

LAXMI®

PAPER-IV (A)

Exam Notes

LANGUAGE ACROSS THE CURRICULUM

B.Ed.-2nd Year

BMD COLLEGE OF EDUCATION

LEARN. BELIEVE. ACHIEVE

EST. 2008

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SYLLABUS

LANGUAGE ACROSS THE CURRICULUM

B.Ed.-II Year Paper-IV(A)

Time : 1.30 Hours

Max. Marks : 50
[External : 40, Internal : 10]

Note for Paper Setter :

- Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- Q. No. 1 will be compulsory and will carry 16 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- All questions will carry equal marks.

Objectives :

After completion of the course, student teachers will be able to :

- enhance knowledge acquisition through LAC Approach
- understand the different roles of language
- use language in all domains, in each learning activity in school
- create a link among different subjects through language learning
- use multilingualism as a strategy in the classroom situation
- study authentic literary and non-literary texts
- appreciate different dialects & registers of language
- develop an insight into the symbolic relationship between curriculum, syllabus and textbooks
- understand different language skills & ways to develop these
- develop creativity among learners

Course Content

Unit-I

- Introduction to Language Across the Curriculum Approach**
 - Meaning, need and benefits of LAC Approach
 - Respective roles of Content Subject Teachers and Language Teachers in LAC Approach
 - Language learning & Learning through Language General Classroom Language
 - Functions of Language in Classroom Learning
- Language Acquisition and Language Learning**
 - Nature of Multilingualism : Differential Status of Indian Language Classroom
 - Multi-Cultural Awareness & Language Diversity

- Relationship between Language and society : Identity, Power and Discrimination
 - Multilingualism as a Resource & a Strategy
3. **Language Discourse in the Classroom**
- General Classroom Language
 - Classroom Instructions and Language Learning
 - Use of Literature across the curriculum
 - Role of Questioning & Discussions in the Classroom

Unit-II

4. **Listening and Speaking as Essential Communicative Skills**
- Processing and Enquiring Information
 - Listening and Speaking to Interact : dialogue, story telling, poem
 - Recitation, Short play
 - Respond to Style, Tone and Registers of language
5. **Reading to Learn and Understand**
- Scanning, Skimming and Extracting relevant information from the books
 - Understand the meaning in reference to context
 - Schema Theory; Text structures, & reading in content areas
6. **Writing to Learn and Understand**
- Linkages between reading & Writing
 - Learn to write reports, reviews, essays, notices, letters and creative writings
 - Presentations of selected papers, questions and answers

Tasks & Assignments : Any one of the following

- Prepare a report on any one of the following :
- Write a Book review considering the following points :
- Use of different registers of Language
- Technical aspects of Language
- Meaning conveyed in the Text
- Design a News letter on the Basis of Academic & Co-curricular Activities held in your College
- Any other project given by the institution



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Chapter-1

Introduction to Language Across the Curriculum Approach

MEANING, NEED AND BENEFITS OF LAC APPROACH

- ☐ What is the concept or meaning of Language across curriculum?
OR
- ☐ What is the role of language in the school curriculum? Write its need and benefits.
OR
- ☐ Describe the meaning, need and benefits of language across curriculum approach. [June, 2018]

Ans :

Meaning and Importance LAC Approach

Language Across the Curriculum (LAC) is a curricular enrichment program that provides students with the opportunity to use their skills in languages other than English in non-language courses. It aims to infuse foreign language across the curriculum, thus building on the skills of language proficient students in courses where authentic foreign language sources are not a regular component of the curriculum but would complement the course material. Thus students can extend their knowledge of a second language beyond foreign languages courses and apply those skills to course materials, research and projects in non-language disciplines. In addition, the inclusion of authentic course-relevant source materials in another language enriches course perspectives and prepares students more fully for the cross-cultural and multilingual demands of a global society.

In fact the aim of LAC is to facilitate the use of languages in a variety of meaningful context and to motivate and reward students for using their multilingual skills in every class they take at each level in the University curriculum, thus preparing them for the cross cultural and multilingual demands and opportunities of a global society. In according to the teachers of India Language across curriculum is something we often read about and appreciate. It is hardly practiced in the classroom partly due to the pressure of completing the syllabus on time and partly due to our inability to break out of the rigid boundaries of the various subjects. In this learning resources, we demonstrate how subject boundaries can be made to dissolve. The main meaning of 'Language Across the Curriculum' is a term for school and college courses that allow students to study a foreign language or apply pre-existing knowledge of a foreign language outside of traditional language learning classrooms.

(1)

Need of the LAC Approach

An LAC approach is one that integrates language learning and content learning. There is a need for such an approach because language cannot be effectively learnt without a context while learning in all subjects is dependent upon language. Language and content are closely interrelated. In fact, content subjects provide a context for language while effective language development facilitates the learning of content subjects. It is therefore necessary to integrate language and content.

Benefits of LAC Approach

In this approach students are to minimise the problems of adjusting to the new medium of instruction and to learn the subject content better. Teachers also teach their subjects more effectively and help students learn more effectively with the help of this approach. Even schools are to ensure that there is an organisational structure in the school which helps to formulate and implement language policy across the curriculum. This enables teachers to contribute and get support in dealing with language in learning issues as well as to work for a common target.

So it is an important approach in working across the curriculum. In fact school is a place where a whole community of learners can be given opportunities to be reflective about what and how they are learning. It is a place where the learning which occurs in the present can act to give new life and vitality to the past and create new possibilities for the future. The organisational mean for this empowerment is the curriculum. In order to construct a curriculum that empowers children to be actively involved in the learning process, we need to be able to look at:

1. The way children learn naturally;
2. What condition support and enhance learning;
3. How learners become active participants in the learning process.

While we shall not go into these three points in detail, it is perhaps enough to say that we have plenty of research evidence to show that in real life children do not compartmentalize learning. In fact learning progresses from simpler, concrete, general and more holistic forms initially, to mere complex, abstract, specific and fragmented learning at a later advanced stage. This has great relevance to the development of writing skills in the initial years of school. Before we look specifically at writing tasks from 'across the curriculum', let us take a glimpse at the philosophy of integrating the curriculum through. What may be called 'holistic teaching'. Holistic teachers endeavour to place the children's learning within the content of their own experiences. There is a fundamental belief that when learning is meaningful, children learn.

In fact in a meaningful environment, it is difficult to stop children from learning. Within the constraints of the formal syllabus, such teachers try, as far as, possible, not to fragment learning or divide and subdivide it into artificial time periods or subject areas. They recognise the fact that boundaries between subject areas have been artificially created, purely for convenience. There are overlaps and a flow between subjects. In the child's mind, there are no compartments. These are artificially created. Whether the writing happens in a mathematics class or a writing class, it draws upon the same writing competencies and skills. What may need as much focus in a science or maths class is the reading and writing skills that are available with the children, and whether they are adequate for the child to be able to do the required task. Sometimes the difficulty in solving a word problem in mathematics, is one with understanding the language. It is essential for teachers to encourage reading, writing, and speaking in all the areas of the curriculum.

They attempt to integrate all areas of the curriculum. They are like to take advantages of an opportunity to teach a geography lesson during a reading class, if the need arises, or the other way round. They are aware that natural learning that continuously takes place in the real world is not fragmented. They make efforts to integrate the children's learning across the various subject areas, to the extent possible.

Language naturally pervades all areas of learning. It is for the teachers to use every opportunity that the curriculum offers, for developing language skills. In this section, we shall focus our attention in how writing skills can be integrated with other areas of the curriculum. However, similar attention needs to be given to the other language skills, namely reading, listening and speaking.

☐ Describe the Language Across Curriculum Approach. What are the aims of this approach?

OR

☐ What do you understand by LAC? Describe the difficulties in implementing it in schools.

Ans : Language across the curriculum (LAC) relates to linking different forms and aspects of language education with in the school, particularly emphasising the role of language in all subject matter learning. LAC has two meanings : in the narrow sense it is a concept suggesting the importance of language work and language training in all non-linguistic subjects. In the wider sense, it is a concept demanding a comprehensive model of language education as the basis of a whole school language policy. The latter includes linking all languages as subjects (mother tongue education, foreign language education, second (or third) language education.) and the language dimension in all other subjects. Here we focus on LAC in narrow sense : extending the knowledge and skills acquired through the language of school (LS) in to subject-specific language varieties and discourse competencies, leading to a first (internal) or basic form of plurilingualism.

A second form of (external) plurilingualism develops, when other languages than the LS and thus new language repertoires are acquired, through foreign language education or CLIL.

Language Across the Curriculum (LAC) is a concept and a policy. As a concept, it acknowledges the fact that language education in school does not only take place in specific language subjects such as mother tongue education, foreign language education, second language education etc.; but also in each and every other subject, in each and every activity in school, across the whole curriculum. LAC leads to new forms of language use of LI or LS (Language of the School), to new types of discourse behaviour; to extended linguistic competences, the bases of which are already laid, mainly through early childhood socialisation and through LI/LS education in school.

According to the latest research findings on Reading Comprehension (which is demanded extensively in each non-linguistic subject matter learning) and with insights that LS/LI as a subject in school cannot be exclusively responsible for language education, but that the development of language skills and competencies has to be integrated also into subject specific teaching.

Aims of LAC Approach

The aims of LAC are – simply speaking – to support language development in each and every child, in all domains of language use, in each learning activity in

school. This implies to reflect about the strongly language-mediated evaluation criteria for success in academic learning, in passing tests and in getting good marks. All of these heavily depend on managing and manipulating language as communication which therefore has to be learned by each and every student.

But this development should be based on the linguistic capacities and potentials of the children themselves, on what they bring to school, not on the norms of the schools as a middle-class institution alone. These norms coincide however, with notions of a clear, precise, explicit, rational or pre-scientific language use.

Two great changes have occurred in the development of modern societies and consequently in the mental setup of school children since the 1960/1970s. For once, the possibilities to fail in school have severely increased; at the same time, the type of literacy prevalent in school children, their ways of perceiving reality and of learning have also changed dramatically in the multi-media age.

LAC can no longer narrowly be seen as the exclusive domain of LI/LS education nor is it confined solely to the conventional four modes of language use : In addition to Reading, Writing, Listening and Speaking all non-verbal ways of representation are rightly seen as part of the over all semiotic system that we have at hand and that we use when communicating. These include visual images, graphs, movements etc. — all "physical" forms of human perception and expression. Thus, we have to distinguish eight modes of human activities involving language namely :

1. **Listening** : comprehending oral input/intake
2. **Speaking** : constructing meaningful utterances
3. **Reading** : understanding written texts
4. **Writing** : producing written texts/discourse
5. **Viewing** : attending to visual signs/information
6. **Shaping** : using visual means of expression
7. **Watching** : attending to the movements
8. **Moving** : Using the whole body, the whole person.

The concept of LAC also claims that language and learning are deeply linked. Therefore, wishing to acknowledge & develop children's existing mental & linguistic capacities, LAC focuses on active, constructive, potentially autonomous learning.

Language plays a central role in learning. No matter what the subject area, students assimilate new concepts largely through language that is when they listen to and talk, read and write about what they are learning and relate this to what they already know. Through speaking and writing, language is linked to the thinking process and is a manifestation of the thinking that is taking place. Thus, by explaining and expressing personal interpretations of new learning in the various subject fields, students clarify and increase both their knowledge of the concepts in those fields and their understanding of the ways in which language is used in each. Finally, the relationship between language and thinking has become central for LAC, mainly supported by findings in cognitive science, but also in linguistics and language pedagogy itself. In this context, we can state the following beliefs :

1. Language is more than communication skills.
2. Language is linked to the thinking process and is used in it.
3. Language is a tool for conceptualizing and for linking information.
4. Language supports mental activities and precision in cognition which is particularly true for subject-based writing.
5. Language helps to bridge between cognitively demanding tasks and their solutions in a more and more de-contextualized manner.

6. Language helps to structure discourse and realise discourse functions. So the over all goal is not just developing cognitive, academic language proficiency.

Language in Subject-Specific Contexts VS. Foreign Language Education

LAC in the narrow sense focuses on the role of language in subject specific learning and teaching. In addition to the many basic goals of LS/LI, it leads to other forms of functional language use, to mastering new domains and discourse types and moving towards a more explicit or "prescientific" mode of thinking and communicating. In subject specific contexts, language is used as a tool for cognitively demanding tasks and purposes.

New forms of language use are not only happening in one non-linguistic subject, but in all of them. Thus we are talking about a central educational experience which is substantial for the learner and which will have a marked effect on his or her self perception and learning biography. We know from research that these language skills and competences do not develop all by themselves, simply through their use in subject-specific contexts alone.

So, LAC is extremely important for qualifying young or adolescent learners so that they can function well within the school as an academic setting, benefit from the subject-based offers of the schools, developing basic thinking and communication skills which are absolutely necessary and vital for their personal development and their future career in the work place, in society; in trans-national encounters and in democratic actions : language is the key to negotiation of meaning and informed decision making in all of these cases.

Difficulties in Implementing Language Across Curriculum Approach

The above aims have begun to spread slowly within the last two or three decades, although they were never really fully put into practice; According to Cerson, a number of the difficulties involved in making LAC work in practice.

1. On the one hand, these have to do with the attitudes of teachers, the objection or even resistance of many subject teachers to become "language teachers" on top (at least in their view), although this is clearly a misunderstanding of their role within LAC.
2. Another difficulty lay in the fact that there was no one centrally responsible in the school for such a cross-curricular approach, except perhaps the head master or principal. But for an administrator, it would be impossible to see to it that LAC really works. This is a structural weakness, in school as much as in University, since nobody can be identified who is or feels responsible for this type of qualification in subject-specific language skills in conceptualizing language learning in this functional way and in co-ordinating the development of a whole school/whole University language education policy accordingly.
3. Introducing LAC requires a radical change in the attitudes and mentality of the teachers involved, the one 2106s already in service as much as the ones still in teacher education. Every teacher has to be confronted with the issues of academic language use, oral and written, and be prepared and trained with fantasy for integrating language into the subject-matter teaching at school.

4. Every subject teacher student has to learn how to define minimal goals in conceptual and discourse terms and what to do with the ones he either misses or encounters in school. All of these decisions and skills require a high degree of information and of professional competence on the part of the teacher in terms of theory, curriculum planning and teaching methodology.

RESPECTIVE ROLES OF CONTENT SUBJECT TEACHERS AND LANGUAGE TEACHERS IN LAC APPROACH

- Describe the respective roles of Learners, content subject teachers and English teachers in the LAC (Language Across the Curriculum) strategy.

Ans : Language is a tool for conceptualising content and knowledge and expressing oneself accordingly in a rational, 'academic' style, based on subject-specific conventions and registers. In every institution of learning, the language of learning and teaching should be developed not only by the English teacher, but by all teachers, while disseminating knowledge.

The concept of language across the curriculum, which is old as education is, was researched and introduced as a means of bridging the barriers between content, knowledge and language. It is also referred to as content-based instruction and content and language integrated in Europe and Latin America. In applying LAC, one learns about a subject using the language learners who are trying to learn as a tool for developing knowledge, and so they develop their linguistic ability in the target language. The approach here is that one needs to understand the language before one can decide the science in the knowledge presented.

Now the question arises why English across the curriculum is compulsory, whether learners are learning Geography or science, they need language as a resource to help them cope with the demands of the curriculum. Listening and speaking, reading and viewing, and writing and presenting are indispensable tools of the learning process as the learners move across the curriculum. If Learners include in all subject area then, they use listening speaking, reading and writing skills to order and closely thoughts and information and learn the language appropriate to the subject.

In case of teachers in all subject area address applicable language aspects in order to enhance learning, model the language of their subject, and lift up language skills or introduce related skills/concepts in their lesson, and integrating language and content.

So, English teachers introduce and teach the skills, reinforcing them time to time in English lessons. Further more, through drawing texts from content subjects, they enhance acquisition of subject content as learners would have been introduced to the text before they deal with the content in the text.

Skills Taught in the Language Classroom

The language skills and strategies below could be transferred to content subjects depending on the language demands and the support required in different content subjects.

Over View of Language Skills, Content and Strategies

Listening and Speaking	Reading and Viewing
The Listening Process : (i) Pre-listening strategies to prepare learners for listening, e.g. activating background knowledge, predicting getting physically prepared. (ii) During listening (a) Listening for specific information and comprehension (b) Listening for critical analysis and evaluation (c) Listening for interaction (d) Listening for appreciation (iii) Post Listening : Answering questions, reviewing notes, using information (e.g. to label a diagram) summarising, drawing inferences and conclusions, evaluating responding critically.	Reading Process : (i) Pre-reading : Strategies to prepare learners for reading e.g. activating background knowledge predicting, skimming scanning. (ii) Reading : Close reading of text supported by teachers questions; development of strategies, e.g. inference; focus on word choice, use of language, imagery etc. (iii) Post reading : Interpreting the text as a whole using strategies such as synthesising, summarising, comparing and contrasting, inference, evaluating, drawing conclusions, expressing opinions.
The Speaking Process : (i) Planning, researching and organising ideas and information. (ii) Practising and presenting showing awareness of audience, purpose and context using appropriate and accurate language structures and conventions; clear delivery using appropriate verbal and non-verbal techniques.	Writing and Presenting Process Writing Strategies : (i) Planning/pre-writing, analysing the structure and language features of the text type. (ii) Drafting, revising, proof-reading, editing, presenting.
Oral Communication Texts Produced in Language Classrooms : (i) Informal Speaking and Group Work : discussion, conversations, dialogue, group work, unprepared reading aloud, interviews; panel discussions; debates. (ii) Speaking for specific purposes; giving directions and instructions, introducing a speaker offering a vote of thanks.	Written text produced in language classrooms : (i) Cognitive Academic : information reports, procedures, explanations, persuasion/argumentative, reflective discussion/discursive reviews. (ii) Creative : narrative, descriptive. (iii) Personal/Interpersonal : diaries/journals, personal letters, personal recounts, invitations. (iv) Business : business letters, pamphlets, brochures, cvs, form filling agendas, minutes, flyers advertisements.

LANGUAGE LEARNING AND LEARNING THROUGH LANGUAGE GENERAL CLASSROOM LANGUAGE

☐ How is learning a medium of learning?

OR

☐ What is the relationship between learning language and learning through language?

Ans :

1. Learning Language

When a baby is born it has a natural ability to acquire language, which it does from the earliest point of life. This ability to acquire language lays the foundation for learning language, learning about the world and developing skills of human communication. But if a parent hardly bothered to speak or otherwise attempt to communicate with his/her baby, then that child would be unlikely to learn language as well and as quickly as other children of the same age.

In other words, although babies are born with the capacity to learn language, it is the opportunities they have to use the capacity and learn by doing which is a key success factor. It is not so much what we know but how we use it which is so important when we consider effective language learning and communication.

Children learn in different ways according to their personal learning styles. These may differ, even a great deal, from person to person. Schools find it very difficult to accommodate different learning styles because they need to standardize what and how subjects are taught to suit the learning profile image of up to 30 youngsters sitting in each class. And yet, each of those youngsters will have different backgrounds, needs and aspirations. This means that their personal learning styles may not fully suit the approach which the school uses. This issue affects all subjects, but particularly mathematics and mathematics and languages.

The ability to use a language is much more than knowing its words and grammar, and speaking in perfectly formed sentences. Language learning is surrounded by myths, many of which give a very false impression of what best helps achieve success. If we are to think about the best interests of our youngsters, we could usefully re-consider some of these beliefs and views. Language and communication are one of the most complicated aspects of human behaviour. Our desire to measure success in terms of exam results and so forth, which is a basic part of school culture, sometimes blinds us to other learning qualities which can be highly advantageous for any person. Just as an infant can have extraordinary powers of communication with only a few words, so our ability to communicate in a language can be reasonably successful, even if our grammar is faulty; knowledge of words is weak, or pronunciation poor. We should all challenge the idea of waiting until I think I am good enough in the language to use the language. Rather we should use the language as a tool for communication and learning from as early a point as possible.

2. Learning Through Language

The role of language in learning cannot be over emphasized. Language is the prime resource teachers have and use for mediating learning. When learning languages, then, teachers and students are working with language simultaneously as an object of study and as a medium for learning.

In teaching languages, the target language is not simply a new code-new labels for the same concepts; rather, effectively taught, the new language and culture being learned offer the opportunity for learning new concepts and new ways of understanding the world. While these theories of second language learning provide insights on aspects of second language learning, there is no comprehensive or 'complete' theory that can guide the practises of teaching and learning.

Nonetheless, this does not mean that 'anything goes'. Rather, it becomes necessary for teachers to become aware of and understand what they do and why, by examining their own, often tacit, theories about learning in relation to insights from current and best theories, and by considering the implications of these for teaching. Both teachers and students need to develop a rich conception of what language and culture are and do, and how they interrelate to interpret and create meaning.

Language as a Tool for Learning

We often under estimate our child's ability to learn languages. The brain offers enormous capacity for languages. If a child learns different languages, then this will develop the thinking processes within the brain itself. This is why the ability to 'think' in different languages is so often seen as an advantage. What we need to realize is that the ability to use different languages, even to a modest extent, can have a positive impact on the youngster's thinking processes.

Being able to see the same phenomenon from different angles, as though looking through different languages 'spectacles', can have a very interesting impact on our ability to think and understand. In other words, being able to frame their thoughts in more than one language can give advantages to a youngster in terms of thinking and studying. So, there is much scientific research on how we learn languages, which now gives us greater understanding of the role of 'acquiring language' in relation to 'learning language'. Infants and young children can be very good at acquiring languages when they are used in the home, and this is one reason why people sometimes think that we learn languages best when we are very young. Older children and adults tend to be taught languages, usually in language learning classrooms or increasingly through computer aided programmes. Successful language learning can be achieved when people have the opportunity to receive instruction; and at the same time experience real-life situations in which they can acquire the language.

For some of us those hours spent in language lessons, practising grammar, learning words, through speaking, reading and writing, will have been enjoyable, easy and successful. For these people, the school experience will have given a firm foundation for using different languages throughout their lives. But for many, the investment of time and effort in language classrooms may have had more disappointing outcomes. Even when they leave school, and later in their lives, they find it difficult to use the language actively, as a tool for real-life communication in everyday situations. Somehow it does not make sense for some people to have spent all this time learning a language, and then leave school and find that they simply cannot use it in real life situations.

☐ What is the role of language in learning?

Ans : Understanding language is at the heart of language teaching and learning and teachers need to constantly reflect on what language is. This is because our understanding of language affects the ways we teach languages.

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Language as Code

Traditionally, language is viewed as a code. In this view, language is made up of words and a series of rules that connect words together. If language is only viewed in this way, language learning just involves learning vocabulary and the rules for constructing sentences. This understanding of language is, however, a very narrow one. It sees language as fixed and finite and does not explore the complexities involved in using language for communication.

The Role of Language in Learning

The role of language in learning cannot be over-emphasized. Language is the prime resource, teachers have and use for mediating learning. While learning languages, the teachers and students are working with language simultaneously as an object of study and as a medium for learning.

In teaching languages, the target language is not simply a new code-new label for the some concepts; rather, effectively taught, the new language and culture being learned offer the opportunity for learning new concepts and new ways of understanding the world.

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Language and Culture

Understanding the nature of the relationship between language and culture is central to the process of learning another language. In actual language use, it is not the case that it is only the forms of language that convey meaning. It is language in its cultural context that creates meaning: creating and interpreting meaning is done within a cultural frame work.

In language learning classroom, learners need to engage with the ways in which context affects what is communicated and how. Both the learner's culture and culture in which meaning is created or communicated have an influence on the ways in which possible meanings are understood.

This context is not a single culture as both the target language and culture and the learner's own language and culture are simultaneously present and can be simultaneously engaged. Learning to communicate in an additional language involves developing an awareness of the ways in which culture interrelates with language whenever it is used.

Language as Social Practise

An understanding of language as 'open, dynamic, energetic, constantly evolving and personal' encompasses the rich complexities of communication. Language is not a thing to be studied but a way of seeing, understanding and communication about the world and each language user uses his or her language(s) differently to do this. People use language for purposeful communication and learning a new lan-

guage involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language. This understanding of language sees a language not simply as a body of knowledge to be learnt but as a social practise in which to participate.

Language is something that people do in their daily lives and something they use to express, create and interpretation, then is not enough for language learners just know grammar and vocabulary. They also need to know how that language is used to create and represent meaning and how to communicate with others and to engage with the communication of others. This requires the development of awareness of the nature of language and its impact on the world.

Our understanding of language, as languages educators become part of our professional stance and as such, influences our curriculum, planning and classroom pedagogies. Teachers who view language simply as code make acquiring grammar and vocabulary the primary, if not the only goal of language learning. With in such a limited approach, students do not begin to engage with language as a communicative reality but simply as an intellectual exercise or as a work requiring memorizing.

The understanding of language that is part of stance also affects what happens in the classroom and the way in which learners begin to understand the relationship between their own languages and the languages of their learning. If the language learning programme focuses on the code, then it models a theory of language in which the relationship between two languages is simply a matter of code replacement, where the only difference is a difference in words. If the language pedagogies focus on the Interpretation and creation of meaning, language is learned as a system of personal engagement with a new world, where learners necessary engage with diversity at a personal level.

Within a professional stance that understands language as a social practise, teachers need to ensure that students are provided with opportunities to go beyond what they already know and to learn to engage with unplanned and unpredictable aspects of language.

Learning language as a complex, personal communication system involves on going investigation of language as a dynamic system and of the way it works to create and convey meanings. This involves learners in analysis and talking analytically about language.

FUNCTIONS OF LANGUAGE IN CLASSROOM LEARNING

❑ What are the different functions of a language? Explain in brief. Also mention assumptions of a language.

OR

❑ Discuss the functions of language.

Ans : Language plays an important role in human life. It is a means of expression used by human beings. They express their views and thoughts through language. Thus, language is a means which links an individual with others. In fact, language plays the following functions in the lives of human beings :

1. **Expressive Function :** Expressive function is important because every individual has some feelings, emotions, ideas and he wishes to provide an outlet to those experiences of life. By using a language, the individual can

express his views. In this way, language helps in the process of interaction of the two individuals. The individual is comprehended by the other when both of them have a common language. Sapir throws light on the communicative function of language as: "Thought....is" that form of communication in which the speaker and the person addressed are identified in one person...." Language is primarily a vocal actualization of the tendency to see realities symbolically.... and it is this tendency which makes it an efficient vehicle of communication. Language is a great force of socialization probably the greatest that exists." Another aspect of language is aesthetic. Sometimes we do not express our feelings.

But when those feelings are expressed by some author or poet, then that expression gives us a lot of satisfaction. Thus, it helps in the proper growth and development of persons. This activity of expression helps in balancing the proper growth and development of the personality of a person. By expressing oneself; a person can become a good orator, a good poet or a good writer. That way one can arouse the feelings of others and can benefit others also.

2. **Informative Function :** Language helps an individual in giving information to others. In the absence of the language, passing on the information becomes a difficult task. The teacher in the classroom situation plays the role of information given with the help of a language. Only language helps in giving the information. In the absence of language, the teacher fails to do his duty properly.
3. **Directive Function :** Language also helps in giving directions to others. With the help of a language, any type of direction to proceed or not to proceed can be given. Directive function helps to cause actions and can be related to stimulus-response function. The police standing at the crossing shows 'red light' to the traffic. It is not mere communication of information. Instead he is directing the entire traffic to stop all sort of movement. In the examination hall, the superintendent uses a language and gives directions to the examinees sitting there. With the help of language, he draws the attention of all, to certain rules and regulations which everybody during the examination hours is supposed to follow. By using a language, he can give directions. In this way, we see that language has directive function as well.
4. **Communicative Function :** Language provides expression to our thoughts, feelings, needs and other abstract things. It is language that helps a person in communicating these to other persons in oral or written form.
5. **Preservative Function :** Language is preservative by nature. It can preserve man's experiences, his observations, his thoughts and his findings in written form. This stored knowledge is formed edifice of human knowledge. This preserved knowledge can be used by the coming generations.
6. **Aesthetic Function :** Another aspect of language is its aesthetic function. Sometimes we have feelings but we are not able to express these. Later when those feelings are expressed in language by some one, that very expression provides us aesthetic satisfaction. Thus language also has aesthetic function.

Assumptions of Language

1. The structure of language can be discovered which is usefully and system-

atically described, although such descriptions may differ at various levels and for various purposes.

