B.ED I

PEDAGOGY OF ENGLISH I – PART 1

UNIT – I

NATURE AND SCOPE OF ENGLISH LANGUAGE TEACHING

1.1 ENGLISH FOR GLOBAL PURPOSE

As global communication expands throughout the world, so does the need for a global language. In many parts of the world, English has been established, that is recognised and understood by people everywhere. In most countries around the globe, English language can be found in some form or another, whether it be international news broadcast, or a subject in he classroom. Everyone has their own reasons for the rise of English as the global language. However, there are some common traits between them. Here are just a few samples of what people are saying: "Experts attribute the worldwide spread of English to British colonialism and American culture, rather than to the inherent qualities of the language...".

English is dominating the globe today because, when the sun finally set on the British Empire at the end of World War II, the United States emerged as a global superpower and cultural giant, leading the way in medical research, technological innovation, motion pictures and rock 'n' roll. In the 17th and 18th centuries, English was the language of the leading colonial nation - Britain. In the 18th and 19th centuries, it was the language of the leader of the industrial revolution - also Britain. In the late 19th and early 20th centuries, it was the language of the leading economic power - the US.

It is estimated that "the number of native English speakers is 300 million to 450 million. More than one billion people are believed to speak some form of English. Although the numbers vary, it is widely accepted that hundreds of millions of people around the world speak English, whether as a native, second or a foreign language. English, in some form, has become the native or unofficial language of a majority of the countries around the world today. In 20 to 30 countries around the world, English is merging with native languages to create hybrid English.

It is widely believed that English is truly the world language. English seems to be emerging, if it has not already arrived, as a global language. If this were to become official it would reduce the number of translations. It would make communication across cultures much easier. Language may be a cornerstone of culture, but the culture itself would not have to disappear if English were used as a second or third language for the pure purpose of communicating globally. English is the only language used in international air traffic control and is virtually the only language of a whole range of other activities from scientific research to pop music. English may not be the best choice, but it is the obvious choice, for an international language. Whether we like it or not, the English language is becoming the global language.

About 37.5 crore people learn English as first language (native language) in countries like the UK, the USA, Canada, Australia etc. In India, Nigeria, Philippines, Germany, France, Pakistan, Italy, Japan, Netherlands, South Africa etc. it is the second language. According to the ·British Council, English has official or special status in at least seventy-five countries with total population of more than 200 crores.

A country cannot develop on its own. It needs trade and commerce with the rest of the world. It needs to build diplomatic relationships with other countries. There is no language other than English that is widely understood around the world. It is the official language of the world's most important organisations like the United Nations, European Union, Commonwealth of Nations, NATO etc. Thus English acts as the language of international trade and commerce, sports, culture, tourism, academics and diplomacy.

1.2. ENGLISH AS A FIRST/NATIVE LANGUAGE (ENL)

English as a first language refers the variety of English language spoken by people, who acquired English as their first language or mother tongue. English as a first or native language is commonly distinguished from English as an Additional Language (EAL), English as a Second language (ESL) and English as a Foreign Language (EFL).Native English include American English, British English, Australian English, Canadian English,

Irish English, New Zealand English, Scottish English and Welsh English. In recent years, the proportion of ENL speakers has steadily declined while the use of English in ESL and EFL regions has rapidly increased.

A wide variety of countries, such as Australia, Belize, Canada, Jamaica, the United Kingdom and the United States, speak English as a native language (ENL). ENL countries are established when large numbers of English speakers migrate from other English speaking countries, displacing other languages, both local and immigrant. Other countries, such as Fiji, Ghana, India, Singapore, and Zimbabwe use English as a Second language (ESL). In ESL countries the language is imported during a colonial period and promoted through education, but there is not a massive migration of native English speakers.

English varies markedly from one ENL territory to another, and often from one region to another within heavily populated countries such as the US and UK, a state of affairs which, as travellers know well, can lead to problems of intelligibility. In the UK, for example, there are significant differences of accent, grammar, and vocabulary between Anglophone visitors to London and many of the local people (speakers of Cockney and near-Cockney), as well as in Scotland, where many people routinely mix Scots and English. In the US, there are significant differences between many speakers of African-American (or Black) English and what is sometimes called 'mainstream English.' . . . It is therefore risky to classify a territory as ENL and leave it at that, the ENL hood of a place being no guarantee whatever of unhampered communication in English.

Standard English is typically seen as 'correct' and 'grammatical,' while non-standard dialects are seen as 'wrong' and 'ungrammatical,' regardless of whether the speaker or the speaker's ancestors spoke English as a native language. Disapproval of non-standard varieties is not the prerogative of the formerly colonized. The reason that Singapore has had a Speak Good English Movement and India does not is that Singapore has a highly

informal contact variety, usually known as Singlish, which has no parallel in India.

It is obvious that interdialectal contact tends to speed up phonological change, and new social norms can easily change the acceptability of formerly stigmatized pronunciations: innovation is therefore to be generally expected in ENL communities. By contrast, ESL societies are likely to be characterized by interference phenomena and overgeneralization, and therefore exhibit innovation (of different types)--unless these local features are criticized as deviances when compared with an external standard, say the educated speech of the South of England.

1.3. ENGLISH AS A SECOND LANGUAGE (ESL)

English as a Second Language (ESL) is a traditional term for the use or study of the English language by non-native speakers in an English-speaking environment. That environment may be a country in which English is the mother tongue (e.g., Australia) or one in which English has an established role (e.g., India) and also known as English for speakers of other languages. English as a Second Language also refers to specialized approaches to language teaching designed for those whose primary language is not English.

English as a Second Language corresponds roughly to the Outer Circle described by linguist Braj Kachru in "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle" (1985). "Basically, we can divide up countries according to whether they have English as a native language, English as a second language, or English as a foreign language. The first category is self-explanatory. The difference between English as a foreign language and English as a second language is that in the latter instance only, English has actual assigned communicative status within the country. There are a total of 75 territories where English has a special place in society. Kachru has divided the English-speaking

countries of the world into three broad types, which he symbolizes by placing them in three concentric rings:

The inner circle: These countries are the traditional bases of English, where it is the primary language, which is Great Britain and Ireland, the United States, Canada, Australia, and New Zealand.

The outer or extended circle: These countries represent the earlier spread of English in non-native contexts, where the language is part of the country's leading institutions, where it plays a second-language role in a multilingual society. E.g. Singapore, India, Malawi, and 50 other territories

The expanding circle: This includes countries that represent the importance of English as an international language though they have no history of colonization and English has no special administrative status in these countries, e.g. China, Japan, Poland and a growing number of other states. This is English as a foreign language. It is clear that the expanding circle is the one that is most sensitive to the global status of English. It is here that English is used primarily as an international language, especially in the business, scientific, legal, political and academic communities."

The term "English as a second language" or "Teaching English to Speakers of Other Languages" emerged after the Second World War, and in Britain no distinction was seriously made between ESL and EFL, both being subsumed under ELT('English Language Teaching'), until well into the 1960s. As regards ESL in particular, the term has been applied to two types of teaching that overlap but are essentially distinct: ESL in the home country of the learner (mainly a UK concept and concern) and ESL for immigrants to ENL countries (mainly a US concept and concern)."

The term 'English as Second Language' (ESL) has traditionally referred to students who come to school speaking languages other than English at home. The term in many cases is incorrect, because some who come to school have English as their third, fourth, fifth, and so on, language. Some individuals and groups have opted for the term 'Teaching English to

Speakers of Other Languages" (TESOL) to represent better the underlying language realities. In some jurisdictions, the term 'English as an Additional Language' (EAL) is used. The term 'English Language Learner' (ELL) has gained acceptance, primarily in the United States. The difficulty with the term 'ELL' is that in most classrooms, everyone, regardless of their linguistic backgrounds, is learning English.

1.4. ENGLISH AS A FOREIGN LANGUAGE (EFL)

English as a foreign language is a traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication. English as a Foreign Language (EFL) corresponds roughly to the expanding Circle described by linguist Braj Kachru in "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle".

This includes countries that represent the importance of English as an international language though they have no history of colonization and English has no special administrative status in these countries, e.g. China, Japan, Poland and a growing number of other states. This is English as a foreign language. It is clear that the expanding circle is the one that is most sensitive to the global status of English. It is here that English is used primarily as an international language, especially in the business, scientific, legal, political and academic communities

EFL instructional approaches differ in significant ways. EFL is usually learned in environments where the language of the community and the school is not English. EFL teachers have the difficult task of finding access to and providing English models for their students. . . . As the number of ESL students has increased in schools across India, more classrooms and school have become more like ESL than EFL environments.

Although ESL (English as Second Language) and EFL (English as Foreign Language) are often used interchangeably, there are unique differences between the two. ESL countries are nations where the medium of

instruction in education and government is in English, although English may not be the native language. On the other hand, EFL countries do not use English as a medium of instruction but English is taught in schools. Malaysia was once considered an ESL country but now leans more towards EFL. The methods and approaches of teaching English as a second language and foreign language do differ greatly.

The distinction between second language and foreign language is not, however, a sharp one, and there are cases, like Indonesia, where classification is disputable. Moreover, there is a considerable amount of variation in the roles played by second languages, for example in education, in the fields of discourse used, and in the giving of prestige or power. In India, the medium of instruction in schools was changed from English to the regional languages after Independence, and subsequently there has been a gradual process of Indianization of the universities, which at one time were all English medium.

Indonesia, a former Dutch colony, used to emphasize the teaching of Dutch. The movement towards English as a foreign language (EFL) began at independence, and now English, the main foreign language being learned in Indonesia. English is taught for eight or nine years from primary school through high school. The main objective is to provide reading skills to enable Indonesians to read science related materials in English

1.5. UTILITARIAN AIM OF ENGLISH LANGUAGE TEACHING

A language is a systematic means of communication by the use of sound or conventional symbols. A set of linguists who based their assumptions of language on psychology made claims that language is nothing but 'habit formation'. According to them, language is learned through use, through practice. In their view 'the more one ideas exposed to the use of language, the better one learns'.

The latest and most advanced discoveries and inventions in science and technology are being made in the universities located in the United States of America where English language is means of scientific discourse.

The historic circumstances of India have given the Indians an easy access to mastering English language, an innumerable opportunity for the advancement in the field of science and technology. Over the years, English language has become one of our principle assets in getting a global leadership in many fields.

English language comes to our aid in our commercial transaction throughout the globe. English is the language of latest business management in the world and Indian proficiency in English are brought laurels to many Indian business managers. English is a means not only for international commerce; it has becomes increasingly essential for interstate commerce and communications.

In India people going from north to south for education or business mostly in English, which has become a link language. The parliament has also recognized English as an official language in addition to Hindi. All the fact of history and development in present day India underlined the continued importance of learning English in addition to vernaculars. English has thus become an effective means of promoting Indian view of life, and strengthening our cultural identity in the world.

1.6. OBJECTIVES OF TEACHING ENGLISH LANGUAGE

By the term 'objective' we mean 'purpose, goal, target... something aimed at, or wished for.' As an English teacher, we must fully understand the objectives of teaching English. In this way we will know what we are doing and why we are doing it.The objectives of teaching English have two main aspects:

- Language aspect (includes listening, speaking, reading and writing)
- Literature aspect (includes appreciation of language).

THE LANGUAGE ASPECT INCLUDES

Understand the language in both forms – spoken and written. The objectives under this aspect are called comprehension objectives and include the skills of listening and reading.It also includes expression in both forms – spoken and written. The objectives under this aspect are called expression objectives and include the skills of speaking and writing.

THE LITERATURE ASPECT INCLUDES

Appreciation of language, style, use of language structures, idioms, and expressions, poetry, drama, short stories etc.At elementary level, the teacher concentrates only on the language aspect. Poetry, short stories, drama and other form of writing are only used as means to attain language skills. For teaching English at the elementary stage, we have included only the language aspect, with the objectives placed into the following categories:Comprehension Objectives and Expression Objectives

A. COMPREHENSION OBJECTIVES

Comprehension' means 'understanding'. Comprehension is the first step of language learning. It happens when a person understands what someone says and it also happens when a person understands what he reads.Thus comprehension objectives can further be divided into two separate skills:Understanding by listening and Understanding by reading.In both cases, a person receives information and gets its meaning. Therefore, these skills are also called receptive skills or passive skills. But that does not make their importance any lesser. Without these skills, no progress can be made in learning a language.

1. UNDERSTANDING BY LISTENING

Understanding English through listening can be of two types. First, when someone speaks in English (oral presentation) the learner understands it completely and quickly. When a learner has acquired this skill, he can carry out the instructions given to him orally. For example, he sits when he hears

the command, 'Sit down.' He also understands if instead of a person speaking to him, there is a radio broadcast, recording, or television programme. Secondly, he can understand completely and quickly when something is read out to him.

2. UNDERSTANDING BY READING

Understanding English through reading can also be of two types – oral reading and silent reading. The learner reads a continuous piece himself aloud and understands its meaning adequately. Loud reading is the initial phase of training, where any mistakes can be corrected by the teacher. In the second phase, the learner reads silently. This allows a greater concentration and speed.

B. EXPRESSION OBJECTIVES

'Expression' means 'to put thoughts into words'. It is the second step of language learning.It happens when a person speaks English correctly and it also happens when a person writes English correctly.Thus expression objectives can further be divided into two separate skills:

- Speaking (oral expression)
- Writing (written expression)

In both cases, a person put forth his own ideas and thoughts. Thus these skills are also called productive skills or active skills.

1. SPEAKING

Speaking English in a desirable manner comes only when the learner can express his thoughts, ideas, and wishes in complete sentences fluently. It requires proper pronunciation, intonation, stress, speedand pauses

2. WRITING

The learner should be able to express his ideas freely in writing. He should write in different scripts, with proper capitalization, punctuation, spellings, spacing, paragraphing and speed.

The four basic skills of language namely listening, speaking, reading and writing are in the natural order of learning. These are of basic concern for the elementary school teacher. These skills are not acquired in isolation. They are fostered side-by-side. Thus the elementary school English teacher should focus on developing these four basic skills by providing adequate practice to the learner.

1.4 PROBLEMS OF TEACHING ENGLISH AS A SECOND LANGUAGE

English embraces a better position in our country, even after more than six decades since Britishers left India. However, no indigenous language has come up to replace English, either as a medium of communication or as an official language in India. Under the influence of nationalistic feeling and emotional hostility, English began to reassert its position. Now a day, it is still urgent to discuss, what to teach and how to teach a foreign language taking into account the objective, social and professional needs of future specialists in our country.

Besides businessmen, tradesmen, engineers, scientists and scholars all over the world must know English because it is the international means of exchange of information and experience. The students have to learn foreign language because students of any subject, any discipline must learn a foreign language teaching it is necessary to formulate its actual and realistic aims and tasks.

The way English is taught in our schools and colleges today is to a great extent responsible for the failure. Here is an effort to search the problems in learning English in rural areas and some suggestions to overcome the same.

1. PSYCHOLOGICAL PROBLEMS

It is a widespread misunderstanding amongst students that English the most difficult of all subjects. The result and the failure candidates act as evidence to prove this fact. Hence most of the students look at this subject with a prejudiced vision and bear the fear through the year. The psychological depression results in poor performance at the end of the year.

2. LEARNING METHODS

One of the reasons for the declining standards of teaching English is the inability of teachers to understand the difference between the teaching of literature and the teaching of language skills. Everybody knows that the study of a language is not an end in itself, it is a means to develop one's power of expression and comprehension can be achieved by mastering stylistic elements of the language.

3. PROBLEM OF CONCRETIZING THE ABSTRACT IDEA

The teacher faces a serious problem of concretizing the abstractness of the novel, poem, passage, words etc. they face difficulty in creating live pictures. The students find it difficult to understand the abstract idea and so they are unable to comprehend the lectures given by their teachers in English. If a poem on sadness is going on in the class the teacher should teach it so effectively that the students get tears in their eyes. This type of experience is hardly found in classroom teaching at present. In fact the teacher is always in a hurry to complete the portion and feels that it is waste of time to arouse emotions and interact with the students.

4. TRANSLATION METHOD

Translation method is widely used in rural areas. It helps the learner to understand the content of the text but bars from learning the language. The main purpose of teaching the language is kept aside and the teaching of content and theme is given importance. Translation method is thus a great problem in learning English.

