

B.ED I

PEDAGOGY OF ENGLISH II - PART 1

UNIT-I

FOUNDATION AND IMPORTANCE OF ENGLISH LANGUAGE TEACHING

1.1. FOUNDATIONS OF ENGLISH LANGUAGE TEACHING

East India Company, which ruled parts of India, set aside certain amount for the education sector. Until the end of the 19th century, English language education was given to the children of East India Company employees and Anglo-Indians. Charles Grant, who was considered the father of modern education in India, suggested that European literature and scientific knowledge could be taught to Indian students through English medium. More Indian students started attending English medium schools and later many of them became great supporters of English language education.

During the beginning of the 19th century, Sir Richard Wellesley founded the Fort William College at Calcutta. Thomas Babington Macaulay, who later became the president of the Committee of Public Instruction, was given the responsibility of implementing and spreading the English education system including English language education in India. Then, the major discussion was held regarding the language to be used for higher education. English had to compete with the classical languages, such as Sanskrit and Arabic. Thomas Babington Macaulay, in this famous 'recommendations' or 'Minutes of Education' (1835), suggested that if more budget allocation was given to English language teaching, Indian citizens could be taught about the modern scientific knowledge, western culture and philosophy.

He said: 'we must at present do our best to form a class who may be interpreters between us and the millions who we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect.' "The vernacular languages, that is, the languages spoken by the people, are dismissed from the discussion as 'rude' and completely unsuitable for the purpose... The Minute is categorical that the amount of

one lakh rupees allocated in the Charter Act for education should be used for English education."

Macaulay wanted certain Indians to learn English language and western culture and transfer them to other Indians and enrich Indian languages and culture. The Governor-General of the colony, William Bentinck accepted this proposal and this acceptance changed Indian education sector including English language teaching. Bentinck's order was as follows: 'His Lordship in council is of the opinion that the great object of the British Government ought to be the promotion of European literature and science among the natives of India; and all the funds appropriated for the purposes of education would be best employed on English education alone.

The Educational Despatch of 1854 was considered to be the Magna Carta of Indian education. It was prepared by a committee presided over by Charles Wood. This was the prominent education policy of East India Company which was ruling India then. The recommendations of the committee considered a number of aspects including all levels of education, mass education and the use of Indian languages. The Educational Despatch insisted that English should be the language of education and not any other Indian languages like Sanskrit or Arabic. On the other hand it recommended the encouragement of the regional languages instead of classical languages like Sanskrit. The Missionaries founded schools and colleges and the curriculum included resources from Bible and works like Pilgrim's Progress, Paradise Lost, etc.

India had a traditional approach of teaching languages like Sanskrit and Persian using 'kavya' (literature) and 'vyakarana' (grammar). This had many similarities with the grammar-translation method advocated by Franz Ahn and H.G. Ollendorff. Learners who wanted knowledge of another language read the texts with the help of dictionaries. English classics used as the text books for teaching English language in India, were good examples of writing and use of classical grammar.

There was no great change in the English language education system in India after independence. Post independent India followed the legacy of the pre independent English education system. English has been the medium of instruction in colleges, universities and many schools. The growing influence of English language and the difficulty in finding an alternate language acceptable to all Indians were the main reasons for the arrival of English Language.

The University Education Commission (UGC), under the chairmanship of Dr. S. Radhakrishnan, was of the opinion that learning English would help Indians to update themselves with the developments happening in other parts of the world. English will promote national unity and nationalism. The English language has been one of the potent 'factors in the development of unity in the country. In fact, the concept of nationality and the sentiment of nationalism are largely the gift of the English language and literature to Indian... Besides, English is an international language and if catastrophic events do not alter the present posture of world forces it will soon be the world language".

Development of science and technology could be known to India only through the knowledge of English. The report of the commission continues as follows, "...English is the only means of preventing our isolation from the world, and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance".