2. Language is human, aural-oral and symbolically meaningful.
3. Any given language is structured in a unique way. This can also be stated in a negative manner. No two languages are structured alike.
4. Tertiary uses of language such as literary and artistic manifestations, pedagogically also take into account reception/production order.
5. Primary manifestations (the aural oral aspects) should be taught before secondary (reading and writing). Understanding the spoken language is taught more efficiently before oral production. It is indeed a first step, towards production.
6. The secondary manifestation (reading and writing) should be taught in the stated order. Since graphic symbols must be seen before they are produced and thus reading in a sense, is actually a first step in learning to write.
7. An assumption that is not always accepted and about which there is currently much discussion, revolves around the usefulness of bilingual comparison; each language is uniquely structured. It is, therefore, beneficial to those features of the target language which can be predicted, with a fair degree of accuracy, to cause trouble for the learner.



Chapter-2

Language Acquisition and Language Learning

- ☐ How does language acquisition take place? Describe in detail.
OR
☐ How is language developed in children?
OR
☐ Explain the process of language acquisition in children. [June, 2018]

Ans : Language acquisition is the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate.

First and Second Language Acquisition

The term first language acquisition refers to children's natural acquisition of the language or languages they hear from birth. It is distinguished from second language acquisition, which begins later, and from foreign language learning which typically involves formal instruction.

First language acquisition is a rapid process. In the span of just a few years, newborn infants who neither speak nor understand any language become young children who comment, question, and express their ideas in the language of their community. This change does not occur all at once. First, newborns' cries give way to coos and babbles. Then, infants who coos and babble start to show signs of comprehension such as turning when they hear their name. Infants then become toddlers who say "bye bye" and "all gone" and start to label the people and objects in their environment. As their vocabularies continue to grow, children start to combine words. Children's first word combinations, such as "all gone juice" and "read me", are short and are missing parts found in adults sentences.

Gradually children's immature sentences are replaced by longer and more adult like sentences. As children learn to talk, their comprehension abilities also develop, typically in advance of their productive speech. As children master language, they also become masters at using language to communicate. One year old who can only point and label become 2-year old who comment, question, and command and 4-years old who can carry on coherent conversations.

Process of Language Acquisition

Children will develop their own strategies for learning whatever they find relevant to learn around them, including language. Children are much more resourceful, resilient and creative than we are often prepared to give them credit for.

(14)

A lot of people believe that only 'grammatical' language is language, with lots of words and lots of syntactic sophistication. Language is much more than this; your child may prefer to be expressive through intonation, for example, the melody of speech without which no language makes sense. Following is the process of language acquisition :

1. **Discrimination Between Sounds :** A new born child hears the sounds coming from his environment and identifies the sources of the sounds. He knows the direction of the sound. His ability to hear and understand improves with his age.

A child of one week can discriminate the voice of his mother from the others. Infants have a remarkable ability to discriminate sounds. A three month old child knows or understands that the sound is coming from the moving lips of a person. When a child of six is asked where the ball is, he will give answer. This shows that the child's language ability comes with him from his birth.

2. **Beginning of Speech :** A child starts identifying the sound from his birth but he starts speaking after a lot of time. The development of language in children takes place in a definite order. It means that language learning process is universal in all children. It signifies that all children start speaking at a definite age irrespective of language. That is, the process of learning Hindi is the same as that of learning English. The process of speaking in children starts in the following manner :

- (a) **Crying :** At the time of birth, crying is the medium of communication for the child. When he is hungry and thirsty, he conveys his message by crying. All mothers understand why the child is crying. A child communicates in this manner from birth to one month of age.
- (b) **Cooing :** After a month, the child starts cooing in addition to crying. This happens till 4 or 6 years of age. This cooing sound is a vowel sound, such as u u u u.... When children are happy and satisfied, they utter this type of sound. When he utters this sound, the parents and other around him give response. This type of response contributes to the emotional development of a child because the child begins to consider his or parents as their patron. Slowly he starts uttering a few sounds. His sounds acquire a tone.
- (c) **Babbling :** At the age of 6 to 10 months, a child starts babbling. He learns a few sounds to utter such as maa, daa, etc. His vocabulary keeps building up. At this stage maximum of his words are meaningless. At later stage, he combines these sounds to make a sentence.
- (d) **First Word :** A child of 10 to 12 months of age speaks first meaningful word. He starts first word 'maa' (mother). A child at this stage has 10 to 12 words in his vocabulary. He learns the name of those things that are around him. These are words generally spoken by people around him. He learns the name of the activities happening around him. At this stage, a child can speak the sentences having one word only and his parents understand what he wants to say.

- ☐ What are the philosophical, social and psychological, bases of Approaches to language Acquisition?
OR
☐ Write a note on Language Acquisition.

Ans : We learn a language without any person's help. In the society, it comes automatically, but we do not know when we started speaking a language. There is no historical proof of it. Why does the man only speak? All the creatures have organs of speech but only human beings can speak. Other creatures have brain also but only human species speak. Under what circumstances human beings started speaking is a mystery till date.

Language is learnt in the lap of mother. It means the language comes to a child when he comes in environment outside his mother's womb. This learning happens when the child comes across a certain language. So language acquisition is the process whereby children require their first language. All humans have an innate capability to acquire language. Children may acquire one or most first language. For example, children who grow up in an environment both German and English at their first language.

Acquisition occurs passively and unconsciously through implicit learning. In other words, children do not need explicit instruction to their first language but rather seem to just pick up language. In the same way they learn to roll over, crawl and walk. Language acquisition in children just seems to happen.

Acquisition depends on children receiving linguistic input during the critical period. The critical period is defined as the window of time, upto about the age of twelve or puberty, in which humans can acquire first language. Infact no special coaching is required for a child learns it. Only human-beings can learn language. Colour, place, caste, religion, colony are not considerable. Only the exposition of language before child is required.

All human children can learn any language of world if they are provided normal facilities irrespective of their race, dwelling place, caste and religion. Language of a particular person or a place may differ to other but all speak a language. But this learning is altogether different from learning, walking, swimming, boxing etc.

Language acquisition is a complicated process. A complex system is involved in producing the sound of single word. A child can learn more than one language at a time. Sometimes it reaches two to three or four, if he is exposed to those different languages. He never intermixes the words of one language to the other.

Natural physical disorder cannot become a problem for a child in learning language. Even a deaf, dumb, blind or lame can acquire a language easily. Once the language is learnt, it is certainly flawless. Human language means that a particular action does not give a particular reaction while other creatures give particular reaction to a particular action. Children are flexible, like them language is also flexible. A child may play with it. For example sometimes children put alphabets in reverse form and read them more efficiently than grown ups.

A child cannot learn language in its present form at once. Instead he picks it in bits and pieces. Their acquisition is not photographic, but it is artistic creation.

Cultural, environmental, geographical, racial, regional or climatic factors have no impact on language acquisition. But a child living in any ambience, can acquire the language of that atmosphere or place.

Even behaviourists propose that a child's environment is the most important factor in first language acquisition, and if a child is exposed to rich language, then good habit formation, and proper language development will occur. It is possible that first language acquisition includes speech imitations.

In this way, the language acquisition is a production of speech sounds, all humans are physiologically alike. Children learn the language of those who bring

them up from infancy. In most cases, these are the biological parents especially the mother and the environment they are brought up. Adopted infants acquire language to their adoptive parents. So above all this, a child's language acquisition is in according to their own surroundings, Socio-Economic and Psychologically bases of approaches to language learning.

NATURE OF MULTILINGUALISM : DIFFERENTIAL STATUS OF INDIAN LANGUAGE CLASSROOM

❑ What is Multilingualism? Write its importance in Indian Language Classroom.

OR

❑ Define Multilingualism. Discuss the nature and its benefits.

Ans :

Meaning

Multilingualism is the use of two or more languages, either by an individual speaker or by a community of speakers. It is becoming a social phenomenon governed by the needs of globalization and cultural openness. A multilingual speaker has acquired and maintained at least one language during childhood, the so-called first language. The first language (sometimes also referred to as the mother tongue) is acquired without formal education, by mechanism heavily disputed.

Children acquiring two languages in this way are called simultaneous bilinguals. Even in the case of simultaneous bilinguals, one language usually dominates over the other.

Importance/Benefits of Multilingualism

Multilingualism is the natural potential available to every normal human being rather than an unusual exception : It need not even require the ability to speak two unrelated languages; a user of e.g. the literary and a vernacular / dialectal variety is already multicompetent, with today only a handful of isolated pockets of 'pure' monolinguals, now hard to find even in the mountains of Papua New Guinea". At the same time, multicompetence does not require perfect fluency in all the languages at one's command; thus, setting the boundary would probably be a mission impossible.

The advantages that Multilinguals exhibit over monolinguals are not restricted to linguistic knowledge only, but extend outside the area of language. Children have been demonstrated to :

1. Have a Keener awareness and sharper perception of language. Foreign language learning "enhances children's understanding of how language itself works and their ability to manipulate language in the service of thinking and problem solving."
2. It is more capable of separating meaning from form.
3. Learn more rapidly in their native language e.g. to read, as well as display improved performance in other basic L1 skills, regardless of race, gender, or academic level;
4. Be more efficient communicators in the L1;
5. Be consistently better able to deal with distractions, which may help offset age-related declines in mental dexterity;

6. Develop a markedly better language proficiency insensitivity to, and understanding of their mother tongue;
7. Develop a greater vocabulary size over age including that in their L1;
8. Have a better ear for listening and sharper memories;
9. Be better language learners in institutionalized learning contexts because of more developed language-learning capacities using to the more complex linguistic knowledge and higher language awareness;
10. Have increased ability to apply more reading strategies effectively due to their greater experience in language learning and reading in two-or more-different languages;
11. Develop not only better verbal, but also spatial abilities;
12. Parcel up and categorize meanings in different ways;
13. Display generally greater cognitive flexibility, better problem solving and higher-order thinking skills;
14. Be better problem-solvers, gaining multiple perspectives on issues at hand;
15. Have improved critical thinking abilities;
16. Learn further languages more quickly and efficiently than their hither to monolingual peers;
17. Better understand and appreciate people of other countries, thereby lessening racism xenophobia and intolerance, as the learning of a new language usually brings with it a revelation of a new culture;
18. Multilinguals can expand their personal horizons and being simultaneously insiders and outsiders - see their own culture from a new perspective not available to monoglots, enabling the comparison, contrast, and understanding of cultural concepts;
19. It is helpful in gaining job opportunities in many careers.
20. A multilingual has a better understanding that other outlooks are possible and enable to give more flexibility in thinking and learning.

So, as we all know studying a language is different from living a language. There is a very directed and purposeful process that occurs when we study a language.

If we are learning a second language as a family, here are some tips that we would like to mention below :

1. **Playful** : It has been particularly important for every member of a family. It is the best way to approach anyone.
2. **Make Mistakes** : Contrary to what comes naturally to us adults, making mistakes in language learning is the best thing that can happen, especially when someone else points them out.
3. **Daily** : If we try to speak any language daily, so it is beneficial for us in social surroundings or environment.
4. **Incentive** : It is an incentive and a way to keep ourselves motivated.
5. **Be Efficient** : It can be so hard to get out of our 'training' which says that we need to be efficient and moving forward in an accountable way.
6. **Learn from the other One Another** : One of the best parts about learning a language together with our family have been the give and take between each of us.
7. **Emotion** : Learning a language can be very emotional. In fact, it should be to some degree to really have an impact. There is so much more to the whole experience of learning a language than the language itself.

Status of Indian Language Classroom

In the Indian context, it has a great importance in education. In our normal social life situations, uses of language is determined as a response to who requires to be answered with what language as a medium of communication or response making.

In fact, classroom conditions are different. At school level, the government has introduced to three language formula. Students take their mother tongue, English and one of the Indian languages. The advantage is that in a formal schooling atmosphere, more languages are mastered by students. The real case is that even with exposure to language speaking families in the neighbourhood languages are learnt and used by us.

In Practical social situation and economic needs together require our young men and women to actually use more than two languages for effective communication and success - in market places and public life. Yes, motivation being a key factor to encourage active learning of languages that our multilingual national context offers, our students would freely be able to decide as to which languages hold better prospects for them.

The global context also would convince us that with multinationals going to offer jobs to us, we would have to be good at English besides being efficient users of Hindi as the language accepted nation-wide as a lingua franca and of the mother tongue in which we live our social and cultural life with our own people including those in rural areas etc.

So, we have respect for all languages and all language speaking communities being the corner stone of multilingualism. The students would have to move forward with greater openness about mastering languages as per their future needs and their immediate social life demands. Globalization, liberalisation of the Indian economy and growing privatisation of the job-market are things that go ultimately to satisfy us that multilingualism is more tilted in favour of our students.

☐ What are the benefits for Language teachers, classroom teacher and school leaders in Multilingual Approach Teaching?

OR

☐ Write a note on Multilingual Approach to language teaching.

Ans :

Meaning

The Multilingual Education, in this approach emphasizes first language first in the child taking the socio-cultural curriculum into classroom culture and then bridge to second language. Multilingual approach supports student's ability to transfer the literacy skills acquired in one language to subsequent languages and that teachers can utilise in-step planning processes to facilitate global literacy development across English plus the second language offered in the school.

By this approach a significant increase in student's language knowledge and literacy skills in both language and across the four macro modes-speaking, listening and responding, producing text and using text. Even significant results were evidents in the areas of oral comprehension, vocabulary recall, phonomic awareness and grapho-pho-nological correspondence, word recognition and knowledge, spelling, translation, grammatical conventions, writing and reading comprehension.

Importance of Multilingual Approach

1. It develops oral language patterns.
2. It builds the awareness of sounds and systematic phonics.
3. It reinforces the phonological aspects and vocabulary.
4. It fosters the development of a meta-language (de-contextualized) for analysing differences and similarities.
5. It develops awareness of the languages, grapho-phonological correspondence principles.
6. It includes the target language in English spelling and writing activities: translanguaging.

Benefits for Language Teachers and School Leaders

In Multilingual approach, language teacher gains a broader understanding of the target language, language acquisition and literacy development and an increased understanding of subcomponent knowledge and skills for the sequencing of teaching and learning activities. They develop a clear understanding of universality and cross-linguistic transfer.

Language teachers reflect on their existing literacy, teaching methods and employ new ways of working collaboratively with classroom teachers.

Classroom teachers incorporate the use of the target language in their daily classroom activities (greetings, phrases, instructions, spellings, handwriting and reading). New literacy resources are developed to support these integrated programs through a range of resources. School leaders work with participating teachers to raise the profile and visibility of the language program by supporting the implementation of the Multilingual Literacy approach into daily school life and including the approach in site literacy plans.

In the last, we can say that administrators and the authorities at the educational institution must ensure that:

1. The teachers in the school are proficient enough as regards the teaching of language so that they can teach effectively literacy in culturally and linguistically diverse classrooms.
2. Diversity in the classroom is respected and valued by one and all.
3. The school climate bestows full attention to a welcoming, caring, and affirming attitude towards all children irrespective of their cultural and lingual background; and encourages all children to excel.
4. Teaching method and curricular materials are culturally relevant and complementary of children's cultural and lingual learning patterns.
5. Effective Literacy instruction builds upon the literacy, language and culture that children bring to school.
6. Classroom reflects diversity in their selection of multilingual and multicultural books and other learning materials.
7. Children's home cultures and languages are used as literacy resources rather than being discarded.
8. Children whose first language is not language are supported in use of their home language while learning language.
9. On going professional development on literacy in device classrooms provides opportunities for educators to recognize and address children's literacy needs.

- ☐ Describe the status of teaching of language in multilingual India. What expected changes can be made in its teaching?

or

- ☐ Write a note on multilingualism in Indian Society. [June, 2018]

Ans : The significance of the mother tongue as the medium of instruction in education was recognized in the constitution. There was not a single region in India that did not have linguistic minorities. The Central Advisory Board of Education (CABE) of 1938 strongly advocated the cause of education through the mother tongue and argued that the culture, language, and scripts of the minorities should be protected. The 1938 CABE espoused "The principle of mother-tongue instruction in primary schools, and official support for this, and for the use of mother tongue instruction at higher levels."

Multilingual Country and Its Implications

Monolingual solutions to multilingual societies would not work. Multilingual society would need a multilingual perspective, and monolingual solutions that would eventually be formulated in terms of a three language formula would not work.

Any classroom in India is in general multilingual, and unless we conceptualize the school curriculum, syllabus, text books, and classroom transaction in terms of multilingualism as a resource, strategy, and a goal, where languages are not seen as discrete object and language boundaries are porous, we may not be able to arrive at a pedagogical breakthrough where an individual child's language and systems of knowledge are respected.

The school will ensure that every child will learn three languages (even that has remained a distant dream in the country) is not likely to sustain the linguistic and cultural wealth of his country.

The annual conference of the chief ministers of different states held in August 1961 adopted the three language formula, which was modified by the famous Kothari Commission (1964-66): Kothari Commission Report, 1966) seeking to accommodate the interests of group identity (mother tongue and regional languages), national pride and unity (Hindi), and administrative efficiency and technological progress (English).

Three Language Formula

The spirit of the three language formula is that Hindi is learnt in addition to English and the local Indian language in South, East, and West India, whereas Hindi, English, and a South or some other non-North Indian Language is learnt in North India.

However, this formula is not always observed. The Hindi states operate largely with Hindi, English, and Sanskrit, whereas the non-Hindi-speaking states, particularly Tamil-Nadu, operate through a two language formula; Tamil and English. Some states such as Orissa, West Bengal and Maharashtra, among others, have indeed implemented the formula. But because the infrastructural facilities in the schools are poor and language education is not conceptualized in a multilingual framework, most children come out of the school system without attaining proficiency in any language. Because they cannot understand language, that is, cannot read and write with comprehension and imagination, they cannot understand other content areas, such as science and social science.

It is true that the kind of rich understanding we have today about the nature of multilingualism and its relation with cognitive growth and scholastic achievement was not available at the time when the policy decisions were made.

Today, we know that multilingualism is constitutive of our linguistic and social identity and that in pedagogical terms it is worth pursuing as a goal, resource, and strategy.

Proposals of NCERT

Recently the National Council of Education Research and Training (NCERT) undertook the task of revising the national curriculum. It set up 21 different focus groups to write position papers. For the National Focus Group on language, the challenge was to provide a new perspective for a multilingual country.

It was hoped that the gaps resulting from the various constitutional provisions and the implementation of the three language formula would be overcome and that there would be a set of feasible recommendations that ensure high levels of proficiency in the languages that children study at school.

Most of all, it was hoped that new language policy would help to reduce disparities in society. Earlier approaches produce a linear and segmented view of knowledge and skills in terms of itemized Minimum Levels of Learning that defined linear objectives corresponding to listening to sounds, listening to words, and every text book was written according to their Minimum Levels of Learning. In fact, was hilarious to see each lesson addressing only two or three specific skills indicated at the top of each lesson. It was so firmly rooted in the behaviourist paradigm of S-R association, reinforcement, and linear and additive learning that it left very little scope for learner's imagination or holistic learning.

After the series of discussions, the group agreed on certain fundamental guiding principles in its position paper (NCERT; 2005). Some of the recommendations include the following :

1. Multilingualism is a normal human state of affairs; it is an asset; it should be treated as a resource, a teaching strategy, and a goal.
2. There is a strong positive correlation between multilingualism and cognitive growth, divergent thinking, scholastic achievement, and levels of social tolerance.
3. It is imperative that children achieve high levels of proficiency in different languages. This is particularly true of languages that would be the media of instruction in content subjects.
4. Mother tongues of children in a given classroom should constitute not only the medium; but often also the content of teaching and learning.
5. Language Learning should be sensitive to the relationship of language with thought, gender, and social power.
6. It is important to ensure that the language of each child be respected in the classroom.

The National Focus Groups recommendations have been developed in the context of societal and individual multilingualism. Mother tongue has been defined as languages of home, street, neighbourhood, peer group, and Kinship networks, regional languages as languages widely spoken in the state, or in the case of minorities, outside the state and state language(s) as language(s) officially recognized by each state.

Hindi is the official language and the international lingua franca, and English

is the associate official language and the international lingua franca. Bilingualism, achieved in successive stages, should eventually lead to multilingualism. Therefore, the first task of the school is to relate home language to school languages. Mother tongue(s) or regional language(s) should be taught as compulsory subjects.

Thereafter, one or more languages are to be integrated into the curriculum so that children can learn other languages without losing the first. This is the only way in which some of the fast-disappearing literacies and local systems of knowledge could be saved, and in which a space for the construction of new knowledge in these languages could be created. In the middle or higher stages of school education, the medium of instruction may be gradually changed to the regional or state language, or to Hindi or English.

The National Focus Group strongly recommended that the teaching of English be woven into the texture of developing strategies of teaching in a multilingual classroom. Conversational English may be introduced at early stages of education, if adequate facilities available. In short, the recommendations aim at the maintenance of all languages, with each of them playing a complementary rather than a competing role.

MULTI-CULTURAL AWARENESS AND LANGUAGE DIVERSITY

❑ What is Multicultural Awareness? Discuss its importance in Education.

OR

❑ Define Cultural Awareness. How a teacher can foster this awareness in the classroom?

Ans : Cultural Awareness is the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perception.

Cultural awareness becomes central when we have to interact with people from other cultures; people see, interpret and evaluate things in a different way. What is considered an appropriate behaviour in one culture is frequently inappropriate in another one. Misunderstandings arise when I use our meanings to make sense of your reality.

In other way, multicultural awareness involves a greater understanding, sensitivity, and appreciation of the history, values, experiences, and lifestyles of groups that include but are not limited to : Race, Ethnicity, Gender.

So, the multicultural awareness has much importance in language acquisition :

1. It gains greater self-awareness;
2. It gains greater awareness of others;
3. It develops new friendships;
4. It develops better interpersonal skills;
5. It becomes better able to challenge stereotypes and prejudices.
6. It promotes healing and harmony between groups.
7. It becomes better equipped to live in a multicultural world.

Importance of Cultural Awareness in Education/Language Acquisition

Cultural awareness recognises that we are all shaped by our cultural background, which influences how we interpret the world around us, perceive ourselves and relate to other people. You don't need to be an expert in every culture or have all the answers to be culturally aware; rather, cultural awareness helps you to explore

cultural issues with your care recipients more sensitively.

Information about specific cultural practices will help to increase your cultural knowledge by providing an over views of cultural characteristics and issues. However, it is always important to identify individual needs and preferences, and remember that no individual can be reduced to a set of cultural norms.

Cultural awareness entails an understanding of the migration process itself. Migration is a key influence on a person's life, with differing effects due to the different experiences of premigration, migration and resettlement.

The cultural awareness is able to understand the behaviour and beliefs of people within each culture can vary considerably. Even also understand the people identity with their cultural or religious background. It increases your knowledge about different cultural practices and issues through cultural background information sessions and/or resources and cultural awareness training and also understand the importance of appropriate communication.

In fact the main purpose of knowing cultural awareness is to engage students in a process of defining "culture" and examining its complexities. Often especially in a class about multiculturalism or diversity, "culture" becomes synonymous with "race" or "ethnicity". This activity reveals the limitations of such a conceptualization and challenges the assumptions often made by educators about what students identify as the important strands of the "cultural" in "multicultural".

The Goals of Multicultural Education Include

Creating a safe, accepting and successful learning environment for all and increasing awareness of global issues. It strengthens cultural consciousness and intercultural awareness. It encourages critical thinking and preventing prejudice and discrimination.

A good teacher can suggest the importance of multicultural education in his own classroom by encouraging community participation and social activism; go beyond the textbook and supplementing his curriculum with current events and news, stories, outside the textbook, he/she can draw parallels between the distant experiences of the past and the world today. He/She also creates multicultural projects that require students to choose a background outside their own. Also suggest school host and in-service professional development on multicultural education in the classroom. So, teachers can foster cultural awareness in the classroom curriculum in the following manner :

1. **Express Interest in the Ethnic Background of his Students :** Encourage his students to research and share information about their ethnic background as a means of fostering a trusting relationship with fellow classmates. Analyze and celebrate differences in traditions, beliefs, and social behaviours.
2. **Redirect his Role in the Classroom from Instructor to Facilitator :** Another important requirement for creating a nurturing environment for students is reducing the power differential between the instructor and students. Students in an authoritarian classroom may sometimes display negative behaviours as a result of a perceived sense of social injustice; in the culturally diverse classroom, the teacher thus acts more like a facilitator than an instructor.

Teacher also allows students to bring in their own reading material and present it to the class provides them with an opportunity of both interact

with and share stories, thoughts, and ideas that are important to their cultural and social perspective.

3. **Maintain a Strict Level of Sensitivity to Language Concerns :** In traditional classrooms students who are not native English speakers often feel marginalized, lost and pressured into discarding their original language in favour of English. In a culturally responsive classroom, diversity of language is celebrated and the level of instructional materials provided to non-native speakers are tailored to their level of English fluency. Accompanying materials should be provided in the students primary language and the students should be encouraged to master English.
4. **Maintain High Expectations for Student Performance :** Given that culturally responsive instruction is a student centered philosophy, it should come as no surprise that expectations for achievement are determined and assigned individually for each student. Students don't receive lavish praise for simple tasks but do receive praise in proportion to their accomplishments. If a student is not completing her/his work, then one should engage the student positively and help guide the student toward explaining how to complete the initial steps that need to be done to complete a given assignment or task.
5. **Incorporate Methods for Self-Testing :** Another potent method for helping students become active participants in learning is to reframe the concept of testing. While testing is usually associated with grades (and therefore stress) in traditional classrooms, in a culturally responsive classroom frequent non-graded tests can be used to provide progress checks and ensure that students don't fall behind on required material. Teaching students to self test while learning new information will help them better remember and use what they've learned in class and will help them realize on their own when they need to study a topic in greater depth.
6. **Maintain an "Inclusive" Curriculum that Remains Respectful of Differences :** A culturally responsive curriculum is both inclusive in that it ensures that all students are included within all aspects of the school and it acknowledges the unique differences students may possess. A culturally responsive curriculum also encourages teachers understanding and recognition of each students, non school cultural life and background, and provides a means for them to incorporate this information into the curriculum, thus promoting inclusion. Schools have the responsibility to teach all students how to synthesize cultural differences into their knowledge base, in order to facilitate students personal and professional success in a diverse world. A culturally responsive curriculum helps students from a minority ethnic/racial background develop a sense of identify as individuals, as well as proudly identify with their particular culture group. Teachers can play a big role in helping these students succeed through the establishment of culturally responsive classrooms.

☐ Define Language Diversity. How diversity affects a classroom?

OR

☐ How today language diversity is useful in modern education classes?

Ans : Language is the ability to acquire and use complex systems of communi-

cation, particularly the human ability to do so, and a language is any specific example of such a system. The scientific study of language is called linguistics. In other words, the language of diversity is an evolving one that requires awareness, understanding and skill much in the same way as other areas of diversity competencies. Language provides a means for communication among and between individuals and groups.

Diversity in the Classroom

Diversity is a term that can have many different meanings depending on context. This module will not offer a comprehensive definition of the term, instead, this module will highlight two key areas related to diversity.

1. Identify how diversity affects the classroom.
2. Provide practical tips for promoting an inclusive classroom.

How Diversity Affects the Classroom

Diversity plays much effect in the classroom, students may perceive that they do not 'belong' in the classroom setting - a feeling that can lead to decreased participation, feelings of inadequacy, and other distractions. Teachers may make flawed assumptions of students' capabilities or assume a uniform standard of student performance. Teachers may themselves feel out of place based on their own ascriptive traits (i.e; differences based on class, privilege etc.)

We know that today's classroom is more diverse than ever before. We've compiled tips, lessons plan ideas, and ready-to-go activities that speak to the backgrounds of all your students.

1. **Helping Children Develop a Sense of Identity :** The importance of identity in the lives of young children and explores the ways that kids develop a sense of racial identity.
2. **Speaking their Language :** Learn to successfully reach out to immigrant parents in just a few simple steps.
3. **Many Languages; Many Cultures :** Get advice on working with children and families from different cultures, fostering bilingualism, and encouraging tolerance and self-esteem in the classroom.
4. **Connect with Kids and Parents of Different Cultures :** Find out how to build good relationships with your student's diverse families.
5. **Revise teaching techniques to increase the success and effectiveness of the activity.**
6. **Encourage all students to participate (especially during discussion).**
7. **Plan adequate time to process the activity.**
8. **Ask open-ended questions.**
9. **Foster a feeling of emotional safety in the classroom by respecting every student's opinion and encouraging all students to be respectful of one another.**

RELATIONSHIP BETWEEN LANGUAGE AND SOCIETY : IDENTITY, POWER AND DISCRIMINATION

- ☐ Discuss the relationship of language and society.
OR
☐ How does language develop the identity of a person and community?