5. MOTHER TONGUE INTERFERENCE

Most of the problems arise due to the interference of mother tongue in speaking English. Both the teachers and the students are very fluent in talking their own mother-tongue. But they forget the essence of pure language. When they speak in their mother-tongue they sometimes use English words in the midst of the sentences. They forget that every language differs in stress, intonation and pronunciation.

6. DIFFERENCE IN ENGLISH

English is pronounced in a very different way from almost all other languages of the world. Every region of the world where English is spoken has a different accent. When you are teaching English as second language, you must bear in mind that your students will not know the difference between US English, Queen's English and the entire sundry English's of the world. This could lead to confusions.

7. LACK OF PRACTICE

Language could be mastered by practicing all the four skills viz. Listening, Speaking, Reading, Writing. The rural surrounding does not allow the learner to practice any of these skills. The lack of audio tools also adds in the problem of lack of practice. Many teachers are unable to teach English effectively because they face lot of problems due to the lack of teaching aids. There are very few audio-visual aids available and it is insufficient for the teachers to use it effectively. Some are so costly that the colleges can only afford to buy few.

8. LACK OF INTEREST

Learning English being compelled has merely become a hurdle in passing. Students only concentrate on passing marks. They do not care for learning the language as a tool of communication. Teacher and the taught both look at this subject as an unavoidable hurdle and try their level best to cross this hurdle anyhow.

9. LACK OF MOTIVATION

In learning a second or a foreign language, motivation is the crucial force which determines whether the learner embarks on a task at all, how much energy he devotes to it and how long he perseveres. It is known as a complex phenomenon and includes many components, such as, the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on.

10. MALPRACTICES IN EXAM

One of the factors responsible for the deterioration is the pattern of question setting. It is easy to predict what questions would be asked on what books in which examinations. The students simply have to memorize. The teacher also teaches only those aspects which are important for the examinations. In most of rural areas we see that malpractice at the time of exam is a common practice. It is on its peak at the exam of English. Students, Teachers, non-teaching staff, parents, relatives, principal, officer in charge of exam, co-officer in charge of exam and many others are involved in this custom of malpractice. They all intensify the problem of learning English in rural areas.

11. MISTAKES IN ENGLISH

Most of the mistakes are made unknowingly i.e. when making a mistake becomes habitual; we keep making the same mistake even without realizing it. If we study this problem in a scientific manner by trying to know what is the actual cause behind making the mistake we would be able to avoid it.

12. CROWDED CLASSES

The size of the classes everywhere is considerably large and thus student's participation in the class work is quite impossible. The ratio of students in relation to teachers is not proportional. This is one of the reasons why individual attention is not possible to the students. For individual attention, there is a provision of Tutorial classes but the number of students in Tutorials is also very large, because most of the college can afford neither so many rooms for this purpose nor so many teachers to conduct effective

teaching of English. It should also be recognized that the practical work in the teaching of English demands that the number of students in the class be limited.

1.5.REMEDIES OF TEACHING ENGLISH AS A SECOND LANGUAGE

1. BUILDING A RAPPORT WITH YOUR CLASS

When you enter the class for the first time it is very important that you give a welcoming smile to your students and greet them. Your assuring smile and greeting them in a familiar manner helps them bond with you instantly. When they bond with you, they will find learning the language easier. Remember a smile always welcomes people to interact with you.

2. PLACE OF ENGLISH SHOULD IS DEFINED

English offers vast opportunities to all. The policy regarding the place of English in our education system should be well defined. This should be determined keeping in view its use and vast opportunities in the field of science, technology, social sciences, philosophy, area studies, journalism, international trade and diplomacy.

3. APPLYING DIFFERENT METHODS OF TEACHING

The teacher while teaching English should use the different methods of teaching English to the students. The teacher can also make use of the language lab. Some of the methods of teaching English are as follows:

- Grammar-Translation Method
- Direct Method
- Bilingual Method
- The Structural Method
- The Communicative Method
- Situational Method

Use of appropriate method for teaching various topics accordingly helps to enhance the effect of teaching language.

4. BUILDING CONFIDENCE AMONG STUDENTS

At the first meeting itself train your students to ask some simple English questions and give their answers, examples are 'What is your name?', 'Which country are you from?', 'Who is your best friend?' etc. Many teachers of English as a second language make the mistake of beginning with the alphabet. This is wrong. When you train them to ask questions on the first day itself, your students will definitely show off these questions to their folks. And their interest in the language will be built. They will come with higher hopes of learning more things the next day. The teacher should emphasize more on the language learning skills than the portion completion at the undergraduate level.

5. KEEPING IN MIND AIMS OF TEACHING ENGLISH

The teacher should always emphasize on the aims of teaching English. It will help to teach effectively. These are the primary aims of teaching English instead of enabling the student to pass in the upper class. These aims are:

a) To enable the students to understand English when spoken.
b) To enable the students to speak in English.
c) To enable the students to read English.
d) To enable the students to write in English.

6. IMPROVEMENT IN TEACHING FACILITIES

Special efforts should be made to ensure that teachers get proper teaching facilities, including space, books and teaching aids. The school and the college libraries should subscribe good journals which may enable them to know the latest developments in the field of linguistics and English language teaching.

7. MAKE STUDENTS THINK IN ENGLISH

Make it a very firm rule but subtly implied that there will be no other language spoken in your class other than English. Exhort them to think in English. This a mammoth task, and can be achieved only after some weeks or probably months of teaching.

8. END THE SOCIO-PSYCHOLOGICAL PROBLEMS

Many think English as the most difficult language and many call it unnecessary to learn it. The efforts of the teacher should be in eradicating the Socio- Psychological problems of the students, by motivating them and giving them some responsibility.

9. BUILDING COMMUNICATION SKILLS

Never teach your students always speak with them. Speak with the students about day-to-day things. Keep talking with them in simple English. They will talk when the initial icebreakers are done with. And when they will talk, they will learn. Encourage your students to talk. As long as the students attempts to talk in English make it a point to listen.

10. HANDLING MISTAKES WITH CARE

Mistakes will happen in the class and you have to learn how to handle them deftly. If you laugh at the students they will be too embarrassed to make any further attempts at speaking the language. If you do not laugh students will feel you are only being too kind to them and might always think they have said something wrong but you are hiding your amusement.

11. MATCHING LEVEL WITH YOUR STUDENTS

Being a teacher you know the language and might have got accolades for it but your student cannot even frame three sentences in English properly. Only your perseverance will help them do it. Remember that your students are not native English speakers they will not be able to even ask you their doubts. Be patient with them and encourage them to express themselves.

UNIT II

SPOKEN ENGLISH

2.1. THE DIFFERENT SPEECH ORGANS AND THEIR ROLE

Most of the languages in the world are produced with a pulmonic egressive air stream mechanism. The air that we breathe out comes out of the lungs. Before it gets into the outer atmosphere, various organs in human body convert it into speech sounds. These organs are called organs of speech. The organs of speech can be divided into following three groups.

1. The respiratory system
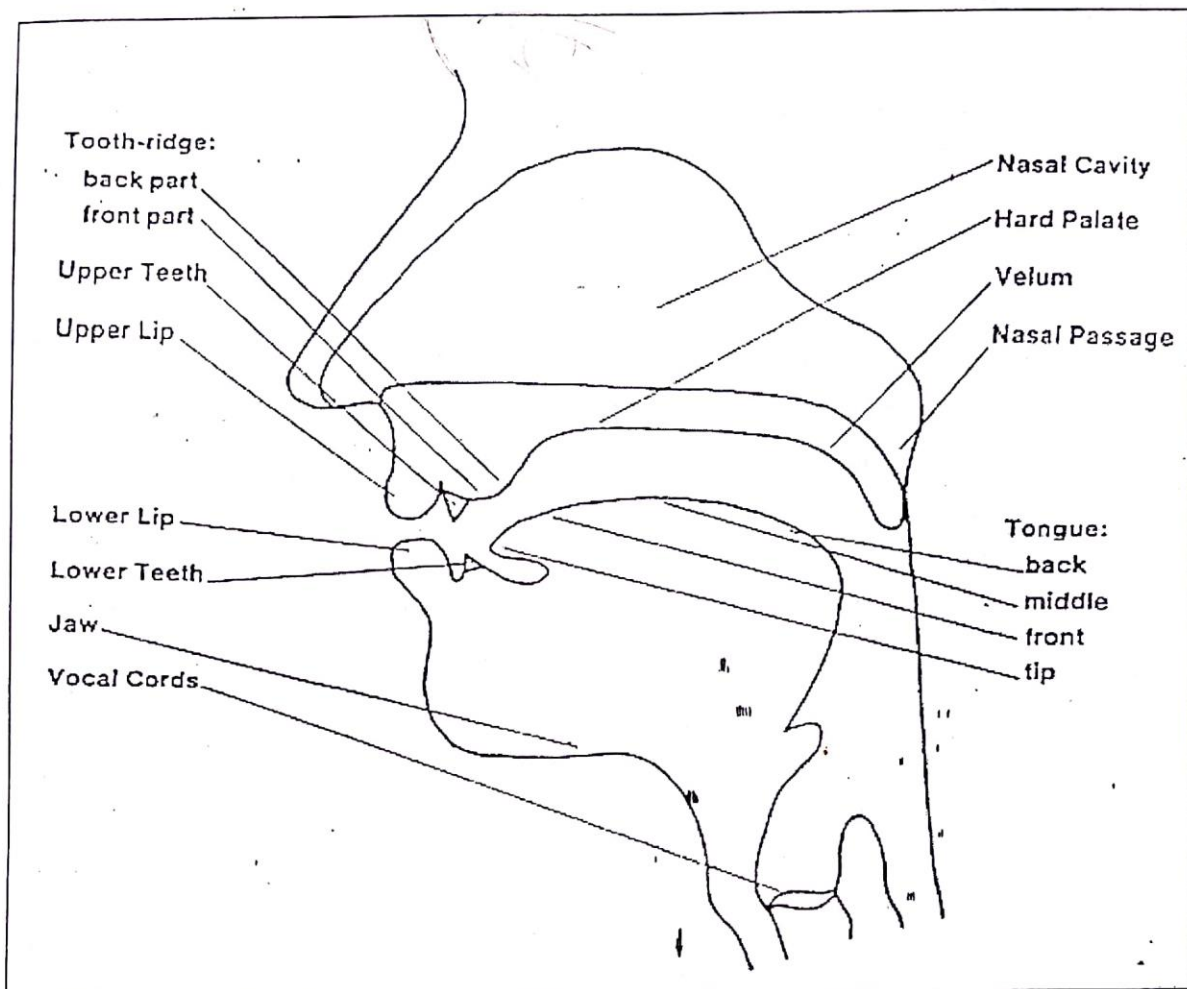2. The phonatory system and
3. The articulatory system

Sound Segments

• Knowing a language includes knowing the sounds of that language

• Phonetics is the study of speech sounds

• We are able to segment a continuous stream of speech into distinct parts and recognize the parts in other words

• Everyone who knows a language knows how to segment sentences into words and words into sounds

Identity of Speech Sounds

• The science of phonetics aims to describe all the sounds of all the world's

– Acoustic phonetics: focuses on the physical properties of the sounds of language

– Auditory phonetics: focuses on how listeners perceive the sounds of language

– Articulatory phonetics: focuses on how the vocal tract produces the sounds of language

Tooth-ridge:
  back part
  front part
Upper Teeth
Upper Lip

Nasal Cavity
Hard Palate
Velum
Nasal Passage

Lower Lip
Lower Teeth
Jaw
Vocal Cords

Tongue:
  back
  middle
  front
  tip

2.1.1. THE RESPIRATORY SYSTEM

The respiratory system comprises of the lungs, the muscles of the chest and the windpipe, it is also called the trachea. The lungs are spongy bodies. They are made up of small sacs called the alveoli. Air is supplied to the alveoli by small tubes called the bronchioles. The bronchioles come together into two large tubes called bronchi. The bronchi join the trachea or the windpipe.

It is through the trachea that the air that we breathe in passes through the throat into the lungs. It is known as respiration. It involves two process namely inspiration and expiration. It is the expiratory lung air that we breathe out, is the basis for the articulation of most speech sounds. The air stream mechanism involving lung air is called pulmonic air stream mechanism.

The walls of the lungs act as an initiator. They are moved by the respiratory muscles so that air is drawn into the lungs and pushed it out. When the air stream mechanism is used to push lung air out is called egressive and when it is used to draw air in, it is called ingressive.

2.1.2. THE PHONATORY SYSTEM

The phonatory system consists of larynx. It is commonly called Adam's apple. The air from the lungs has to come out through the windpipe and the larynx. In the larynx are situated a pair of lip like structures. These are called vocal cords. They are attached in front and can be separated at the back. The opening between the cords is called the glottis.

2.1.3. THE ARTICULATORY SYSTEM

The articulatory system consists of roof of the mouth, tongue and lips. The roof of the mouth comprises of teeth ridge, hard palate and soft palate and the uvula.

1. TEETH RIDGE

The convex bony part of the roof of the mouth which lies immediately behind the upper front teeth is called the teeth ridge. It is also called the alveolar ridge or the alveolum.

2. HARD PALATE

Immediately after the teeth ridge, the roof of the mouth becomes concave and it is hard and bony. This bony concave surface is called hard palate.

3. SOFT PALATE

The soft and fleshy that lies immediately or suddenly next to hard palate is called soft palate or the velum.

4. UVULA

The fleshy structure hanging loose at the extreme end of the roof of the mouth is called the uvula.

5. TONGUE

The tongue is a very important organ of speech. It can take up a very large number of different positions during the production of various sounds. The tongue can be divided into the tip, the blade, the front, back and the root of the tongue. The extreme edge of the tongue is called the tip. Immediately after the tip is the blade and it is the part of the tongue that lies opposite the teeth ridge when the speech organs are at rest. Beyond the blade is the front of the tongue and it is that part of the tongue which lies opposite the hard palate. Beyond the front is the back of the tongue, which lies opposite the soft palate when the speech organs are at rest. Even beyond the back of the tongue is its root.

6. LIPS

Lips play their part in the articulation of certain consonants. For example, the first sounds in the English word pill, bill and mill are produced with the lips tightly.