The Secondary Education Commission in 1952 made certain recommendations regarding the method of teaching, teaching materials and evaluation system for all. The commission said that 'the emphasis on teaching should shift from verbalism and memorization to learning through purposeful, concrete and realistic situations and for this purpose the principles of 'activity based' and 'project method' should be assimilated in school practice.' As for textbooks also, the commission suggested that instead of single textbook a reasonable number of books should be used.

For languages commission recommended 'definite textbooks for each class to ensure proper gradation'

'Three language formula' adopted by Chief Ministers of India insisted that the third compulsory language should be English or any other European language'. But nowhere in India, had the schools replaced English with any other European language. This acceptance of three language formula cemented the place of English language in the Indian school and university curriculum. The next education commission, Kothari Commission in 1966 also agreed to the 'three language formula.' The Commission suggested that English should continue as a library language and medium of instruction in universities and a good level of English language proficiency is required for awarding degrees. It was the Kothari Commission which recommended special units for teaching English language skills instead of focusing more on literature. This shift is in line with the shift from grammar - translation method to Direct Method. A number of English Language Teaching Institutes (ELTIs) and Regional Institute of English (RIEs) were established in different locations of India for giving guidance, models and training to English language teachers.

During 1950s and 60s authorities sought the help of professionals from London, including British Council, for preparing structural syllabus. Madras English Language Teaching (MELT) brought experts from London School. Also and English Language Teaching Institute (ELTI) was established in Allahabad in 1954 with the assistance of British Council. All India Seminar on the Teaching of English in Nagpur in (1957) suggested a revision of syllabus at schools on a national level and accepted structural approach as the basis for the new syllabus. Central Institute of English and Foreign Languages (CIEFL) was established in Hyderabad in 1958. Study groups appointed by Ministry of Education submitted reports in 1967 and 1971 on the 'Study of English in India'. A large number of English medium schools were started in the private sector. Promoting Hindi and local languages along with English, was the policy of central and state governments and thus in India, people as a whole opted for English.

The Acharaya Rammurti commission in 1986 observed regarding teaching languages, that more importance should be given to the hours of study and the level of attainment of the language than the years of study in a school or college. It also suggested that various government educational institutes should join together to design methods for making uniformity in the acquisition of language competency at school level. Thus, these efforts made English language teaching to be prominent and imperative in the Indian school and college education system.

1.2. MEANING OF ENGLISH LANGUAGE

English is a West Germanic language that was first spoken in early medieval England and third most widespread native language in the world, after standard Chinese and Spanish as well as the most widely spoken Germanic language. Named after the Angles, one of the Germanic tribes that migrated to England, it ultimately derives its name from the Anglia peninsula in the Baltic Sea. It is closely related to the other West Germanic languages of Frisian, Low German, German, Dutch and Afrikaans. The English vocabulary has been significantly influenced by French (A Romance Language), Norse (A North Germanic Language) and by Latin. English language is the primary language of several countries including Australia, Canada, New Zealand, United Kingdom and United States of America and a second language in a number of multilingual countries namely India, Singapore and the Philippines. English is conventionally divided into three major historical periods: Old English, Middle English, and Modern English.

The term English is derived from Anglisc, the speech of the Angles-one of the three Germanic tribes that invaded England during the 5th Century. English has borrowed words from over 350 other languages, and over three-quarters of the English lexicon is ^{Anglican} Classical or Romance in origin. The vocabulary of English is currently 70 to 80 percent composed of words of Greek and Latin origin, but it is certainly not a Romance language, it is a Germanic one. Evidence of this may be found in the fact that it is quite easy to create a

sentence without words of Latin origin, but pretty much impossible to make one that has no words from Old English.