Ans : This is an age of democracy and socialism. Individualism has been related to the background and the society has acquired a primary importance. People think it in terms of society. It is now assumed that with the development of the society the individual shall automatically grow.

But democracy is based on the enlightening individual or citizen as a unit of the society. The enlightenment comes through education. Let us, therefore, try to study them individually and bring out their relationship. Education is in fact, "Learning through experiences". According to **Pestalozzi**, "Education is a natural, harmonious and progressive development of main innate powers."

According to **Dewey**, "The development of all those capacities in the individual which will enable him to control his environment and fulfil his responsibilities."

Mahatma Gandhi also said, the importance of education in reference to society and social values.

In fact, education is a process which brings about the development of certain habits, ideals, manual and mental skills, intellectual, interest, moral ideas etc. in a child to equip him to be able to face the life in the society.

What is Society?

It is an old saying that man is a social animal. Outside society man does not have any significant states. We carry on communication and exchange ideas in the society. Such a situation involves him into society.

According to **Brownall**, "By a community I mean a small diversified groups of people, young and old, male and female with different skills and abilities, living together as neighbours. It is a primary group in which many of the major functions of life are carried on co-operatively with the group itself." This advancement can be carried through the process of education only.

Relationship between the Society and the Education

If on one hand man is influenced by the society, on the other he influences the society as well. Every group of individuals, when organised, lays down certain ideals and objectives. This binding takes place through a process of change in the individual which is nothing but education.

It is the society that has established institutions to educate the members of the society. In a democratic society, every individual has to discharge his duties towards the society. On the other hand, the society tries to discharge its duties towards the individual. The society cannot relieve itself from the responsibility of educating the children.

It, therefore imparts the responsibility of teaching the ignorant and innocent individuals to the school and other organisations. From this point of view of ability, perfection and capacity, society and education are inter-linked and inter-related.

Importance of Relationship between the Society and Education

Education must have the potentialities to equip the educands to be able to face life. The ideals of the society shall be meaningless if the member of the society is not equipped with the values of those ideals. The curriculum and other requirements of the education have to fulfil the social value and social objectives. In olden days specially in the countries like India, these educational centres were the centres of social life.

Teachers of these centres were responsible for determining the social values

and imposing the social discipline. Members of the society had great faith in the educators and the education.

Today, we find that the social set up is not so. In fact, what is needed is close relationship between education and the society. In the regarding of educational system of Soviet Union, the teachers behave like ordinary members of the society and disseminate the learning in the society. In a democratic set up, it is all the more necessary. Educational institutions have to become the training ground for the successful and responsible future citizens.

On the other-hand, the society has also to realise its responsibility towards education. It has not only to provide for the facility of the education but also co-operate with its processes. If the school provides for the intellectual development of the child, the society should also take care of other aspects of the development of the child and provide for the situations and materials in this regard. Without the active co-operation of education and the society, the proper development and progress of the country is not possible.

In short, it can be said that the society brings about the following changes in the educational set up.

According to Ottaway book 'Education and Society', "Society is a kind of community whose members have become society conscious of their mode of life and are united by common self of aims and values.

How does Education Influence Society

Education affects society in the following ways :

1. Education helps the presentation of culture and the values of the society.
2. Society is developed through education because the sense of sociability is created by it.
3. Education controls the society and maintains discipline in it. The defects and the bad influences that might creep into the society are checked by education. It eradicates social evils and bad traditions.
4. Education prepares good citizens. It is the education which makes conscious of our duties and responsibilities.

Impact of Society on Education

Society also leaves its impact on education in the following manner :

1. Different aims of the societies are achieved through education. Education takes its shape in accordance with the need of the society.
2. The system of education is apt to change when the events of social life are changed, and it is changed according to the needs of the society.

Prof. Ottaway has written in his book, 'Education and Society' that "A society is a kind of community whose members have become society conscious of their model of life and are united by common-self of aims and values."

Similarly, a thinker has also said, "Education is an attempt to develop the personality of the child under physical and social conditions and evidence of harmful unconscious influence." In this way, we can say that education and society are co-related. One is complimentary to the other. Both are essential for a complete and successful social life.

- ☐ Describe the relationship between language and power.

OR

- ☐ How does a language become a symbol of power?

OR

- ☐ What is the relationship between language and power?

OR

- ☐ How does discrimination based on language develop?

Ans : Language is one of the unique possessions of human beings. Human society is unthinkable without a language. It is an essential part of human life. It is the only means of communication of human thoughts and ideas both in speech and writing. Language is the divine gift of God to man alone. It is language that distinguishes man from animals. Everyone makes use of language from birth to death. In fact, it is language that gives rise to human society.

Language makes the world a small family. One cannot live in isolation without language. Language is the media of bringing people of the world into close co-operation and unity. It is a socially learned behaviour, yet it is shaped creatively by individuals. It is a social aspect of human life. It is acquired and not an innate skill. Consequently, the variations in language behaviour are but natural. In fact, each language has a network of varieties within it. We have varieties of English, Hindi, Tamil and so on. Language varies along three different parameters—space, time and social class. People of different social, economic, occupational or cultural groups in the same community show variation in speech. A regional, temporal and social varieties within a single language is called a dialect. A dialect differs in pronunciation, vocabulary and to some extent in grammar from other dialects of the same language. A language is a complex network of its dialect just as a dialect is a complex of the same language.

Language and Discrimination

Some languages are less important than other. In fact, every language represents its culture in the possible manner. The best language for the latter is regional languages Viz, Bengali or Marathi. So every language is thus a perfect means of expression of the culture of the people who speak it. So languages are not really comparable.

Every language has a legacy. The tradition develops at social level. This is a communal effort and not an individual language is acquired. Man takes the impression of language from society. Every rich language has its history. So every language has its own importance. The language takes its form slowly and steadily. The national language has equal status to the regional languages. Therefore, there is no discrimination in school books on the basis of Language discrimination.

It is easy to convince own views to others in own language. It provides expression to anyone thoughts, feelings, needs and other abstract things. In the last, there would be no discrimination between one language to other language. For example, a Haryanvi speaking person compared with less literate person in Delhi.

MULTILINGUALISM AS A RESOURCE AND A STRATEGY

- ☐ What is 'Multilingualism'? Discuss its importance as a resource and a strategy.

OR

- ☐ What is the role of language policy with respect to the multilingualism in India?

OR

What are the benefits of multilingualism?

Ans :

Meaning

Multilingualism means the state where a number of languages are spoken in different parts of a country. India is highly pluralistic. It is multilingual, multicultural and multireligious. It is estimated that there are about 300 languages and dialects in India. Different groups exploit people and build walls around their languages. They ought to have emerged as nationalism, but they have been turned into fundamentalism and chauvinism. According to the National Curriculum Framework (NCF, 2005). Multilingualism, which is constitutive of the identity of a child and a typical feature of the Indian Linguistic Landscape; must be used a resource, classroom strategy and a goal by a creative language teacher. This is not only the best use of a resource readily available, but also way of ensuring that every child feels secure and accepted, and that no one is left behind on account of his/her linguistic background. The main issue of NCF 2005 is implied to maintain multilingual classrooms as a possibility and a resource rather than a challenge of diversity, especially in early childhood classrooms. It builds upon empirical research based on multilingual classrooms and addresses how teachers can promote linguistic diversity and facilitate learning in a non-threatening and welcoming environment. It emphasizes on the significance of a smooth transition between the home and school language and the need to prepare teachers to address this effectively.

Role of Language Policy with Respect of the Multilingualism in India

Multilingualism refers to an individual speaker who uses two or more languages or to a community of speakers, where the use of more than one language is common. According to the Kothari Commission (1964-66) which proposed the 'three language formula'. It advocates that the child who comes to school with proficiency in his/her mother tongue must be taught to read and write in that language so that they learn better. To promote unity and national pride, second language must include Hindi/regional/state language from class III onwards. The third language to be taught to the child must include language that enables him/her to communicate with the larger community beyond the national boundaries. Three languages are the minimum number of languages child must know and use by the time he/she graduates from the school system. So our school teachers and school system must be strengthened to be able to cater to the needs of all children.

In early language learning, multilingualism has importance to examine the nature of language development especially with respect to second language. Children have to negotiate the division between home and school language right from the time they enter preschool, often without much support. They learn either regional/dominant language which is either their second language or third language. So children are able to develop high levels of competency in cognitive and social skills when they are provided a supportive and high quality environment that values both their languages, it mean this suppers for multiple languages in older ages only.

Early childhood is thus a good time to lay a solid foundation for mother tongue or home language. We also know that children are capable of learning more than one language at this stage and a sound language base in the home language is beneficial for learning other languages. This means that parents and teachers must be strongly

committed to raising children acquiring two or more languages because at the heart of multilingualism is :

1. Appreciation and respect for all languages;
2. Understanding that languages flourish in each other's company;
3. Firm belief that every individual must know and take pride in his/her cultural and linguistic identity, and
4. Recognition that children learn better in early years if taught in mother tongue or home language as the medium of instruction.

So, we can say that early childhood education curriculum adopts a multilingual approach. The objectives are :

1. To promote a warm and secure learning environment where every child takes pride in their cultural and linguistic identity;
2. To create awareness of and appreciation for the linguistic and cultural differences and similarities;
3. To foster pedagogy that allows many languages and cultures to come into the classroom and interweaving of languages to promote smoother transition from home to school language;
4. To facilitate learning to read with meaning;
5. Oral-aural skill development;
6. Circle time conversation;
7. Peer interaction;
8. Free play;
9. Planned exposure to school language;
10. Literacy in mother tongue;
11. Interaction between teacher and child;
12. Sight word reading;
13. Use of Local artefacts and resources;
14. Phonomic awareness;
15. Use of more than one language.

Recommendations for Multilingual Education

To enable teachers and other professionals, who are closely working with children, to practise multilingual approach in different classrooms. Some recommendations are reiterated below :

1. Pre-service and in service programmes for teachers must sensitise them to the nature, structure, and functions of language, process of language acquisition in children, language change, emergent and early literacy, and equip them with strategies that can help build on the resources of a multilingual classroom.
2. Research in the areas of language-learning and language teaching methods must be supported and promoted by higher learning institutions in the country.
3. For languages which are oral in nature, they must be written down in a script form so that the children of those communities have access to their culture and learn in their own language till they become proficient in state/regional language.
4. Fellowships must be encouraged to document oral cultures and to explore possibilities to invent or use the available script to document history, culture and folklore.

- Publishers must be encouraged and supported to publish print material in lesser known/minority/regional/tribal language.

Benefits of Multilingualism

Multilingualism is the natural potential available to every normal human being rather than an unusual exception : "Given the appropriate environment, two languages are as normal as two lungs." —Cook.

Benefits of learning a language are :

- Being more efficient communicators.
- Being consistently better able to deal with distractions, which may help offset age-related declines in mental dexterity.
- Having a better ear for listening and sharper memories.
- Being able to learn languages more quickly and efficiently particularly if an individual speaks Greek or Latin given that these languages influence most other western languages.
- Being better problem solvers, gaining multiple perspective on issues at hand.
- Multilingualism has been proven to help children develop superior reading and writing skills.
- Multilingual children also tend to have over all better analytical, social, and academic skills than their monolingual peers.
- Knowing more than one language helps children feel at ease in different environments. It creates a natural flexibility and adaptability, and it increases his/her self-esteem and self confidence.
- Children will develop an appreciation for other cultures and an innate acceptance of cultural differences.
- Career prospects are multiplied many times over a people who know more than one language.
- It has access to multiple languages and cultures.
- It has larger language sensitivity.
- If you learn languages at an early age, you learn them easier.
- The children who grow up with many language have a better sense of cultural differences and particularities of the global world.
- Children who learn two or more languages have in certain professions that require multilingualism and internationalism, significant advantage.

Disadvantages of Multilingualism

- Children who grow up multilingual, run the risk that they do not speak the language properly and thus get a lot of problems in the school system.
- Children enjoying a bilingual education can be excluded from a monolingual in the majority society, or whether their second language teased. This can have a negative impact on development, such as reducing the self confidence of the child.
- Language problems in children, whether natural or physical difficulties with pronunciation or grammar can be even more difficult to resolve for multilingual children growing up, as they must be correct in part in any language.
- If the parent does not speak a language fluently, the child will copy the mistakes.
- The language offered is not always rich and varied enough.

Chapter-3

Language Discourse in the Classroom

GENERAL CLASSROOM LANGUAGE

- What do you mean by classroom discourse? Describe the importance of Language in rich classroom discourse.

Ans : The term classroom discourse refers to the language that teachers and students use to communicate with each other in the classroom. Talking, or conversation, is the medium through which most teaching takes place, so the study of classroom discourse is the study of the process of face-to-face classroom teaching. According to Bracha Alpert, there are three different patterns of classroom discourse :

- Silent (the teacher talks almost all the time and asks only an occasional question);
- Controlled (as in the excerpt above); and
- Active (the teacher facilitates while the students talk primarily to each other).

Earlier classroom discourse tended to focus on specific teacher or student behaviours, and because of the key role that they play, teacher questions have been most frequently studied. Questions that challenge students to think deeply about the curriculum are more likely to develop students' knowledge and intellectual skills than questions that require recall of facts.

Importance of Rich Classroom Discourse

In effective and rich classrooms students begin talk by creating a discourse rich classroom culture. Discourse rich culture is embedding the spirit of collaboration versus competition. Classroom talk is not only a means of students supporting each other, but also of holding each other accountable by helping clarify, restate, and challenge ideas. In this type of classroom the role-playing appropriate and in appropriate actions can give students a better understanding of their expected role during classroom talk. The central element of developing a culture that fosters rich discourse is helping students appreciate the processes to get their versus simply the production of right answers. Students engage in more complex thinking processes.

A rich classroom discourse may help you in deeper cognitive process of learning, it is used to prompt students to describe and analyse the characteristics of texts written during the modernism period and identify and explain misconceptions around the discovery of America. It is also helpful in science subject means it cites evidence

and use reasoning to support the claim that an unknown liquid is a mixture.

Here are a few suggestions for bringing such reticent students into the fold of rich discourse.

1. Invite students to discuss a topic that is important to them. Interest inventories, heart maps, and informal conversation can help you uncover such topics.
2. Name the strategy after a student. For instance, when a student provides a substantive contribution.
3. Appreciate the students' work.
4. Enagage them (students) in partner talk (e.g. pairshare, turn and talk) or small group before whole group. More students participate in whole-group talk if first allowed to articulate, clarify, and reorganize thoughts with a partner.
5. In rich classroom discourse, the divergent response comes out and students build on, challenge, revoice and share ideas with peers.
6. In this type of classroom discourse many students are eager to participate. Students, co-construct, drive and often lead discourse and multiple answer/explanations is possible.

□ What is Language-rich classroom? Discuss the importance of language rich classroom.

Ans : A language-rich classroom environment is one in which students are exposed deliberately and recurrently to high quality verbal input among peers and adults and in which adult-child verbal interactions are characterised by high level of adult responsiveness.

For each classroom for which a language rich environment is proposed, one team be organised. Although teams in a school can work together, action plans needs to be individualised for each classroom. The team should include everyone who is involved in education and intervention for children in the classroom, including the class teacher, the classroom assistant, the speech language pathologist, other relevant specialists. The team should also include one or more parents and a program administrator. The facilitator of the team should be the classroom teacher.

The key to creating and implementing language-rich classroom environment is infusing the classroom with rich adult child interactions. One teacher and one assistant cannot do his job for 15 to 20 children. The subsequent steps in action plan are undertaken by the entire team with the understanding that each team member has made a commitment to being actively involved in the classroom.

In creating language-rich classroom, the physical environment must provide ample support for facilitating children's exposure to diverse aspects of language : content, form and use. The classroom should be organised to emphasize open space. Specific areas should be clearly identified throughout the classroom (e.g. library, dramatic play area).

A variety of material should be clustered conceptually or schematically. Dramatic play setting should be available in each classroom. Of particular importance in developing language-rich classroom environments are literary related artifacts as well as, real world props and materials. Literary-related artifacts are materials that are associated with written language. They include writing utensils, writing media and various type of printed materials. Literary-related artifacts help children make connection between oral and written language. In every language rich classroom, literary artifacts provide children with an endless supply of familiar and unfamiliar linguistic forms, contents and use.

A language-rich classroom environment must involve adults who deliberately learn language simulation strategies when conversing with children. Conversation between adults and children that are characterised by adults' use of waiting, pausing, confirming, imitating, extending, labelling, open questioning and scripting are the core of the language-rich classroom.

Importance of Language-rich Classroom

Language-rich classroom environment emphasizes children's acquisition of language through their interactions with both peers and adults. Students experience high quality linguistic input both passively and actively within the classroom. They are exposed to language throughout the day in diverse contents and interactions. For language acquisition, children require opportunities to use their language when they interact with others. Such types of opportunities are provided to the students in language-rich classrooms. When talking with children, adults in language-rich classroom makes knowledge choices in the words, grammar and sounds. So, that they can stimulate children ongoing achievement of new skills. Adults provide children with meaningful variation in the language to which they are exposed.

In language-rich classroom, repetition is valued. It is an integral part of the classroom routine. Children receive multiple opportunities to experience specific linguistic concepts in diverse contexts of use and classroom experiences are organised to faster repetition.

Adult's language in the classroom is characterised by diverse content, form and use. Content, form and use are the three interrelated elements of language that form the complex whole of oral language. Content consists of words that are used and the concepts that are expressed. Form refers to the way that word structure and sentence structure are organised grammatically and phonologically. Use refers to the ways that language is used in functional contexts to achieve social purposes. Children's content, form and use achievements directly reflect their experiences with language. Thus, exposing children to language in these areas is an important feature of the language-rich classroom.

□ How would you construct knowledge in the classroom?

Ans : Constructivism emphasizes the importance of knowledge, beliefs and skills that an individual brings to the experience of learning. It recognises the construction of new understanding as a combination of prior learning, new information and readiness to learn. In the classroom, the teacher guides the direction of student's enquiry and promotes new patterns of thinking. Classes can take unexpected turn as students are given the autonomy to direct their own explorations. Raw data, primary sources and interactive materials provide experiences that students can use to build understanding. In the classroom, students come from different backgrounds. They have different ways of thinking. They learn myths taboos and things from their families, friends and teachers. Content is embedded in culture. In classroom, the students exchange their personal views and test them against the ideas of others. Each student can continue to build understanding based on empirical evidence.

Ways of Constructing Knowledge in the Classroom

1. **Students' Autonomy and Initiative are Accepted and Encouraged :** For constructing knowledge in the classroom students' autonomy and initiative are accepted and encouraged. By respecting students' ideas and en-

couraging independent thinking, teachers help students attain their own intellectual identity. Students frame questions and issues and then go about analysing and answering them. They take responsibility for their own learning and become problem solvers.

2. **The Teacher asks open ended Questions and Allows Wait Time for Responses :** Reflective thought takes time and is often built on others ideas and comments. The ways teacher ask questions and the ways student respond will structure the success of student inquiry.
3. **High Level Thinking is Encouraged :** In the classroom, the teacher challenges students to reach beyond the simple factual response. He encourages students to connect and summarize concepts by analyzing, predicting, justifying and defending their ideas.
4. **Students are Engaged in Dialogue with the Teacher and with each Other :** Social intercourse helps students change or reinforce their ideas. If they have the chance to present what they think and hear others ideas, students can build a personal knowledge base that they understand. Students feel comfortable to express their ideas in the classrooms when they are engaged in meaningful classroom dialogue with the teacher and with each other.
5. **Students are Engaged in Experiences that Challenge Hypothesis and Encourage Discussion :** When students are allowed to make predictions, they generate varying hypothesis about natural phenomena. The teacher provides ample opportunities for students to test their hypothesis, especially through group discussion of concrete experiences.
6. **The Class uses Raw data, Primary Sources, Manipulatives and Physical, Interactive Materials :** Raw data, primary sources, manipulatives and physical interactive materials can be used for constructing knowledge in the classroom. This approach involves students in real world possibilities, then helps them generate the abstractions that bind phenomenon together.

CLASSROOM INSTRUCTIONS AND LANGUAGE LEARNING

- ☐ Define teaching instructions. Mention ways by which a teacher give instructions to students.

OR

- ☐ Write practical teaching tips for giving Instructions in a class.

Ans : There are three ways by which teachers can give instructions to students to establish effective classroom management.

1. **Classroom Instructions Must be given in a Calm, Warm Manners :** Students need boundaries but they need to be calmly communicated and stated without hostile emotion. Raising your voice and ranting pretty much guarantees more conflict. Kids absolutely hate hostile teachers whose only strategy for dealing with problem behaviour is punishment and shouting. So even though you may be instilling fear, you will more likely be inciting hostility and resentment which can lead to acting out. Your attitude must be supportive and fair because it is the foundation on which effective classroom management and positive teacher student relationships are built. If you expect students to act responsibly, you need to

model good communication and behaviour for them to copy.

2. **Your Instructions to the Class Must be Clear and Specific :** Even though all students benefit from instructions that are easy to follow, this is especially important for students that are ADD, ADAD, or are on the autistic spectrum. You need to ensure that you give unambiguous, precise instructions.

When we give instructions, we have to steer away from ambiguous words such as 'quietly' or 'properly' because they aren't specific enough : words like these are left open to different interpretations and arguments.

3. **Instructions should be Backed up by Fair and Consistent Consequences :** When our instructions are repeatedly ignored, in our frustration it can be easy to dig ourselves into a hole in our attempt to regain control. Many times, by trying to re-establish our authority, we end up issuing unwarranted, excessive punishments. This is the cause of many major disruptions and violent confrontations in schools and one which is easily avoidable by having fair consequences in place.

Having pre-arranged and consistent consequences will help you remain calm in challenging situations. Having pre-arranged consequences in place can also help you to avoid losing your temper as both you and the offending child will know what the consequence is ahead of time for each specific offence.

Practical Teaching Tips for Giving Instructions

Teaching Instructions : The way teachers talk to students, the manner in which they interact is crucial to both successful learning and teaching. Perhaps the most important point that determines how successfully students will learn is the way instructions are formulated and sometimes it is this point which distinguishes good teachers from bad ones. It is important, therefore, that teachers' directions relating to academic activity and behaviour are clear, precise and effective. It goes without saying that the best activity in the world will turn into a disappointing failure if students don't understand the instructions. In fact, there are two general rules of telling what students need to do :

1. instructions must be kept as simple as possible;
2. and they must be logical

The success of any activity relies on following instructions :

1. The formulations should be short, easy to understand and precise.
2. To attract the attention of a group, try clapping your hands or knocking on a desk. Make sure that students understand that by doing this, you want them to put everything down, stop talking, look at you and listen.
3. Instructions should be given before the students start to work, otherwise they can be absolutely perfect but nobody pays attention to them.
4. The spoken instructions are not everything. The body language counts as well, the gestures, miming etc.
5. Instructions should always be followed by demonstration. The best way to tell students how to do something is to actually do it yourself.
6. Teachers should establish routine by giving instruction in a consistent way. By doing this, students will almost always know what they are expected to do.
7. Teachers should prepare everything carefully beforehand.

8. Teachers should not forget that wordy instructions do not work effectively, particularly with learners of low English proficiency.
9. Check for understanding by asking questions related to instruction.
10. The fundamental obstruction is the mother tongue interference.
11. Once the instructions have been given, question have been answered and the activity practised, scan the room and circulate, look for the pupil who is complying and make a positive comment about those who are following the instructions.

☐ What is Language Learning? Mention its importance in modern education system.

OR

☐ How Language is important in communicative approach?

Ans : Language learning is the process by which the language capability develops in a human. It is a medium of understanding, expression and communication, described here as the use of the target language. Language is a gateway to relate thematic studies comprising various bodies of knowledge and methodological approaches, described here as knowledge of the cultures, communities and societies where the language is used. It is a means of access to other societies and culture, described as inter-cultural awareness and understanding.

So, we can say that language learning is communicative. Children acquire language through a subconscious process during which they are unaware of grammatical rules. This is similar to the way they acquire their first language. They get a feel for what is and what is not correct. In order to acquire language, the learner needs a source of natural communication. The emphasis is on the text of the communication and not on the form. Young students who are in the process of acquiring English get plenty of "on the job" practice. They readily acquire the language to communicate with classmates.

It is the result of direct instruction in the rules of languages. And it certainly is not an age-appropriate activity for your young learners. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules do not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly.

In the conclusion, that learning is acquiring or 'getting'. It is retention of information or skill. Retention implies storage systems, memory, cognitive organization.

Learning involves active, conscious focus on and acting upon events outside or inside the organism. It is relatively permanent but subject to for getting some form of practice, perhaps reinforced practice. Learning is a change in behaviour. According to Kimble and Garnezy, "Learning is relatively permanent change in behavioural tendency and is the result of reinforced practice."

☐ How can second language learning be made easy for a foreign student?

OR

☐ Write a note on second Language-Learning.

Ans : Learning a language is spoken in the surrounding community, whereas learning a foreign language means learning a language that is not spoken in the sur-

rounding community. Thus Japanese students in an English class in Japan are learning English as a foreign language, and if the same students were in an English class in the U.S.A. they would be learning English as a second language. So the expression second language learning is used more generally to describe both situations.

Acquisition and Learning

The term acquisition is used to refer to the gradual development of ability in a language by using it naturally in communicative situations with others who know the language. The term learning, however, applies to a more conscious process of accumulating knowledge of the features, such as vocabulary and grammar of a language.

In the second language learning we do not actually acquire a language. We already possess language. Therefore, the second language learning is rather a question of increasing a behavioural repertoire. We can also say that learning second language amounts to learning to set of alternatives for some sub-sets of the rules of the language they already know. This implies that they can use some of the rules they already know in the production and understanding of second language. This process is called transfer, which means, the learners transfer what they already know about performing one task to performing another and similar task. They will continue to apply the rules of their first language where new ones are required. By so doing, surely they would make some mistakes.

These errors so made by the second language learner can be explained in part by the notion of transfer. The process of such error making is called 'negative transfer or interference'. If the nature of the two tasks in languages happens to be the same, this tendency to transfer is an advantage. It is called 'positive transfer or facilitation'. It is a fact that different languages do have strong similarities. If they did not, learning second language would have been easy. Certain aspects of the second language are found to be more difficult to learn. Only a well-motivated learner is bound to acquire mastery of the grammatical rules of the second language, but the same cannot be said of his pronunciation. In most cases a mastery of pronunciation of the second language is never achieved. The appropriate pronunciation of any language can be learned in the childhood stage. Infact learning a language to speak like the natives is a matter of growing in the environment of that language.

We know how the children to those of us migrate to America or England readily pick up the native accents through their more intimate contact with native children.

If the second-language learner (say of English) already knows another foreign language, that knowledge will facilitate his learning of the second language. The assumption behind this theory is that the learners knowledge of the other second language and the grammar of that language, will also be incorporated into the device. Obviously, this knowledge will make his task of learning another second language easier. But now it is questioned because it is said not to have been investigated scientifically.

Affective Factors

It is maintained that teenagers are typically much more conscious than younger children in learning the second language. If this self-consciousness is accompanied by a lack of empathy with the other culture (for example, feeling no identification with its speakers or their customs), then the subtle effects of not really wanting to sound like a Russian or a German or an American may strongly inhibit the learning process.

This type of emotional reaction, or "affect", may also be caused by dull text books, unpleasant classroom surroundings or an exhausting schedule of study or work. All these negative feelings or experiences are affective factors that can create a barrier to acquisition. We are unlikely to learn anything if we are stressed, uncomfortable, unmotivated. Children seem to be less constrained by affective factors.

Focus on Method : A variety of educational approaches and methods were aimed at fostering second language learning. William Caxton used his newly established printing press in 1483. He produced a book of "Right good Learning". He was the first to compile exercise material for second language learners and his phrase-book format with customary greetings has many modern counterparts. More recent approaches designed to promote second language learning have tended to reflect different theoretical views on how second language might best be learnt.