2.2. THE INDIVIDUAL SOUNDS: VOWELS (MONOPHTHONGS)
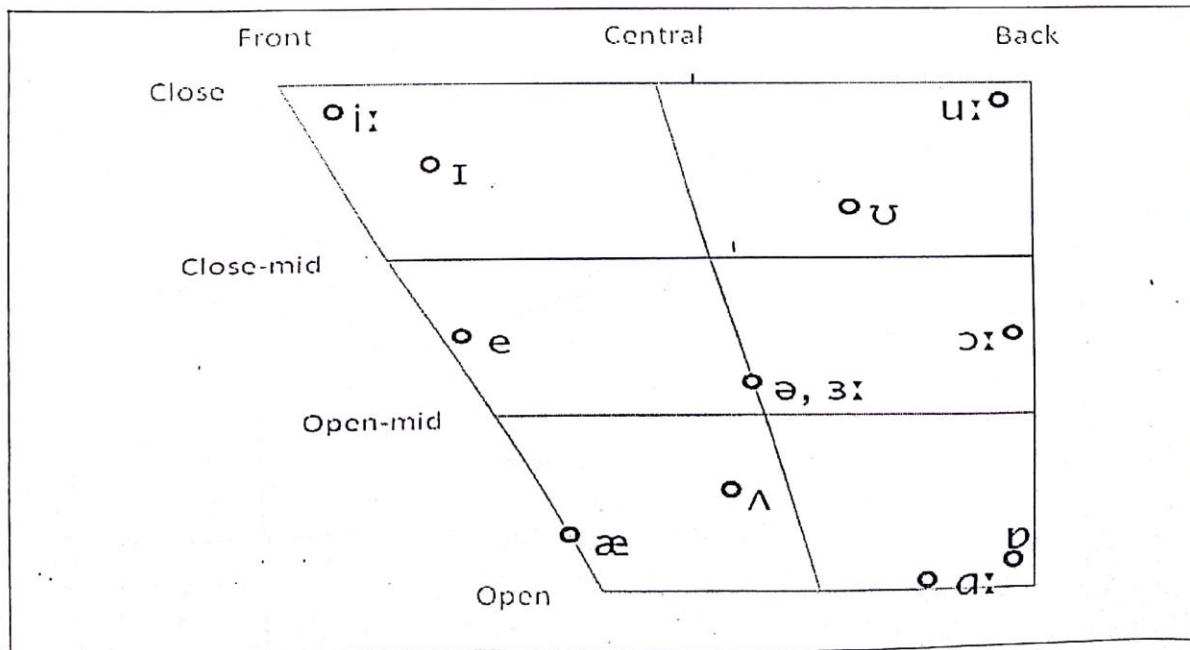
/iː/:	bee, beat, bead
/i/:	bid, bit
/e/:'	bet, let, bed, led
/æ/:	bat, cat, pat, mat, bad, mad
/uː/:	shoot, root, rude, shoe
/u/:	put, sugar
/ɔː/:	bought, law, caught
/ɔ/:	cot, ox, box
/aː/:	car, card, cart, hart
/ɜː/:	heard, hurt, learn, earn
/ə/:	an, her about, forget
/ʌ/:	cup, up

2.3. THE INDIVIDUAL SOUNDS: VOWELS (DIPHTHONGS)
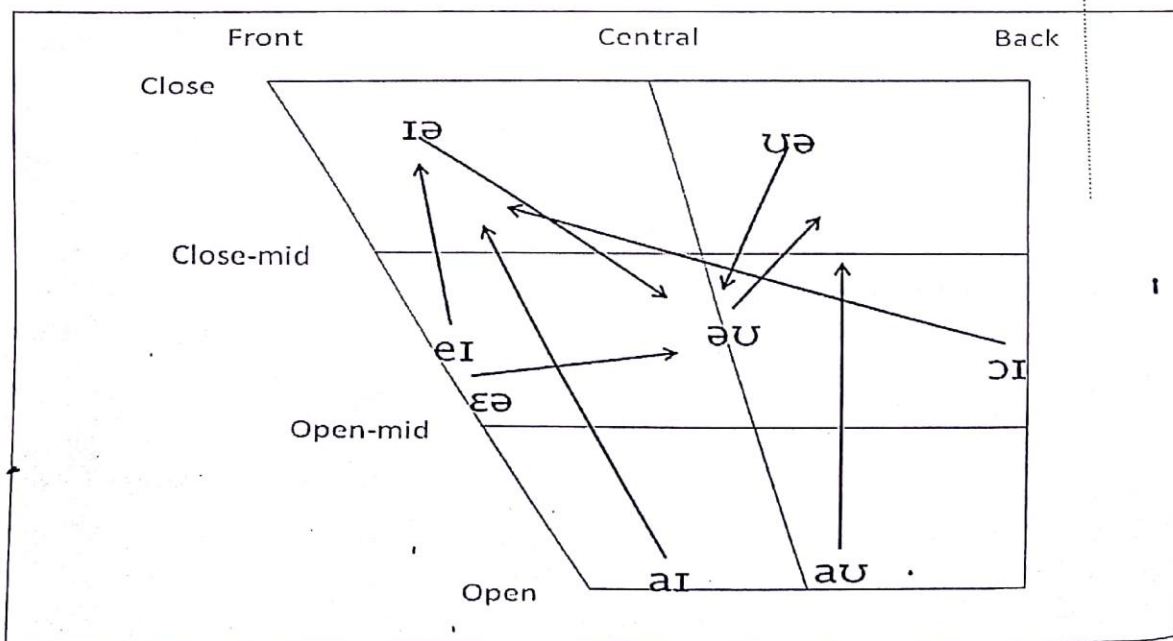
/eɪ/:   aim, play, pain

/aɪ/:   bite, buy

/ɔɪ/:   oil, boil, boy

/aʊ/: out, bout, cow, mouse, mouth

/əʊ/:   over, boat, go, node

/ɪə/:   fierce, fear

/ʊə/:   during, cure

/ɛə/:   care, scarce

2.4. THE INDIVIDUAL SOUNDS: ENGLISH CONSONANTS

	Bilabial		Labio Dental		Dental		Alveolar		Palato Alveolar		Palatal		Velar		Glottal	
Unvoiced (-V) / Voiced (+V)	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V
Plosives	p	b	.	`	.	ɟ	t	d					k	g		
Fricatives			f	v	θ	ð	s	z	ʃ	ʒ					h	
Affricates									tʃ	dʒ						
Nasals		m						nˈ						ŋ		

Lateral								l					
Approximants		w²						r				j	w²

PLOSIVES:

/p/:   put, supper, lip

/b/   bit, ruby, pub

/t/   two, letter, cat

/d/   deep, ladder, read

/k/   can, lucky, kick

/g/   gate, tiger, dbg

FRICATES:

/f/   fine, coffee, leaf

/v/   van, over, move

/θ/   think, both

/ð/   the, brother, smooth

/s/   soup, fussy, less

/z/   zoo, busy, use

/ʃ/   show, washing, lash

/ʒ/   leisure, vision

/h/   home, ahead

AFFRICATES:

/ʧ/   chair, nature, watch

/ʤ/   jump, pigeon, budge

s raised towards the soft

ocal cards.   /h/

ves, Fricatives, Affricates,

ete closure in the mouth.
uth and when the air is

e incomplete closure at
narrowed channel with

nds. Initially, there is
by a slow release with   as follows:

e mouth. The velum   pper teeth. /m/
ords vibrate in   against the upper

h. The air stream is   eth are the places
around the sides of
sound. The sound is   against teeth ridge.

which tip and teeth
erefore, called by a   y the tip or blade of
in *very* and *marry* is

                    ed towards the hard

7. Velar: Formed when the back of the tongue
palate. /k/, /g/

8. Glottal: Formed by the gentle puff of between v

2.6. MANNER OF ARTICULATION

According to Manner of Articulation, we have Plos
Nasals, Laterals and Approximants.

Plosives: (p –b, t – d, k – g) these involve the compl
Pressure builds up behind the closure in the mo
suddenly released a plosive is made.

Fricatives: (f – v, Š –, s – z, S – 3, – h) these invol
some point in the mouth. The air escapes through
audible friction.

Affricate: (/ʧ/, dȝ) Affricates are a combination of so
a complete closure like a plosive. This then is followe
friction as for a fricative as in *chop* and *judge*.

Nasals: (n, m, /ŋ/) these involve complete closure of
is lowered, diverting the air through the nose. Vocal
English nasals.

Laterals: (l) these involve partial closure in the mo
blocked by the tip of the tongue but allowed to esca
the tongue. The words, 'light' and 'full' have the later
voiced.

Approximants: (r -w-j) /r/ a variant of it is that sound
ridge leave enough gap for the air to escape. This is
different class-name, Approximant. The English
approximant.

Semi-Vowels or Consonants: (j –w) the sounds that begin the words 'you' and 'wet' are made without closure in the mouth. To this extent, they are vowels. They normally occur at the beginning of a word or syllable, however, and thus behave functionally like consonants.

2.7. THE CONCEPT OF PHONEMES

Phonemes are the linguistically contrastive or significant sounds (or sets of sounds) of a language. Such a contrast is usually demonstrated by the existence of minimal pairs or contrast in identical environment (C.I.E.). Minimal pairs are pairs of words which vary only by the identity of the segment (another word for a single speech sound) at a single location in the word (e.g. [mæt] and [kæt]). If two segments contrast in identical environment then they must belong to different phonemes. A paradigm of minimal phonological contrasts is a set of words differing only by one speech sound. In most languages it is rare to find a paradigm that contrasts a complete class of phonemes (e.g. all vowels, all consonants, all stops etc.).

Example:

English plosive consonants could be defined by the following set of minimally contrasting words:-

i) /pɪn/ vs. /bɪn/ vs. /tɪn/ vs. /dɪn/ vs. /kɪn/

Only /g/ does not occur in this paradigm and at least one minimal pair must be found with each of the other 5 stops to prove conclusively that it is not a variant form of one of them.

ii) /gɐn/ vs. /pɐn/ vs. /bɐn/ vs. /tɐn/ vs. /dɐn/

Again, only five plosives belong to this paradigm. A single minimal pair contrasting /g/ and /k/ is required now to fully demonstrate the set of English stop consonants.

iii) /gæɪn/ vs. /kæɪn/

Sometimes it is not possible to find a minimal pair which would support the contractiveness of two phonemes and it is necessary to resort to examples of contrast in analogous environment (C.A.E.). C.A.E. is almost a minimal pair; however the pair of words differs by more than just the pair of sounds in question. Preferably, the other points of variation in the pair of words are as remote as possible (and certainly never adjacent and preferably not in the same syllable) from the environment of the pairs of sounds being tested.

Example:

/ʃ/ vs. /ʒ/ in English is usually supported by examples of pairs such as "pressure" [preʃə] vs. "treasure" [treʒə].

2.8. THE CONCEPT OF ALLOPHONES

Allophones are the linguistically non-significant variants of each phoneme. In other words a phoneme may be realised by more than one speech sound and the selection of each variant is usually conditioned by the phonetic environment of the phoneme. Occasionally allophone selection is not conditioned but may vary from person to person and occasion to occasion (i.e. free variation).A phoneme is a set of allophones or individual non-contrastive speech segments. Allophones are sounds, whilst a phoneme is a set of such sounds.

Allophones are usually relatively similar sounds which are in mutually exclusive or complementary distribution. The complimentary distribution of two phones means that the two phones can never be found in the same environment (i.e. the same environment in the senses of position in the word and the identity of adjacent phonemes). If two sounds are phonetically similar and they are in complimentary distribution then they can be assumed to be allophones of the same phoneme.

E.g. In many languages voiced and voiceless stops with the same place of articulation do not contrast linguistically but are rather two phonetic realisations of a single phoneme (i.e. /p/= [p, b], /t/= [t, d], and /k/= [k,g]).

In other words, voicing is not contrastive (at least for stops) and the selection of the appropriate allophone is in some contexts fully conditioned by phonetic context (e.g. word medially and depending upon the voicing of adjacent consonants), and is in some contexts either partially conditioned or even completely unconditioned (e.g. word initially, where in some dialects of a language the voiceless allophone is preferred, in others the voiced allophone is preferred, and in others the choice of allophone is a matter of individual choice).

2.9. PHONETIC TRANSCRIPTION

Since the sixteenth century, efforts have been made to devise a universal system for transcribing the sounds of speech. The best-known system, the International Phonetic Alphabet (IPA), has been evolving since 1888. This system of transcription attempts to represent each sound of human speech with a single symbol. These symbols are enclosed in brackets [ ] to indicate that the transcription is phonetic and does not represent the spelling system of a particular language. For example, the sound spelled *'th'* in English this is transcribed as [ð] (pronounced eth, as in wea**th**er). The IPA uses this symbol to represent the sound in whichever language it is heard, whether it is English, Spanish, or Turkmen. The use of a standardized phonetic alphabet with a one-to-one correspondence between sound and symbol enables linguists to transcribe languages consistently and accurately. In North American (NA) usage, though, some phonetic symbols differ from those employed by IPA transcription. For example, the sound heard at the beginning of the English word shark is transcribed as [ʃ] in IPA, but usually as [S] in North America. Phonetic transcription is a useful device using which such pitfalls can be avoided.

STRESS

Syllables in English words don't all have the same level of loudness. Some are loud, some are short and quiet, and some are in between. English has three levels of stress:

1. PRIMARY STRESS

It is the loudest syllable in the word. In one-syllable words, that one syllable has the primary stress. Primary stress is marked in IPA by putting a raised vertical line [ˈ] at the beginning of the syllable.

2. SECONDARY STRESS

Syllables which aren't completely unstressed, but aren't as loud as the primary stress are termed as secondary stress. Secondary stress is marked with a lowered vertical line [ˌ] at the beginning of the syllable.

3. UNSTRESSED SYLLABLES

It refers the syllables that have no stress at all. In English, almost all of these have schwa [ə] for their vowel, though [i] will also often be unstressed, like the [i] in *happy* [ˈhæpi]. (Very rarely, another non-schwa vowel might be unstressed, like the [o] of *potato* [pəˈteto] for most speakers.)

Examples:

- [əˈnʌf]   enough
- [ˌmænəˈtobə]   Manitoba
- [ˈfotəˌgɹæf]   photograph

A good example of the difference between secondary stress and the complete absence of stress is the final syllable of *delegate*, used as a verb and used as a noun.

- [ˈdɛləˌget]   Verb: You have to *delegate* your responsibilities
- [ˈdɛləgət]   Noun: We elected a *delegate* to the national committee.

2.10.1. WORD STRESS

Word Stressis phonemic in English, this is the movement of stress in a word from one position to another changes the meaning of the word.

For example, the words ·desert / 'dezərt/ and dessert / dɪ'zɜːt / are distinguished by stress, as are the noun a record / 'rekɔːrd / and the verb to record /rɪ'kɔːrd/.

Word Stress in English is the magic key to understanding spoken English. Native speakers of English use word stress naturally. Word stress is so natural for them that they do not even know they use it.

2.10.2. SENTENCE STRESS

Sentence stress is the music of spoken English. Like word stress, sentence stress can help you to understand spoken English, especially when spoken fast.Sentence stress is what gives English its rhythm or "beat". The word stress is accent on one syllable within a word, whereas sentence stress is accent on certain words within a sentence.

Most sentences have two types of word:

- content words
- structure words

Content words are the key words of a sentence. They are the important words that carry the meaning or sense.Structure words are not very important words. They are small, simple words that make the sentence correct grammatically. They give the sentence its correct form or "structure". If we remove the structure words from a sentence, we will probably still understand the sentence. If we remove the content words from a sentence, we will not understand the sentence. The sentence has no sense or meaning.

For example:

Will you sell my car, because I have gone to France?

In the above sentence, the 4 key words (sell, car, gone, France) are accentuated or stressed. Why is this important for pronunciation? It is important because it adds "music" to the language. It is the rhythm of the English language. It changes the speed at which we speak (and listen to) the language. The time between each stressed word is the same.

In our sentence, there is 1 syllable between sell and car and 3 syllables between car and gone. But the time (t) between sell and car and between car and gone is the same. We maintain a constant beat on the stressed words. To do this, we say "my" more slowly, and "because I've" more quickly. We change the speed of the small structure words so that the rhythm of the key content words stays the same.

RULES FOR SENTENCE STRESS IN ENGLISH

The basic rules of sentence stress are:

1. content words are stressed
2. structure words are unstressed
3. the time between stressed words is always the same

2.11. INTONATION

Intonation describes how the voice rises and falls in speech. The four basic patterns of intonation in English are: falling intonation, rising intonation, fall-rise intonation and rise

1. FALLING INTONATION

Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in wh-questions.

- Where's the nearest post-office?
- What time does the film finish?

We also use falling intonation when we say something definite, or when we want to be very clear about something:

- I think we are completely l↘ost.
- OK, here's the magaz↘ine you wanted.

2. RISING INTONATION

Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in yes-no questions:

- I hear the Health Centre is expanding. So, is that the new d↗octor?
- Are you th↗irsty?

3. FALLING-RISING INTONATION

Falling-rising intonation describes how the voice falls and then rises. We use falling-rising intonation at the end of statements when we want to say that we are not sure, or when we may have more to add:

- I do↘n't support any football team at the m↘om↗ent. (But I may change my mind in future).
- It rained every day in the firs↘t w↗eek. (But things improved after that).

We use falling-rising intonation with questions, especially when we request information or invite somebody to do or to have something. The intonation pattern makes the questions sound more polite:

- Is this your cam↘er↗a?
- Would you like another co↘ff↗ee?

4. RISING – FALLING INTONATION

This tone is a combination of a rise and fall. The rise reinforces the meaning conveyed by the following fall.

- Do you ↗agree↘?

- It was ↗frightful↘.

2.12. RHYTHM

English is a very rhythmical language, so that a learner who can maintain the rhythm of the language is more likely to sound both natural and fluent. The two components of the system which have the greatest influence on rhythm are sentence stress and the various features of connected speech, i.e. what happens to words when we put them in an utterance.

2.12.1 SENTENCE STRESS

In any sentence, some words carry a stress. These are the 'strong' or 'lexical' words (usually nouns, verbs, adjectives and adverbs). The remaining words are 'grammatical' words and are unstressed or 'weak' (conjunctions, pronouns, prepositions, auxiliaries, articles).

