain homogeneous references to specific artifacts that fall within the category or domain assigned to that catalog. For example, a very large library may have many domain catalogs—one for law, one for history, one for fiction, etc. In the case of smaller libraries where the use of domain catalogs are unnecessary, the master catalog can contain all of the information.
- **Indexes** represent a grouping of artifacts by some relevant grouping constraint. The most common index groupings are "by title," "by subject," and "by author."
- **Unique identifiers**, also known as IDs, represent a means of assigning and tagging an artifact with a readable string of characters that is unique to that single artifact. Such identifiers usually include the address or location of the artifact within the library, and a unique character set that helps to distinguish artifacts that have common traits like common titles. Such unique identifiers are also broken into tokens and are usually placed somewhere on the surface of the artifact being

stored, such as on the binding of a book, to facilitate in easily locating that item.

- Unique identification strings are broken into predefined and fixed position segments or sub-strings. Each segment is called a token and represents a mapping to something meaningful, hence the name **unique identifier tokens**. For example, one token may lead a user to a specific wing of a library, another might lead the user to a specific aisle within that wing, another to a specific bookcase within that aisle, etc., all ultimately leading to the artifact itself. Such tokens are often separated by a character that is often referred to as a tokenizer (e.g. "." or ":").
- **Artifacts** represent those original things or authorized copies of things that are being categorized, stored within, and retrieved from libraries. Examples of artifacts include books, periodicals, research documentation, film, and computer disks.



Planning and maintaining library facilities]

An important aspect of library management is planning and maintaining library facilities. Successful planning is defined as "active planning that ensures an organization will have the right people in the right place at the right time for right job" Planning the construction of new libraries or remodeling those that exist is integral since user needs are often changing. To supplement their operating budget, managers often secure funding through donor gifts and fundraising. Many facilities have begun including cafes, Friends of the Library spaces, and even exhibits to help generate additional revenue. These areas should be taken into account when planning for building expansions.

The site for new construction must be found, then the building must be designed, constructed, and eventually evaluated. Once established, it is important that the building is regularly maintained. This may be completed by delegating tasks to maintenance personnel or by hiring an outside company through bids.

THE ROLE OF LIBRARY IN PROMOTING READING HABIT AMONG SECONDARY SCHOOL STUDENT

The library needs to play an important role in the promotion of reading habits among Nigerians. Libraries, especially school libraries, are fundamental to the design, implementation, and attainment of educational excellence. Libraries are an integral part of the educational development of secondary school students and youth. Without the support of efficient libraries, schools cannot successfully achieve the goals of education, which are: The inculcation of national consciousness and national unity;

- The inculcation of the right type of values and attitudes of the individual and the Nigerian society
- The training of the mind in the understanding of the world around, and
- The acquisition of appropriate skills and social abilities and competence as equipment for the individual to live
- and contribute to the development of the society. (NPE, 2004). Libraries provide access to reading materials through the school library, students and

youths can gain and improve their skills. Libraries help introduce the use of reading for information, pleasure, passing examinations, and personal growth through lifelong learning. Libraries provide materials that offer more extensive and varied information than classroom study alone cannot provide. Voluntary reading helps develop reading skills and mastery of language, extends students knowledge, and assists them in their academic work. Students and youths who read are likely to have background knowledge, familiarity with new topics or subjects, and thus, find learning easier and interesting.

- Support the teaching programme of the school
- Guide students on the choice of relevant materials for study
- Provision of material resources to enhance academic growth and development
- Assist the pupils to develop skills in the use of books and libraries
- Acquire the relevant books and non-book materials to meet the requirement of the school curriculum

Creating an Enabling Environment: Libraries generally provide a very conducive environment that encourages people to engage in meaningful reading, learning and research activities. They provide space, reading carrels, reading materials and noise-free environment. School libraries offer opportunities for developing good reading habits in secondary school students.

Provision of Reading Materials: Libraries play important role in providing a wide range of reading materials. Apart from textbooks, the library provides access to supplementary learning materials such as computers, audiovisual

materials like CD-ROM, tapes, videos, films. School libraries are always rich in colorful story books that capture the attention and imaginations of students to develop lifelong learning abilities. Secondary school students can be taught about basic ICT appreciation to prepare them for future use.

Library Orientation Programmes: Librarians engage in coaching fresh users on the use of library materials. People using the library for the first time may not be accustomed with retrieving information from the library. It is the onus of the librarians to educate the fresh users on information retrieval process such as the use of library catalogue, indexes and abstracts. Much more, the school librarian can encourage secondary school students to imbibe reading habit by guiding them to the right books that may interest them, by serving as a matchmaker between students and books.

LANGUAGE CURRICULUM-MEANING, IMPORTANCE AND PRINCIPLES OF CURRICULUM CONSTRUCTION.

Same as curriculum

SADBAVNA