The Grammar-Translation Method : Grammar-translation method is the most traditional approach in the process of second language learning. In this method the second or foreign language is treated at par with any other academic subject. The learner has to memorize a long list of words and grammatical rules. The written language is more emphasized than spoken language. This method has its roots in the traditional teaching of Latin and is described as the grammar-translation method.

The detractor of this method pointed out that this method leaves the students quite ignorant of how the language might be used in every day conversation. No doubt, this method produced many successful second language users over the centuries, it is sometimes claimed that students can leave school, having achieved high grades in French class via this method, yet they find themselves at a loss when confronted by the way the French in France actually use their language.

The Audio Lingual Method : This approach emphasizes the spoken language. It became popular in 1950's. This approach advocated a systematic preservation of the structures of the second language, moving from the simple to the more complex. It should be done through drills to be repeated by the learners. This approach was strongly influenced by a belief that the fluent use of language was essentially a set of habits that could be developed with a lot of practice. Much of this practice involved hours spent in a language laboratory repeating oral drills. Versions of this approach are still used in language teaching but its critics have pointed out that isolated practice in drilling language patterns bears no resemblance to the interactional nature of actual spoken language use. Moreover, it can be incredibly boring.

Communicative Approach : Communicative approaches are partially a reaction against the artificiality of 'pattern practice' and also against the belief that consciously learning the grammar rules of a language will necessarily result in an ability to use the language. There are many different versions of how to create communicative experiences for second language learners, but they are all based on a belief that the functions of language should be emphasized rather than the forms of the language. Classroom lessons are to be organized around concepts such as 'asking for things' in different social settings, rather than 'the forms of the past tense' in different sentences.

Focus on the Learner : The most significant change in the field of second language learning in the modern times has been a shift from concerns with the teachers, the text books and the methods to the interest in the learner and the acquisition process. The communicative approaches emphasize the toleration of errors made by the learners.

According to the communicative approaches, an error does not hinder a student's

progress. It rather proves that the student has actually made progress in the active learning of a new language. Just as children acquiring their native language produce some ungrammatical errors, so does the second language learner is expected to produce over generalization at certain stages.

Motivation : There are several factors that combine in determining the success of the second language learner and the motivation to learn is the most important of them. Many learners have an instrumental motivation. That is, they want to learn the second language in order to achieve some other goal, such as completing a school graduation requirement or being able to read scientific publications, but not really for any social purposes.

On the other hand, there are some learners with an integrative motivation want to learn the second language for social purposes. They want to take part in the social life of a community using that language and to become an accepted member of that community. It has been noted that those who successfully learn the second language are among the most motivated to learn.

USE OF LITERATURE ACROSS THE CURRICULUM

☐ Define Literature. Explain its importance in education.

OR

☐ Write the benefits of literature in language learning.

OR

☐ What are the advantages of literature across the curriculum?

Ans : Literature is an important component of a total language arts program at all grade levels because of the many benefits it offers. Here are some reasons for integrating literature into the curriculum.

Importance of Literature

Literature is important for many reasons, including its ability to provide pleasure to readers, to help build experience, to help readers empathize with others and to develop thinking skills. While literature's educational importance is often downplayed in favour of business and technical education, the study of books offers many positive benefits to readers.

Reading literature is a pleasurable, entertaining activity that offers readers the potential to escape from the troubles of daily life. Above all else, literature survives because of its capacity to entertain readers. Literature also has the power to provoke thought in readers, making it a leisure activity that is also intellectually productive.

Literature also has the power to impart a wide variety of experiences to readers. A story can expose readers to different places, time periods, view points and cultures. Readers can gain experiences through literature they would never have access to in ordinary life.

Literature's ability to capture the imagination and depict the lives of others also increases reader's ability to empathize with others. A study published in the science journal found that readers of literary fiction demonstrated an increased ability to infer other people's thought and emotions. Literature helps develop critical thinking skills. Reading and discussions of literature force readers to make reasoned judgments about character motivations, cause and affect, critical analysis of plot and more. It provides the ability to connect human relationships and define what is right and what is wrong.

So, when studying literature, students can learn not only language aspects such as vocabulary items but also that language can be used for specific and aesthetic purposes. Familiarity with the concepts of beat, metre and rhythm can improve their own writing and students are able to appreciate and apply these ideas. Finally the study of literature can provide students with a fresh and creative angle with which to approach their studies in particular and their lives in general.

We can say that literature is an important part of education. The importance of literature on teaching lies in its ability to foster critical reading, build valuable skills, and expand students world views.

Literature in the Classroom

In today's fact-obsessed culture, the importance of literature on teaching and the classroom is sometimes questioned. Why bother having kids read stories, spend their time with books about things and events that aren't even real? But fact is this that reading literature fostering critical thinking skills and an understanding of the world around us.

1. **Cultural Value** : Stories have been of central importance to the human race ever since it began, as far as we can tell. Cultures are built on stories—histories, myths and legends; fables, religions, and so on. If students are to understand and participate in the culture to which they belong, they must first learn about the stories that culture has been built around.
2. **Expanding Horizons** : Everyone has a tendency to get so caught up in their own lives that they forget what's going on in the world around us. It's a goal of education to expose them ideas from other cultures, to teach them about the histories and peoples of other times and places. Literature is an ideal way to do this.
3. **Building Vocabulary** : Having a large and wide-ranging vocabulary is essential for a number of reasons. It helps with both writing and reading abilities, of course, but it also allows for more complex discourse. The larger four vocabulary is the more in depth and thoughtful discussions you can have on important topics and issues, both in and outside of the classroom. When people speak they tend to use a fairly limited vocabulary, so the best way to become exposed to new words is to read.
4. **Improving Writing Skills** : Writing skills can be taught, to some extent. But the number one way to become a better writer is read often. When you read you are being immersed in language, in this way it sounds and feels when put together in the right ways. Students who are encouraged to read have a more intimate knowledge of the ways in which language works, and so have an advantage when it comes time for them to write.
5. **Teaching Critical Thinking** : Education is supposed to give students the tools they need to become a valuable part of society, and one such tool is the ability to think critically. We want them to not just passively consume whatever is round them, but to analyze and criticize it as well. Literature serves this goal in a couple of ways. Many novels encourage critical thinking on their own, due to the issues and themes they explore.

So, literature is so important to education and it should remain at the heart of the curriculum. Literature takes students out of their own lives and lets them experience things that are new and challenging, and encourages them to imagine possibilities and to think about ways the world could be different. Literature is a form of

art; it is capable of bringing about differing emotions and a general sense of "Spiritual" well-being.

Benefits of Literature

1. **Literature Provides Pleasure to Listeners and Readers** : It is a relaxing escape from daily problems, and it fills leisure moments. Making time for recreational reading and using high quality literature helps to develop enthusiastic readers and improve achievement.
2. **Literature Builds Experience** : Children expand their horizons through vicarious experiences. They visit new places, gain new experiences, and meet new people. They learn about the past as well as the present and learn about a variety of cultures, including their own. They discover the common goals and similar emotions found in people of all times and places.
3. **Literature Provides a Language Model for those who Hear and Read it** : Good literature exposes children to correct sentence patterns, standard story structures and varied word usage. Children for whom English is a second language can improve their English with the interesting context, and all children benefit from new vocabulary that is woven into the stories.
4. **Literature Develops Thinking Skills** : Discussions of literature bring out reasoning related to sequence, cause and effect; character motivation; predictions; visualization of actions, characters and settings, critical analysis of the story; and creative responses.
5. **Literature Supports all Areas of the Language arts Curriculum** : The chapter-opening classroom vignette shows how literature brings together all of the language arts. Listening to stories provides opportunities for honing listening skills, and discussion allows children to express their thoughts, feelings, and reactions when students read literature, they are practising their comprehension strategies in meaningful situations. Children can find stories to read and puzzles to solve on the internet, and the computer can serve as a word processor for creating stories of their own.
6. **Literature Helps Children Deal with their Problems** : By finding out about the problems of others through books, children receive insights into dealing with their own problems, a process called bibliotherapy. Picture in books develop visual literacy. Some illustrations complement or reinforce the story, whereas others enhance or extend the text. Pictures convey meaning and open new opportunities for interpretation.
7. **Literature helps Establish Career Concepts** : For children who have limited knowledge of occupations, literature expands their ideas for potential careers.
8. **Literature Integrates the Curriculum** : Trade books (books of the trade, or library books) supplement and enrich any part of the curriculum. Instead of relying solely on text books, look for recent, brightly illustrated books on specific topics related to your theme or subject area.
9. **Multicultural Literature helps Readers value People from Different Races, Ethnic Groups, and Cultures** : Excellent well-illustrated books are available for many cultural groups. Children from such populations gain self-esteem by seeing themselves represented in books, and main stream children begin to appreciate others from culturally diverse backgrounds.

10. **Picture Books Develop visual Literacy :** The carefully crafted, creative illustrations in pictures books develop children's awareness of line, colour, space, shape and design. Some illustrations complement or reinforce the story, whereas others enhance or extend the text. Pictures convey meaning and open new opportunities for interpretation.
11. **Literature Improves Reading Ability and Attitudes :** The researchers claim that reading ability, improved attitudes toward reading, and increased reading rate.

In this way we can say that literature deals imaginatively with the stuff of which life is made. The study of what the men letters have thought and felt has permanent interest for men. Literature gives us the unique experience of being in contact with distinct personality, which expresses itself through some 'familiar matter' of real life or some fantasy. Science, on the other hand deals with impersonal generalization of universal principles. Literature studies from a personal point of view. It humanizes every fact of life.

□ **Write reasons to use children's literature across the curriculum.**

Ans : There are many advantages of using children's literature, including picture books, as tools to teach concepts across the curriculum : in science, social studies, mathematics, art, and other curriculum topics. Some of them are :

1. **TRADE BOOKS** (verses text books) are multidimensional, not one-dimensional. The authors and editors of textbooks (non-fiction in nature) must be concerned about such things as achieving specific curricular objectives, accuracy, readability, balance, bias etc. They are often very ordered and standardized in formal. The authors of trade books both fiction and non-fiction titles, do not necessarily have the same formating constraints placed on them, which opens up many creative and surprising possibilities.
2. **Classroom Management of Curriculum :** Most teachers are frustrated by the lack of time to cover all the curriculum topics. Assuming a teacher covers more than one curriculum subject, integrating curriculum topics such as literature and science, for instance, can save more time than trying to teach the concepts separately.
3. **Universal Literature Themes :** Good quality literature, including picture books, contain universal themes that make them, in many ways, 'ageless', they can be enjoyed by student of all ages. The use of literature to teach curricular concepts help relate the concept being taught to real life situations, bringing the concept into the child's world.
4. **Motivational :** Approaching a topic from a different 'angle' through literature, including picture books, can increase student motivation to learn. A good story is a strong teaching tool, which gives a concrete, 'contained' perspective for learning or thinking about a topic. Good literature books captivate the child's interest and information is rapidly absorbed through them.
5. **Picture Books : Text and Illustration Interplay :** In a good picture book, the whole is greater than the sum of its parts : the pictures do more than reflect the text, but serve to move the story forward in a way that the text cannot do alone. The interplay of text and picture in a good picture book engage the reader on a deeper level, "on both an intellectual and an emo-

tional level". Picture books are "bicultural", that they share qualities of books and the visual arts". For instance, "reading" a picture book engages children in both the visual and the language arts. "Because of the many parallels between art and language arts, learning becomes connected and cumulative when the two disciplines are correlated in the classroom." So picture books use more than one learning style (visual and written). They are an excellent teaching tool.

6. **Multiple Learning Styles :** Trade books, both fiction and non-fiction, as well as speciality books such as pop-up and activity books make use of more than the linguistic learning style. The visual and tactile element in some of these books means they are able to capture the interest of relevant readers, and those whose strength is not necessarily learning through words alone.
7. **Different/Imaginative Approach :** Trade books can awaken the child in each one of us, which is not a bad thing and is sometimes easily misplaced in our daily lives. The use of literature in teaching any subject can be a new, creative, and imaginative way to approach a topic. There is often a "surprise" element in literature, which can lead to money teachable moments, and unexpected higher level thinking opportunities.
8. **Concrete Examples :** The simple but imaginative worlds with picture books, and all literature, can provide students with an excellent and motivating introduction to complex curriculum topics. It is a great way to introduce a topic, especially to struggling learners in that it allows you to work from concrete, "simple" examples, before moving on to more abstract and complex examples. It is a great "hook" into a lesson, and is easy to read in a short amount of time.
9. **Fiction : Providing the Reader a new "Voice" :** Excellent fiction titles can often stir up an emotional response that may be lacking in some non-fiction titles. It can provide the reader with a new point of view that may create a sense of empathy for the characters in the story. These responses can often lead the reader to become engaged with a topic, which can be expanded upon by connecting these responses with related curriculum topics in the classroom.
10. **Fun Factor - The Last Reason is one of the Most Important :** The use of good literature in imaginative ways, to teach curriculum topics, makes learning fun! As stated above, many literature titles, both fiction and non-fiction, celebrate the often complex dance between the visual and written forms of communication, two very powerful ways of communication we use everyday.

In this way, the value of children's literature is extremely important for their success and knowledge :

1. The first value to note is that children's literature provides students with the opportunity to respond to literature and develop their own opinions about the topic.
2. Second, children's literature provides an avenue for students to learn about their own cultural heritage and the cultures of other people.
3. Third, children's literature helps students develop emotional intelligence. Stories have the power to promote emotional and moral development. Children's literature also encourages creativity. It fosters personality and de-

velopment. Children are very impressionable during the formative years, and children's literature can help them develop into caring, intelligent, and friendly people. Children's literature is extremely valuable in both the school setting and at home. So, children's literature is valuable in providing an opportunity to respond to literature, as well as cultural knowledge, emotional intelligence and creativity, social and personality development, and literature history to students across generations. Exposing children to quality literature can contribute to the creation of responsible, successful, and caring individuals.

ROLE OF QUESTIONING AND DISCUSSIONS IN THE CLASSROOM

- ❑ What is Questioning? Discuss its importance in the classroom.
OR
- ❑ Define Questioning. Explain its types in detail.
OR
- ❑ Discuss the role of questioning in the classroom. Mention the advantages and disadvantages of questioning.

Ans :

Meaning of Questioning

It is a major form of human thought and interpersonal communication. It involves employing a series of questions to explore an issue, an idea or something intriguing. Questioning is the process of forming and wielding that serves to develop answers and insight. The term may have the following specific meanings.

1. Interrogation
2. Scepticism, a state of uncertainty or doubt, or of challenging a previously held belief
3. Questioning plays a central role in Narrative Therapy

Importance of Questioning

A learner is by nature a questioner. If there is a drive in an individual to increase knowledge, skills or understanding it is driven by doubt, curiosity, wonderment, incomprehension, puzzlement, uncertainty, recognition of a need, or curiosity. This drive is then focused through questions that the learner formulates and actively seeks to find answers to. They may be simple questions that seek clear facts, or complex questions that probe deep into concepts, beliefs and understandings. The question may provide an answer that solves the learning need or may lead to further question as knowledge and understanding grows. It is obvious though, that however simple or complex an issue is, a good clear relevant question will be of far greater use to the learner than a question that is vague, poorly defined or irrelevant.

According to Neil Postman, "All our knowledge results from questions, which is another way of saying that questioning is our most important intellectual tool.

Thinking is central to all learning and there is no learning without thinking, but central to thinking is questioning. It is our questions that fuel and drive our thinking. If schools hold a vision or goal that goes beyond the delivery of curriculum content, and if schools want to equip pupils with the skills of learning, then it becomes obvious that a primary skill for any independent learner is the ability to ask clear, well defined and relevant questions.

Types of Questions and Tips for Effective Questioning

There are many types of questions that can be used for questioning techniques. A few basic ones that are important are listed below :

1. Open
2. Closed
3. Funnel
4. Probing
5. Leading
6. Rhetorical Questions

One should know all the different types of questions, when to use which type of questions and how to combine the different techniques to arrive at the best decision or result.

1. Open Questions : Open questions ask for elaborate/explanatory answers and they begin with what, why, how, describe, explain, where, which when etc. It can be questions asking someone to explain what happened at a situation or place, asking why it happened, asking for details of an incident, history of some happenings, explanation about their circumstances, explanation of needs, about something, ideas and feedback. Open questions help with a two way conversation and builds up an interest in the conversation. Some examples are :

- (i) What happened at the conference today?
- (ii) Could you please describe your needs and current circumstances?
- (iii) What do you think about this conclusion/discussion?
- (iv) Who were present at this incident?
- (v) How did you arrive at this conclusion?

2. Closed Questions : Closed Questions have very short answers like "yes" or "no" or answers with a word or two. They are usually asked to test if someone has understood certain policies, procedures, rules, regulations, explanations, discussions, lectures etc. Closed questions are also asked for how they feel, to be specific, for affirmation, etc. It is best not to ask closed questions when a conversation is going on smoothly as it can bring an end to the conversation and you might get into the risk of losing required information; some of the words used in closed questions are, are, do, did, would, should etc. Some examples of closed questions are :

- (i) Will I get a response by tomorrow?
- (ii) Do we agree on this decision?
- (iii) Are you happy with the services that we provide?
- (iv) Which is your hometown?
- (v) What do you do for a living?

3. Funnel Questions : Just imagine the shape of a funnel which using these type of questions. A funnel has a wide mouth and gradually narrows at the bottom. Similarly, you start with a lot of general questions on a situation or incident and then narrow it down to one point to arrive at a conclusion. This type of questioning technique is used by investigators, researchers and detectives. In cases where investigations are involved, these types of question can be used to gather information and then to narrow down to arrive at a decision. You can use a lot of closed questions at the start and then widen on to asking open questions thereby making the people feel comfortable answering your questions. An example can be :

- (i) When was the call made?
- (ii) What was the response?
- (iii) Did they have a specific accent?

- (iv) How will you describe their approach?
- (v) What sort of behaviour did they exhibit?
- (vi) Do you know the name of the person whom you spoke to?
- (vii) What was your call about?

4. Probing Questions or Trigger Questions : Probing questions are used to gather more details and information. These are asked to clarify doubts or misunderstandings. These questions will help you pull out information from people who are hiding information or avoiding from telling you something. Some examples are :

- (i) What exactly is the current situation?
- (ii) When do you need these data by?
- (iii) Where exactly will you be using this?
- (iv) What types of products do you need, how and where will you be using them?
- (v) Can you be more specific?

5. Leading Questions or Reflective Questions : Leading questions are used to lead the person whom you are talking to. This leads the speaker to give you answers, while they know that you are giving them a choice. One has to be careful not to be manipulative while using leading questions. Some examples are :

- (i) Well, I think this product looks more suitable for your needs, what do you think?
- (ii) What would you prefer, A or B, as they both have similar features?

6. Rhetorical Questions : Rhetorical questions are asked to keep people and audience engaged. It also helps people think, be creative and come up with ideas. Some examples are :

- (i) Isn't this a fantastic offer?
- (ii) Isn't this work perfect?
- (iii) Don't you like the way this package is set up.

7. Clarifying Questions : Clarifying questions are used to verify information. Once the discussion or talk is over, you finalise things to confirm if that was what was discussed.

- (i) Just to confirm, you have taken landline unlimited broadband and television package, that correct?
- (ii) Before we finish, let me go through this. You need a career to call you at lunch time and dinner, 30 minutes each. Is that correct?
- (iii) Am I right in confirming that the delivery will be in 3 days time?
- (iv) Am I right in believing that you all understand that tomorrow is the last day for submitting your paper work?

So, questioning enables teachers to check learners' understanding. It also benefits learners as it encourages engagement and focuses their thinking on key concepts and ideas.

Advantages and Disadvantages of Question Answer Method of Teaching

This method is quite important through question, an attempt is made to ascertain and evaluate the knowledge of students in regard to the subject. This method ensures participation. The teacher should ask questions and the student should be encouraged to ask questions. A renowned author says, "If the teacher does not know the answer he should admit it and either he asks the students to find it in the textbook or offer to find out the answer himself. No teacher can answer all the questions which

can be asked in yes or no. The students should be asked such questions which compel them to think the matter over. If the students cannot answer the question fully, his partial answer should be accepted and another student may be asked to improve upon it. The teacher himself be in regular habit of reading latest texts as students should also be asked to find answers in authoritative texts."

In this method the teacher controls the situation. Generally informal lesson is developed by means of question-answer method.

Advantages of Question-Answer Method

1. It can be used in all teaching situations.
2. It helps in developing the power of expression of the students.
3. It is helpful to ascertain the personal difficulties of the students.
4. It provides a check on preparation of assignments.
5. It can be used to reflect students' background and attitude.
6. It is quite handy to the teacher when no other suitable teaching method is available.

Disadvantages of Question-Answer Method

1. It requires a lot of skill on the part of teacher to make a proper use of this method.
2. It may sometime mar the atmosphere of the class.
3. This method generally is quite embracing for timid students.
4. It is time consuming.

☐ What do you mean by Discussion? How discussion is useful in a good classroom system?

OR

☐ Define Discussion. Explain its importance or benefits.

OR

☐ Discuss benefits of getting students to participate in classroom discussion.

Ans :

Meaning of Discussion

The act of talking about something with another person or a group of people, a conversation about something or a speech or piece of writing that gives information, ideas, opinions, etc, about something.

Importance of Class Discussions

Class discussions offer students opportunities to test their ideas and opinions against the ideas and opinions of their peers.

It is important to set the right tone for discussion in the classroom early on in the semester, and to establish a rapport with your students. Studies have shown that students who contribute to class conversations early on in the semester are much more likely to continue contributing to class discussions throughout the semester than those students who remain quiet during the initial few weeks of the term.

Therefore, it is imperative to find ways to involve all students in the formative discussions of the course. Good discussion is like art. It may be hard to define it, but you know it when you see it. Think back to a good discussion you once had, either as a student or an instructor. In a healthy or good discussion students feel comfort-

able engaging in the discussion. There is a cordial and pleasant tone to the conversation and no hostility. A variety of opinions and points of view get articulated. So, discussion should be about "Something", with a pedagogical goal. Environment should allow students to take intellectual risks. But in a bad discussion students don't participate and students echo instructor's thoughts and limit diversity of opinions. It is correct that teacher can create such a climate by being mindful of the essential conditions of interactive teaching. A well planned discussion can encourage and stimulate student learning and add variety to the class. While "good" discussion can be a powerful tool for encouraging student learning, successful discussion rarely happens spontaneously. Preparing ahead of time will help you define a clear focus by establishing goals and student expectation for the discussion.

1. Planning ahead
2. Developing a questioning strategy
3. Choreographing group dynamics
4. Additional resources

1. Planning Ahead :

- (a) Establish goals for the discussion :
- (i) Determine goals based on an assessment of what material students already understand and the areas that they need to explore.
- (ii) Decide what you want students to learn from the discussion.
- (iii) Tell students what you expect the discussions to accomplish.
- (iv) Hand out study questions before your discussion, so students can think about concepts or respond in writing.
- (v) Highlighting the main points of the discussion is a good idea.

2. **Developing a Questioning Strategy :** One three step approach to developing question is :

- (i) Ask recall and comprehension questions to make sure that the students have grasped the basic data.
- (ii) Ask questions requiring students to explain relationships among the units of information and to form general concepts.
- (iii) Ask questions that require students to apply concepts and principles they have developed to new data and different situation.

3. **Choreographing Group Dynamics :** It is important to create a classroom atmosphere in which students feel secure in offering their opinions for public scrutiny. Encourage students to learn each other's names and to respond to each other's comments, rather than merely responding to you.

4. **Additional Resources :** Teacher can develop techniques to handle the unavoidable difficult moments. Using them can open door to topics formerly avoided and classroom dynamics formerly neglected. Most importantly, exploring these tensions can lead to deep learning. Teacher may arrange healthy and hot moment topics in discussion in the class like on religion, politics, race, class, gender etc.

In conclusion, the importance of Classroom Discussion is :

1. Humans process events verbally.
2. Speech makes thinking "visible" concrete.
3. Discussion is a way of testing and exploring new ideas.
4. Students acquire knowledge and insight from diverse points of view.
5. Conversation provides practice with problems and concepts. Students awareness of, and tolerance for, ambiguity or complexity increases.
6. Students recognize and investigate their assumptions.

7. Attentive, respectful listening is encouraged.
8. Intellectual agility is increased.
9. Students become connected to a topic.
10. It shows respect for students voices and experiences.
11. Students are affirmed as co-creators of knowledge.
12. It develops the capacity for the clear communication of ideas and meaning.
13. It develops habits of collaborative learning.
14. Students develop skills of synthesis and integration.

Benefits of Getting Students to Participate in Classroom Discussions

Participation is one of those work horse instructional strategies—easy to use, straight forward, expected, and often quite successful at accomplishing a number of learning goals. It's good to remind ourselves of its many different uses, especially on those days when getting students to participate feels like pulling hen's teeth.

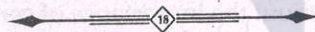
1. **Participation Adds Interest :** Its hard to maintain student's focus and attention when all they hear is the professor talking. It helps to hear another voice as well as an answer or another point of view.
2. **Participation Engages Students :** A good question can pique their interest, make them wonder why, get them to think, and motivate them to make connections with the context.
3. **Participation Provides the Teacher Feedback :** When students answer or try to explain, teachers answer or try to explain, teachers can see the extent of their understanding.
4. **Participation Provides the Students Feedback :** When teachers ask questions or otherwise seek student input over a topic, they are telling students know something about the importance of certain ideas and information.
5. **Participation can be used to Promote Preparation :** If an instructor regularly calls on students and asks question about assigned reading or what's in their notes from the previous class session, that can get students (at least some of them) coming to class prepared.
6. **Participation can be used to Control What's Happening in Class :** If a student is dozing off, texting, quietly chatting, or otherwise not attending to what's happening, that student can be called on or the student next to the offender can be asked to respond.
7. **Participation can be used to Balance Who's Contributing in Class and How Much :** In the vast majority of causes, it is the teacher who selects the participants. If teachers will wait patiently and not always select the same student, if they look expectantly to others and confirm verbally and non-verbally the value of hearing from different people, they can influence who speaks and how much. Participation even helps teachers control how much they talk.
8. **Participation Encourages Dialogue Among and Between Students :** Students can be asked to comment on what another student has said. A question can be asked and students can be invited to discuss possible answers with each other before the public discussion.
9. **Participation can be used to Develop Important Speaking Skills :** In many professional contexts, people need to be able to speak up in a group. They may need to offer information, ask questions, or argue for a different

solution. People don't learn to speak up in a group by reading about how to do it—it's one of those skills best developed with practice. And it's one of those skills that develops better with feedback. If participation is being used to teach students this public communication skill, they will need feedback.

10. **Participation gives Students the Opportunity to Practice Using the Language of the Discipline :** Most faculty have spoken astronomy, accounting, psychology, gerontology, political science, whatever the field for years, and they've forgotten how much of the language is new, different and difficult for students. Participation gives students the chance to practice using a different vocabulary.

So, in this way we can say that students' participation is an ideally open-minded class discussion, by this they learn to express their ideas and listen to their classmate's ideas as well, thus enriching their learning experiences through this exchange. Not only do such discussions serve as an avenue for students to express criticism without being offensive, but also train the students to accept criticism without being offended. Classroom discussions that allow students to discuss their lessons with their peers help the students understand and apply what they have learned. Classroom discussion also provides feedback that may prove valuable to the teacher.

By encouraging students to ask questions and give their comments or responses, the teacher can gauge from the responses, whether the students have understood the lesson, how they have understood it, and if necessary, what kind of clarifications or corrections need to be made to rectify any miscommunications in the lesson.



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Chapter-4

Listening and Speaking as Essential Communicative Skills

PROCESSING AND ENQUIRING INFORMATION

- ☐ Define skill. What are the linguistic skills? Describe it.

OR

- ☐ What are the linguistic skills? Describe.

Ans :

Linguistic Skills

There are four skills in language which are as follow :

1. **Listening Skills :** Listening is a language skill. It is one of the four skills of a language i.e.; listening, speaking, reading and writing. It involves an active involvement of an individual. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or non-verbal messages.

Process of Listening

- (a) **Hearing :** It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus—these selective perception is known as attention, an important requirement for effective listening.
- (b) **Understanding :** This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause... and sights like blue uniform... that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.
- (c) **Remembering :** Remembering is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In listening, our

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attention is selective, so too is our memory - what is remembered may be quite different from what was originally seen or heard.