The rhythm produced by this combination of stressed and unstressed syllables is a major characteristic of spoken English and makes English a stress-timed language. In stress-timed languages, there is a roughly equal amount of time between each stress in a sentence, compared with a syllable-timed language (such as French, Turkish and West Indian English) in which syllables are produced at a steady rate which is unaffected by stress differences. Sentence stress is an important factor in fluency, as English spoken with only strong forms has the wrong rhythm, sounds unnatural and does not help the listener to distinguish emphasis or meaning.

2.12.2. CONNECTED SPEECH

Speed is also a factor in fluency. When we speak quickly, we speak in groups of words which are continuous and may not have pauses between them. This causes changes to the 'shape' of words. Unstressed words always sound different when used in a sentence as opposed to being said in isolation.

The most common features of connected speech are the weak forms of grammatical and some lexical words (and, to, of, have, was, were) and

contractions, some of which are acceptable in written English (can't, won't, didn't, I'll, he'd, they've, should've). However, we often ignore other features which preserve rhythm and make the language sound natural. The most common of these are:

- Elision (losing sounds)
- Linking (adding or joining sounds between words)
- Assimilation (changing sounds)

Added to these is the use of the schwa, the most common vowel sound in English. Many unstressed vowel sounds tend to become schwa, and because it is an important feature of weak forms, learners should be able to recognise and produce it.

LEXIS

1. Word formation

New words are either borrowed or coined. Roughly 70% of the words in English are borrowed or coined. T.C. Baruah says "A word is the smallest meaningful unit of sounds." Every language has its own distinctive patterns of combining morphemes to get larger units.

A form to which a rule of word-formation applied is called a base. Once a base has undergone a rule of word-formation the derived word itself may become the base for another, deviation and by re-application. It is possible to derive words of considerable morphological and semantic complexity. There are seven major processes by which the base is modified. They are

i) Affixation   v) Port manteau

ii) Conversion and   vi) Onomatopoeia

iii) Compounding   vii) Loan words

iv) Clipping

i) Affixation:

Affixes are those used to form new words. These affixes are added either before or after the base form. It is of two types. Prefixation and suffixation.

a) Prefixes:

The fixes that are added before the base form are called prefixes. A prefix is a syllable or syllables placed at the beginning of a word to qualify its meaning and form a new word. It has its origin from Greek, Latin and Native English. The prefixes are classified as follows:

qualify its meaning and form a new word. It has its origin from Greek, Latin and Native English. The prefixes are classified as follows :

1. Negative Prefixes.
2. Reservative Prefixes
3. Pejorative Prefixes
4. Prefixes of Degree or size
5. Prefixes of Attitude
6. Locative Prefixes
7. Prefixes of time and order
8. Number Prefixes
9. Other prefixes and
10. Conversion prefixes.

1. Negative Prefixes :

a) The negative prefix' – 'in' is used-with words of Latin origin – Un is found in English Unfortunate, injustice

b) The exact opposite meaning is brought by the prefix - dis
Dislike, disloyal

c) Latin and French non-meaning not is used
Non-violence, non-commital

d) A – means lacking, a moral, asymmetry

2. Reverstive Prefixes :   (Reverse of Action)

a) Un - means to 'reverse action.' Added to verbs
    untie, unseat, unload

b) de - means to reverse action added to abstract noun
    defrost, deforestation

c) dis - to deprive of ' is added to verb s, participles and nouns.
    Disconnect, discoloured, discontent.

3. Pejorative Prefixes : (Depreciatory)

Depreciatory means diminish in value.

a) mis   -   'wrongly'
                misinform, mis conduct, misleading

b) mal - means 'badly'
   mal treat, mal function, mal formed, malodorous

c) Psaudo means false
   Pseudopodia, pseudo-intellectual

4. Prefixes of Degree or size :

a) Arch - highest, chief
   Archbishop

b) Super - means above, more than, better
   superman, super market, supernatural

c) Out - means to do something, faster, longer.
   Out run, out live

d) Sur - means over and above
   surtax

e) Sub - means lower than, less than
   sub human, sub standard, subordinate

f) Over - too much
   over real, over dressed, over confident

g) under - means too little under took

h) Ultra - means extremely
   ultraviolet, ultra modern

i) Mini - means small or little miniskirt

5. Prefixes of Attitude :

a) co - with or joint
   co-operative, co pilot

b) Counter - means in opposition to
   countuant, counter – revolution

c) Anti means against.
   Antisocial, anticlockwise, antimissile.

d) Pro - means of the side of
   Pro-communist

6. Locative Prefixes :

Super - Over   - super structure
Sub - means beneath - subway subconscious

Inter means between - international interaction

Trans - means across - transplant, translation

7. Prefixes of time and order :

Fore - means before - fore tell

Pre - means before - pre-war, pre planned

Post - means after - post –war

Ex - means former - ex-minister

Re - means again - rebuild, resettlement rewrite

8. Number Prefixes :

Uni, mono means one - unilateral, monotheism

Bi, di means two - bi lingual, dipole

Tri means three - tripartite

Poly, multi means many - multi racial, poly syllabic

9. Other Prefixes :

Semi means half - Semi circle

Vice means deputy - Vice president

Auto means self - Auto biography

Neo means new - neo – gothic

Pan means world wide - Pan – Americal

Proto means first - prototype.

10. Conversion Prefixes :

Be, en and a

Be spectacted (Participal adjective)

bewitch (transitive verb)

enslave (verb)

afloat (adjective)

Affixation : Suffixes :

The affixes that are added after the base – form are called suffixes. A suffix is a syllable or syllables placed at the end of a word which qualify

its meaning and form a new word. Derivational suffixes are used to derive new words from the base form. Inflectional suffixes merely modify a word as in the book – books etc.

a) **Occupational suffixes :**

- Ster – person engaged in - gangster
- EER – an occupation - engineer
- ER – in habitant - Londoner.

b) **Diminutive or Feminine :**

- Let means small - booklet, piglet
- ETTE means small - Kitchenette

    Compact - Statuette

    Imitation   - Flannelette

    Female   - Usherette

- Ess means female - Waitress, hostess, etc
- y, - IE means   - daddy, auntie.

c) **Status, Domain :**

- HOOD means status   - boyhood, childhood
- SHIP means status   -   friendship
- DOM means domain   -   kingdom, stardom
- OCRCY means system
  of Government   -   democracy
- EYR means behaviour   -   slavery
                  Abode   -   nunnery
  Collectivity   -   machinery

d) **Other suffixes :**

i) **Noun/Adjective :**

- ITE means faction - Israelite, socialite
- (i) AN means pertaining to – Indonesian, republican
- ESE means nationality   - Chinese
- IST means occupation   - Violinist, Organist

- ISM means attitude - idealism

  Political movement - communism.

ii) Noun Suffixes :

- ER, OR means instrumental	- driver, actor
- ANT means agentive	- inhabitant
- EE means passive	- employee
- ATION means institution	- organization
- MENT means action	- amazement
- AL means action	- refusal
- ING means activity	- driving
- AGE means result of activity	- drainage
- NESS means quality	- happiness
- ITY means quality	- sanity

iii) Verb Suffixes :

- IFY means causative	- simplify
- IZE means causative	- popularize
- EN means become X	- deaten

iv) Adjective suffixes :

FUL - ful means having	- useful
LESS - means without	- childless
- LY means quality	- cowardly
- LIKE means quality	- childlike
- Y means covered with	- hairy
- ISH means belonging to	- Turkish
- IAN means in traditon of	- Darwinian
- ABLE means 'worthy to	- readable
- Ed means having	- balconied

v) Adverb suffixes :

- LY means in a............ manner, aimlessly, lovingly
- CE once, twice, thrice - ST amidst, amongst,

- LONG - headlong, sidelong
- THER - hither, thither, whither
- WARDS - backward, upward, (means direction)
- WISE - in the manner of
- lengthwise, weathersie

4.1.2. CONVERSION :

Conversion is the derivational process where by an item changes its word class without the addition of either a prefix or suffix. In this process the same word is made to serve different grammatical functions. According to zandvoort, many English words belong to more than one part of speech. Ex: hope, love, work may be nouns as well as verbs. In addition to this, there is a deliberate transfer of a word from one part of speech to another. He calls it a conversion.

i) Verb - Noun conversion :

a) State -   State of mind/sensation/doubt, love etc.

ii) Adjective - Noun conversion :

He seemed average (adjective)

The average was eighty (noun)

iii) Noun - Verb conversion :

a)   To put in/on noun bottle (to put into a bottle) corner, floor.

b)   To give or to provide with something

coat - to give a coat of paint

- mask.

iv) Adjective Verb conversion :

They were very humble (adjective)
They humbled him (Verb)

v) Adjective - Adverb Conversion :

The poem reads well (adjective)
He reads the poem well (adverb)

vi) Stress shift:

con'duct (v)	-	'conduct (n)
Pro'duce (v)	-	'produce (n)

4.1.3. COMPOUNDS :

. English has a genius pattern for the formation of very expressing compound words. A compound word is a unit that consists of two or more words. There is no formal criteria that can be used for a general definition of compounds.

Orthographically they are written as one word (bedroom) sometimes they are hyphenated (tax-free) and sometimes as two words without a hyphen (reading room) compounds may be classified on the basis of their syntax.

A. Noun compounds :

i) Subject and verb compounds :

The sun rises : Sunrise

The day breaks : Day break

The girl dances : Dancing girl.

ii) Verb and object compounds :

x calls the girl	:	call girl
x chews gum	:	chewing gum
x pays taxes	:	Tax payer
x see sights	:	sight seeing

iii) Verb and Adverbial compounds :

x swims in the pool	:	swimming pool
x sits with the baby	:	baby sitter
x works at home	:	Home work

iv) Noun + Noun (Verbless compounds)

Wind mill, Toy factory, Blood strain, Oak tree, girl-friend, motor cycle, Ashtray

v) Other noun & noun :

It names an entire thing by specifying some features.

- Paper back - the book has a paper back

- blockhead - pot-belly, blue bell, bird brain, high brow, loudmouth

- pale face, fat head, etc.

iv) Clipping:

It is formed by the people who are fond of brevity. The term clipping denotes the substraction of one or more syllable from a word. This is used in informal style.

The shortening may occur at

a) The beginning of the word — Telephone - phone

Omnibus – bus, Aeroplane – Plane

b) The end of the word – Photo - Photograph

Mike – Microphone, Exam – Examination

Movies – Moving Pictures, Ad – Advertisement

c) At both ends of the word

Flue – Fluenza

v) Port – Manteau (Blends)

In recent times an interesting class of words formed by combining parts of two or more words is gaining currency. They are called portmanteau words because the meanings of different words are packed together in one compact word as different articles are tightly packed in a portmanteau)- (a kind of suitcase) such formations were first invented by Lewis carrol in his famous 'Jaller wochy' rhymes in through the locking glass .As Alice finds these words hard to understand the officious humpty dumpty glibly explains the meaning of slithy, occurring in the first stanza of the 'rhyme' 'slithy' means 'lithe and slithy' you see it is like a portmanteau. They are two meanings packed up in one word.

Some such words are: (Smoke + log) motel(Motorists hotel) Slumfication (slump + inflation): Liger(A cross between a lion and a tiger): Tele (Teleprinter exchange): Eurasia (Europe +Asia): bionics (biological electronics) :etc. Transister (Transfer + Register); Telecase (Television+Broadcast): Brunch (Break fast + lunch).

vi) Onomatopoeia:

These are words which sound almost the same as they mean.

In other words the formation of a word from a sound associated with what is named (e.g. cuckoo, sizzle)
This is loan word from greek.

vii) Loan words:

English is a language rich in its vocabuiary because it has accepted words and phrases from other languages. Such words are termed as loan words. Latin, French and greek have contributed profuseiy. Even Indian languages have contributed considerably. Here is a list of such words.

Ad hoc, bonafide, en-route, via, sine die etc.

Science, Law, Medicine, Mathematics are a few areas where such words are frequently used.

Look at the following Sentences:

1. Normaily, we form an ad hoc committee in school for admission.

   Here ad hoc means arrangement made for a specific purpose.

2. The headmaster has certified that kannan is a bonafide student of this school.

   Bonafide means true or genuine.

3. Ravi stopped at London en route from chennai to newyork. 'en route' means on the way while travelling.

4. Last month, we went on an excursion to Mysore via Bangalore.

   Here 'via' means by way of some thing or through something.

5. The speaker adjourned the lok sabha sine die 'Sine die' means indefinitely or without mentioning the date of the next meeting.

Further, a few loan words with their meaning and origin are given below.

Gentle	(French)	- elegant,
Rapport	(French)	- harmony, accord
Bravo	(Italian)	- well done
Corridor	(italian)	- hall way
Adiew	(French)	- good bye
Sans	(French)	- Without
Bon voyage	(French)	- have a good journey
Alias	(Latin)	- also known as
Extempore	(Latin)	- without previous preperation
Sinedie	(Latin)	- without assigning a date
Catamaran	(Indian)	- A boat
Curry	(Indian)	- hot, spicy dish
Bungalow	(Indian)	- a big house
Paraphrase	(Greek)	- Literally equivalent sentences

English can rightly be called -- universal language — universal not only because it is used widely, but also because it has borrowed from most of the languages. It has accepted words from French, latin, Greek etc and made them a part of its vocabulary stock. It has even taken words from Indian languages and enriched itself.

viii) Other Minor Devices:

There are some other minor devices viz I) Reduplicatives ii) Acronyms and iii) Abbreviation

1) Reduplicatives:

Reduplicatives are compounds which have two or more elements either identical or only slightly different,

e.g: goody-goody   (affectedly good)

The difference between the two elements may be in the initial consonants as in walkie-talkie or in the medial vowels e.g: criss-cross. Most of the reduplicatives are highly informal or familiar.

a) to imitate sounds:

tick-tack, bow-vow, ding-dong, ping-pong, flip-flap

b) to suggest alternative movements:

sea-saw

c) to identify:

tip-top

d) to disparage by suggesting instability, nonsense, insincerity. vacillation etc.

e.g:	higgledy - piggledy	humpty- dumpty
	wishy – washy	pell - mell
	hurry – burry	zig - zag
	hanky – panky	

ii) Acronym

Acronyms are formed with the initial letter or syllabus of a group of words. Acronyms differ from abbreviation in that they can be pronounced and used as a word. Full stops are not used in acronyms but may be used in abbreviations,

e.g. NET – National Eligibility Test

FCI	-	Food Corporation of India(abbreviation)
WHO	-	World Health Organisation (acronym)
MKU	-	Madurai Kamaraj University (abbr.)
CAT	-	Common Admission Test (Acron.)
CPU	-	Central Processing Unit (abbr.)
CAD	-	Computer aided designing (acron)

iii) Abbreviation

The abbreviation is the short form of a word or phrase formed by omitting some of the letters in the word or using the first letters in the group of words.

e.g. Shortened form:-

Dr.	-	Doctor

4.2. PATTERNS OF SPELLING

English spelling is trouble some to students of English. There are 26 alphabets and forty four basic sounds. So English is not an easy language to spell. We consider certain patterns of spelling in English.

The final Y:

a) The final y of a word changes to 'i' before any ending except-ing if it is preceded by a consonant.

try - trying - tried

b) The final -y remains unchanged before any ending if it is preceded by a vowel.

spray - spraying - sprayed

c) When we make plural or adding the ending of third person singular of the simple present tense

i) Y preceded by a consonant changes - i and study - studies, try-tries addes - es

ii) y preceded by a vowel letter remains unchanged and add - s

pray - prays
day - days

2. Doubling the consonants :

a) Words of one syllable that end in a consonant preceded by a single vowel, double the consonant before an ending beginning with a vowel letter.

whip - whipped   hit - hitting

run - running   big - bigger

rob - robber   spot - spotted

b) Words of more than one syllable follow the above rule if the word is accented on the last syllable.

for'got - forgotten   begin - beginning

omit - omitted.   occur - occurred

c) If a word already ends in two consonants or a consonant doesnot double before any ending.

long - longes, reap-reaping

d) Words of one syllable with one vowel letter do not end with the single consonants -s-f-c-l-z-kiss,-stiff,-hell, -jazz

e) Words of one syllable with one vowel letter cannot end in – C alone but require ck.

knock, trick, pick, prick

Words of one syllable with two vowel letters cannot end in – ck but require k alone.

rook, took, book, seek, weak, week

f) words of one syllable and one vowel letter never end in a single l. words of one syllable but two vowel letters never end in – ll.

still, stall, fill, till, feel, peel, stool, steel

3. The doubling of – l :

Words of more than one syllable that end in one vowel letter and – l, even if the accent is one of the first syllable, double the – l before an ending beginning with a vowel.

fulfilled, jeweller, quarrelled, marvellous

4. Words with a silent – e

Words which end with silent e drop the e when they add a suffix beginning with a vowel

live-living, fire-firing, love-loving, write – writing, receive – receiving

argue – argument, duely – duly, true, truely – trully

b) words ending in -ce and -ge retain the silent e when adding endings other than those beginning with – e or – l

replace – replacing – replaceable

c) Final e is not normally dropped before a consonant

hopeful, likeness, movement.

d) words ending in-ee do not drop an-e before a suffix

foresee – forseeing – foreseeable –
agree – agreed – agreeing – agreement

5. The ending- le

a) The common ending – le lengthens the vowel before it in the same way as a silent e if there is only one consonant before it.

bridle – title – able, Bible.

b) the vowel remains short if there are two consonants before – le
dribble, kettle, goggle, buckle.