Perhaps the two most salient characteristics of Present-Day English are its highly analytic grammar and its immense lexicon. Both of these features originated during the Middle English period. Although English has lost all but a handful of its inflections during Middle English and has undergone little inflectional change since, Middle English marks only the onset of the burgeoning of the English vocabulary to its current unparalleled size among the languages of the world. Ever since ME, the language has been more than hospitable to loanwords from other languages, and all subsequent periods have seen comparable influxes of loans and increases in vocabulary.

One of the major syntactic changes in the English language since Anglo-Saxon times has been the disappearance of the Subject-Object-Verb and Verb-Subject-Object types of word-order, and the establishment of the Subject-Verb-Object type as normal. The S-O-V type disappeared in the early middle Ages, and the V-S-O type was rare after the middle of the seventeenth century. V-S word-order does indeed still exist in English as a less common variant, as in 'Down the road came a whole crowd of children, but the full V-S-O type hardly occurs today.

Today there are about 6,000 languages in the world, and half of the world's population speaks only 10 of them. English is the single most dominant of these 10. British colonialism initiated the spread of English across the globe; it has been spoken nearly everywhere and has become even more prevalent since World War II, with the global reach of American power. There are now estimated to be 1.5 billion English speakers globally: 375 million who speak English as their first language, 375 million as a second language and 750 million who speak English as a foreign language. The elites of Egypt, Syria and Lebanon have dumped French in favour of English. India has reversed its former campaign against the language of its colonial rulers, and millions of Indian parents are now enrolling their children in English-language schools--in recognition of the importance of English for social mobility.

Since 2005, India has had the world's largest English-speaking population, with far many more people using the language than before independence. Rwanda, in a move dictated as much by regional economics as post-genocide politics, has decreed a wholesale switch to English as its medium of instruction. And China is about to launch a colossal programme to tackle one of the few remaining obstacles to its breakneck economic expansion: a paucity of English-speakers. English has official or special status in at least 75 countries with a combined population of two billion people. It is estimated that one out of four people worldwide speak English with some degree of competence.

1.3. NATURE OF ENGLISH LANGUAGE

The more advanced a language, the more developed is its power of expressing abstract or general ideas. English is such a language which is universally renowned for its power of expressions. The nature of English as a living language is as follows

- In its earlier form, it was a syntactic language. The inflexion of nouns and verbs was independent. It has become amalgamated with the stem forms. As such, these could not be separated from the complex constituting a word. In the course of evolution, when it 'developed ode flexion' took place and in flexion was lost and it became an analytic language.
- It is an effective language because it has absorbed and retained this tendency to absorb words and expressions of other languages of the world.
- English is a progressive language. It is progressive in the sense that it has evolved from the past has a present and future. It is a dynamic language in the senses that more than half of the world speaks and understands it. It is a flexible language because its history is 'chronicle of the tremendous change inculture and language.
- It has its own peculiar phonemes, morphemes and syntax.

- It is a complete language as it has evolved out of a social background and expresses cultural experiences, not only of its localized society, but also of others.
- As a language, it is systematic having its own system and a fixed order of words in a sentence
- It has its own grammar that describes the way in which it should function.

1.4. IMPORTANCE OF ENGLISH LANGUAGE

The importance of Teaching English in India as a second language lies in the following things:

1.4.1. INTERNATIONAL IMPORTANCE

English claims to be the first rate international language. It can even be called a universal language. Hence, its knowledge promotes international understanding. Thus, it is very helpful in fostering true internationalism and co-operation among the nations of the world.

1.4.2. EDUCATIONAL IMPORTANCE

English is a direct medium of acquiring knowledge of modern arts, science, humanities, technology, etc. It is equally important for statesmen and politicians, scientists and doctors, engineers and educationists, businessmen and research workers. They enrich their knowledge and experience by reading English books and journals. Consequently, they contribute to the progress of their country particularly when it is underdeveloped like India.

1.4.3. VOCATIONAL IMPORTANCE

Study of English as a modern foreign language has tremendous vocational importance for us. It offers opportunities for many and varied vocations, like

diplomatic and foreign services, business, commerce, medicine, teaching law, etc.