- (d) **Evaluating** : Only active listeners participate at this stage in listening. The active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message as a result, the listening process eases **RESPONDING** - This stage requires that the receiver completes the process through verbal and/or non-verbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

2. **Speaking Skill** : The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understand, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside the class. It gives learners the material they need to begin producing language themselves.

3. **Reading Skill** : We know that, the challenge of introducing children to reading is perhaps the most difficult as well as the most exciting. It is the most difficult one because reading is not a simple skill; it involves the combination of many skills and cognitive abilities. There is no single, fool proof method of teaching how to read. Every method has its own limitations, and no one can tell the teacher precisely what to do under given circumstances. Yet, the teaching of reading is an exciting thing. It is exciting because so much in the child's life depends on it, and once the child has been introduced to reading books in a successful manner, there is no end to what the child can accomplish.

So, the real point is how to teach reading in a 'successful' way. Millions of children learn reading every year, and a great many of these children fail to achieve lasting reading skills. A great many manage to read well enough to pass school examinations, but do not develop any interest in reading. Even no teacher needs to be reminded of the role that sound reading skills play in the child's over all development. Yet, it seems that few teachers know precisely what 'sound reading skills' are and how they can be developed. The way in which we will look at reading in this chapter, "sound reading skills" would mean skills that enable the child to associate meaning with written or printed language. Unless a child can make sense of what he or she reads, or relate it to something else that he already knows, we cannot call his reading sound. So, in terms of our worth, we will define reading as a process of finding meaning in written words.

4. **Writing Skill** : Writing is a kind of talk. As we write, we communicate with some one although most often the person we are communicating with is not present in front of us. At the same time, it is true that we do a lot of writing simply to preserve something - a piece of information, an idea, a memory. But even in this role, writing

can be seen as talk - with one self. If we write about ourselves experiences of this day in diary. I will be preserving these experiences; most probably with the hope that I would myself like to read about them again someday.

As teachers, then, we must introduce writing to young children as a form of talk. By the time children come to school for the first time, they are already capable of talking with confidence with a variety of people on a variety of topics. Their sense of audience" has started to grow. This sense is very useful for learning to write, but they will need to apply it to an audience who may not always be present. Some kind of audience may of course be present, such as the teacher or other children and oneself. It is the job of the teacher to ensure that children see writing as an act of addressing someone.

□ **How are speaking and listening skills mastered through practice and interaction?**

Ans : The Four Skills of Language are : Listening, speaking, reading and writing. In traditional teaching the emphasis tends to be on the students doing reading and writing, probably because it seems to keep them quiet and it is easier to organize. Similarly most teachers probably do most of the talking. While the students do most of the listening, with a questionable amount of understanding. In real life, it is not so easy to separate these four skills, as most language skills are preceded or followed by a different skill.

This integration is constant and confusing for language learners to understand and practise themselves. The main reason for this is to organize learning activities into some order, and to assist teachers in deciding exactly what the aim of their lesson is, and choices, as to how to do it. Each skill is subdivided into several sub-skill activity, listening, speaking reading or writing is emphasized, but with other skills an integral part of the activities, as in real life.

Speaking Practice

Students improve their formal speech when teachers provide insights on how to organize their ideas for presentation. Students can give better speeches when they can organize their presentation in a variety of different ways, including sequentially chronologically and thematically. They need practise in organising their speech around problems and situations, causes and results, and similarities and differences. After deciding about the best means of organization, they can practise speeches with another student or with the whole class.

Teachers can also help students adapt their speeches and informal talks so as to correspond to the intended audience, the information to be communicated, and the circumstances of the occasion at which they will speak.

Teachers can enable learners to present ideas to individual peers, peer groups and entire classes of students. They can learn to speak on a subject of their own choosing or on teacher assigned topics. Students also benefit from intervening others and from participation in dramatic presentations. Students may enjoy speaking about their personal experiences. When given this opportunity, they can benefit from instruction in the elements of good story-telling. Both teachers and students can provide suggestions for students' speech. Students can also learn speaking and social skills by suggesting possible improvements to one another's practice speeches.

Learners need to know how speakers differ from one another and how particular circumstances call for different forms of speech. They can learn how speaking

styles affect listeners. Thus, the rate at which they speak, the volume and the precision of pronunciation may differ substantially from one situation to another.

Oral presentations can be derived from poems, stories, newspapers and magazine articles, as well as scientific reports. Dramatic acting and watching skits and plays may provide the richest opportunity to see how character and circumstance affect speech.

Reducing Fear of Speaking

Children, adolescents and adults sometimes fear the challenges of sustained, formal speaking before large groups. Teachers can help reduce unrealistic fears by pointing out how common they are among people and what to do about them. They can also help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practise alone or with one other student and then before increasingly larger groups. Thus students can practise speaking in front of their peers who face the same situations. Students can be presenting information, answering questions and holding group discussions.

Students can benefit from learning by setting themselves presentation goals and assessing their own progress. Observing proficient speakers can help students to set such goals. In this way, students are less likely to be fearful and anxious and more likely to do well if they are well prepared. Preparedness can be enhanced by in-depth mastery of the subject matter, appropriate organization and rehearsing the presentation.

Improving Listening Skill

Listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others. Life within and outside school affords many listening opportunities, but some students fail to seize them because they let their minds wander or they may concentrate on what they want to say themselves rather than on what a speaker is saying. Teachers can show students why good listening is useful and even crucial in some situations.

Students listening skills may be enhanced and tested by asking them questions about what they have heard. They may be given practise in note-taking and could be asked questions about the facts and inferences that may be made from their notes.

Learners can also benefit from practise in recognizing the purpose of presentations and other information they hear. It can be useful if they are taught to set goals for what they want to learn from a presentation and to monitor how well they accomplish their goals. Students can be taught to listen selectively for specific kind of information, such as the main purpose, the themes, the details and any implications. They can even be tested for their ability to identify the essential information in the presence of irrelevant material and distractions, as is the case in much of adult life.

Collaboration

As in adult life, students can share with one another knowledge and ideas that help solve problems. Small groups working together within a class can help students communicate meaningful ideas to each other. It is sometimes helpful to allow students within a group to conduct individual research, but require the group to make use of all the individually collected elements to write or present a report that depends on each individual's contribution. In this way, students can simultaneously be taught subject matter, research and presentation skills, and how to work well with others.

Working together in this, three or larger groups can facilitate more frequent and insightful communications. In a class of thirty, for example, a student might be expected to speak only one thirtieth of the time. In a group of two students, a student might speak for half of the time and listen for half of the time, and both the speaking and the listening can be concentrated on what the students need to know or desire to investigate. None of this is to say that teachers should play a passive role.

Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing. Both young and old people can encounter the discouraging 'writers block' if they engage in more than one or two of these activities at once. It is difficult to start writing a report, for example, without a central idea and notes to support it. Often the more detailed an outline, the easier is the writing. People frequently find that they can finish faster by writing a first draft quickly and then editing and revising this draft.

❑ What is the role of processing and Enquiring Informative in Listening and Speaking Skills?

OR

❑ Write in detail about Inquiry Training Model of Teaching.

OR

❑ How can you use Inquiry Training Model to provide training in systematic inquiry to your students?

Ans :

Inquiry Training Model

1. **Focus :** The main objective of this model is to give rise to cognitive skills of the students. In this, the student organises the self researched facts and concepts in a logical manner. Through this method the development of individual capabilities can be achieved in a better way. One objective of this model is that the student should be self reliant to learn and enquire about various things. The students are themselves inspired to find solutions to difficult problems, which can be done by them in a systematic manner.

2. **Structure or Syntax :** There are five phases of structure or syntax :

(i) **Students' confrontation with the puzzling situations**—In this phase the teacher presents a problematic situation to the students and gives information regarding methods of inquiry. No doubt, the main objective is to give rise to new knowledge, though earlier inquiry is based on common knowledge.

In the beginning, only those questions should be asked which have 'Yes' or 'No' for an answer. In this method, the student is also independent to take the help of his class-mates. The student collects enough information forth systematic analysis of his hypothesis. And for this, there is freedom of reading books and other reference material.

(ii) **Data Gathering Operations of Verifications :** In this phase, data is collected for proper verification. For this, the teacher will ask the students such questions as have 'Yes' or 'No' for an answer. Secondary, the students collect necessary information about whatever they see or experience. During verification, they can ask questions regarding objects properties, conditions and events. They can ask questions relating to objects like —

styles affect listeners. Thus, the rate at which they speak, the volume and the precision of pronunciation may differ substantially from one situation to another.

Oral presentations can be derived from poems, stories, newspapers and magazine articles, as well as scientific reports. Dramatic acting and watching skits and plays may provide the richest opportunity to see how character and circumstance affect speech.

Reducing Fear of Speaking

Children, adolescents and adults sometimes fear the challenges of sustained, formal speaking before large groups. Teachers can help reduce unrealistic fears by pointing out how common they are among people and what to do about them. They can also help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practise alone or with one other student and then before increasingly larger groups. Thus students can practise speaking in front of their peers who face the same situations. Students can be presenting information, answering questions and holding group discussions.

Students can benefit from learning by setting themselves presentation goals and assessing their own progress. Observing proficient speakers can help students to set such goals. In this way, students are less likely to be fearful and anxious and more likely to do well if they are well prepared. Preparedness can be enhanced by in-depth mastery of the subject matter, appropriate organization and rehearsing the presentation.

Improving Listening Skill

Listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others. Life within and outside school affords many listening opportunities, but some students fail to seize them because they let their minds wonder or they may concentrate on what they want to say themselves rather than on what a speaker is saying. Teachers can show students why good listening is useful and even crucial in some situations.

Students listening skills may be enhanced and tested by asking them questions about what they have heard. They may be given practise in note-taking and could be asked questions about the facts and inferences that may be made from their notes.

Learners can also benefit from practise in recognizing the purpose of presentations and other information they hear. It can be useful if they are taught to set goals for what they want to learn from a presentation and to monitor how well they accomplish their goals. Students can be taught to listen selectively for specific kind of information, such as the main purpose, the themes, the details and any implications. They can even be tested for their ability to identify the essential information in the presence of irrelevant material and distractions, as is the case in much of adult life.

Collaboration

As in adult life, students can share with one another knowledge and ideas that help solve problems. Small groups working together within a class can help students communicate meaningful ideas to each other. It is sometimes helpful to allow students within a group to conduct individual research, but require the group to make use of all the individually collected elements to write or present a report that depends on each individual's contribution. In this way, students can simultaneously be taught subject matter, research and presentation skills, and how to work well with others.

Working together in this, threes or larger groups can facilitate more frequent and insightful communications. In a class of thirty, for example, a student might be expected to speak only one thirtieth of the time. In a group of two students, a student might speak for half of the time and listen for half of the time, and both the speaking and the listening can be concentrated on what the students need to know or desire to investigate. None of this is to say that teachers should play a passive role.

Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing. Both young and old people can encounter the discouraging 'writers block' if they engage in more than one or two of these activities at once. It is difficult to start writing a report, for example, without a central idea and notes to support it. Often the more detailed an outline, the easier is the writing. People frequently find that they can finish faster by writing a first draft quickly and then editing and revising this draft.

□ What is the role of processing and Enquiring Informative in Listening and Speaking Skills?

OR

□ Write in detail about Inquiry Training Model of Teaching.

OR

□ How can you use Inquiry Training Model to provide training in systematic inquiry to your students?

Ans :

Inquiry Training Model

1. **Focus :** The main objective of this model is to give rise to cognitive skills of the students. In this, the student organises the self researched facts and concepts in a logical manner. Through this method the development of individual capabilities can be achieved in a better way. One objective of this model is that the student should be self reliant to learn and enquire about various things. The students are themselves inspired to find solutions to difficult problems, which can be done by them in a systematic manner.

2. **Structure or Syntax :** There are five phases of structure or syntax :

(i) **Students' confrontation with the puzzling situations**—In this phase the teacher presents a problematic situation to the students and gives information regarding methods of inquiry. No doubt, the main objective is to give rise to new knowledge, though earlier inquiry is based on common knowledge.

In the beginning, only those questions should be asked which have 'Yes' or 'No' for an answer. In this method, the student is also independent to take the help of his class-mates. The student collects enough information forth systematic analysis of his hypothesis. And for this, there is freedom of reading books and other reference material.

(ii) **Data Gathering Operations of Verifications :** In this phase, data is collected for proper verification. For this, the teacher will ask the students such questions as have 'Yes' or 'No' for an answer. Secondary, the students collect necessary information about whatever they see or experience. During verification, they can ask questions regarding objects properties, conditions and events. They can ask questions relating to objects like —

"What is this object made of?" etc. In questions relating to events, verification is done regarding its happening.

This way the teachers can widen the scope of inquiry done by the students.

(iii) **Data Gathering Operation of Experimentation** : During experimentation, the students introduce new elements for experimentation. Experimentation has two parts—Exploration and Direct Testing. In Exploration, things are observed under changing conditions and in Direct Testing, certain hypothesis or principle is tested. In brief, it can be stated that during experimentation data is collected, hypothesis is built up and then testing is done. The teacher can help the student in this work so that he does not waste time in building up wrong hypothesis.

(iv) **Organization of Information** : In this phase the collected information is organized. The teacher can ask the students to arrive at the result and can also organize the results of certain events. But it is possible that the students can commit certain errors in explanation. Rather than telling one student all the students can be total to give explanation so that comparative differences can be observed and the explanation can be presented in its true form.

(v) **Analysis of the Inquiry Process** : In this phase the students are asked to analyse the methods they adopted for Inquiry. In effective questions are classified and important information that could not be obtained is dwelt upon. In brief analysis and evaluation of the entire inquiry, collected data or information are done.

3. **Social System** : In this, model social system is an important element. According to this, in the Teaching Learning Process, both the teacher and the student play very significant roles. The teacher encourages the students by asking questions. In the beginning the teacher exerts full control, but gradually the students get more and more free and the teacher's control becomes less. There is a healthy interaction between the teacher and the student in which the student's ability to solve difficult problems and his scientific attitude is developed. The success of this model depends upon the mutual co-operation between the teacher and the student.

4. **Support System** : This model is used for solving the different problems related to the text-books. The students are made to experience many different problems and various examples are presented. For the education of this, many tests are conducted.

5. **Application** : The use of this model is generally helpful for scientific subjects. The students learn to analyse various types of collected information. Actually this model was developed for subjects like Natural science. But in Literature this model is used to solve murder mysteries. To solve any problematic situation, this model is used.

Example of a Problem Situation

For the interaction of the students and the teacher, the following situation was created. The teacher presented the following problem before the students and encouraged their interaction by analysing the following inquiry :

Naresh : Was there any naked wire left in Mr. Sharma's house?

Teacher : No.

Ram : Was any previously burning thing, that was later put off, kept in Mr. Sharma's house?

Teacher : No.

Shyam : Is Mr. Sharma habitual of smoking cigarettes?

Teacher : Yes.

Mohan : Did any other friend visit Mr. Sharma's residence, that day?

Teacher : Yes.

Sohan : Are the friends visiting Mr. Sharma fond of smoking?

Teacher : Yes.

Sohan : Did any friend light a cigarette in Mr. Sharma's house?

Teacher : Yes.

Sohan : Did he throw the match-stick on the clothes lying on the chair, after lighting the cigarette?

Teacher : Yes.

Sohan : Then the cause is confirmed, that the fire in Mr. Sharma's house has resulted, not because of short circuit, but due to the carelessness of his friend. The fire became massive and Mr. Sharma had to undergo a heavy loss, due to his friend.

Characteristics of Inquiry Training Model

1. This model focusses on independent type of inquiry.
2. This model revolves around intellectual confrontation.
3. In this model, "Yes" and "No" type of answers are given.
4. The students develop the hypothesis and examine it.
5. The students do not ask the Teacher 'How'?
6. In such a model inquiry cannot be programmed.
7. The students continue asking questions.
8. In this model, the teacher and the students have equal importance.
9. The main role of the teacher is to present the problematic situation in front of the students.
10. In the beginning, there is control of the teacher, but gradually the student understands the rules of the inquiry and becomes independent. Then the control of the teacher becomes less.

□ What do you understand by listening skill? Mention its types.

Ans.

Meaning of Listening

Listening is a language skill. It is one of the four skills of a language i.e. listening, speaking, reading and writing. It involves an active involvement of an individual. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or non verbal messages. It involves the following process :

1. **Hearing** : It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is a physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus—these selective perception is known as attention, an important requirement for effective listening.
2. **Understand** : This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived;

symbolic stimuli are not only words but also sounds like applause... and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

3. **Remembering** : Remembering is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.
4. **Evaluation** : Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases **RESPONDING**- This stage requires that the receiver completes the process through verbal and/ or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

Types of Listening

1. **Discriminative Listening** : Discriminative listening is first developed at a very early age - perhaps even before birth, in the womb. This is the most basic form of listening and does not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced. In early childhood, for example, a distinction is made between the sounds of the voices of the parents-the voice of the father sounds different to that of the mother.
Discriminative listening develops through childhood and into adulthood. As we grow older and develop and gain more life experience, our ability to distinguish between different sounds is improved. Not only can we recognise different voices, but we also develop the ability to recognise subtle differences in the way that sounds are made - this is fundamental to ultimately understanding what these sounds mean. Differences include many subtleties, recognising foreign languages, distinguishing between regional accents and clues to the emotions and feelings of the speaker. Being able to distinguish the subtleties of sound made by somebody who is happy or sad, angry or stressed, for example, ultimately adds value to what is actually being said and, of course, does aid comprehension. When discriminative listening skills are combined with visual stimuli, the resulting ability to 'listen' to body-language enables us to begin to understand the speaker more fully - for example recognising somebody is sad despite what they are saying or how they are saying it.
2. **Comprehensive Listening** : Comprehensive listening involves understanding the message or messages that are being communicated. Like discriminative listening, comprehensive listening is fundamental to all listening sub-types.

In order to be able to use comprehensive listening and therefore gain understanding the listener first needs appropriate vocabulary and language skills. Using coverly complicated language or technical jargon, therefore, can be a barrier to comprehensive listening. Comprehensive listening is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways. This problem can be multiplied in a group setting, like a classroom or business meeting where numerous different meanings can be derived from what has been said.

Comprehensive listening is complimented by sub-messages from non-verbal communication, such as the tone of voice, gestures and other body language. These non-verbal signals can greatly aid communication and comprehension but can also confuse and potentially lead to misunderstanding. In many listening situations, it is vital to seek clarification and use skills such as reflection aid comprehension.

3. **Informational Listening** : Whenever you listen to learn something, you are engaged in informational listening. This is true in many day-to-day situations, in education and at work, when you listen to the news, watch a documentary, when a friend tells you a recipe or when you are talked-through a technical problem with a computer - there are many other examples of informational listening too.

Although all types of listening are 'active'- they require concentration and a conscious effort to understand. Informational listening is less active than many of the other types of listening. When we're listening to learn or be instructed we are taking in new information and facts, we are not criticizing or analyzing. Informational listening, especially in formal settings like in work meetings or while in education, is often accompanied by note taking - a way of recording key information so that it can be reviewed later.

4. **Critical Listening** : We can be said to be engaged in critical listening when the goal is to evaluate or scrutinize what is being said. Critical listening is a much more active behaviour than informational listening and usually involves some sort of problem solving or decision making. Critical listening is akin to critical reading; both involve analysis of the information being received and alignment with what we already know or believe.

Whereas informational listening may be mostly concerned with receiving facts and/or new information - critical listening is about analysing opinion and making a judgement.

When the word 'critical' is used to describe listening, reading or thinking, it does not necessarily mean that you are claiming that the information you are listening to is somehow faulty or flawed. Rather, critical listening means engaging in what you are listening to by asking yourself questions such as, 'what is the speaker trying to say?' or 'what is the main argument being presented?', 'how does what I'm hearing differ from my beliefs, knowledge or opinion?'. Critical listening is, therefore, fundamental to true learning.

Many day-to-day decisions that we make are based on some form of 'critical' analysis, whether it be critical listening, reading or thought. Our

opinions, values and beliefs are based on our ability to process information and formulate our own feelings about the world around us as well as weigh up the pros and cons to make an informed decision. It is often important, when listening critically, to have an open-mind and not be biased by stereotypes or pre-conceived ideas. By doing this you will become a better listener and broaden your knowledge and perception of other people and your relationships.

❑ What is the importance of listening skill? What are the various elements of listening?

OR

❑ Describe the importance of listening skill. What is foundation of developing listening skill?

OR

❑ Describe the steps involved in the development of listening skill.

Ans. Listening skills are essential for learning since they enable students to acquire insight and information, and to achieve success in communicating with others. Life within and outside school affords many listening opportunities, but some students fail to seize them because they let their minds wander or they may concentrate on what they want to say themselves rather than on what a Speaker is saying.

Listening is a communication method that requires the listener to understand, interpret, and assess what they hear. The ability to listen actively can improve personal interaction through reducing problems, increasing cooperation, and fostering understanding.

When, people often are not listening carefully. They may be unfocused, thinking about other things, or thinking about what they are going to say next. Listening is a planned way of listening and responding to others, focusing attention on the speaker. There are three primary elements that comprise listening: comprehending, retaining, and responding.

Strategies for Developing Listening Skill

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Effective language instructors show students how they can adjust their listening behaviour to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

Listening strategies are techniques or actions that provide directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background information activates a set of expectations that assist the listener to interpret what he has heard and anticipate what he will hear next. These are listener based :

1. Listening for the major idea
2. Predicting
3. Drawing assumptions
4. Cutting

The listener depends on the language in the message, that is, the arrangement of words, sound, and grammar that creates meaning. These are text based –

1. Listening for specific information
2. Recognizing cognates
3. Recognizing word-order patterns

Listeners who follow the strategies, they plan and evaluate their listening.

1. They plan by deciding which will be the best listening strategies in a particular situation.
2. They assess by determining whether they have achieved their listening comprehension goals.

Listening for Meaning

To extract meaning from a listening text, students need to follow four basic steps :

1. They should outline the purpose for listening. They should be active in background knowledge of the topic in order to calculate or predict content and identify suitable listening strategies.
2. They should attend to the parts of the listening input that are important to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
3. They should select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.
4. They should check knowledge while listening and when the listening task is ended. This helps students to detect comprehension failures, directing them to apply other strategies.

Focus on the listening process

To achieve this goal, instructors focus on the process of listening rather than on its product.

1. They develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language.
2. They allow students to practise the full repertoire of listening strategies by using authentic listening tasks.
3. They behave as authentic listeners by responding to student communication as a listener rather than as a teacher.
4. When working with listening tasks in class, they show students the strategies that will work best for the listening purpose and the type of text.
5. They explain how and why students should use the strategies. They have students practice listening strategies in class and ask them to practise outside the class in their listening assignments.
6. They encourage students to be conscious of what they're doing while they complete listening tape assignments. They encourage students to

evaluate their comprehension and their strategy used immediately after completing an assignment.

7. They build comprehension checks into in-class and out-of-class listening assignments, and periodically review how and when to use particular strategies.
8. They encourage the development of listening skills and the use of listening strategies by using the target language to conduct classroom business : making announcements, assigning homework, describing the content and format of tests.
9. They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of listening task or with another skill. By raising students' awareness of listening as a skill that requires active engagement, and by explicitly teaching listening strategies, instructors help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way, they give their students the foundation for communicative competence in the new language.

Advantages of being a good listener

1. If you learn how to listen to others, the others will listen to what you have to say as well, they will respect you because you show respect to them by listening. You're words will have a greater influence on other people. This is a great thing! Just imagine having a greater influence on your children, friends, family, work colleagues. Wouldn't this be wonderful?
2. By being a good listener, you can learn more about the people you talk to, you can make new friends and have a better life, both personal and professional. What if you could be good friends with almost everyone you talk to? How would you feel if your boss was your friend? How about your neighbours, colleagues or even customers? It can all be possible if you only listen to others more.
3. By becoming a good listener you could even improve existent relationships. When people will see that you've become more attentive to what they say they will treat you better and you will then realize the importance of listening. Just think: wouldn't you treat someone better if they were listening to you and support you?
4. Having good listening skill will help you improve conversation skills. This way you will be able to avoid a lot of misunderstandings or confusions. You could also stop possible conflicts even before they start. As you see there are some important benefits of being a good listener, and I'm sure you can dig out more if you try. You should always remember that by doing active listening activities, you'll become better & better.

Strategies for listening

Before listening : Plan for the listening task

1. One should decide the purpose in advance what one wants to listen.
2. One should decide if more background information is needed.
3. One should determine to attend to the overall meaning or focus on the words and phrase.

During and after listening : Monitor comprehension

1. One should confirm predictions and check for inaccurate guesses.
2. One should decide what is important to understand and what is not important to understand.
3. One should view again to ensure comprehension.
4. One should ask for help if needed.

After listening : Evaluate comprehension and strategy use

1. One should assess comprehension in a particular area.
2. One should evaluate overall progress in listening and in particular types of listening tasks.
3. One should come to a decision if the strategies used were suitable for the purpose.
4. One should modify strategies if necessary.

Using Genuine Materials and Situations

Genuine materials and situations prepare students for the types of listening they will need to do when using the language outside the classroom.

(a) One-Way Communication :

Materials :

1. Radio and television programmes
2. Public address announcements (airports, train/bus stations, stores)
3. Speeches and lectures
4. Telephone customer service recordings

Benefits :

1. It helps students to identify the listening goal.
2. It obtains specific information to decide whether to continue listening; to understand most or all of the message.
3. It helps students outline predictable sequences in which information may be presented.
4. It helps students identify key words/phrases to listen for.

(b) Two-Way Communication : In authentic two-way communication, the listener focuses on the speaker's meaning rather than the speaker's language. The focus shifts to language only when meaning is not clear. Note the difference between the teacher as teacher and the teacher as authentic listener in the dialogues in the popup screens.

Listening Activities

1. **What sounds are the same, different :** Use paper, tin sheet, aluminum foil, or any substance that comes in sheets; produce sounds in various ways: by crinkling, rubbing, tearing, waving, shredding, wrapping, scratching, etc.
One child does the action, the rest with eyes closed; have to guess how the sound was made. Practice the vocabulary beforehand.
2. **Sharing with the group :** Students sit in a circle and share a conversation with the others and the teacher. They also share journals, diaries, stories, and maths and science experiences.
3. **Colours Exercise :** Students sit face to face with a partner. One partner will say a colour, e.g. Green. Other responds: "Green". One partner says another colour: "Grey", other responds: "Grey". One partner says another

colour. Each time other responds back with the colour one partner said. Increase the speed at which one partner responds to the other person. As soon as he starts to say a colour, other responds until one partner is almost saying the colours at the same time. It will be a surprising result. By the end of the exercise both partner will be saying colours at the same time. The point of this activity is to become aware that we can tune into someone else's space much farther than we currently do. We have the capability to focus and pay attention in ways that we usually don't.

4. **Acting out a Story** : This is another good listening activity, and at the same time it is also very helpful to develop imagination, pretending, pantomiming and physical coordination. It is of great help to the shy student since he is acting together with the other children and therefore is not in evidence himself. Students enjoy this activity very much, and derive great pleasure when acting it out. It is also a good moment for observing the children, their actions and reactions to the story! The teacher starts telling the story while the students act out the different actions that appear in it. There are no further instructions given. It is left to the students to listen carefully and to imagine how and to do it.

☐ What do you understand by speaking skill? Describe the objectives of developing listening skill.

OR

☐ Describe need and objectives of developing speaking skill. [June, 2018]

Ans.

Meaning of Speaking Skill

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often; spontaneous, open-ended, and evolving. Children often talk about what they are doing at the time they are doing it. It is a kind of private commentary on their own action.

Often, it seems, the commentary helps them in carrying on with the activity for a greater length of time. It helps them maintain their interest in it. It does not matter if someone listens to the commentary. For example, in a group; of small children making tunnels or castles with damp sand, each child may make a separate commentary and often it may be no more than an audible mumble.

This use of language is well-known to us as parents and teachers since a lot of our time is spent meeting children's demands. We are usually quite conscious of demands that are of a physical nature, but other kinds of demands are also significant. These other kinds of demands can be intellectual or of an emotional nature. Children use language to draw attention to something that they find curious or attractive. They expect the listener to show interest in what has attracted their own attention.