6. Plurals :

a) words ending in -f and some ending in -fe make the plural by adding - s or by changing the -f to -ve before the plural ending.

   Chief - chiefs, proof - proofs

   Leaf - leaves, wife - wives.

b) words ending in - o in English are all words borrowed from other languages. Some make their plurals with -es and others with -s

   tomato   - tomatos, negro - negroes

   tango - tangoes, studio - studios

7) words ending in -ce, and -ge :

   a) words ending in ce and ge retain the e before a suffix beginning with a, o or u

   courage   - courageous, manage - manageable,

   peace - peaceable, trace - traceable.

b) words ending in ce change the e to i before ous.

   vice   - vicious, grace - gracious

8. The suffix - ful :

a) When full is added to a word the second - l is dropped.

   beautyfull = beautiful (But beautifully)

   joy + full = joyful (but joyfully)

   use+full = useful (but usefully)

b) If the word to which the suffix is added ends in -ll the - l dropped here also

   will+full   = wilful

   full+fill = fulfil

   skill+full = skilful

9. Silent letters:

a)   Some of these words begin with silent - K
        Knight, knew, knock, knead, knife

b)   Some of these words end with a silent - b
        comb worm, limb lamb

c)   Some of these words have a silent - l
        folk, stalk, could, should, palm

d)   Some words have silent - g
        sign, design, benign, sovereign

e) Some words have silent - w
   Wreck, wrong, wretched, wry

f) Some words have a silent - t or an - s
   wrestle, hasten, rustle, listen, gossip, vessel, fossil lesson.

10. Words with Greek roots :

Words using Greek roots often contain certain characteristic letters or groups of letters which are not usually found in words of English or Latin origin.

ps - psychology

ph - photography

rh - rheumatism

ch - archive

ae - haematology

4.3. PHRASAL VERBS AND PREPOSITONAL PHRASES

Phrasal verbs is a special type of compound verb made up of a simple verb and an adverbial particle. Prepositions may combine with verb to form this class.

A prepositional phrase consists of a preposition followed by a noun phrase or a wh - clause or v+ing clause.

Eg : ....at the bus - stop

from what he said.

Functions of the prepositonal phrase:

A prepositional phrase acts as an adverbial (A) in the clause.

Eg : In December we had a seminar at Hotel Atlanta on molecular physics.

$^{pp}_A$(In December)

$^{pp}_A$(at hotel Atlanta)$^{pp}_A$

$^{pp}_{pp}$(On molecular physics)

In this clause we have three prepositional phrases, the first two of which acts as adverbials (A) in december, and at Hotel Atlanta. Semantically they have different functions. The first is an adverbial of time and the second is an adverbial of place.

Structure of the prepositional phrases:

A prepostion phrase has the structure prepositional noun phrase pNP (preposition + Noun phrase)

Normally prepositions are inseparable from the head and modifiers that follow them. In some cases the preposition can be separated from its noun phrase.

Eg: the house in which he lives - Prepositional phrase
the house which he lives in - NP

Verb+ preposition goes by several names two-part verb, composite verbs, phrasal verbs. Prepositional adverbs generally termed as particle' are thirty in numbers.

1. about	9. before	17. forward	24. over
2. above	10. behind	18. in	25. past
3. across	11. below	19. inside	26. round
4. along	12. between	20. off	27. through
5. around	13. away	21. on	28. under
6. away	14. by	22. out	29. up
7. back	15. down	23. outside	30. upwards
8. backwards	16. downwards		

Qualities of phrasal verbs :

1. The phrasal verbs contain one or more of the adverbial particles. These adverbial particles also used as prepositions.

2. Some times the meaning of a phrasal verb is direct and clear. eg: Look at some times it has idiomatic meaning.

e.g: **give up** means stop doing.

He gave up smoking.
call on - Visit a person
carryon - continue
turn in - go to bed
set on - attack
go off - explode

3. Phrasal verbs may be transitive or intransitive. If it is transitive care should be taken to put the object in the correct place.

The soldier took off his hat. (transitive)

The plane took off at six 'O' clock (intransitive)

4. If the object is a pronoun it usually comes after the verb and before the adverb or preposition

    e.g: I wiil put you up for the night. He gave it away.

5. If the phrasal verb has a noun or noun phrase as its object, the particle may go before or after the object.

    e.g: He took his gloves off.
                She gave her money away.

6. In some cases the phrasal verb is non separable.

e.g: She looked after the boy.

7. In some cases if the phrasal verb is separated the meaning becomes different.

e.g: get over a thing - recover from, overcome. get a thing over - be done with it, to do something unpleasant.

8. Some phrasal verbs are used as nouns and adjectives.

    e.g: Her make-up was fine. (noun)
             We must have a follow-up programme (adj)

To conclude let us say that there are four types of phrasal verbs.

Type : 1 Verb + Preposition + Noun Phrase :

e.g : The soldiers came across an old tavern

    I will go through your application.

    Rames looks after his father.

Type 2 : Verb+ adverb particle :

    An epidemic of influenza has broken out.

    Don't stop, play on.

Type 3 : Verb+Object+adverb particle :

    Your room is very untidy. You must clear it up.

Type 4 : Verb + Particle + Preposition + NP :

    The master is feed up with the servant's foolery.

Prepositional Verbs :

Many prepositions used after verbs are not actually part of the verb but are required after the verb and before the noun that follows it

e.g:
apply for a post
listen to the radio
wait for somebody
approve of an action

Such constructions are called prepositional verbs. Since prepositional phrases function as object of the verbs they are also referred to as prepositional objects.

Prepositional verbs take personal or relative pronouns after the preposition and admit an inserted adverb.

The following is a set of prepositional verbs: allow for, apply for, approve of, attend to, comment on, congratulate on, live on, object to, part with, refer to, take to.

There are phrasal prepositional verbs. Such combinations are non-separable.

e.g: come up with, drop out of, do away with, look down on, look up to, look forward to, put up with.

4.4. SENTENCE CONNECTORS - DEVICES FOR COHESION AND COHERENCE

By the term 'text' we refer to a passage consisting of different sentences written in continuous prose. It could be just a paragraph. When we read the paragraph we can understand what is said and we can be able to follow the thinking of the writer. If we are not able to follow we can say that the concerned paragraph lacks cohesion and coherence.

Composition promotes three types of skills namely lexical skill, grammatical skill, and discourse skill.

Discourse skill:

It is a skill of presenting ideas and arguments of the writer logically. If this skill is developed we come to know what is coherence and cohesion. Every line has a logical link with the previous one in the text or paragraph which is called the link between sentences in a paragraph. They are

i) topical
ii) grammatical
iii) logical.

This type of link or inter connectedness is known as cohesion. Topical cohesion is lexical in nature. Logical cohesion is known as coherence.

i) Topical cohesion :

In a text only one topic is dealt with. It has collocation of related words. Whenever we are writing on a particular topic we make use of appropriate register. So register is the term used to denote the variety of language which depends on its particular use. But using proper register is a hallmark of advanced mastery of the language. Hence it is sufficient to learn collocation rather than register. Topically connected words and its repetition is seen in the text. Synonyms are freely used.

ii) Grammatical cohesion :

Here sentences can be interconnected by grammar. Grammatical relationship can be brought about by the use of pronouns appositives etc.

iii) Logical cohesion (coherence) :

A sentence in a text should be logically connected. Logical cohesion is achieved by the use of certain words and expressions. There are about a dozen logical devices used to promote cohesion.

i) Addition :

We add one sentence to another by using linguistic markers like and, besides, in addition, moreover, further, again etc.

e.g: He has a car. In addition he own a bike

ii) Amplification :

Amplification means adding details to the text. It is more or less like addition . The same linguistic markers are used here also.

e.g: He came to see me moreover he brought good news.

iii) Comparison :

Here the first sentence states something. A similar idea is expressed in the second sentence. Markers used are similarly and like wise.

e.g: Rama got his degree. Similarly Gopal also got his degree.

iv) Contrast :

The second sentence strikes a contrast with the first sentence making use of linguistic markers like 'but, however, where as, etc,

e.g: He is poor but he is kind.

v) Concession :

The second sentence makes a concession on the basis of the first sentence. The linguistic markers used are through, although, even though.

e.g: He is poor. Though he is poor he is kind.

vi) Condition :

The second sentence puts forth a condition based idea with reference to the first sentence if, unless, as long as are used,

e.g: If you work hard, you will pass.

vii) Cause and effect :

The first sentence states the cause or reason. The second sentence refers to the effect of that cause. As a result, therefore are used as linguistic markers.

e.g: He is suffering from fever. Therefore, he has not come to school

viii) Enumeration :

The sentence making use of this device draw up a list. The markers used are 'first, to begin, finally' etc.

e.g: He was persistently asking me for a loan. Finally he went away.

ix) Exemplification :

The second sentence gives an example for what is stated in the first sentence. The linguistic markers used are 'for example, for instance etc.

e.g: The government has implemented a number of good schemes. For example adult education has been given great importance.

x) Temporal Relationship :

The second sentence refers to a time factor connected to the first sentence. 'before, after, during, meanwhile etc are used.

e.g: We were discussing the problem.

Meanwhile the problem has worsened.

xi) Conclusion :

The second sentence arises at a conclusion based on the idea expressed in the first sentence. The markers used are" to conclude, to sum up, in brief etc.

e.g: He has no clear alibi, to conclude he is the culprit.

xii) Reformulation :

The second sentence 'remarks the first sentence. The markers used are in the other words, he is dishonest etc.

✳   ✳   ✳

UNIT – IV

ADVANCED GRAMMAR – I

4.1. PHRASE

E.g., George Bernard Shaw wrote Pygmalion **in the light of** English Phonetics

In this sentence, the four words "in the light of" form a group by themselves. These words make sense, but not complete sense. These have no subject and predicate of its own. These cannot stand by themselves, but have to be part of a larger group of words, which makes complete sense. Such a group of words are called phrase. The phrase may be classified into four types. They are:

        (a) Noun Phrase

        (b) Verb Phrase

        (c) Adjective Phrase

        (d) Adverb Phrase

4.1.1. THE NOUN PHRASE

      E.g., I expect to get a prize

The group of words "to get a prize" does not contain a subject and predicate of its own. Therefore, it is a phrase. This phrase is the object of the verb "expect" and hence does the work of a noun. Therefore, it is a noun phrase.

> **A group of words which does the work of a noun is called noun phrase**

Examples:

(a) The boy wants **to go home**

(b) **Early to bed** is a good maxim

(c) He hopes **to win the first prize**

4.1.1.1. MODIFIERS IN NOUN PHRASE

A noun phrase is a group of words that consists of a noun and a modifier that modifies that noun. For example

(a) the **striped** cat

(b) the engine **of the car**

(c) **Jimmy's** kitchen

In the above three examples, we see that the first and the third examples starts with a modifier first followed by the noun, whereas the second example starts with the noun followed by a modifier. Therefore, in a noun phrase, either the modifier can be placed after or before the noun, it refers to. A noun phrase can start with either a noun or a noun modifier.

Noun modifiers are the modifiers that modify noun entities. These noun entities can be a one-word noun or a noun phrase. Since noun modifiers modify noun entities, they must be placed, as close to the entity that they modify as possible to keep the meaning of the sentence logical and clear. Following are the kinds of modifiers.

a. Adjective modifiers – the **striped** cat
b. Verb-ing modifiers – the planets **circling the sun** from the solar system
c. Verb-ed modifiers – the book **kept on the table**
d. Prepositional phrases modifiers – the engine **of the car**
e. Relative pronoun modifiers – the man **who is standing behind the fence**

4.1.1.2. HEAD WORD IN NOUN PHRASE

The head of a noun phrase is the word that determines the syntactic category of that phrase. For example, the head of the noun phrase **boiling hot water** is the noun **water**. Comparatively, the head of a compound is the stem that determines the semantic category of that compound. For example, the head of the compound noun handbag is bag, since a handbag is a bag, not a hand. The other elements of the phrase modify the head and are therefore the head's dependency. Heads are crucial to establishing the direction of branching. Head-initial phrases are right branching, head final phrases are left branching, and head medial phrases combine left and right branching. Examine the following expression.

E.g. big red-dog

The word dog is the head of big red-dog, since it determines that the phrase is a noun phrase, not an adjective phrase. Because the adjectives, red and big modify this head noun, they are its dependents.

4.1.1.3. QUALIFIER IN NOUN PHRASE

In English grammar, a qualifier is a word or phrase that precedes an adjective or adverb, increasing or decreasing the quality signified by the word it modifies. Following are some of the most common qualifiers in English.

Examples:

Very, quite, rather, somewhat, more, most, less, least, too, so, just, enough, indeed, still, almost, fairly, really, pretty, even, a bit, a little, a lot, a good deal, a great deal, kind of, sort of.

4.2. VERB PHRASE

A verb phrase means a phrase made up of a verb together with one or more prepositions or adverbs, which has a meaning somewhat different from that of the verb taken by it. The following are the examples of verb phrases: am going, will be, has seen, and did send.

Examples:

(a) The minister will be coming tomorrow'
(b) I am going to finish the work now

> **Verbs of more than one word is known as the verb phrase**

4.3. ADJECTIVE PHRASE

E.g., The magistrate was a man with a kindly nature

The group of words **"with a kindly nature"** tells us what sort of man the magistrate was. It qualifies the noun man just as an adjective does. Therefore, it does the work of an adjective and it is called an adjective phrase.

> **A group of words, which does the work of an adj. is called adj. phrase**

Examples:

(a) A man **in great difficulties** came to me for help
(b) He is a person **of very considerable renown**
(c) A friend **in need** is a friend indeed
(d) A stitch **in time** saves nine
(e) The chief lived **in a house built of stone**

4.4. ADVERB PHRASE

E.g., Rama ran with great speed

The group of words, **"with great speed"** tells us how Rama ran. It modifies the verb ran as the adverb does. Therefore, it does the work of an adverb and called adverb phrase.

> **A group of words, which does the work of an adv. is called adverb phrase**

Examples:

(a) She lived **in the middle of a great wood**

(b) Nothing can live **on the moon**

(c) Three fishermen went **sailing over the sea**

4.5. TENSE FORMS

The word **tense**, derived from the Latin word **tempus**, which means **time**. Thus, the tense of a verb shows the time in which the action of the verb takes place. English language has three main tenses, namely past, present and future. Each of these tenses has four forms. They are simple, continuous, and perfect and perfect continuous. Let us discuss one by one in the following sections.