If you observe children in a group, you will often find them drawing each other's attention by pointing out something or a characteristic of something they think others might have missed. The importance of this use of language lies in the expectation it expresses. The expectation is that others would like to see what I have noticed. This expectation is based on a deep-seated; assumption concerning

human relationships and the pleasure of being; together. If the person whose attention is being directed does not fulfill the expectation, a basic cause for the development of language gets discouraged.

Need for developing speaking skill

1. Speaking language is an easy medium of expressing ideas.
2. The learning of language begins with speaking language.
3. Continuous opportunities are found in oral expression for exercise and imitation.
4. A person in oral communication can do wonders, famous leaders are its examples.
5. New knowledge can be gained through oral expression.
6. Illiterate persons can communicate only through speaking.
7. Speaking form of language is useful for day to day life.
8. Speaking is important in cementing the social relations.

Characteristics of Speaking Skill

1. **Use of voice** : The use of intonation and pauses that convey meaning and attitude.
2. **Volume** : Volume depends on the needs of the situation, purpose and audience. There are times when loud voices are required such as in a play, or during assembly. There are also times when quiet voices are necessary such as working in the library. Generally speaking, a voice should be loud enough that the intended audience can hear and understand the message being delivered. The use of varying volume will help to create emphasis or drama when recounting events, telling a story or persuading an audience.
3. **Intonation** : Intonation indicates the changes in speech; a downward intonation indicates that a message is complete, while an upward intonation indicates a question.
4. **Pitch** : Pitch is useful to use when expressing emotion. Our pitch rises when we are excited and lowers when we are sad.
5. **Pauses** : Pauses are moments of silence between phrases used to separate ideas and also used for holding attention. This is particularly useful when giving formal presentations such as an oral report or telling a story.
6. **Pronunciation** : Pronunciation refers to the way words are said. Some younger pupils may have difficulty in pronouncing the sounds in some words and will benefit from hearing those words modelled in meaningful contexts.
7. **Proximity** : Proximity is the amount of personal space between people who are talking. The relationship between them, their personalities, and their culture or whether the situation is personal, social or public will all affect the amount of proximity needed.
8. **Eye contact** : Eye contact is the use of the eyes or gaze in face to face communication. The level of eye contact often depends on the relationship between the communicators and affects both the speaker and the listener.

Objectives of developing speaking skill in children

Following are the objectives of developing speaking skills in children :

1. To make the students' pronunciation correct.

2. To teach the students speak with proper intonation, pronunciation and speed.
3. To make the students able to express their feelings without fear.
4. To teach the student using the language with proper grammar.
5. To teach the students ornamental use of language.
6. To teach the students using language with proper punctuation and pauses.
7. To develop the skill of conversation in the students.
8. To teach the students fluently.
9. To develop students' communication skill.

LISTENING AND SPEAKING TO INTERACT : DIALOGUE, STORY-TELLING POEM

- ☐ How will you develop the skills of Listening and speaking? Indicate their need and relation between these two skills.
OR
- ☐ Explain the essentials to interact Listening and Speaking Skill.
OR
- ☐ Write the role of dialogue, story telling and poem to interact listening and speaking.

Ans : The skills of listening and speaking are grouped together because they usually function together. The first requisite for understanding and speaking a language is the ability to discriminate between sounds in the language. There may be also a number of English sounds that are used in the mother tongue of the students. One cannot produce the sound as one has not heard. Therefore, the first step in developing skills of listening and speaking is training the learner to listen for the characteristic language speech sounds, including stress and intonation patterns.

Activities of the following types may be used to train students ears to discriminate sounds :

1. Teacher utters pairs of words or sentences and the students say whether they are the same or different e.g.;
Teacher : Dear/dear
Student : Different
2. Teacher writes minimal parts of words or sentences on the board, numbers the two items in the pair 1 and 2, and says one of the items. Students identify the item, e.g. 1 tin 2 tin; 1 cane, 2. can.
3. The technique in (b) above can also be used for stress and intonation patterns;
4. Teacher gives various commands and the students perform the activities;
5. Teacher displays various pictures, makes a statement about one of them and the students identify in picture.

Apart from these activities, the students should be trained in such listening to connected speech at normal conversational speed. For such listening practice, records and pre recorded cassettes can be conversational speed.

For the development of the skill of speaking language, the importance of the teacher's own pronunciation cannot be over emphasised. The students learn to speak language in the same way as they hear it spoken. The teacher of language who wants his students to speak language correctly should ensure that his own spoken language is good. To improve his own spoken language, the language teacher should

listen to linguaphone, recorded cassettes, radio, dialogue, story telling and T.V. To develop students skill of speaking language, adequate practice in language speech should be given. Pronunciation exercise should also be given. Pronunciation exercises should be integrated with the oral practice of patterns or structures. It can also be combined with composition work such as dialogues and reading stories aloud.

1. Dialogues

Dialogue is a communication tool that allows people to understand other view points without putting themselves against different perspectives. In dialogue, there is no defending of opinions and no counter points. Instead you let some one talk and present their view point. You let them finish their idea without interrupting or asking question. You listen to understand not to defend your own point of view. Your goal is to get in their head, and understand their perspective not to prove they're wrong and you are right. When its your turn, you talk and are allowed to finish your thoughts.

On in other words means in simple way, Dialogue is a written or spoken conversational exchange between two or more people and a literary and theatrical form that depicts such an exchange.

Types of Dialogue

1. **Directed Dialogue :** Keep description to a minimum.
2. **Interpolated Dialogue :** Select a line or two and add interpretation.
3. **Misdirected Dialogue :** Try to shake up the scene.
4. **Modulated Dialogue :** Use every trick you can to enrich the story.

So, in modern language teaching the aim of the good language teacher is to teach his students to communicate successfully with the native speaker of the language. The purpose of language teaching is to enable the students to understand, which the language skills are presented is hearing, speaking reading and writing. This sequence emphasises the essential features of language i.e.; reliance on printed words is eliminated until mastery of sounds is achieved which means communication skill. One another objective for language teaching is to enable pupil to speak with correct intonation, pronunciation, accent and fluency like an educated native speaker in normal conversation. Here is an example of a dialogue conversation interchanged with the help of the teacher.

Wolf : Mr. Lamb, you had made the water dirty.

Lamb : No, Sir, How can I dare so?

Lamb (again) : Sir, water is flowing from you, to me.

Wolf : No, Mr. Lamb. You had made the water dirty.

Lamb : No, Sir. You see, water is flowing from you to me.

Wolf : But why did you abuse me last year?

Lamb : Sir, I was not born then.

Wolf : So it might be your father! So, on and so forth.

In the last, we can say that dialogue is written or spoken conversational exchange between two or more people. It develops speaking skills or pronunciations and develops comprehension ability also.

2. Story Telling

Learning Through Story Telling : Story telling is an ancient art form through which a story teller projects mental and emotional images using the spoken word.

Using oral literature as the vehicle and the story teller as the driver, it brings people from diverse backgrounds together for shared magical moments. Story telling preserves oral language from previous cultures and brings it to the language of the current generation.

Advantages of Story Telling as a Classroom Activity

The benefits for students are many and varied. Story telling presents ideas and thoughts in a pleasurable way bringing people together for a warm and personal shared experience. Because well told stories are so pleasing to students, story telling establishes a positive attitude towards stories and books. Often students are motivated to read on their own after hearing a good story. Through story telling, the students hear rich and varied language patterns presented in a particularly satisfying format, which provides the opportunity for listeners of all ages to interact on a personal level.

Besides enjoyment and motivation, there are other benefits. Story telling helps students understand story structure, as they become exposed to different plots, characters, and setting. It can provide a connection for students who are beginning to write the oral language patterns they hear. Story telling also develops listening comprehension and provides the opportunity for using visualization to create mental and emotional images.

Children who listen to stories are exposed to many new words. They may not know what all the words mean, but hearing and reading a story helps them to understand the meaning of the words through context. By developing vocabulary lists based upon the story, the teacher takes advantages of children's natural curiosity to understand the story, and children are more motivated to consult a dictionary or use the new words in stories of their own creation.

Story telling can promote writing skills by encouraging young people to write their own stories, impressions of stories that they have heard or even a play based upon a familiar tale. Children who hear stories often improve their reading skills because they are interested in reading other related stories and information.

Story telling improves students and communication skills. Once they have heard a story, children are usually anxious to discuss their understanding of the story related to their own experiences. Even most of the children join school when they are familiar. With stories and narrative conventions in their own languages and quickly transfer this familiarity into a willingness to listen and to participate in stories in English. In addition to this, the students get opportunity to improve sounds; rhythm and intonation of English. Children develop learning strategies and thinking skills such as predicting, hypothesizing and inferring meanings.

Stories help young children to develop concentration skills and also aspects of emotional intelligence such as sympathy and relating to other people. Story telling activities develop language, thinking skills, positive attitudes and citizenship, as well as appreciation of other cultures, or understanding of content from other areas of the curriculum. In the last, story telling has a positive effect on their motivation, confidence and self-esteem.

3. Poems

Students and teacher need to develop positive and trusting relationship in an effective classroom. It is also critical that all students, especially language learners, develop trusting and enriching relationships with each other.

There are many activities which can be used for both introductory purposes and throughout the year to build and maintain positive relationship in the classroom. So, an enjoyable way of teaching listening and speaking skills is through rhymes, songs and poems. Words and sentences can be taught to the students through the use of rhymes, chants, songs and poems. This is special so with children in primary/upper primary classes.

Examples of rhymes, chants, songs and short poems are given below :

1. Nursery Rhyme :

Ding dong bell
Pussy is in the well
Who puts her in
Little Tommy thin
Who pulled her out
Fat Tommy stout.

2. Song :

When I was a baby, a baby, a baby
When I was a baby, I used to cry
When I was a baby, a baby, a baby, a baby
When I was a baby, I used to cry.

3. Short Poem :

God Made Them All
All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The great God made them all;
Each little flower that opens,
Each little bird that sings,
He made their pretty colours,
He made their tiny wings.

The tall trees in the forest,
The golden summer sun,
The ripe fruits in the garden,
He made them everyone.

He gave eyes to see them,
And lips that might tell-
How great is God almighty,
Who has made all things well.

There are different types of poems meant for various levels of language learning. In primary and upper primary classes, rhymes, chants, songs and short poems are very useful for teaching listening and speaking skills. The rhythm of poetry can be best appreciated when the poem is read aloud. A poet has defined poetry as a rhythmic creation of beauty.

These various forms of poems make a lasting impression on the listener when it is read out to him with proper stress, rhythm and intonation. With the help of rhymes, chants, songs and short poems, the students learn to speak language with proper stress, rhythm and intonation.

Recitation of rhymes is also one of the best ways of developing listening and

speaking skills among the learners. Role play will be very helpful in doing so. Teacher should recite the rhymes and children are supposed to follow the teacher.

We know that rhymes are true life of primary classes. Recitation of rhymes brings joy of children and it strengthens their language and memory skills. Rhymes help children to speak fluently in a second language. Teaching of rhymes is an aid which stresses the importance of an oral approach in learning a language. Rhymes act as a beauty spot of attraction for primary classes is totally unknown to them. These rhymes have triple purposes.

1. **Rhymes Improve Pronunciation** : Rhymes makes students familiar with stress and sounds of English.

2. **Secondly**, it improves the child's common useful vocabulary bank. Rhymes are written in modern English, so that when a pupil recalls any line which he had learnt he is recalling all lines which could occur in everyday conversation. Thus the pupil is introduced in this most natural way to the style of the spoken English. Thirdly and most important, repetition of rhymes increase child's confidence to speak fluently in front of others. It also acts as an aid to memory. Thus a child learns through repetition. Teaching of rhymes helps in shedding fear about this language. Pupils enjoy singing there. Their participation is visible. Every child gets involved through this activity.

Advantages of Poems as a Classroom Activity

1. **Poetry Improves Vocabulary of a Child** : One of the most basic reason to read poetry is that it's a great way to improve child's vocabulary. If he/she usual reading material consists of magazines, newspapers and blog's, he is unlikely to learn as many new words, as he can learn through reading of poems.
Hence, it improves the child's vocabulary language.
2. **Poetry gives You New Ideas** : Like any great writing, poetry can open up your mind to new ideas. You might read a poem from a completely different culture, or written by some one much older or much younger than you. A poem could give you insight into a problem you're struggling with. Poems use symbolism and subtexts to sneak under the rational mind and helps you to access the power of the sub conscious, which responds strongly to images and metaphors.
3. **Poetry is Fun** : Children read poems simply to enjoy the same. Whether he/she drawn in the story, engaged by a fascinating character in a poem delighted by a beautiful turn of phrase, or laughing out loud at a joke; there by a lot of fun to be had from reading poetry.
4. **Poetry Makes You Think** : If you find poetry hard, be heartened; reading it stretches your mind and forces you to think. When something challenges, surprises, even offends you in a poem; that's helping you to question pre-conception that you might have, and to move beyond your comfort zone. Even if you come across poem you dislike, you can at least figure out what it is you hate about them.

RECITATION, SHORT PLAY

- ☐ Write a detailed note on Recitation.

OR

- ☐ Write advantages and disadvantage of oral communication.

OR

- ☐ Define recitation. What are the benefits of using poetry and recitation in listening & speaking skill.

Ans : In general sense a recitation is the act of reciting from memory, or a formal reading of verse or other writing before an audience.

Poetry recitation is literary work where ideas and feelings, accentuated with the use of distinctive style and rhythm is delivered through a public speaking activity with a focus on rhythm, alliteration and some repetitions.

Poetry as an art breaks across grammar and syntax to create something new and imaginative for the children. It provides an adventure for the mind.

Benefits of Using Poetry and Recitations

1. **Poetry and Rhymes Help Develop Rhythm** : Reading rhyming poetry out loud makes it easier for younger children to learn new vocabulary words. This is attributed to the rhythmic structure of the stanzas that help create a known context to new and unknown words. They are also introduced to words that sound alike but with different meanings.
Experts in Literacy and child development have discovered that, "If children know eight nursery rhymes by heart the time they are four years old, they're usually among the best readers by the time they're eight."
2. **Poetry and Rhymes Help Develop Phonemic Awareness** : Children reciting rhythmic poetry learn and understand pitch, voice inflection, and volume.
With young learners, it is infinitely more difficult to grasp the usage of voice variables. Reciting poetry helps place emphasis on the sound and the rhythm of language, thus building a child's phonemic awareness and help to solidify a foundation for reading abilities.
3. **Poetry and Rhymes Help Develop Memorization Skills** : Children also learn to pick up patterns and sequences in poetry recitations. As they practice memorizing the poetry to recite, it links memory with audio and visual events, helping them develop memorization skills.
The benefits do not end here. Being proficient in memorization, patterns, and sequences in turns give students and advantage in learning new languages, reading comprehension and mathematics.
4. **Poetry and Rhymes Help Develop Self Expression** : When reciting poetry students are given the freedom to express feelings to chair audience. It is a form of self-expression with the creativity of words and emotion to convey a message to the audience.
This message takes on different tones, playing out the different emotions of being humorous to being defeated to being furious or to being loving. In poetry recitations, not only are the words used to give a meaning to the poem, but the voice, volume, inflexion, pitch, pauses and speed of a person contributes to the entire recitation experience as well, enhancing the meaning of the poem. And in so doing, the poem is brought to life with the passion and vocal expression of the presenter.
5. **Poetry and Rhymes Help Develop Physical Awareness** : Students who recite poetry are aware of breathe coordination, movements of the mouth and other physical gestures as they align these to the rhythm in the poetry.

They also make use of gestures and facial expressions to connect with their audience on an emotional level.

An additional bonus for practising poetry recitations is that learners gain confidence in public speaking skills. We have observed that students who have recited poetry in public before are more open to speaking in front of an unknown audiences. Early expol would make the children feel more at ease with taking on new challenges with meeting new people and networking.

To, recitation is a type of performance based learning (an interactive approach where students participate in a close reading of text through intellectual, physical and vocal engagement). This type of interactive study has a great impact of students. It develops their critical thinking and communication skills, increases their vocabulary and boosts their self-confidence; they become skilled readers, active listeners and confident speakers.

Through recitation, students fine tune their close reading skills, master effective public-speaking and listening skills and improve their focus and memory. The mental tools used in this type of learning have even been proved to improve brain function! The personal preparation and peer feedback that goes into their presentations allows them to acquire a sense of community and ownership. While studying a range of poems, they also learn about their important literary heritage. All these benefits add up to a more socially and intellectually developed students.

Poetry recitation is productive, but is it still relevant in contemporary education? The answer is resounding yes. The skills taught and developed by recitation fit well with current standards like common core. Students deeply and thoughtfully engage in increasing complex texts, are held to rigorous standards throughout the recitation process and grow as individuals in ways that make them college and career ready standards in reading for literature.

Speaking and listening and language are satisfied, but more importantly students are developing skills that serve across multiple disciplines (and beyond the classroom). Thus, traditional poetry recitation is still effective in today's modern world.

Advantages of Oral Communication

The advantages of oral communication are as follows :

1. **Time Saving** : When action is required to be taken immediately, it is best to transmit a message orally. If the executives work load is high; then they stop writing and by oral instructions, they complete their message transmission and released their work load and also it saves time.
2. **More Powerful** : Speech is more powerful means of persuasion and control. Therefore, executives often prefer to transmit messages orally.
3. **Effectiveness** : With the help of variations in the tone, pitch and intensity of voice; the speaker can convey shades of meaning. This factor also contributes to the effectiveness of oral communication.
4. **More Suitable** : The employees felt more suitable when the message transmits in orally. They get an opportunity for feedback and clarification.
5. **Flexibility** : By the demand of the situations, oral instructions can be changed easily and for these cases maintain the formalities are not necessary. So it is very much flexible and effective.
6. **Easiness** : It is so easy method of communication. It needs little preparation to send a message. No need of pens, pencils and other writing equipments which are needed in written communication.

7. **Motivation** : In oral communication system, top executives and sub-ordinates staff can sit face to face and exchange their views directly, so subordinates are motivated day by day.
8. **Maintaining Secrecy** : Interested parties oral communication can maintain the secrecy of message easily.

Disadvantages of Oral Communication

Oral communication contains many advantages. In spite of this, there are oral some disadvantages which are given below :

1. **No Record** : In oral communication, messages are difficult to record. So it is impossible to preserve the message for future.
2. **Expensive** : It is also expensive media of communication. Sometimes the audience can be managed by paying. T.A. and D.A. On the other hand technological devices that are used in this system are costly.
3. **Inaccuracy** : There is very possibility of inaccurate messages to reach the destination. So, the reverse result of expected plan may be occurred.
4. **Confused Speech** : Sometimes the receiver fails to understand the meaning of a message due to habitual productions of the speaker.
5. **No Legal Validity** : There is not any legal validity of the oral message. As the oral messages are not taped and kept records, so it can be denied easily if the situation goes against the speaker.
6. **Less Important** : In oral communication, meaningless speech can mislead the main effects of the communication. But when the information comes out in written, we take it seriously.
7. **Defective** : Oral communication is defective for company's policy, procedure, programs, law and other important information.
8. **Lack of Secrecy** : Oral communication is defective for company's policy, procedure, programs, law and other important information.
9. **Creates Misunderstanding** : The speaker often gives message without having properly organized it earlier. So, it is possible that he may not be able to make himself properly to communicate with the receiver. As a result, misunderstanding may develop.

Short Play

- ❑ Write the importance of 'Short Play' and 'Dramatisation' in developing the language skills among the students.

OR

- ❑ Describe the role of role play and dramatics in teaching listening and speaking skills.

Ans : A play is a form of literature written by a playwright, usually consisting of dialogue between characters, intended for theatrical performance rather than just reading. In other words, it is a one act play means a short piece of drama that consists of only one act. It usually has one or more scenes. Role play or a short play enacted to bring out the roles of characters are seen in real life. Short play and role adoption can be used effectively for teaching spoken English. Role play techniques range from semi-scripted, to suit prescribed situations, to the entirely free, which is more difficult. Prescribed role play is though not natural, effective and functional; it can be a rehearsal for effective functioning in the real life at a distant date and students at this stage can easily understand behind such practice.

Objectives

A role play serves the following purposes :

1. Bringing out the roles played by the people in practical life.
2. Helping the learners to comprehend their own attitudes, feelings and behaviour.
3. Encouraging the learners to change or modify their negative attitude or outlook.

Steps to be Taken

Defining the purpose of the role play e.g. highlighting the negative role of an individual teacher or a group in a pleasant, exotic and humorous manner or depicting his or her positive role. The learning objectives must be vivid otherwise role play will turn to be skit which merely entertains. Discussing briefly the issue or problem or behaviour or to which are the significant aspects to be included in the role play. A teacher should select those learners who can perform the role most effectively or if the teacher considers it convenient, then the class as a whole is involved.

The teacher should choose the activity and it should be rehearsed a number of times. After that the teacher should have an interaction with the children about the activity, in order to know whether the learners understood or not. Significance of 'role play' in developing listening and speaking skill can be made clear with the help of different situations. For example, the teacher desires to teach the learners learn different courtesies or requests.

In the beginning, it is the duty of the teacher to bring in the knowledge of the learners, the subject matter he wishes to teach, both in mother tongue as well as in English.

After that with the help of the 'role play', the very similar topic is to be recapitulated. This can be done as follows :

Courtesies and Requests :

Students : Good morning, Sir.

Teacher : Good morning, children.

Students : Thank you Sir, (All in one voice)

Teacher : Sit down.

Students : Thank you, Sir (All in one voice)

Chirag : May I come in Sir?

Teacher : Yes, come in.

Chirag : Thank you, Sir.

Bhavya : May I go to drink water, please?

Teacher : Yes, you may go.

Bhavya : Thank you, Sir.

The above activity can be performed by learners only. One of the learners can play the role of the teacher and other learners will follow his commands. Various commands and their responses can be taught easily by the teachers. The most significant matter here is, that the teacher should be an active participant and his actions, gesture and speech must be clear, so that learner might not come across any difficulty.

Greetings and courtesies can be taught by role play. Teacher can organise his class so that it is convenient for the learners to work in pairs. After plenty of practice, the learners will be able to learn to respond to simple greetings such as **Good morning, Good evening, Good noon, Good night, Good Bye, Thank you very much** etc. Moreover, it becomes the duty of the teacher to encourage the students to speak

in an expressive manner. Teacher should make the children ready to greet each other in various ways, happily, angrily or sadly, loudly or silently. The new words should be repeated again and again by the teacher. Role play can play an important role while teaching to learn commands and responses. The teacher should divide the class into groups. The number of groups and number of learners in each group relies heavily on the strength of the class. One of the learners can enact the role of the teacher.

He can give various commands such as **sit down, stand up, open your books, open the window, shut the door, bring me a glass of water**, and so on. Others will give response to the commands. Here the teacher will examine the pronunciation and gesture of the learners. Occasionally the teacher will give various guidelines so that the activity may not prove futile. Therefore, the active participation of both the teacher and the taught is a must. By and large, the teacher will be able to develop the listening and speaking skills of their learners. This will help the learners feel a healthy impact of speech responses.

In order to learn a foreign language, it is extremely necessary for the students to give response to the teacher. The teacher should ask questions and the students should give responses. If teaching-learning process remains one-sided affairs only, it will never get a desired goal. A first hand observation can provide us sufficient evidence of showing students negative and positive responses. For this, there is a need of developing harmony between the teacher and the taught. Those students who give positive responses should be admired or rewarded, while negative responses should be rectified psychologically. A separate group may also be created for such students.

RESPOND TO STYLE; TONE AND REGISTERS OF LANGUAGE

- ☐ Define tone and register. Write its importance in language.

OR

- ☐ What do you mean by Tone, Register of language in respond of style.

Ans : There are a number of words and techniques that have been used to describe the style of the three examples. Register, tone and language are crucial elements of style.

Style is an essential aspect for writers to explore. With the help of solid understanding of style, a young writer can express his/her opinions and reach his/her intended audiences more effectively.

So it is important because it is used to express yourself and you can write appropriately for intended audiences.

Tone : There is sometimes confusion as to the exact meaning of tone in speaking. Here are some examples of words that you could use to describe tone (again, this list is not exhaustive). Funny, serious, angry, personal, knowledgeable, intelligent, interesting, engaging, conversational.

Tone works in spoken text in much the same way as it does in real life. A real-life example you might have experienced is sending an email that contained a joke, but the person on the receiving end thought you were serious. In this case the responder did not understand the tone that you used. Tone depends on different questions. In expository or informative writing, tone concise, confident but courteous. The writing level should be sophisticated but not pretend readers familiarity

with or expertise in the topic, and should carry an under tone of especially in business writing, an engagement in cooperation and mutual benefit.

In creative writing, tone is more subjective, but it also requires focus on communication which determines the tone—thrillers use tight, learn phrasing, romances (heartly adventures as the heart) tend to be more effusive and expressive, comedies more buoyant, and so on.

Tone is delivered in the form of syntax and usage, in imagery and symbolism, allusion and other literacy tools and techniques, but that shouldn't imply that developing tone is a technical enterprise that involves a checklist. Just as with mastering your writing voice (while being flexible extend to a particular project), adopting a certain tone depends on these and many other qualitative form.

Tone, can also be compared to differing attitudes of human behaviour—the difference, you behave at work, at church, at a party, and so on.

Tone and voice are two features of writing that go hand in hand to create the style for a attitude and the personality—two other ways to describe these qualities—could also be flavour of writing. Whatever analogy you use, make a conscious decision about tone bases on audience, and the desired outcome of your work.

❑ Define 'Register'. How is it important in writing skill.

OR

❑ Write the type of Registers and mention the rules of writing.

Ans :

Register

Register is an important concept for composing and responding to a spoken text. It is a concept that refers to particular types of language that are used for particular purposes. From the above, Example one has a formal register while Example two has an informal register. Informal and formal registers will be the focus here.

To achieve a formal register, a composer needs to use formal language. This means that the composer will use correct grammar and avoid any colloquial languages slang or jargon. The types of texts where you will find a formal register will be in formal speeches such as from your principal on speech or might from the Prime Minister.

The best way to determine whether a text that you compose should have a formal register is to consider the audience and the purpose. For example, would you use a formal register when e-mailing a friend? What if you were applying for a job?

To achieve an informal register, a composer needs to use informal language. This means that the composer does not need to use absolutely correct grammar and can use colloquial language and slang. Examples where you could use or see texts with an informal register might include talking to friends. You should consider the purpose and audience of the text and think. What register would be most effective to reach my audience?

When analysing texts, register should be one of the first things that you consider. This will help you decide what the purpose of a text is, as well as the intended audience.

If we broadly define 'register' refers to the way people use language in different situations. The term is often used as a full or partial synonym for style, speech variety or variation, field of discourse.

According to Martin Joob (1961) describes five styles in spoken English :

1. **Frozen** : Also referred to as static register. Printed unchanging language, such as Biblical quotations. It means the wording in it is exactly the same every time it is spoken.
2. **Formal** : One way participation; no interruption; technical; vocabulary or exact definitions are important; includes presentations or introductions between strangers.
3. **Consultative** : Two way participation; background information is provided—prior knowledge is not assumed. "Back channel behaviour" such as uh huh, "I see", etc. is common. Interruptions are allowed. Examples include teacher/student, doctor/patient, expert/apprentice etc.
4. **Casual** : In group friends and acquaintances; no background information provided; ellipsis and slang common; interruptions common. This is common among friends in a social setting.
5. **Intimate** : Non-public; intonation more important than wording or grammar; private vocabulary. Also includes non-verbal messages. This is the most common among family members and close friends.

If we define a register in linguistics, it is a variety of a language used for a particular purpose or in a particular social setting. For example when speaking in a formal setting contrary to an informal setting, an English speaker may be more likely to use features of prescribed grammar—such as pronouncing words ending in -ing with a velar nasal instead of an alveolar nasal (e.g. "walking", not "walking"), and refraining from using words considered non-standard such as ain't.

In fact formal language Register the formal writing is probably the most difficult type of writing. It is impersonal, meaning it is not written for a specific person and is written without emotion.

Some kinds of writing are always written in formal English. Formal writing includes :

1. Business Letters
2. Letters of complaint
3. Some essays
4. Reports
5. Official Speeches
6. Announcements
7. Professional e-mails

There are many rules for writing in formal writing. But some most common rules are as below :

Rules of the formal language register :

1. **Do Not Use Contractions** : In formal writing you should use
 - (a) cannot instead of can't
 - (b) have not instead of haven't
 - (c) will not instead of won't
 - (d) could not instead of couldn't
 - (e) is not instead of isn't
2. **Spell out Numbers Less than one Hundred** : Examples :
 - (a) nineteen
 - (b) twenty two
 - (c) six
3. **Write in Third Person Point of View** : In formal writing, we usually do not use first person or second person unless it is a quote :

Avoid using :

- (a) I (b) You
(c) We (d) Us

Example : You can purchase a car for under R. 50,000.

4. **Avoid Using too Much Passive Voice :** Example :

- (a) The bone was eaten by the dog.
(b) In active voice - The dog ate the bone.

5. **Avoid using slang, idioms, hyperboles and cliches.**

Slang of is common in informal writing and spoken English. Slang is particular to a certain region or area.

Examples of Slang :

- (a) Awesome/cool
(b) Okay/Ok
(c) Check it out
(d) in a nutshell

Common Cliches :

- (a) Too much of a good thing.
(b) Moment of truth.
(c) Beauty is only skin deep.

6. **Avoid Abbreviations and Acronyms :** When using acronyms, write the entire name out the first time it appears, followed by the acronym. From then on, you can use the acronym by itself. Example :

- (a) National Aeronautics and space Administration (NASA).
(b) Influenza — flu.
(c) United States of America — U.S.A. or USA.

7. Do not start sentences with words like and, so, but, also.
8. Always write in complete sentences.
9. Write longer, more complex sentences.

Informal Language Register

There are no major rules to informal writing, such as :

- (i) Slang and Cliches
- (ii) Figurative language
- (iii) Symbols and abbreviations
- (iv) A cronyms
- (v) Personal opinions
- (vi) First person, second person, and third person
- (vii) Incomplete sentences
- (viii) Paragraphs or no paragraphs etc.

Chapter-5

Reading to Learn and Understand

- ☐ Explain the meaning of Reading Skill. What is the importance of reading skill in children?

OR

- ☐ What is Reading? Describe the mechanics of Reading.

Ans :

Importance of Reading Skill

Reading is one of the most important and useful skill in learning a language. It serves as a means by which we can acquire unbounded fields of knowledge that lies before us. We are able to know new facts and relationship.

Dr. West said that reading should be given the most important place in the total scheme of teaching English as a foreign language.

Bacon said, "Reading makes a full man."

"Reading is a process of sight-sound-sense."

Dr. West said, "Reading involves the recognition of the important elements of meaning in their essential relation including accuracy and thoughtfulness and comprehension."

The 36th year book of the National Society for the study of education.

Prof. Ghanchi and Trivedi remarks, "In fact, education of a child is imperfect unless he is equipped with the ability to read, to decipher, to interpret and to understand properly the contents of a reading material. The intellectual advancement of the child is strictly limited, if he is unable to read."

1. Reading is fundamental to function in today's society. There are many adults who cannot read well enough to understand the instructions on a medicine bottle. Filling out applications becomes impossible without help. Day-to-day activities, anger and fear.
2. Reading is a vital skill in finding a good job. There are reports and memos which must be read and responded to. Poor reading skills increase the amount of time it takes to absorb and react in the workplace. A person is limited in what they can accomplish without good reading and comprehension skill.
3. Reading is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. Teaching young children to read helps them develop

their language skills. It also helps them learn to listen. Lack of listening skills can result in major misunderstandings which can lead to jobs and other disasters- small and great. Reading helps children and adults focus on what someone else is communicating.

4. With the help of reading, we discover new things. Books, magazines and even the Internet are great learning tools which require the ability to read and understand what is read. Even we are able to get new information and advantages by reading.
5. Reading develops the imagination. With reading, a person can go anywhere in the world.... or even out of it! They can be a king, or an adventurer, or a princess, or.... The possibilities are endless. Non-readers never experience these jobs to the same extent.
6. Reading develops the creative side of people. When reading to children, stop every once in a while and ask them what they think is going to happen next. Reading also encourages the next in the story.
7. Reading develops a good self image. Many times readers feel as if the world is against them. They feel isolated and behaviour uneasy.
8. Good reading skills, especially in phonics reading programmes, improve spelling. As students learn to sound out letters and words, spelling comes easier. Reading helps to expand the vocabulary. New words put them in their mind for later use.
9. By reading we are able to build good ideas and expose the bad ideas before they bring destruction. Only by reading can we be armed in this never-ending life and death struggle.
10. The fact of the power of written ideas communicated through reading is a foundational reason why some governments oppose free and honest communication.
11. Reading is important because words - spoken and written are the building blocks of life. In the same way people families, relationships, and even nations are built from words.

SCANNING, SKIMMING AND EXTRACTING RELEVANT INFORMATION FROM THE BOOKS

- ☐ Define Scanning. Mention its importance in digital era of education.
OR
- ☐ What is Scanning? Describe the importance in Reading Skill Understanding.
OR
- ☐ Write a note on Scanning. [June, 2018]

Ans :

Meaning of Scanning

Scanning is a process of converting paper documents such as letters, forms, receipts, contracts and other documents into digital copy which can be easily integrated as a part of document database in home or office computers or may be added to a central database. Today its need is much in every field of education and in reading and writing skill. There are many business organizations that process a large

amount of information on daily basis to run their business process smoothly and document scanning software is very essential application for them. High quality document scanning software lets the office management to scan and index their documents at the best possible quality and in a reasonable time period.

Most of the modern document scanning software uses optical character recognition. Optical Character Recognition (OCR) is a computer software that is designed to read hand written text and images and convert them digital format for storage and indexing.

There are many benefits of documentation scanning or digitization; all modern business organisations are trying to convert their paper files and documents into digital format for better office management and time saving. Digitization of paper records allows time saving and increases productivity of the workers. It is estimated that in an ordinary office works normally spend an hour or more in searching for files and there is an inherent risk of the paper documents being lost or misplaced.

After digitization of almost all paper files and documents file searching, sharing of documents and protecting the privacy of sensitive documents becomes much easier. Digitization of paper records is also great for the environment as the offices don't have to maintain such large volumes of paper work and thus more trees can be saved from extinction.

Importance of Scanning in Reading Skill Understanding

Scanning is a useful tool for speeding up your reading. When scanning, you look only for a specific fact piece of information without reading everything. You scan when you look for your favourite show listed in the cable guides, for your friends phone number in a telephone book, and for the sports scores in the newspaper. For scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the specific information you need. Scanning allows you to find details and other information in a hurry.

The material you scan is typically arranged in the following ways : alphabetically, chronologically, non-alphabetically, by category, or textually.

Alphabetical information is arranged in order from A to Z, while chronological information is arranged in time or numerical order.

Information can be also be arranged in non-alphabetical order, such as a television listing, or by category, listing of like items such as an auto parts catalogue. Sometimes information is located within the written paragraphs of texts; also known as a textual sense, as in an encyclopedia entry.

Learning to use your hands while scanning is very useful in locating specific information. Do you do anything with your hands to locate a word in a dictionary? To find a meeting time on your calendar? To read a train or bus schedule? Using your hand or finger is extremely helpful in focusing your attention and keeping your place while scanning a column of material. Your peripheral vision can also help you scan effectively. When your hand moves down a list of names, you see not only the name your finger is pointing to, but also the names above and below. Let your eyes work for you when searching for information.

We can have anything when our aim is to find specific pieces of information. If we were doing the research for an oral presentation, we could scan the index of books, websites, and reference materials. We would discover whether they contain any information we want and the pages where the information can be found. It is

true, if you practice more, the more effective scanning will become. Finally, the most important benefit of scanning is its ability to help you become a more flexible reader. Scanning adds another high gear to your reading.

Scanning prior to reading can help you understand the main points of the article. It might seem like a reading approach that yields less information, but scanning is an important first step in reading comprehension. In fact it is particularly beneficial to students taking standardized tests, who can scan both the article itself and the standardized test questions before reading in earnest.

So, scanning an article helps you understand the article's main points before you dive into the meat of the article. This can make it easier to critically read the piece and to develop questions. It can also help you decide if there are any unfamiliar concepts or terms that you read the piece. Because it can sometimes take several pages for an author to get to the meat of her argument, scanning also enables you to understand what the author is building up to when you sit down to read the piece in its entirety.

Scanning is reading a text quickly in order to find specific information e.g. figures or names.

Skimming

- ☐ Write the meaning and importance of Skimming. Mention techniques of Skimming.
- OR
- ☐ What is Skimming? Write the advantages and disadvantages of scanning and Skimming.
- OR
- ☐ Write a note on Skimming.

[June, 2018]

Ans :

Meaning and Importance of Skimming

Skimming refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.

Skimming and scanning are two very different strategies for speed reading.

People who know how to skim and scan are flexible readers. They read according to their purpose and get the information they need quickly without wasting time. They do not read everything which is what increases their reading speed. Their skill lies in knowing what specific information to read and which method to use.

Skimming is one of the tools you can use to read more in less time. It refers to looking only for the general or main ideas, and works only for the general or main ideas, and works best with non-fiction (or factual) material. With skimming, your overall understanding is reduced because you don't read everything. You read only what is important to your purpose. Skimming takes place while reading allows you to look for details in addition to the main ideas.

Many people think that skimming is a haphazard process placing the eyes wherever they fall. However, to skim effectively, there has to be a structure but you don't read everything. What you read is more important than what you leave out. So what material do you read and what material do you leave out? We know that skimming is done at a fast speed with less than-normal comprehension, you shouldn't skim all the time. There are many times, however, when skimming is very useful. Suppose you are taking a presentation skill class and have to deliver an oral report in a few days about the first computers ever made. You locate six books and four

newspaper articles about this topic. Because you must be ready soon, you do not have time to read each word, but you need a large quantity of solid information.

Skimming will help you locate the information quickly while making sure you use your time wisely. It will also increase the amount of usable material you obtain for your research. By skimming you can quickly locate the information you haven't mastered yet and study only that material.

While reading, ask yourself the following questions to help you decide whether or not to skim. If you answer yes to any of these, then skimming is a useful tool.

Skimming as a Speed Reading Technique

Speed reading is a good way to absorb a lot of printed information quickly, but sometimes you just need to get the gist of what is being written about all the details. That's when knowing how to skim text can be helpful.

When you skim a page, you take the main ideas from the reading material without reading all the words. Readers skim when time is short or when they need to understand the general ideas but not the particulars of an article or book.

Skimming occurs at three to four times the normal reading speed. For that reason, your reading comprehension takes a nose dive when you skim. So, readers can't skim as efficiently on their computer screens either. When you read or skim a web page on your computer, do so more slowly than usual if you want to read and skim efficiently. Skimming is taking the most important information from the page without reading all the words. It is not a reading technique but rather a scavenging technique. However, skimming takes the notion of passing by some words to another level. In the act of skimming, you focus only on the essential ideas and skip over the insignificant, marginal, and secondary.

Skimming means also pass or glance over lightly or in a superficial manner. Many students probably consider that their main problem in reading is not having a big enough vocabulary. Students who meet a word they can't interdependent study. After that, most of the students turn to dictionaries. This is very natural and in some circumstances advisable. But in fact, one of the first things to be said about a dictionary is 'Don't use it too much'. Students who keep working up new words read not that effectively. Every time we break off to consult a dictionary, you slow down our reading and interrupt our thinking; it would be idiotic to ban the use of dictionaries.

Skimming allows your subconscious the chance to absorb the main ideas of a text. These are later cemented by your speed reading of the contents. The combination of these two methods allows you greater comprehension of what you are reading. Having ascertained that skimming will increase our reading speed, we now need to know how to skim reading, whilst there are many different methods adopted to skim reading like reading the index means note that it is essential that you do this so that you get the general ideal of what the text is about.

Finally, when you are skimming, start at the beginning and over what you have already read before you have completed the whole text as this will defeat the purpose of your skim reading. In any event, you are going to speed read the text once more after you have completed your skim reading.

In this way skimming improves reading ability. The ability to speed reading is an important skill in today's world; where whether we are students or at work. As a result, improving our speed read training technique is something each and every one of us should not only do but maintain. It is an almost instinctive reaction to think that reading faster equates with comprehending with less empirical evidence. However,

it seems to indicate otherwise - individuals who comprehend what they have read as those who read too fast. The importance of ability includes three parts. First, reading ability generates learning power that helps you know yourself and others better.

Second, reading power activates learning power. An individual with know-how is more worth than one without know-how. It helps you in two ways, getting a better job and succeeding on a job. Third, reading power is also yearning power, serving as a catalyst for creativity.

Skimming means pass or glance over lightly or in a superficial manner. Many students probably consider that their main problem in reading is not having a big enough vocabulary. Students who meet a word they cannot interpret are first likely to ask what it means, which is fine as long as an informant is available, but not practical as the basis for interdependent study. After that, most of the students turn to dictionaries.

Advantages of Skimming and Scanning

1. It saves time.
2. Skimming and Scanning search only for specific information.
3. Both get a very basic idea what the reading is about and then you can decide whether or not you need to read it more carefully.
4. It provides a general overview of the reading, it may get you more interested in the subject.

Disadvantages of Skimming and Scanning

Superficial, not specific enough to be able to tell all the details. To pass an exam about it. You often have to go back and re-read the entire passage again to understand it.

- ☐ What is Information extraction? Explain the qualities of good books. How do we get extra relevant information by these books?
OR
- ☐ Explain, Books is said to be "The teacher in print".
OR
- ☐ Write a note on extracting relevant information from text-books.
[June, 2018]

Ans : Information extraction is the task of automatically extracting structured information from unstructured and/or semi-structured machine-readable documents. In most of cases this activity concerns processing human language texts by means of natural language processing. Although we can learn a lot of great information from books, articles, interviews and conversations, we naturally forget a lot of it. Create a system to regularly remind you of lessons you've already known. Here are three simple ways you can do that.

You may think note-taking is just for college students, but taking notes preserves the essence and context of what you're taking in. If it's a book, you could organize your thoughts with a common place book, which is a book containing excerpts from other books; Although it requires a bit more effort, it could also help you connect and organize your ideas in ways you couldn't with a computer.

Secondly, it's a conversation, interview or speech, take notes on the important points. During the conversation be sensitive when it comes to certain types of infor-

mation. So, Books open up various avenues of thought and study. Books should create interest and help it by suggestion as to how the matter given in the book may be followed and developed. It should give references to other books on the same subject. Thus, it should widen the outlook of the pupils. It develops their interest and open new vistas of knowledge and discovery.

In spite of all this we get many extra information from books as below :

1. **Achieving the Purpose of Teaching :** It should enable children to appreciate India's cultural heritage and to recognize. These books should provide the understandings necessary for the promotion of national goals, style of presentation, exercises and illustration.
2. **Free from Indoctrination :** Book presents a comparative view of the ideas of different people expressed on a particular phase of life. It should not contain superficial and misleading generalization, and extreme nationalism. It should tell only the truth the whole truth and nothing and truth.
3. **Summarizing Learning :** From books we get summarize learning of the unit activities on different topics of education.
4. **Promoting Group Effort :** It should contain suggestion for group projects on every topic. Assignments may be suggested with divisions to be jointly attempted by the groups. There should be suggestions on constructing models, preparing charts etc.
5. **Providing Logical and Comprehensive Material :** Book sets a standard of maximum essential to be achieved by students of all categories. It provides students a direction for further studies.

So, from books we get many extra knowledge of languages, culture, heritage, essential thoughts etc. In the last we can say that Books provide useful guidelines along which a teacher can plan his day to day teaching. While actual teaching in the classroom, they serve as reference books. They suggest activities to be taken up in the classroom and outside. It can be used to help the teacher in finding out new ideas.

Books contains selective and systematic knowledge. It is simple to be understood by the intended learner. It uses various teaching learning devices to fulfil the desired instructional role. It includes devices for practice, application, motivation and fixation of learning. Thus, book is said to be "The teacher in print".

UNDERSTAND THE MEANING IN REFERENCE TO CONTEXT

- ☐ What is reference to context? How do you write in reference to context?
OR
- ☐ Write the meaning of context clues and describe their types.
OR
- ☐ What are the advantages and disadvantages of reference to context?

Ans : Reference to the context is normally used for school examinations and tests. This is to assess the exact comprehension of a student and evaluate their grasp of a literature, language, history or other lesson. If you look through question papers extending over a long time, this is the one type that has stood the test of time and remains common from the level of middle school to any higher level.

While addressing such questions, the student is supposed to bring out in brief his understanding of the quoted statement and the occasion or situation in which it occurred. Another way of addressing this type of question is to tell who said the quote and to whom it was said and why it was said. It should be understood that

answering this type of question in brief is something like telling a friend about one event or situation out of a sequence of events that you have witnessed.

Your response to the exam question should be in brief and simple language so that your friend understands the situation or event with reference to the whole sequence of events. Your answer should be neither too long, like an essay, nor too short, like a one-or-two-sentence answer. You practice writing a response to this type of question after a thorough study of a lesson, and you get strong enough in appropriately using the technique to get good marks.

To make easy reference to context, there are six common types of context clues and teachers need to provide struggling students and those with learning disabilities with direct instruction in how to use these clues.

Common Types of Context Clues

1. **Root Word and Affix** : People who study birds are experts in ornithology.
2. **Contrast** : Unlike mammals, birds incubate their eggs outside their bodies.
3. **Logic** : Birds are always on the lookout for predators that might harm their young.
4. **Définition** : Frugivorous birds prefer eating fruit to any other kind of food.
5. **Examples or Illustration** : Some birds like to build their nests in inconspicuous spots—high up in the tops of trees, well hidden by leaves.
6. **Grammar** : Many birds migrate twice each year.

Teachers have found it effective to model a self-questioning strategy to identify the different types of context clues. You can ask questions that are designed to focus attention on the unknown word and the possible clues to its meaning, such as : What are the surrounding words? How do they offer me clues? What does this word mean in terms of the context?

It is also helpful to provide students with frequent reminders and examples of the different types of context clues. Using on line tools, you can post the list of context clues (and some corresponding examples) on your class, website, or blog. You can also display the list on the bulletin board in your classroom so that students can easily remind themselves about context clues. Students can also keep examples in their reading or writing portfolios.

In fact as language teachers, we would want to engage our students to acquire language meaningfully, to negotiate meaning and get their messages through. We do that in activities involving reading and listening comprehension as well as other activities.

But does teaching of formal properties of language through grammatical and vocabulary explanation satisfy these needs? So context is an essential part in the construction of meaning. As a matter of fact any teaching that takes usage, the formal properties of language, as the only aspect to be taught will fail to develop adequate language skills in learners.

In addition to usage, teaching language as it is actually used by native speakers in appropriate contexts is to my mind the corner stone of second and foreign language teaching.

Infact context means linguistic and situational factors where the context of language use is essential. This contextual use of language is what makes language unique to humans.

Types of Context

Context means a variety of things. Context can be linguistic involving the linguistic environment of a language item as well as situational, involving extra linguistic elements that contribute to the construction of meaning.

1. **Linguistic Context** : Linguistic context or verbal context refers to the linguistic environment in which a word is used within a text. As a matter of fact, understanding the meaning of vocabulary items using linguistic context may involve syntactic and morphological interpretation of the elements within a text. In other words, to determine the meaning of an item, it is necessary to know whether the item is a noun, a verb, an adjective or an adverb, functioning as a subject, a predicate or a complement. This information gives important clues to the meaning of the text. Meaning involves more than the grammatical description and goes beyond the scope of grammar to an understanding of the situational context that involves individual beliefs and knowledge of the world.

2. **Pragmatic or Situational Context** : Part of the pragmatic content is what makes it coherent, those elements that tell us who and what we are talking about. This is achieved by using features such as the use of deictic, anaphoric and cataphoric elements as well as other information implied in the text. Meaning can be inferred from the linguistic elements, surrounding a word.

In this way a language teacher has importance to design languages activities that takes into consideration the contextual dimensions of language use. So, the importance of reference and education cannot be denied, because education is necessity for grooming and personality development. The Reference and Education are not only targetting the students only but also many other people related to the same field. Like the students, can get a lot of information related to their area and the field. The discussions on the educational issues can open the mind of the people to think and act. Similarly, teachers can get the information on their subjects and even the course outlines of the top business school or any other Institution operating in the other corner of the world can be accessed. The Reference and Education Context vary a lot like the discussion will have the analysis while any science article will have the facts and the other related data. Therefore you cannot surely depict the standardized formats and the contexts of the Reference and Education.

The only thing that the writer should concern about is that the Reference and Education are viewed by almost every Internet user, therefore, the quality of the context should be high so that the image of the website can be improved.

Advantages of Reference to the Context

1. Anyone can edit.
2. It is easy to use and learn.
3. It widens access to the power of web publishing to non-technical users.
4. People located in different parts of the world can work on the same document.
5. To create a new edition of update information.

Disadvantages of Reference to the Context

1. Anyone can edit so this may be too open for some applications, for example confidential documentation.
2. It requires Internet connectivity to collaborate, but technologies to produce print versions of articles are improving.

3. The usual guidelines for healthy computer use.
4. There are easy ways to restore a page.
5. It grows, the community plans and administers the structure collaboratively.

SCHEMA THEORY: TEXT STRUCTURES & READING IN CONTEXT AREAS

- ☐ What do you mean by Schema? Explain its importance and types.
OR
- ☐ Write the meaning of Schema Theory. What is the relationship with education?
OR
- ☐ Write a note on need and importance of Schema theory. [June, 2018]

Ans :

Meaning of Schema

A schema, or schema, is an abstract concept proposed by J. Piaget to refer to our well-abstract concepts. Schemas (or Schemata) are units of understanding that can be hierarchically categorized as well as webbed into complex relationships with one another. According to Schema theory, people make sense of new experiences and the world by activating the mental representations or schemata stored in their memory. New experiences and information are interpreted according to how it fits into their schemata. Information that does not fit may be misunderstood or miscomprehended.

A schema is an abstract structure of knowledge at different levels, e.g. cultural truths, linguistic knowledge or ideologies. They are mental templates that represent a person's knowledge about people, situations or objects, and which originate from prior knowledge or experiences.

Types of Schema

1. **Social Schema** : Social schema is generated by an event (going to a restaurant), that consists of a script and scenes (booking a table, arriving at the restaurant ordering food etc.); props (menu); enabling conditions (money); roles (water, client); and outcomes (not feeling hungry). Social cognition researchers are particularly interested in studying what happens when the schema activated conflicts with existing norms.
2. **Ideological Schema** : Ideological schema is generated by attitudes or opinions or relevant social or political issues. For example abortion and ecology.
3. **Formal Schema** : Formal schema is related to the rhetorical structure of a written text, such as differences in genre or between narrative styles and their corresponding structures.
4. **Linguistic Schema** : Linguistic schema includes the decoding features a person needs in order to understand how words are organised and fit together in a sentences (be it spoken or written discourse).
5. **Content Schema** : Content schema refers to knowledge about the subject matter or content of a text.

According to **Modern Schema Theory** is like this, the greater understanding of thought processing and memory that evolved with the appearance of computer programming and simulation of human cognition, led to the resurgence of the concept of schema.

It was later further developed in the 1980s into an explicit psychological theory of the mental representation of complex knowledge by the cognitive psychologist **David Rumelhart**.

According to educational researcher **Kenneth Goodman**, "The important contributions with his findings which led him to conclude that reading is a "psycholinguistic guessing game" that involves interaction between thought and language.

Schema Theory and Education

Richard Anderson is according with having introduced schema theory into the educational community in 1977. Research carried out by him found that comprehension and in turn memory and learning depend on the student recurring to or bringing to bear the appropriate schemata. Following Piaget's ideas, he argues schema can be thought of as assimilation, and schema change as accommodation, of knowledge. However, without some schema into which the knowledge can be accommodated, the situation or experience is incomprehensible and of little pedagogical use.

These ideas were considered revolutionary because reading ceased to be considered a matter of simple word recognition; instead, attention was placed on the readers role in the process of comprehension. In current schema theory, reading is considered an interactive process between the readers background knowledge and the text. So, schema theory has proven useful in many other disciplines and has been used for discourse analysis, marketing, music and more.

In this way schema theory states that all knowledge is organized into units. Within these units of knowledge, or schemata, is stored information. A schema, then is a generalized description or a conceptual system for understanding knowledge, how knowledge is represented and how it is used.

Piaget emphasized the importance of schemas in cognitive development, and described how they were developed or acquired. A schema can be defined as a set of linked mental representations of the world, which we use both to understand and to respond to situations. The assumption is that we store their mental representation and apply them when needed.

Text Structure

- ☐ What is Text Structure? Give the importance of Text Structure in Education?
OR
- ☐ What are the four basic Text Structure? Explain.
OR
- ☐ How the Text Structure has importance in literature? Explain.

Ans : Text structure refers to how the information within a written text is organised. This strategy helps students understand that a text might present a main idea and details; a cause and then its effects; and/or different views of a topic. Teaching students to recognize common text structures can help students monitor their comprehension.

Importance of Text Structure

Teachers can use this strategy with the whole class, small groups, or individually. Students learn to identify and analyze text structures which helps students navigate the various structures presented within non-fiction and fiction text. As a follow up, having students write paragraphs that follow common text structures

helps students recognize these text structures why they are reading. When a teacher uses text structure he/she should do the following ways :

1. Show examples of paragraphs that correspond to each text structure.
2. Examine topic sentences that clue the reader to specific structure.
3. Model the writing of a paragraph that uses a specific text structure.
4. Have students try to write paragraphs that follows a specific text structure.
5. Have students diagram these structures using a graphic organiser.
6. Choose the assigned reading and introduce the text to the students.
7. Introduce the idea that texts have organizational patterns called text structures.
8. Introduce the following common text structures :
 - (i) description
 - (ii) sequence
 - (iii) problem and solution
 - (iv) compare and contrast

So, text structure refers to how information is organized in a passage. The structure of a text can change multiple times in a work and even within a paragraph. Students are often required to identify text structures on state reading tests; therefore, it is important that they are given exposure to the various patterns of organization.

Types of Text Structures

There are four basic text structures as :

1. Descriptive
2. Narrative
3. Expository
4. Argumentative

1. Descriptive Text : Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special. It also describes the most important person in your life. It is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

Description is a style of writing which can be useful for a variety of purposes :

- (i) To enagage a reader's attention.
- (ii) To create characters.
- (iii) To set a mood.

Its language aim is to show rather than tell the reader what something/someone is like and relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs.

Language is focused and concentrates only on the aspects that add something to the main purpose of the description. Sensory description - what is heard, seen, smell, felt, tasted. Precise use of adjectives, similes, metaphors to create images/pictures in the mind e.g. their noses were met with the acrid smell of rotting flesh.

So, Language means descriptive text is a strong development of the experience that "puts the reader there" focuses on key details, powerful verbs and precise nouns.

2. Narrative Text Type : It is based on perception in time. Narration is the telling of a story; the succession of events is given in chronological order. Its main

purpose is to entertain, to gain and hold a reader's interest. However narratives can also be written to teach or inform, to change attitudes/social opinions e.g. soap operas and television dramas that are used to raise topical issues.

Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved. The common structure or basic plan of narrative text is known as the "Story grammar". Although there are numerous variations of the story grammar, the typical elements are :

- (i) **Setting :** When and where the story occurs.
- (ii) **Characters :** The most important people or characters in the story.
- (iii) **Initiating Event :** An action or occurrence that establishes a problem and/or goal.
- (iv) **Conflict/Goal :** The focal point around which the whole story is organized.
- (v) **Events :** One or more attempts by the main characters to achieve the goal or solve the problem.
- (vi) **Resolution :** The outcome of the attempts to achieve the goal.

The graphic representation of these story grammar elements is called a story map. The exact form and complexity of a map depends, of course, upon the unique structure of each narrative and the personal preference of the teacher constructing the map.

Types of Narrative : There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, adventure, stories, ballads, personal experience, horror, fiction, mysteries.

In narrative text the characters with defined personalities identities in the play. Dialogue often included-tense may change to the present or the future. Descriptive language to create images in the readers mind and enhance the story.

So, if there is plan for writing narrative texts, the focus should be on the following characteristics :

- (i) **Plot :** What is going to happen?
- (ii) **Setting :** Where will the story take place? When will the story take place?
- (iii) **Characterization :** Who are the main characters? What do they look like?
- (iv) **Structure :** How will the story begin? What will be the problem? How is the problem going to be resolved?