4.5.1. SIMPLE PRESENT/PRESENT INDEFINITE TENSE

E.g., I write

The verb "write" in the above sentence shows the action of writing, without indicating whether the action of writing is complete or incomplete. Thus, the tense of the verb 'write' is called present indefinite or simple present. Structure of simple present tense: V_1

4.5.2. PRESENT CONTINUOUS TENSE

E.g.   I am writing an essay

The verb "am writing" in the above sentence shows, the action of writing is continuing at the time of speaking. Hence, the tense of a verb (am writing) is called present continuous tense. Structure of a verb of present continuous tense: **Be form verb (am/is/are) + V_1 + ing**

4.5.3. PRESENT PERFECT TENSE

E.g. I have written an essay

The verb "has written" in the above sentence shows the action of writing has perfected or completed at the time of speaking. Hence, the tense of a verb is

in present perfect. Structure of a verb of present perfect tense: **Have form verb (have/has) + V₃ (Past Participle)**

4.5.4. PRESENT PERFECT CONTINUOUS TENSE

E.g. I have been writing articles in the newspaper since 2001

The verb "have been writing" in the above sentence shows the action of writing has started in the year 2001, has gone on continuously and still the action is going on. It is not yet completed. Hence, the tense of the verb is called present perfect continuous. Structure of a verb of present perfect tense: **Have form verb (have/has) + been + present participle (V₁ + ing).**

4.5.5. SIMPLE PAST/PAST INDEFINITE

E.g., I wrote

The verb "wrote" in the above sentence shows the action of writing, which was performed in the past, without indicating whether the action of writing is complete or incomplete. Thus, the tense of the verb 'wrote' is called past indefinite or simple past. Structure of a verb of simple past: **V₂ (past)**

4.5.6. PAST CONTINUOUS TENSE

E.g., I was writing a letter

The verb "was writing" in the above sentence shows the action of writing was continuing for some time in the past and hence the tense of the verb is called past continuous tense. Structure of a verb of past continuous tense: **Be form verb (was/were) + V₁ + ing**

4.5.7. PAST PERFECT TENSE

E.g., I had written an essay, before Sunita arrived.

The verb "had written" in the above sentence shows the action of writing had been perfected or completed, before some other action (Sunita arrived) or

point of time in the past and hence the tense of the verb is called past perfect or pluperfect. Structure of a verb of past perfect tense: **Had + V₃ (Past Participle)**

4.5.8. PAST PERFECT CONTINUOUS TENSE

E.g., I had been writing an essay until I got award

The verb "had been writing" in the above sentence shows the action of writing which started sometime in the past and had been continuing uninterruptedly until another action (till I got award) or point of time in the past and hence the tense of the verb is called past perfect or pluperfect. Structure of a verb of past perfect continuous tense: **Had + been + V₁ + ing**

4.5.9. SIMPLE FUTURE TENSE

E.g., I shall write

The verb "shall write" in the above sentence shows the action of writing to be performed in the future, without indicating whether the action is complete or incomplete and hence the tense of a verb is called future indefinite or simple future. Structure of a verb of simple future tense: **Shall/will + V₁.**

4.5.10. FUTURE CONTINUOUS TENSE

E.g., I shall be writing

The verb shall be writing in the above sentence shows the action of writing will be continuing for a certain point of time in the future and hence the tense of a verb is said to be in future continuous tense. Structure of a verb of future continuous tense: **Shall/will + be + V₁ + ing**

4.5.11. FUTURE PERFECT TENSE

E.g. I shall have written

The verb "shall be written" in the above sentence shows the action of writing will have been perfected or completed by a certain point of time in the future and hence the tense of a verb is said to be in future perfect tense. Structure of a verb of future perfect tense: **Shall/will + have + V$_3$ (Past participle)**

4.5.12. FUTURE PERFECT CONTINUOUS TENSE

E.g. I shall have been writing

The verb "shall have been writing" in the above sentence shows the action of writing, which has been in progress over a period of time and will continue uninterruptedly up to a certain point of time in the future and hence the tense of a verb is said to be in future perfect continuous tense. Structure of a verb of future perfect continuous tense: **Shall/will + have + been + V$_1$**

4.6. AUXILIARY VERBS

An auxiliary verb is one, which helps other verbs to form other tenses than the simple present or past. This auxiliary verb can be categorized into two types. They are primary auxiliaries and modal auxiliaries.

4.6.1. PRIMARY AUXILIARIES

Be, have, do and its forms are used as primary auxiliaries to form other tenses than the simple present and past tense.

- Be and its form: **am, is, are, was, and were**
- Have and its form: **have, has and had**
- Do and its form: **do, does and did.**

4.6.2. MODAL AUXILIARIES

Modal auxiliary verbs are classified into two types. They are full modal auxiliaries and semi-modal auxiliary verbs.

Shall, should, can, could, will, would, may, might and must are classified as full modal auxiliary verbs and ought to, dare, used to and need to are classified as semi-modal auxiliaries.

4.7. SENTENCE

A group of words, which gives complete meaning or complete sense, is called a sentence.

Examples:

- Ramu is the best student.
- George Washington went to USA.
- Kannan Devan factory is located in Trichy.

According to their meaning and word order, the sentences are classified into four types. They are:

1. Assertive Sentence
2. Imperative Sentence
3. Exclamatory Sentence
4. Interrogative Sentence

4.7.1. ASSERTIVE SENTENCE

Examples:

- She went to the market yesterday
- Dr. Indira Parthasarthy is a famous writer.
- Amala received best student award

These statements are simple statements of fact. It states, asserts, or declares something about and so they are called assertive sentences. Therefore: A sentence, which asserts, states, or declares something about is called assertive or declarative sentence.

4.7.2. IMPERATIVE SENTENCE

Examples:

- Please, help me
- May, God bless you!

- Follow the rules
- Take these pills regularly

The first statement expresses request, the second statement expresses a wish, third expresses command or order and the last statement expresses advice. Thus, a sentence, which expresses a request, order, command, wish, desire, and advice, is called imperative sentence.

4.7.3. INTERROGATIVE SENTENCE

Examples:

- Do you speak English?
- What are you doing?

These statements ask questions. Thus, a sentence, which asks a question, is called interrogative sentence.

4.7.4. EXCLAMATORY SENTENCE

A sentence which expresses a strong and sudden feeling is called an exclamatory sentence.

Examples:

- What a fool he is!
- How generous of you to have helped him like this
- What a pity you couldn't come!

4.8. CLAUSES – SUBORDINATE AND COORDINATE

A clause is a group of words, which has a subject and predicate of its own, makes complete sense and forms part of a larger sentence. There are three kinds of subordinate clauses. They are:

- Noun Clause
- Adjective clause
- Adverb clause

4.8.1. THE NOUN CLAUSE

A noun clause is a group of words, which has subject and predicate of its own and does the work of a noun.

Examples:

- Ramesh asked me where I lived
- It is certain that Suresh will be selected
- Whether Mohan will come is doubtful
- I told him that he had passed.

4.8.2. ADJECTIVE CLAUSE

An adjective clause is a group of words, which has subject and predicate of its own and does the work of an adjective.

Examples:

- The house, which is very old, requires immediate repairs
- This is the thief who stole the horse
- There was a time when I could lift 250 pounds
- The man whose leg was broken was taken to hospital

4.8.3. ADVERB CLAUSE

An adverb clause is a group of words, which has subject and predicate of its own and does the work of an adverb.

Examples:

- Acharaya smiled, as he looked at the impudent youth
- Iyengar grumbled because he was left out
- Grapes won't grow where there is too much rain
- You can come, if you like
- The milkman came when the sun rose

4.8.4. COORDINATE CLAUSE

- Ram went to the station and boarded the Bombay train
- You can go by train or by bus
- He went to madras, got his visa and came back

Sentence 1 is the combination of two parts "Ram went to the station" and "boarded the Bombay train", joined by the co-ordinating conjunction 'and'. Each part has its own subject and predicate and therefore each is a clause. Moreover, they are clauses of equal importance, independent of each other. Such clauses are called co-ordinate clauses.

UNIT – V
ACQUISITION OF TEACHING SKILLS

5.1. MICROTEACHING

Microteaching is one of the most recent innovations in teacher education or training programme, which aims at modifying teacher's behaviour according to the specific objectives. It is a process of subjecting samples of human behaviour to 5 R's of video tape- 'recording', 'reviewing', 'responding', 'refining', and 'redoing'. Microteaching is a controlled practice that makes it possible to concentrate on teaching behaviour in the student-teacher training programme.

5.1.1. DEFINITIONS OF MICROTEACHING

Allen, D.W (1966): Microteaching is a scaled down teaching encounter in class size and class time.

Allen, D.W. and Eve, A.W. (1968): Microteaching is defined as a system of controlled practice that makes it possible to concentrate on specified teaching behaviour and to practices teaching under controlled conditions.

Bush, R. N (1968): Micro-teaching is a teacher education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of 5-10 minutes encounter with a small group of real students, often with an opportunity to observe the result on video-tape.

Singh, L. C. (1977): Microteaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of five pupils for a small period of 5-20 minutes. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and to refine old ones.

5.1.3. CONCEPT OF MICROTEACHING

Microteaching is a training concept that can be applied at the pre-service and in-service stages in the professional development of teachers. Microteaching provides teacher with a practice setting for instruction in which the normal complexities of class- room are reduced and in which the teacher receives a great deal of feedback on his performance. To minimize the complexities of the normal teaching encounter, several dimensions are limited: The length of the lesson is reduced. The scope of the lesson is narrowed, and the teacher teaches only a few students.

In microteaching, the trainee is engaged in a scaled-down teaching situation. It is scaled down in terms of class size, since the trainee is teaching a small group of 5-10 pupils. The lesson is scaled down in length of class-time and is reduced to 5-10 minutes. It is also scaled down in terms of teaching tasks. These tasks may include the practicing and mastering of a specific teaching skill such as lecturing or teaching explanation, questioning or leading a discussion; mastering of specific teaching strategies; flexibility,

instructional decision making, alternative uses of specific curricula, instructional materials and class-room management. Only one skill or task is taken up at a time. If possible, micro-lesson is videotaped or tape-recorded. The student teacher immediately views his lesson, evaluates it, amends his approach, reteaches the lesson to another group of pupils, reviews and evaluates.

5.1.4. FEATURES OF MICROTEACHING

a) Micro-teaching is relatively a new innovation in the field of teacher education

b) Microteaching is real teaching but focuses on developing teaching skills.

c) Micro-teaching is a scaled down teaching:

- To reduce the class size to 5-10 pupils.
- To reduce the duration of period to 5-10 minutes.
- To reduce the size of the lesson.
- To reduce the teaching skill.

d) Microteaching is a highly individualized training device.

e) It provides the adequate feedback for trainee's performance.

f) Microteaching is a device to prepare effective teachers.

g) It provides opportunity to select one skill at a time and practice it through scaled down encounter and then take others in a similar way.

h) It use videotape and closed circuit television makes observation very effective.

i) Microteaching is an analytic approach to training.

5.1.5. MAIN ASSUMPTIONS OF MICROTEACHING

In the words of Allen and Ryan, microteaching is an idea at the core of which lie five essential assumptions:

1. REAL TEACHING

Microteaching is real teaching. Although the teaching situation is a constructed one in the sense that teacher and students work together in a practice situation, nevertheless, bonafide teaching does take place.

2. REDUCING COMPLEXITIES:

Microteaching lessens the complexities of normal classroom teaching. Class size, scope of content, and time are all reduced.

3. FOCUS ON TRAINING

Microteaching focuses on training for the accomplishment of specific tasks. These tasks may be the practice of techniques of teaching, the mastery of certain curricular materials, or the demonstration of teaching methods.

4. INCREASED CONTROL OF PRACTICE

Microteaching allows for the increased control of practice. In the practice setting of microteaching, the rituals of time, students, methods of feedback and supervision, and many other factors can be manipulated. As a result, a high degree of control can be built into the training programme.

5. EXPANDING KNOWLEDGE OF RESULTS

Microteaching greatly expands the normal knowledge of results or feedback dimensions in teaching. Immediately after teaching a brief micro-lesson, the trainee engages in a critique of his performance. To give him a maximum insight into his performance, several sources of feedback at his disposal

5.1.6. PROCEDURE IN MICROTEACHING

1. DEFINING THE SKILL

A particular skill is defined to trainees in terms of teaching behaviours to provide the knowledge and awareness of teaching skills.

2. DEMONSTRATING THE SKILLS

The specific skill is demonstrated by the experts or shown through videotape or film to the teacher trainee.

3. PLANNING THE LESSON

The student teacher plans a short (micro) lesson with the help of his supervisor, in which he can practice a particular skill.

4. TEACHING THE LESSON

The pupil-teacher teaches the lesson to a small group of pupils (5-10). The lesson is observed by supervisor or peers, videotaped, audiotaped, or televised at close circuit television (CCTV).

5. DISCUSSION

The teaching is followed by discussion to provide the feedback to the trainee. The trainee may display the videotape or audiotape to observe his own teaching activities. The awareness of his own teaching performance provides the reinforcement to the pupil-teacher.

6. RE-PLANNING

In the light of the discussion and suggestions, the pupil-teacher re-plans the lesson in order to practice the small skill effectively.

7. RE-TEACHING

The revised lesson is retaught to another small group of students of same class for the same class duration to practice the small skill.

8. RE-DISCUSSION

The re-teaching is again followed by discussion, suggestions and encouraging the teaching performance. Thus, the feedback is again provided to the trainee.

9. REPEATING THE CYCLE

The 'teach-reteach' cycle is repeated until desired level of skill is achieved.

Thus, we find that in microteaching the pupil-teacher tries to complete the five R's viz, Recording, Reviewing, Responding, Refining and Redoing

5.1.7. MICROTEACHING CYCLE

The six steps generally involved in microteaching cycle are Plan, Teach, feedback, replan, reteach, and refeedback. There can be variations as per requirement of the objective of practice session. These steps are diagrammatically represented in the following figure:
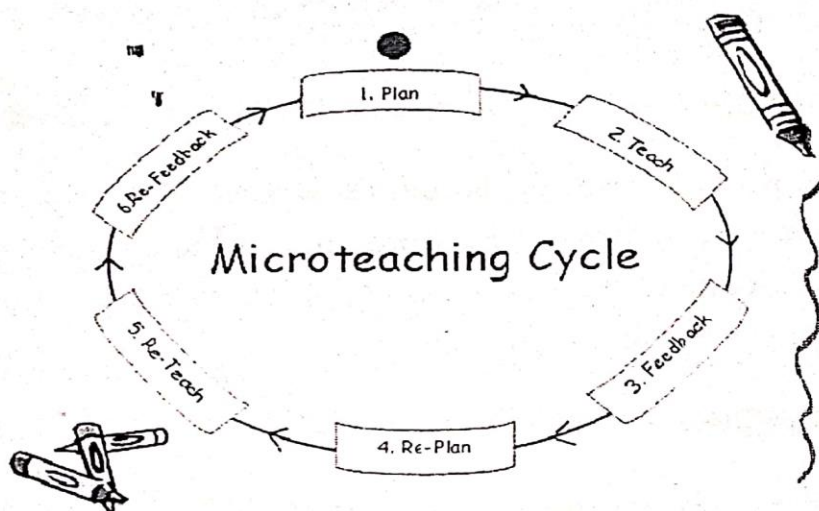
1. PLAN

This involves the selection of the topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently. The topic is analysed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible.

2. TEACH

This involves the attempts of the teacher trainee to use the components of the skill in suitable situations coming up in the process of teaching learning as per his/her planning of activities. If the situation is different and not as visualized in the planning of the activities, the teacher should modify his/her behaviour as per the demand of the situation in the Class. He should have the courage and confidence to handle the situation arising in the class effectively.

3. FEEDBACK

This term refers to giving information to the teacher trainee about his performance. The information includes the points of strength as well as weakness relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.

4. RE-PLAN

The teacher trainee replans his lesson incorporating the points of strength and removing the points not skilfully handled during teaching in the previous attempt either on the same topic or on another topic suiting to the teacher trainee for improvement.

5. RE-TEACH

This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupil. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.

6. RE-FEEDBACK

This is the most important component of Microteaching for behaviour modification of teacher trainee in the desired direction in every skill practice.

7. TIME DURATION

- Teach: 6 Minutes
- Feedback: 6 Minutes
- Re-Plan: 12 Minutes
- Re-Teach: 6 Minutes
- Re-Feedback: 6 Minutes

5.1.8.PHASES OF MICROTEACHING

According to J.C. Clift and others, microteaching procedure has three phases:

- Knowledge acquisition phase
- Skill acquisition phase
- Transfer phase

1. KNOWLEDGE ACQUISITION PHASE

In this phase, the student teacher attempt to acquire knowledge about the skill- it is rational, it role in classroom and its component behaviours. For this, he reads relevant literature. He also observes demonstration lesson-mode of presentation of the skill. The student teacher gets theoretical as well as practical knowledge of the skill.