- (v) **Theme :** What is the theme/message the writer is attempting to communicate?

3. Expository Text Type : It aims at explanation i.e. the cognitive analysis and subsequent syntheses of complex facts. Example, An essay on "Rhetoric : What is it and why do we study it?"

4. Argumentative Text Type : This text is based on the evaluation and the subsequent subjective judgement to a problem. It refers to the reasons advanced for or against a matter.

In the conclusion we can say that, as students progress through school, they face having to read challenging texts, texts that require them to read for information instead of simply reading for the text. Ask them to recognize the rhetorical fun. As students learn to read, they should learn to recognize different text structures, so they can predict what type of information is included.

Consequently, the basic need is for teachers to teach students to identify text structures and decide what information is most important in their readings.

Reading expository texts is critical for growth in reading ability and most urgent to rank normal achievers; the ability to read, comprehend, and analyze expository texts (i.e.; identifying main idea, major ideas, and supporting details) could be good criteria to rank students academic reading achievement. One way to measure and rank students reading achievement of the expository texts is to teach reading through text structures.

This will raise text structure awareness and is assumed to lead to a permanent improvement in reading skill.

Reading in Content Areas

□ What do you mean by context area in reading? Mention the importance of reading in content areas.

OR

□ Write the reading in content area strategies for young readers.

Ans : Content area reading refers to helping students better understand what they read in a particular content area course. It has been broadened in recent years to integrate reading, writing, talking, listening, and viewing in text related learning. Content area texts are usually expository meaning that are written in form, persuade, describe or explain information for the reader.

Content areas are one method that schools use to organize knowledge, teaching, and academic programming. For example, learning standards, standardized tests, academic teams are often organized by content area.

In other words, content area refers to a defined domain of knowledge and skill in an academic program. The most common content areas in public schools are English (or English language arts), maths, science, and social studies. It is important to realize that the responsibilities for strengthening literacy skills in these students is the responsibility of everyone at the school ranging from the language—arts instructors, reading specialists, content area teachers, speech and hearing specialists, school psychologists, administrators, and others.

Content Area Reading Strategies

Everyone agrees that sound reading and comprehension skills are essential for learning. However, content area text books often provide more of a challenge, especially as students reach middle and high school. That's when the reading volume and level of difficulty increases. The results can be a negative impact on content learning which will largely determine academic success.

One strategy for boosting reading comprehension involves helping students recognize word clues that point to a specific structure. For example, compare/contrast paragraphs may contain the words "however" and "both". This is where visual organizers such as venn diagrams can help students compare and contract concepts. Then students can write summaries to clarify meaning in their own minds.

Students also need comprehension skills that include learning new vocabulary prior to reading, learning how to use text clues to identify critical information (such as titles, subheadings, graphics, and summary statements), and recognizing key terms that imply relationships between ideas.

A good reader will use these tools subconsciously in order to understand what they're reading. However, struggling readers have to be taught what strategies to use, when to use them, and how to go about it. With practice, harnessing these strategies will become second nature for them regardless on the content area.

Reading Strategies for Young Readers

Elementary school teachers often have the difficult jobs of teaching all subject areas. While this means having to know a lot of information about a lot of different topics, it also means that elementary level teachers are more likely to easily employ reading comprehension strategies across all areas. The same activities teachers use with their class during reading can be recycled of science, maths and social studies.

1. **Think Aloud :** When reading content related texts, students can learn a lot from teachers who stop to vocalize their thinking. Young readers aren't always aware of when their comprehension has broken down, so hearing teachers talk about their internal thought processes which can help students mimic the strategy.
2. **Mimic Literature Circle :** Many teachers assign roles for students during book discussions. Each student is given a task like clarifier, connection-maker, questioner etc.
3. **Important Words :** Identifying context clues help students in decoding unknown words. But going beyond that vocabulary strategy and having students identify the most important words in a text can help them process the topic and further understand the content area subject.
4. **Main Idea and Details :** It's important to have students interacting with text at a young age. Encourage underlining and highlighting of main ideas and details.
5. **Rereading :** Many students reread their favourite picture and chapter books over and over, which deepens their comprehension of the story. This same skill should be applied to non-fiction content area texts. Rereading a text will familiarize the students with the subject matter and help them pick up on new ideas they didn't notice in prior readings.
6. **Ask Why? and How? :** These two questions get at the analytical and inferential thinking important for mastering comprehension of subject matter texts. Usually question that begin with "Why" and "how" have multiple correct answers that require an over all understanding of a historical event of scientific process in order to answer. For example, "Why do people adopt animals?" or "How do tadpoles become frogs?"

In short we can say that reading comprehension is made of many different skills. These skills are created and developed by using a variety of reading strategies to encourage students to interact with text in meaningful ways. Common care requires a wider population of students to read more non fiction than ever before; content area classrooms are a great place to develop this new practice. Fortunately, many traditional reading comprehension strategies work well in content area classrooms. So, the power of good content area literacy lies not just in the ability to read and write, but rather in a person's capacity to apply these skills to effectively connect, interpret and discern the intricacies of the world in which they live.



Chapter-6

Writing to Learn and Understand

LINKAGES BETWEEN READING AND WRITING

- ❑ Describe the relationship/linkage between reading and writing.

OR

How both skills are important in literacy development?

OR

- ❑ Describe that both disciplines are interdependent.

Ans : Writing and reading have long been considered to be related activities. Along with listening and speaking, they have been treated by educators as essential components of the language arts. The relationship or linkage between reading and writing is a strong one and people who are generally good at one will usually be good at the other. Both disciplines are, of course, vital to learning a new language and indeed communicating in it when fluent. But the key thing which joins them together is that they are both about the written word rather than the spoken one—which is the preserve of listening and speaking.

But there are also huge differences between the two disciplines which may make it hard for a good communicator to be a good understanding and vice-versa. Of course, reading is about interpreting what someone else has written in a language while writing is about creating the language yourself for others to read.

In any language; one that is learning as a new speaker, reading is a vital skill to master if you are going to become proficient in all aspects of it. Reading brings so much to the reader, from grammar and vocabulary to a basic understanding of how the language works. And reading could not be of a greater importance to those who want to learn how to write. There is a reason that children learn to read before they write and it is not necessary that it is the easier discipline. It is because reading teaches the language learner so many aspects that will then become useful in writing. Without reading, a writer would not know how and where to use words and the way sentences are formed. Without reading, a writer would be virtually powerless, even if they had the tools they needed—the letters and words—for they would not have the knowledge to put it into practice.

But writing brings its own set of advantages to people who want to read. Once someone who has started to write in a foreign language picks up something to read, they will find it easier. Although everyone has their own writing style and not everyone will be able to read everyone's else's prose as easily as their own, it is still a useful

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skill to pick up if you are going to be doing a lot of reading. Once you have used the words and sentences for yourself, and seen where they go and where they fit most easily, reading will be a lot more natural.

So, as we can see, the relationship between reading and writing in a language is strong and is important. No one who is learning a language can think they can only learn one discipline as they are all so inextricably linked. Of course, there are differences and writing and listening are both about understanding language. Which ever way you look at it, there are four facets to a language and all need to be learnt well if you can ever hope to be fluent in a language. But look for the similarities and links as they will help you to learn faster and better. A child's literacy development is dependent on this inter connection between reading and writing.

It is correct that reading affects writing and writing affects reading. Reading instruction is most effective when intertwined with writing instruction and vice-versa. Research has found that when children read extensively they become better writers. Reading a variety of genres helps children learn text structures and language that they can then transfer to their own writing. In addition, reading provides young people with prior knowledge that they can use in their stories. One of the primary reasons that we read is to learn. Especially, while we are still in school, a major portion of what we know comes from the texts we read. Since writing is the act of transmitting knowledge in print, we must have information to share before we can write it. Therefore, reading plays a major role in writing.

At the same time practice in writing helps children build their reading skills. This is especially true for younger children who are working to develop phonemic awareness and phonic skills. Phonemic awareness (the understanding that words are developed from sound chunks) develops as children read and write new words. Similarly phonics skills or the ability to link sounds together to construct words are reinforced when children read and write the same words. For older children practice in the process of writing, their own texts help them analyze the pieces that they read. They can apply their knowledge about the ways that they chose to use particular language, text structure or content to better understand a professional author's construction of his or her texts.

In fact the most effective ways to use the relationship between reading and writing to foster literacy development is by immersing children in a specific genre. Parents and teachers should identify a genre that is essential to a grade level curriculum or is of particular interest to a child or group of children. Once children have studied the genre to identify its essential elements, they should be given opportunities to write in the genre. As they are writing, adults should help them apply what they have learned from reading genre specific texts to guide their composition. This process should be recursive to allow children to repeatedly move between reading and writing in the genre. In the end children will not only have a solid and rich knowledge of the genre, but will also have strengthened their general reading and writing skills.

One another and the most effective way to help children build specific writing skills is to show and discuss with them models that successfully demonstrate the skill. Adults should select a number of texts where the authors "nail" the area that they want to help their children grow in. Once children have explored effective models of the skill, they should be given opportunities to practice it. They can either write new pieces or revise previous pieces of writing emulating the authors techniques.

Integrating "Sound" Instruction in Reading and Writing

Phonemic awareness and phonics are two of the pillars of reading. Without understanding the connection between sounds and letters, a person cannot read. The connection between reading and writing can help solidify these skills in young readers. Parents and teachers should help children "sound out" words in both their reading and writing. When a child comes to a word in their reading that is unfamiliar, the adults working with his/her can model or guide her in sounding out the word using knowledge of phonemes (sound "Chunks"). Similarly, if a child wants to write a new word the adult(s) can use the same technique to help her choose which letters to write. If the child is younger, accurate spelling is not as important as an understanding of the connection between particular sounds and letters.

Therefore helping the child pick letters that approximate the spelling is more appropriate than providing him with the actual spelling. If the child is older and has an understanding of some of the unique variations in the English language (such as silent 'e'), the parent or teacher should encourage him to use that knowledge to come up with the spelling of the word.

In conclusion, children learn to use symbols, combining their oral language, pictures, print, and play into a coherent mixed medium and creating and communicating meanings in a variety of ways. From their initial experiences and interactions with adults, children begin to read words, processing letter sound relations and acquiring substantial knowledge of the alphabetic system.

As they continue to learn, children increasingly consolidate this information into patterns that allow for automaticity and fluency in reading and writing. Consequently reading and writing acquisition is conceptualized better as a developmental continuum than as an all-or-nothing phenomenon.

LEARN TO WRITE REPORTS, REVIEWS, ESSAYS, NOTICES, LETTERS AND CREATIVE WRITINGS.

1. Reports

☐ What is Report? How is it useful in short writing composition.

OR

☐ Define Report. Give some examples of report writing.

Ans : Reports or factual descriptions of events and incidents are factual and graphic in nature. All necessary details are given. Presentation and organisation of details should be systematic and logical. These events or incidents are being described to other persons. The writer has to recollect incidents from memory and then present them briefly but clearly.

Report writing is an important part of composition and requires a great skill. The following tips can prove to be useful for a student while writing a report :

1. First of all, the event or issue on which a report is to be written, must be clearly understood.
2. Then a picture of all the related facts must be developed in mind. For example, if one is required to write a report about a road accident, then the location of accident, causes, effects etc. must be knitted in mind.
3. After it, these ideas or facts must be written down as a report by giving them proper sentence format.

4. In addition to it, one should be careful that a report must be to the point and there is no need to include unnecessary events. In short, we express the real description of event like this or in short form :

- (i) Systematic and logical
 - Real and concrete : life-like.
 - Simple and clear.
 - Free from ambiguity, exaggeration and over statement. Neither sketchy nor unnecessarily lengthy.
 - While attempting questions of factual description in the examination, remember the following points :
 - Give only relevant details.
- (ii) Be factual and objective.
- (iii) State the title/heading.
- (iv) Content should contain the following points :
 - (a) When
 - (b) Where
 - (c) Why
 - (d) How

Observe the word limit : 100 to 125 words.

2. Notices

☐ What is 'Notice'? Discuss its importance in a school.

OR

☐ Write a short note on 'Notices'.

Ans : Notices are meant for giving information. When an information is meant for a large number of people e.g. members of an organisation, children of a school, participants of some events, or even general public, a notice is used for collective information. Notice writing is an important part of English writing course. The advantage with a notice is that instead of individually informing everybody, a notice is pasted at a conspicuous place for everyone to see. The place or spot can be the notice-board of a residential or school building, library or it can be inserted in a newspaper.

In a school, the notice board is used for to inform about exam dates, change in syllabus, essay competition, poetry competition, another kinds of competition, educational tours, lost and found situations, etc. You must have also seen 'public notice' in newspapers given by the govt., a company, a firm, an organisation or any institution. These bring public attention to some important issues. Thus, notice writing is not only useful for school life-but it is important in public life also.

Important Features of Notice Writing

1. A notice should be brief and short.
2. Adhere to the words limit upto 40 to 50 words.
3. These should be to the point information.
4. A notice should provide complete information like date, venue, chief guest, prize. These details may vary according to the nature of notice.
5. A notice must include the name of issuing authority like head boy, head girl, teacher, principal, secretary, student, etc.
6. The message should be straight forward without any ambiguity in the information.

7. The main ingredients of a good notice are brevity, completeness and clarity.
8. A notice has three parts-head, body and authority or contact person.
9. Signature and name of the notice writer must be there.
10. The date must be there.

3. Letters

- ❑ Discuss the different forms of writing letters.
OR
- ❑ Write a short note on the process of writing letters.
OR
- ❑ Write the seven essential parts of a letter.

Ans : The most common form of written communication is the letter. Letter writing is an indispensable activity of human society. We write letters to friends and relatives to maintain contacts with them. However, in the present times with the boom in methods of communication, many of us don't have the time or the inclination, or the temperament and the art to write letters. So telephone, fax and E-mail have replaced personal (informal letters).

However, formal letters are still in vogue. Commerce, trade, official correspondence, public representation, complaints and other dealings, transactions and communication with the people are still conducted through letters. Students are therefore advised to cultivate the art and skill of letter writing. It must be remembered that different kinds of letters follow different conventions. So the format should suit the type.

So, Letter writing is one of the most indispensable activities of modern society. Writing a letter is based on verbal input. Letter types include.

- (a) business or official letters (for making inquiries/complaints; asking for and providing information, placing orders and sending replies);
- (b) Letters to the editor (giving suggestions on an issue);
- (c) Application;
- (d) Miscellaneous.

Here we have to lay more emphasis on formal and official letters.

Official Letters

1. Letters for Complaints
2. Making enquiries
3. Letters making requests/appeals

Points to Remember While Writing Letters

1. **The Aim of the Letter :** Letters are written for at least one of the three purposes; to convey information; to prompt action; or to maintain a satisfactory communication. It is very important to keep both general and specific aim in mind while writing a letter.
2. **Courtesy and Politeness :** Courtesy and politeness are the qualities which are important in a letter not merely because they are the correct way to behave, but also because you are committing yourself to paper.
3. **Clarity of Thoughts and Expression :** It is extremely significant to express your thoughts properly and clearly. We must have a clear mindset about why are we writing the letter. Long words and complex grammatical constructions are not only difficult to read but are often imprecise.

4. **Avoid Cliches and Worn-out Phrases :** Always avoid cliches and worn-out phrases such as 'we beg to acknowledge receipt of your letter' or 'permit me to state'. It will be good to write 'Thank you for your letter' instead of 'we beg to acknowledge the receipt of your letter'.
5. **Accuracy and Completeness :** Your letter should always have the date. It should be checked that the recipients' name and address are given properly and spelt accurately. Read the letter again before putting it into the envelope. Spellings, punctuation and grammar, facts and figures have to be checked.

Format of Good Official and Social Letter

An official letter must normally have these seven essential parts. Students are advised to follow each of them in a systematic and logical order.

1. **Sender's Address at the Top Left Hand Corner :** Recently, a new style has been evolved in writing the sender's address. Now the sender's address has been performed on the top left hand corner. Now the commas and full stops at the end of the lines are omitted.

The students are supposed to write the sender's address as shown below :

1026 Arya Samaj Road
Karol Bagh
New Delhi
Pin-110005

2. **The Date :** Always write the date below the sender's address. The students can choose any of the following ways of writing the date.

- (i) 16 July 2015
- (ii) 16 July, 2015
- (iii) July 16, 2015

Unless mentioned in the question, students should write the same date on which they are supposed to take the examination.

3. **The Name and Address of the Addressee :** In official letters, the name and designation of the addressee is written on the left margin, two lines below the line of the date.

The Director
Correspondence Courses Study Centre
Ambala

4. **The Salutation :** The usual form of salutation in business letters is as follows.

Sir or Dear Sir for individuals such as Manager, Director (may be officials).
Madam is used when the letter is addressed to a lady.

5. **The Body/Content of the Letter :** Official letters demand brevity and formal treatment. They should be precise and confined to the specific point issue. There is no place for unnecessary and superfluous details in official letters.

6. **The Complimentary Close :** Generally official letters close with the following complimentary endings.

- (i) Yours faithfully
- (ii) Yours Truly
- (iii) If there is use of personal name in the salutation, then the complimentary close can be

Yours Sincerely

7. **Signature** : An official letter needs/requires your full signature with the name and designation coming just below it. For example :

Yours faithfully

(Signature)

R.S. Sharma (write name again if sign is not clear)

Director

4. Creative Writing

□ Write a note on Creative Writing.

Ans : Creative Writing : All types of writing leads one to creative type of writing. Guided composition enables students to write free compositions and that paves way to creative writing. A person is enabled to write reviews, short stories, dialogues etc., and the same may be used in the college magazine or may be published in the standard magazines. It requires free composition of a good standard. In order to ensure it, the following points are of special consideration :

1. The learners should have good real expression ability. Whatever is taken up for composition, that should be dealt with orally first.
2. A great deal of practice in controlled composition should be given and then free composition should be taken up.
3. The learner should have good hand writing and correct spellings importantly. These should get special consideration at the hands of the teacher.
4. There should be flexible control over the language so that specific requirement may be met easily.

5. Essay

□ What is an Essay? How to write an Essay?

OR

□ What is an Essay? Describe its types.

Ans : Meaning of an Essay : An essay is a literary composition, usually in prose. However, Literal meaning of the word 'essay' means to attempt. An essay can be written on any subject on earth. There fore the subjects of essays are not confined to any specific area. That is why the scope of writing essays is unlimited.

Therefore, an essay is a prose composition. This is an exercise in composition on various subjects divided mainly under the following headings :

1. Personal
2. Descriptive
3. Narrative
4. Reflective
5. Biographical

The four major types of essays address these purposes :

1. **Narrative Essays** : Telling a story.
In a narrative essay, the writer tells a story about a real-life experience. While telling a story may sound easy to do, the narrative essay challenges students to think and write about themselves. When writing a narrative essay, writers should try to involve the reader by making the story as vivid as possible.
The fact that narrative essays are usually written in the first person helps

engage the reader. T sentences give readers a feeling of being part of the story. A well-crafted narrative essay will also build towards drawing a conclusion or making a personal statement.

2. **Descriptive Essay** : Painting a Picture

A cousin of the narrative essay, a descriptive essay paints a picture with words. A writer might describe a person, place, object, or even memory of special significance. However, this type of essay is not description for description's sake.

The descriptive essay strives to communicate deeper meaning through the description. In a descriptive essay, the writer should show, not tell, through the use of colourful words and sensory details. The best descriptive essays appeal to the reader's emotions, with a result that is highly evocative.

3. **Expository Essays** : Just the Facts

The expository essay is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic, using facts, statistics, and examples. Expository writing encompasses a wide range of essay variations, such as the comparison and contrast essay, the cause and effect essay, and the "how to" or process essay. Because expository essays are based on facts and not personal feelings, writers don't reveal their emotions or write in the first person.

4. **Persuasive Essays** : Convince Me

While like an expository essay in its presentation of facts, the goal of the persuasive essay is to convince the reader to accept writer's point of view or recommendation. The writer must build a case using facts and logic, as well as examples, expert opinion, and sound reasoning.

The writer should present all sides of the argument, but must be able to communicate clearly and without equivocation why a certain position is correct.

How to Write An Essay?

Introduction : Introduction is the most important part of an essay as it introduces the readers to the main theme of the composition. A student can write good introduction only if he is clear about the subject he is writing about. He is supposed to have collection of ideas and then selection of the material for a particular subject is the most significant exercise of mind. The ideas must not be rambling. They must be to the point. It is better if a student can illustrate his ideas with facts, figures and examples in short.

Logical Arrangement : However, these ideas must be arranged logically to make a piece of writing effective. For this purpose, the essay should be divided into paragraphs dealing with a single idea convincingly. The body of an essay comprises these ideas arranged logically.

Conclusion of the essay is supposed to satisfy the readers and they should be convinced when they have gone through the essay. Abrupt ending leaves the readers dissatisfied. The effect of the whole essay is marred.

Style : last but not least, leaves a lasting impression on the readers. It gives insight into the character of the writer. It has not been said in vain that "style is the man". It is better to be direct, simple and precise. The students should not labour under wrong conception that the use of difficult words is rewarding. Unnecessary

repetitions and ambiguous language should be avoided at all costs. Therefore, the style of the essay should be natural, concise and clear. Adhere to the length of the essay as is required of you by the examiner. However, an essay is normally 400-500 word long composition.

6. Review

☐ Define 'Review'. How do you write a review on a given topic?

OR

☐ What is a 'Review'? Give its importance after a writing.

Ans : A review may be a self-contained unit-an end in itself - or a preface to and rationale for engaging in primary research. A review is a required part of grant and research proposals and often a chapter in theses and dissertations.

Review of literature may vary from discipline to discipline and from assignment to assignment. Generally, the purpose of a review is to analyze critically a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles.

How to Write a Review?

Define or identify the general topic, issue, or area of concern, thus providing an appropriate context for reviewing the literature. Point out overall trends in what has been published about the topic; or conflicts in theory, methodology, evidence, and conclusions; or gaps in research and scholarship; or a single problem or new perspective of immediate interest. Establish the writer's reason (point of view) for reviewing the literature; explain the criteria to be used in analyzing and comparing literature and the organization of the review (Sequence); and when necessary, state why certain literature is or is not included (scope). So you should group research studies and other types of literature (reviews, theoretical articles, case studies, etc.) according to common denominators such as qualitative versus quantitative approaches, conclusions of author's specific purpose or objective, chronology, etc. Summarize individual studies or articles with as much or as little detail as each merits according to its comparative importance in the literature, remembering that space (length) denotes significance. Provide the reader with strong umbrella sentences at beginnings of paragraphs, signposts throughout, and brief so what summary sentences at intermediate points in the review to aid in understanding comparisons and analysis.

When you write conclusion of a review, you should summarize major contributions of significant studies and articles to the body of knowledge under review, maintaining the focus established in the introduction.

Evaluate the current "state of the art" for the body of knowledge reviewed, pointing out major methodological flaws or gaps in research, inconsistencies in theory and findings, and areas or issues pertinent to future study.

PRESENTATIONS OF SELECTED PAPERS, QUESTIONS AND ANSWERS

☐ Define Presentation in Writing Skill. Describe the steps for asking questions in a presentation.

OR

☐ 'Presentation is necessary in modern education system'. Explain.

Ans :

Meaning of Presentation

A presentation is the process of presenting a topic to an audience. It is typically a demonstration, lecture, or speech meant to inform, persuade, or build goodwill. The term can also be used for a formal or ritualized introduction or offering as with the presentation of a debutante.

How to Handle Questions and Answers Period?

Many presentation today are followed up with a question and answer period. To some people, this can be the most exciting part of the presentation. To others, it can be their worst nightmare. In fact, there are some presenters who purposely avoid the question and answer period all together. Here are 5 step approach to handling questions along with some additional tips to make your next question and answer session go smoother.

1. **Listen to the Entire Question :** Listen to the entire question before you begin to answer any questions. Too many people start responding to a question before the entire question is even asked. Not waiting to hear the entire questions can result in you providing a response which had nothing to do with the question. Force yourself to listen to the entire questions and make sure you understand the question.
2. **Pause and allow yourself time to value the question and listener.** REPEAT the question out loud so that the entire audience can hear it. It is important that everyone "hear" the question or the answer you provide may not make sense to some of the people. By repeating the question, this will allow you some additional time to evaluate the question and formulate a response.
3. **Credit The Person for asking the question.** You may say something like, "That was a great question" or, "Glad you asked that question" or even, "I get asked that question by many people". One word of caution. If you credit one person with asking a question, be sure to credit EVERYONE for asking a question. You don't want people to feel their question was not as important.
4. **Respond to the Question :** Honestly and the best you can. If you do NOT know the answer to a question, do not try to fake it. Be honest, and tell them you do not know but do promise to research the answer for them and do get back to them.
5. **Bridge to the next question by asking them a question.** "Does that answer your question?", "Is that the kind of information you were looking for?" This is critical. Once they respond to you, 'Yes' you now have permission to go on to the next person. This also gives them one more opportunity to say, 'No' and allow them to clarify their question more by asking it again.

Steps for Asking Questions in a Presentation

1. **Warm up Your Audience :** You also need to warm up your audience first. The need to get to know you and trust you a little before they'll venture answering a question.
2. **Don't let them Settle into a Passive Mode :** But don't leave it too long before you start asking questions. If you leave it too long, people will settle into a passive "TV-watching" mode and it will be difficult to rouse them

into responding. So once you've established rapport (2-5 minutes) start asking questions. The audience with them get that this is an interactive presentation and will stay on their toes rather than setting into that passive mode.

3. **Move from Easy to More Challenging Questions through Your Presentation:** Plan your questions so that they move your presentations forward. For example, say I was giving a presentation on "overcoming your fear of public speaking". I could use this matrix to come up with progressively more challenging questions.
4. **Signal Your Question :** Sometimes people don't answer a question because they weren't listening or they didn't realize you wanted an answer. Let your audience know you're about to ask a question. For example, you might say "Here's a question I'd like you to answer". Avoid mixing rhetorical questions (these are questions you don't expect your audience to answer) with "real" questions. Your audience will get confused about whether they're supposed to answer or not.
5. **Frame Your Question So that People Know Exactly What You Want :** A major reason people don't answer questions in presentation is because they're not clear on what the questioner really wants. Never underestimate the ability of the audience to misunderstand your question.
6. **Ask Your Question Slowly and Clearly :** You want people to understand you the first time. To make sure you get the phrasing right during the presentation; write the question out in full on a small card and read your question from the card if you need to.
7. **Make it Easy for People to Answer:** Many people avoid answering questions because it means speaking in front of a group a. k. a public speaking. So you need to make it easy for them. There are number of ways of doing this :
 - (i) Have them talk to their neighbour about their answer to the question.
 - (ii) Split your audience into small groups.
 - (iii) Hand out post if notes and ask people to write their answer on the post - it and then come and stick it on the wall.
 - (iv) Ask people to write their answer on a flip chart at the front of the room.
 - (v) This next method requires you to have some space in your room.
8. **Wait for Answers :** If you simply ask a question and want people to volunteer answer in front of the group you need to wait for the answers. Most people won't answer straight away.
9. **Use the Answers You Get :** Incorporate the answers you get into the flow of your presentations. If you don't do anything with the answers on the flip chart, demonstrate that you value the answers you are getting.
10. **Do not Humiliate Anyone :** You may think that you would never do this but its incredibly easy to do unintentionally. Here's how to avoid doing it.
 - (i) Acknowledge each answer you get with a warm "Thank you".
 - (ii) Do not gush over one particular answer - others will feel slighted in comparison.
 - (iii) Do not call on individuals to answer - they will feel put on the spot.
 - (iv) If somebody's answer is totally wrong or misguided take responsi-

bility for it. For example, you might say "Oh! that's not quite what I was looking for but I can see why you said that.

What I meant was..."

In this way, a presentation is a means of communication that can be adapted to various speaking situations, such as talking to a group, addressing a meeting or briefing a team. A presentation can also be used as a broad term that encompasses other "Speaking engagements such as making a speech of a wedding, or getting a point across in a video conference."

To be effective, step-by-step preparation and the method and means of presenting the information should be carefully considered.

A presentation requires you to get a message across to the listeners and will often contain a 'persuasive' element. It may, for example, be a talk about the positive work of your organisation, what you could offer an employer, or why you should receive additional funding for a project.