2. SKILL ACQUISITION PHASE

Based on the model presented to the student teacher, he prepares a micro-lesson, practices the skill, and carries out the microteaching cycle. There are two components of this phase:

(a) Feedback and (b) Microteaching settings.

Microteaching settings includes conditions like the size of the micro-class, duration of the micro-lesson, supervisor, types of students etc.

3. TRANSFER PHASE

Here the student teacher integrates the different skills. In place of artificial situation, he teaches in the real classroom and tries to integrate all the skills

5.1.9. DIFFERENCE B/W MICRO TEACHING AND TRADITIONAL TEACHING

MICRO-TEACHING:

- Objectives are specified in behavioural terms
- Class consists of small group of 5-10 students.
- The teacher takes up one skill at a time

- Duration time for teaching is 5-10 minutes.
- There is immediate feedback.
- Teaching is carried on under controlled situation.
- Teaching is relatively simple.
- The role of supervisor is specific and well defined to improve teaching.
- Patterns of classroom interaction can be studied objectively.

TRADITIONAL TEACHING:

- Objectives are general and not specified in behavioural terms.
- Class consists of 40-60 students
- The teacher practices several skills at a time.
- The duration is 40-50 minutes
- Immediate feed-back is not available
- There is no control over situation
- Teaching become complex.
- The role of the supervisor is vague.
- Patterns of classroom interactions cannot be studied objectively

5.2. TEACHING SKILLS

A teaching skill is a set of teaching behaviours of the teacher, which is especially effective in bringing about desired changes in student's behaviour. It is essential to practice the teaching skills in order to become better teachers or effective teachers

Dwight Allen and Ryan in 1966 identified 20 teaching skills at Stanford University in California, USA. This list has now increased to 37 teaching skills. These teaching skills can be assessed by means of an observation scale.

It is not possible to train all the student teachers in all these skills in any training programmes, because of constraints of time and fund. Therefore, a set of teaching skills, which cut across the teaching subject areas, has been

One cannot teach in vacuum. The new learning is to be based on the previous knowledge and learning experiences acquired through formal or informal education or direct or indirect experiences. Hence, an appropriate introduction of a new lesson has to be based on the previous knowledge and experience of the pupil. Therefore, a teacher has to acquire the art of utilizing such knowledge and experiences for this purpose and he has to take care of the following things:

(a) The knowledge acquired by the students in the previous classes
(b) The general awareness of the students with their physical and social environment.
(c) Devices and techniques of exploring the previous knowledge.
(d) Techniques of establishing links between the previous and new knowledge.
(e) Ability of creating situations in the class for the utilization of previous experiences.

B. PROPER USE OF DEVICES/ TECHNIQUES

A teacher should essentially acquire the ability of using appropriate devices or techniques for introducing a lesson. The various devices used for this purpose are as:

(a) Questioning
(b) Narration, description or lecturing
(c) Story telling
(d) Using audio-visual aids
(e) Demonstration or experimentation
(f) Dramatization or role playing
(g) Visits or excursions
(h) Use of examples, analogies and similarities.

C. MAINTENANCE OF CONTINUITY

Proper introduction requires the continuity in the ideas or information presented to the pupils. There should be a logical sequence in the main

parts of the introduction. One question/statement or activity on the part of the teacher should lead to the other related one in a chain of continuity for creating the need of studying the lesson. What is done at a particular moment should be properly related to pupil's previous response and it should be properly related with the preceding activity of the teacher himself.

D. RELEVANCY OF THE VERBAL AND NON-VERBAL BEHAVIOUR

A teacher should try to observe relevancy in his verbal or nonverbal behaviour. What is to be stated, asked, demonstrated, dramatized or illustrated should contribute maximum towards the introduction of lesson in the ways-

(a) Testing of the previous knowledge
(b) Utilization of these past experiences
(c) Establishing cognitive and affective rapport with pupils
(d) Making the pupils feel the need of studying the lesson
(e) Pin pointing the aims of lesson

MICROTEACHING LESSON PLAN

Name of student teacher: Vidhyanathan S
Subject: English
Class: IX standard
Topic: The Solitary Reaper
Name of the Skill: Skill of Introducing the Lesson
Duration: 5 Minutes

S.NO	TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENTS
1.	Good morning students. Tell me, have you read poems written by William Wordsworth?	Good morning teacher. Yes, we have read Daffodils	Use of previous knowledge

2	What was its theme?	The speaker experiences a connection with nature. Imagination is the main theme of this poem.	Use of previous knowledge
3	The teacher displays the pictures of reaper, cuckoo bird, nightingale, and asks the students to guess about the poem.	Student's responses may be nightingale, nature, etc.	Using appropriate devices
4.	Teacher also narrates a story of a reaper and asks the students to guess about the poem	Student's responses may be farmer, harvesting, etc.	Using appropriate devices
5.	The teacher writes all the responses given by students on the blackboard and later introduces the topic of the poem.	Students guess the name of poem by combining their answers	Maintaining continuity

OBSERVATION SCHEDULE

Name of student teacher: Vidhyanathan. S

Name of supervisor: Maruthachalam. M

Subject: English

Topic: The Solitary Reaper (Poem)

Date: 16.11.2017

Class: IX standard

Duration: 10 Minutes

Teach/Reteach

Instructions: grade the performance and indicate it by encircling the letter

Legend:

"A" means 95 to 100 per cent correct use of component.

"B" means 85 to 94 per cent correct use of component.

"C" means 75 to 84 per cent correct use of component.

"D" means 65 to 74 per cent correct use of component.

"F" means below 65 per cent correct use of component

S.N	COMPONENTS	GRADING	REMARKS
1.	Use of Previous Knowledge	A, B, C, D, F	
2.	Use of Appropriate Devices	A, B, C, D, F	
3.	Relevancy of Verbal and Non-Verbal Behaviour	A, B, C, D, F	
4.	Maintaining Continuity	A, B, C, D, F	

5.2.2. SKILL OF PROBING QUESTIONS

While asking questions to the students, a teacher faces different situations in his class or in other words, when teacher asks questions from the students in his class, different situations may arise. They are:

a. The student may give no answer
b. The student may give incorrect response
c. The student may give partial response
d. The student may give correct answer

The main purpose of this skill is to how to deal these situations effectively. In the case of incorrect and no answer the teacher goes deep into student's responses/answers by asking many questions about what he already knows and to lead him to the correct answer. When the answer is correct, the teacher may help the student to go deep into the content by asking questions of how, why and sometimes of what types used. This skill involves a series of questions to go deep into students responses.

The teacher should ask simple, concise and grammatically correct questions. It should be addressed to the whole class instead of asking one student only. This is because the purpose of the questions is to make the whole class think on the point under discussion. The students should be

given some time to think and then the teacher should point towards one student to respond. The following are the components of this skill.

1. Prompting Technique
2. Seeking Further Information
3. Redirection
4. Refocusing
5. Increasing critical awareness

A. PROMPTING TECHNIQUE

This technique means to go deep into the student's response, when it is incorrect or no response. Then a series of hints or prompts are given to students through systematically questioning in order to lead the student to the desired correct response or answer.

B. SEEKING FURTHER INFORMATION

This technique is used, when the response of student is incomplete or partially correct. The teacher help the students to clarify or elaborate or explain his initial response by asking more small questions or creating situations in which the student is made to think and respond.

C. REDIRECTION

This technique involves asking the same question from another student. The main purpose of their technique is to increase more and more student's participation. When the situation is of no response or incorrect response prompting should be preferred to redirection.

D. REFOCUSING

This technique is used, when the student's response is correct. This involves comparing the phenomenon in his response with other phenomena either for similarity/difference or for relationship between the two situations.

E. INCREASING CRITICAL AWARENESS

This technique is used, when the student's response is correct. The teacher poses higher order questions to stimulate the student to think beyond what the student knows. This involves how and why sometime 'what' type of questions on the point under discussion.

MICROTEACHING LESSON PLAN

Name of student teacher: Vidhyanathan S

Subject: English

Class: IX standard

Topic: Sentence

Name of the Skill: Skill of Probing Questions

Duration: 10 Minutes

S.NO	TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENTS
1	Good morning students. Tell me, what is a sentence?	Good morning teacher No response	Prompting
2	How do you call a crowd or flock?	A group of people A group of sheep	Increasing critical awareness
3	Now can you say how do you call a group of words?	A sentence	Prompting
4	Name the different types of sentences	Assertive, interrogative, imperative, exclamatory	Seeking further information
5.	How do you define imperative sentence?	No response	Increasing critical awareness
6	Close the window, shut the door What do you understand, from this example?	It expresses command	Prompting
7.	Can you mention other qualities that defines imperative sentence?	Request, order, wish	Seeking further information
8.	Ram, Can you give me an example for interrogative sentence?	No response	Prompting
9.	What did I do?	Asked a question	Increasing critical awareness
10.	Ram you say what an interrogative sentence is?	No response	

11.	Arjun, you say what an interrogative sentence is?	A sentence which asks question	Redirection
12.	Name the two types of interrogative sentence.	Yes or No type question 'Wh' type question	Seeking further information
13.	Can you explain the difference between Wh type question and yes or No type question?	Yes or No type question seeks answer in a single word, whereas Wh type question seeks answer in short or in detail.	Refocusing
14.	So, what is a sentence?	A group of words, which gives complete meaning is called sentence	

OBSERVATION SCHEDULE

Name of student teacher: Vidhyanathan. S

Name of supervisor: Maruthachalam. M

Subject: English

Topic: Sentence (Grammar)

Date: 15.11.2017

Class: IX standard

Duration: 10 Minutes

Teach/Reteach

Instructions: grade the performance and indicate it by encircling the letter

Legend:

"A" means 95 to 100 per cent correct use of component.

"B" means 85 to 94 per cent correct use of component.

"C" means 75 to 84 per cent correct use of component.

"D" means 65 to 74 per cent correct use of component.

"F" means below 65 per cent correct use of component

S.NO	COMPONENTS	GRADING	REMARKS
1.	Prompting	A, B, C, D, F	
2.	Seeking further information	A, B, C, D, F	
3.	Redirection	A, B, C, D, F	

| 4. | Refocusing | A, B, C, D, F |
| 5. | Increasing critical awareness | A, B, C, D, F |

5.2.3. SKILL OF EXPLAINING

The main purpose of using this skill is to give proper explanation and reasons to bring clarity and proper understanding of what is being taught. The following are the components of this skill:

1. Beginning statement
2. Explaining links
3. Concluding statement
4. Questions to test student's understanding
5. Irrelevant statement
6. Lacking in continuity
7. Vague words and phrases

A. BEGINNING STATEMENT

The purpose of this component is to create readiness among the students to pay attention to the point being explained. It is the introductory statement to begin explanation.

B. EXPLAINING LINKS

The teachers, to make their explanation effective, generally use this component. These are words and phrases, which are mostly conjunctions and prepositions. They are:

The result of, the cause of, such that, the consequence of, the function of, hereafter, due to, so that, as a result of, this is, how, therefore, before, in order to, hence, after, since, but, thus, because, the purpose of, what, etc.

Example: Because of his hard work, the student scored good marks in his exams

C. CONCLUDING STATEMENT

This is the statement at the end of the explanation. It includes the summary of all the main result of the explanation.

D. QUESTIONS TO TEST STUDENT'S UNDERSTANDING

These are short questions put to the students to test their understanding of the concept after the explanation. The main purpose is simply to judge whether the students have understood or not.

E. IRRELEVANT STATEMENT

There are statements sometimes made by the teacher during explanation, which have nothing to do with the present concept. These statements do not contribute to understanding rather create confusion in the minds of the students.

F. LACKING CONTINUITY

It happens when the sentences remain incomplete or reformulated in the middle of the statement.

- A statement is not logically related to the previous statement
- When a topic of previously taught content is referred without showing the relationship to what is being explained.
- When there is no sequence of space or place
- Use of inappropriate vocabulary of technical terms
- Words, which are quite unknown to the students

G. USE OF VAGUE WORDS OR PHRASES

Some of these words and phrases are: Some, much, seems, many, something, somewhat, things, probably, the rest, a little, perhaps, almost, might, may, types of, few, in fact, actually, etc.

MICRO TEACHING LESSON PLAN

Name of student teacher: Vidhyanathan S
Subject: English
Class: IX standard

Topic: Notes making (Comprehension)

Name of the Skill: Skill of Explaining

Duration: 10 Minutes

S.NO	TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENTS
1	What are notes?	No response Listening attentively	Beginning statement
2	Why do we notes? We make notes for many purposes. Some of the common purposes for which we make notes are: studying, writing articles, essay, etc.	No response Listening attentively	Beginning statement
3	The purpose of note making enables one to condense, what on reads to the essential points, which are easier to remember, but there are some characteristics of good notes.	Listening attentively	Explaining links
4	How to make notes? In order to make notes, one should develop the ability to identify the main points, condense the main information, organise the condensed information in a systematic manner Thus summing up we can say that note making is a skill which we develop to record important points	No response Listening attentively	Explaining links Concluding statement
5.	How do we notes?	By condensing original text By noting down the important points	Testing students' understanding of concept

| 6 | How do you use the notes you had made? | Helps to remember the points for an exam | Testing students' understanding of concept |

OBSERVATION SCHEDULE

Name of student teacher: Vidhyanathan. S

Name of supervisor: Maruthachalam. M

Subject: English

Topic: Notes taking (comprehension)

Date: 14.11.2017

Class: IX standard

Duration: 10 Minutes

Teach/Reteach

Instructions: grade the performance and indicate it by encircling the letter

Legend:

"A" means 95 to 100 per cent correct use of component.

"B" means 85 to 94 per cent correct use of component.

"C" means 75 to 84 per cent correct use of component.

"D" means 65 to 74 per cent correct use of component.

"F" means below 65 per cent correct use of component

S.NO	COMPONENTS	GRADING	REMARKS
1.	Beginning statements	A, B, C, D, F	
2.	Explaining links	A, B, C, D, F	
3.	Concluding statement	A, B, C, D, F	
4.	Questions to test students understanding	A, B, C, D, F	
5.	Questions followed by correct response	A, B, C, D, F	
6.	No irrelevant statement	A, B, C, D, F	
7.	No lacking in continuity	A, B, C, D, F	
8.	No inappropriate vocabulary	A, B, C, D, F	
9.	No lacking fluency	A, B, C, D, F	

| 10. | No vague words and phrases | A, B, C, D, F |

5.2.4. SKILL OF ILLUSTRATING WITH EXAMPLES

Some abstract ideas or concepts are very different to teach. In spite of teacher's best efforts of explaining the concepts, the teachers are unable to convey the true sense and meaning of the concepts. This difficulty of the teacher can be solved easily if they are able to master the skill of illustrating with examples. The following are the components of this skill:

1. Formulating simple example
2. Formulating relevant example
3. Formulating interesting example
4. Using appropriate media for example
5. Using examples by inducto-deductive approach

A. FORMULATING SIMPLE EXAMPLE

A simple example is bne, which is related to the previous knowledge of students. It should be according to the age level, grade level and the background of students.

B. FORMULATING RELEVANT EXAMPLE

An example is relevant to the concept, when the concept or the rule can be applied to it. This means to say that the rule is explained by the example.

C. FORMULATING INTERESTING EXAMPLE

An example is interesting if it can arouse curiosity and interest of students

D. USING APPROPRIATE MEDIA FOR EXAMPLES

Appropriateness of media refers to its suitability to age level, grade level, and maturity level and to the unit taught.

F. USING EXAMPLES BY INDUCTO-DEDUCTIVE APPROACH

This involves the teacher giving examples relating to the concept or rule to clarify it. Based on the examples given, the students formulate the rule. After this, the teacher asks the students to give examples to test whether the students have rightly understood the concept or not.

MICROTEACHING LESSON PLAN

Name of student teacher: Vidhyanathan S

Subject: .   English

Class: IX standard

Topic: Letter Writing (Composition)

Name of the Skill: Skill of Illustrating with Examples

Duration: 10 Minutes

S.NO	TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENTS
1	Good Morning students. How do you convey your information to your friend, if telephone or mobile contacts are not possible?	Good morning teacher Write a letter/message	Formulating simple example
2	Have you ever written a message to anyone? You want to inform about your wish to your friend. What type of message do you write?	Yes Congratulating message	Formulating relevant example
3	If our school is holiday tomorrow, to whom do you write message? What do you do?	Enthusiastically says To my friend ram Play cricket	Formulating interesting example and Using appropriate media examples

4.	Study this message. Ram. Tomorrow, holiday for us. -Inform your parents -Inform Seetha and other friends -come to cricket stadium at 9.a.m Sunita What is the purpose of the above message? What is the language used?	Giving instructions Every instruction begins with a verb that suggests an action.	Inductive approach
5.	What are the expressions that can be used for inquiring?	Would you mind ... Do you think it is possible -----	Deductive approach

OBSERVATION SCHEDULE

Name of student teacher: Vidhyanathan. S

Name of supervisor: Maruthachalam. M

Subject: English

Topic: Message writing (Composition)

Date: 17.11.2017

Class: IX standard

Duration: 10 Minutes

Teach/Reteach

Instructions: grade the performance and indicate it by encircling the letter

Legend:

"A" means 95 to 100 per cent correct use of component.

"B" means 85 to 94 per cent correct use of component.

"C" means 75 to 84 per cent correct use of component.

"D" means 65 to 74 per cent correct use of component.

"F" means below 65 per cent correct use of component

S.NO	COMPONENTS	GRADING	REMARKS
1.	Formulating simple example	A, B, C, D, F	
2.	Formulating relevant example	A, B, C, D, F	
3.	Formulating interesting example	A, B, C, D, F	
4.	Using appropriate media for examples	A, B, C, D, F	
5.	Using inducto-deductive approach	A, B, C, D, F	

5.2.5. SKILL OF REINFORCEMENT

Every responding students of the class needs social approval of his/her behaviour. To satisfy his/her need, the student is always eager to answer each question known to him. If the teacher is always encouraging, the students by using words like "good", etc., "excellent"; the statements like "that is very good", "brilliant answer", etc. and certain non-verbal expressions, as smiling, nodding the head and paying attention to the responding student, the students participation in the class is maximised. The main theme of this skill is that encouraging remarks of teacher increases the student's participation in the development of learning process. The following are the components of this skill:

1. Positive verbal reinforcement
2. Positive non-verbal reinforcement
3. Negative verbal reinforcement
4. Negative non-verbal reinforcement
5. Wrong use of reinforcement
6. Inappropriate use of reinforcement

A. POSITIVE VERBAL REINFORCEMENT

These are the positive comments given by the teacher on the correct response of the student. They are:

a) Using words and phrases like "good", brilliant, excellent, very good, etc.
b) Repeating and rephrasing student's responses
c) Using student's idea in the development of the lesson
d) Using extra verbal clues, like um, aha, etc. to encourage students
e) Using prompts like carry on think again, etc. to help the student to give correct response.

B. POSITIVE NON-VERBAL REINFORCEMENT

The teacher gives comments to students on their correct response without using words or phrases. This he does by nodding the head, smiling, patting, looking attentively at the responding student, writing students answer on the black board. The teacher encourages the students to participate maximally in the development of the lesson.

C. NEGATIVE VERBAL REINFORCEMENT

The teacher gives comments on the incorrect or partially incorrect by saying that the student's response is incorrect or making sarcastic remarks like idiot, stupid, etc. Such behaviour of the teacher discourages student's participation.

D. NEGATIVE NON-VERBAL REINFORCEMENT

The teacher shows his disapproval without using words. Tis involves frowning, staring, looking angrily at the responding student, when the student gives wrong response. This type of behaviour of the teacher creates fear in the minds of the student and decreases student's participation in the class.

E. WRONG USE OF REINFORCEMENT

This is the situation, where the teacher does not give reinforcement when the situation is demanding encouragement

F. INAPPROPRIATE USE OF REINFORCEMENT

This is the situation, when the teacher does not encourage the student with respect to quality of his response. He uses the same type of comment for very responses.

MICROTEACHING LESSON PLAN

Name of student teacher: Vidhyanathan S
Subject: English
Class: IX standard
Topic: Selfish Giant (Supplementary Reader)
Name of the Skill: Skill of Reinforcement
Duration: 10 Minutes

S.NO	TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENTS
1	Good morning students. Have you read about the stories by Oscar Wilde?	Good morning teacher Yes	
2	Excellent! Can you name the short stories read by you?	Selfish giant, The happy prince	Positive verbal reinforcement
3.	Smiles. What did you learn from The Selfish Giant?	No response	Non-verbal positive reinforcement
4.	Try to recall. Think deeply	Thinking Negative consequence of selfishness	

| | Nods the head and smiling. | | Non-verbal positive reinforcement |
| 5. | The main theme of this story is about negative consequences of selfishness and that of redemption | Listening | Repeating the students responses |

OBSERVATION SCHEDULE

Name of student teacher: Vidhyanathan. S

Name of supervisor: Maruthachalam. M

Subject: English

Topic: Selfish Giant (The Supplementary Reader)

Date: 18.11.2017

Class: IX standard

Duration: 10 Minutes

Teach/Reteach

Instructions: grade the performance and indicate it by encircling the letter

Legend:

"A" means 95 to 100 per cent correct use of component.

"B" means 85 to 94 per cent correct use of component.

"C" means 75 to 84 per cent correct use of component.

"D" means 65 to 74 per cent correct use of component.

"F" means below 65 per cent correct use of component

S.NO	COMPONENTS	GRADING	REMARKS
1.	Positive Verbal Reinforcement	A, B, C, D, F	
2.	Positive Non-verbal Reinforcement	A, B, C, D, F	
3.	Negative Verbal Reinforcement	A, B, C, D, F	
4.	Negative Non-Verbal Reinforcement	A, B, C, D, F	
5.	Wrong use of Reinforcement	A, B, C, D, F	

6.   Inappropriate use of reinforcement   A, B, C, D, F

5.2.6. SKILL OF STIMULUS VARIATION

For the success of any lesson, it is essential to secure and sustain the attention of student learning is optimum, when the students are fully attentive to the teaching-learning process, how to secure and sustain the attention is main theme of this skill. It is known that based on psychological experiments that attention of the individuals tends to shift from one stimulus to others very quickly. It is very difficult for an individual to attend to the same stimulus for more than a few seconds. Therefore, for securing and sustaining the attention of the students to the lesson, it is imperative to make variations in the stimulus. This is because attention is the necessary pre-requisite for learning. The following are the components of this skill:

1. Movements
2. Gestures
3. Change in speech pattern
4. Change in interaction style
5. Focusing
6. Pausing
7. Oral-visual switching

A. MOVEMENTS

Making movements from one place to another place with some purpose.

E.g.   For writing on the blackboard

To conduct experiment

To explain the chart

To pay attention to the student, who is responding to the questions.

B. GESTURES

These include movements of head, hand and body parts to arrest attention, to express emotions or to indicate shapes, sizes and movements. All these acts are performed to become more expressive.

C. CHANGE IN SPEECH PATTERN

When the teacher wants to show emotions or to put emphasis on a particular point, sudden or radical changes in tone, volume or speed of the verbal presentation are brought out. The change in the speech pattern makes the student to be attentive and creates interest in the lesson.

D. CHANGE IN INTERACTION STYLE

When two or more persons communicate their view with each other, they are said to be interacting. In the classroom, the following three styles of interaction are possible.

1. Teacher – class (teacher talks to class and vice versa)
2. Teacher – Student (teacher interacts with student and vice versa)
3. Student – student (student talks to student)

All these types of interaction should go side by side to secure and sustain the attention of the students.

E. FOCUSING

The teacher draws the attention of the students to the particular point in the lesson either by using verbal or gestural focusing. In verbal focusing, the teacher makes statements like "look here", "listen to me", and "note it carefully".

In gestural focussing, pointing towards some objects with fingers or underlining the important words on the blackboard.

F. PAUSING

This means, "stop talking" by the teacher for a moment. When the teacher becomes silent during teaching, it at once draws the attention of the

students with curiosity towards the teacher; the students easily receive the message given at this point.

G. ORAL-VISUAL SWITCHING

The teacher gives information to the class verbally about something. This is called oral medium. The teacher shows maps, charts and object without saying something is termed as visual medium.

If the teacher is giving information to the students through any one medium (oral, visual, and oral-visual) for a long time, it is possible that the students will lose attention to what the teacher is conveying to them. Therefore, it is essential for the teacher to change medium rapidly in order to secure and sustain student's attention to what he says. There are three types of media. They are:

1. **Oral-Oral-Visual**: while speaking, the teacher shows objects and models and explains their various parts; it is switching from oral to oral-visual.
2. **Oral-visual**: while speaking, the teacher shows objects, maps, charts, etc. it is switching from oral to visual
3. **Visual – Oral – Visual**: The teacher demonstrates the experiment silently and then explains the phenomenon with the help of charts, maps, diagrams, etc. It is visual oral switching

These devices are used interchangeably to secure and sustain student's attention to the lessons.

MICRO TEACHING LESSON PLAN

Name of student teacher:	Vidhyanathan S
Subject:	English
Class:	IX standard
Topic:	William Shakespeare
Name of the Skill:	Skill of Stimulus Variation
Duration:	10 Minutes

S.NO	TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENTS

#	Teacher Activity	Pupil Activity	Skill
1	Good Morning students. Today, I am going to tell you a story. Try to be very attentive	Good morning teacher. What is the story?	Verbal focussing
2	Who was very famous for writing dramas in England?	William Shakespeare	
3	Yes, Teacher writing the topic on the blackboard. Now, I shall tell you the story of William Shakespeare. It is very interesting. Listen carefully.	Observing attentively Students become very curious to know about Shakespeare	Movements Verbal focussing
4	He was born at Stratford-upon-Avon in Warwickshire on April 23, 1564.	Listening carefully	Pausing
5	Do you know? He married Anne Hathaway, who was eight years of his senior.	Listening attentively	Non-Verbal cues t express his emotions/Non Verbal focussing
6	Shakespeare was an extraordinary genius in his lifetime. From 1604 to 1608, he wrote the greatest plays namely Othello, Macbeth and King Lear.	Listening attentively	Change in speech pattern Pausing
7	He wrote 37 plays and 154 sonnets. He utilises all kinds of dramatic forms namely comedy, farce, history, chronicle play, romance and tragedy. Teacher show the picture of William Shakespeare	Attending with joy and amazement	Change in speech pattern Oral-Visual Switching Pausing
8	Not only plays and sonnets, he also wrote a long poem Venus and Adonis in 1593. Showing the portrait of Shakespeare	Enthusiastically listening	Oral-Visual Switching Change in speech pattern
9	Do you know? Even after five centuries, scholars all over the world find fewer meaning in his plays	Feeling amazed	Pausing Verbal focussing

| 10. | He died on St. George's day 1616 at the age of 53. | Felt sorrowful and sad | Change in speech pattern gestures |

OBSERVATION SCHEDULE

Name of student teacher: Vidhyanathan. S

Name of supervisor: Palanisamy

Subject: English

Topic: William Shakespeare

Date: 13.11.2017

Class: IX standard

Duration: 10 Minutes

Teach/Reteach

Instructions: grade the performance and indicate it by encircling the letter

Legend:

"A" means 95 to 100 per cent correct use of component.

"B" means 85 to 94 per cent correct use of component.

"C" means 75 to 84 per cent correct use of component.

"D" means 65 to 74 per cent correct use of component.

"F" means below 65 per cent correct use of component

S.NO	COMPONENTS	GRADING	REMARKS
1.	Movements	A, B, C, D, F	
2.	Gestures	A, B, C, D, F	
3.	Change in speech pattern	A, B, C, D, F	
4.	Change in interaction style	A, B, C, D, F	
5.	Pausing	A, B, C, D, F	
6.	Focusing	A, B, C, D, F	
7.	Oral-Visual switching	A, B, C, D, F	

5.2.7. SKILL OF CLASSROOM MANAGEMENT

Learning is effective, if the children actively participate in the learning activities of the class. The main purpose of this skill is to achieve the

maximum participation of student in the development of lesson. The following are the components of this skill:

1. Calling students by their names
2. Making norms of the classroom behaviour
3. Giving clear direction
4. Ensuring sufficient work for each child
5. Keeping students in eye span
6. Shifting from one activity to another activity smoothly
7. Recognising and reinforcing attending behaviour of students
8. Checking inappropriate behaviour of students

A. CALLING STUDENTS BY THEIR NAMES

Students are attentive when they are called by their names by the teacher. However, this seems to be simple, but has great significance in obtaining students participation. Active student's participation controls the learning activities.

B. MAKING NORMS OF CLASSROOM BEHAVIOUR

This includes the pinpointed instruction of the teacher to the students:

a. Stand up and answer when you are asked question
b. Raise hands if you know answer to the question
c. Never give group response
d. Listen to the teacher attentively when the teacher is teaching.

C. GIVING CLEAR DIRECTIONS

Here the teacher gives clear directions to the students to follow the norms of the classroom behaviour. They should not be engaged in any other activity, when the teacher is teaching. The directions provide good classroom management.

D. ENSURE SUFFICIENT WORK FOR EACH CHILD

The teacher should allot work to each child keeping in view the individual difference. This act of the teacher will prepare each child for active student participation

E. KEEPING STUDENTS IN EYE SPAN

After teaching the concept, the teacher should check the effects of his teaching. The teacher may assign some activity like asking them to read silently and writing important words. The teacher should go to each student to check his work. If needed the teacher should give instruction for further improvement.

F. SHIFTING FROM ONE TEACHING ACTIVITY TO THE OTHER ACTIVITY

While teaching a lesson in the class, the teacher is engaged in many academic activities such as explaining, illustrating, questioning, the teacher should smoothly change from one activity to another activity. While teaching to read a passage, the teacher should ask his/her students to read the passage silently. This change in the teacher's behaviour is the shifting from one activity to another activity. Before shifting the activity, the teacher must ensure himself that the students have followed the concept under study.

G. RECOGNISING AND REINFORCING ATTENDING BEHAVIOUR

In order to ensure attending behaviour of students, the teacher should use verbal and non-verbal reinforcement. For example smiling, nodding the head for the correct response of the student. This type of the behaviour of the teacher is very effective to simulate classroom-learning environment.

H. CHECKING INAPPROPRIATE BEHAVIOUR IMMEDIATELY

This involves that if the students not behaving properly in the learning situation or may not be attentive mentally. He/she should be immediately checked. He/she should be directed to behave properly to the needs of the situation. This will increase the attending the behaviour of the student leading him to better management of classroom.

5.2.8. SKILL OF USING BLACK BOARD

This skill is very much essential. It is a visual teaching aid and its significance in the teaching learning process is huge. The following are the components of this skill:

1. Legibility of handwriting
2. Neatness of blackboard work
3. Appropriateness of black board work

A. LEGIBILITY OF HAND WRITING

a. Each letter should be distinct. There should be no confusion in the shape of the letters such as (c, e, l, t)
b. Adequate spacing between two letters and two words
c. The slantness of each letter should be nearly vertical
d. The size of the letters should be such that they are legible from the end of the class
e. The size of the small letters should be same and size of the concept letters should be same.
f. The size of the capital letters should be slightly greater than that of the small letters.
g. Thickness of the letters should be of same width

B. NEATNESS IN BLACK BOARD WORKS

a. Straightness of lines: the neatness of the black board increases if you write straight lines parallel to the base of the black board
b. Adequate spacing between the lines: the words/sentences should be written in straight lines parallel to the base of the black board. There should be adequate spacing between the lines.
c. Avoidance of overwriting: in order to keep the black board work neat and clean there should be no over writing
d. Focusing the relevant matter: Erase the unrelated and irrelevant work and work not required and retain the relevant matter.

C. APPROPRIATENESS OF BLACK BOARD WORK

a. Continuity of Points: the points of the lesson should be logically arranged one after the other in a sequence

b. Brevity and Simplicity: write only the salient points in a simple and clear language

c. Drawing attention and focusing: underline the important points or use coloured chalk for drawing the student's attention

d. Illustrations: illustrations should be simple, large and clear to convey the idea easily and conveniently.

5.2.9. INTEGRATION OF TEACHING SKILLS

It is a process, which involves the following steps: (a) perceive and analyse the teaching situation (b) select and organise the appropriate skills in effective sequence to produce best results. In order to practice the integration, the following skills are chosen for the lesson plan.

1. Skill of probing questions
2. Skill of reinforcement
3. Skill of explaining
4. Skill of illustrating with examples and Skill of stimulus variations