1.4.4. CULTURAL IMPORTANCE

English widens one's cultural and intellectual horizon. It develops scientific, technical and commercial relations with other countries. It imparts knowledge of foreign nations and cultures. Thus, it further requires mutual understanding and co-operation.

1.4.5. DISCIPLINARY IMPORTANCE

The study of English enables a person to compare and contrast the good and bad things of his country with those of other nations. Thus, he acquires a new insight into various resources of thought and expression.

1.4.6. RECREATIONAL IMPORTANCE

English is a good source of recreation and useful employment of leisure. Persons knowing English can enjoy the best stories, drama, novels, etc. written or translated into English

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

English as a first/native language (ENL) 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 includes 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 English as a Second language (ESL) and English as Foreign Language (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). English as a first/native language (ENL) countries are established when large numbers of English speakers migrate from other English-speaking countries, displacing other languages, both local and immigrant. 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 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, unless these local features are criticized as deviances when compared with an external standard, say the educated speech of the South of England.

1.6. 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 (ESL) 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. [Braj] 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."

1.7. 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.

1.8. ENGLISH IN POST-COLONIAL TIMES

After Independence, drastic changes emanated regarding the place of English in India. Since it was a language of the rulers who had exercised cruelties over Indians, the first reaction was to dethrone English from its exalted position. As a consequence:

Firstly, Hindi in Devanagari script was declared the official language of the Union by Indian Constitution. In order to give Hindi, a sufficient time to replace English as an official language, English was declared to continue as associate languages for a period of 15 years, that is, till 1965. Secondly, English did not remain the medium of instruction. Thirdly, regional languages became the medium of examinations. Fourthly, English ceased to be a compulsory subject. Finally, state governments started using regional languages in administration.

It is obvious that English did not have the same place after independence which it had in days before independence. Now, there had been no clarity

regarding the goals of education in general, English education in particular and the status of English. All the commissions and committees appointed to the study of the problem of education in India have emphasized the importance of the mother tongue as the medium of instruction and the study of English as a subject. These were emphasized earlier by all the commissions, starting with the Wood's Dispatch.

All the recommendations are well entrenched in the educational system of India. English got institutionalized in India and it got its own identity after 1947. After independence the question of language became more emotional. The constitution of India has given Hindi in Devanagari script the status of the official language of the country. The first national language among the fourteen was recognized in the 8th schedule.

Prime Minister Nehru declared that it was government's policy to shake India free of English within a generation; he declared a speech on August 7, 1959 - ".....For an indefinite period-I don't know how long - I should have, I would have, English as an associate, additional language which be used, not because of facilities and all that, but certain doors of advance are closed to them because they are forced to correspond- the government, I mean- in the Hindi language. They can correspond in English. So I would have it as an alternative language, as long as people require it and the decision for that; I would, leave not to Hindi- knowing people, but to non-Hindi knowing people".

The Chief Minister's Conference (1961) concluded, English should be taught along with Hindi in order to get outside affairs for All India Services, for engineering, medical, and forest departments. The Indian Education Commission of 1966 also is recognized the importance of English in this statement, The English should be the most useful library language in higher education and our most significant window on the world.

In the conference of Vice - Chancellors in New Delhi (1969), Sri, V. K. R. V. Rao, Education Minister of India, expressed his opinion as, Far from abolishing English University students will, in future, have to acquire an

adequate command over English to read and understand English books in their chosen subjects and use English as their library language.

After Nehru's death in 1964, two in self-immolation and sixty-six killed in madras, with the slogan, "Hindi Never, English Ever" forced the government to pass 1967 Official Language Amendment Act, assuring the continuance of English, in addition to Hindi as the official language of the union. In reality, English is still the language that examines students in the universities, conducts foreign affairs and transacts business with the world outside; the numbers of learners waiting to learn English is increasing day by day.

The first education commission to be appointed in free India was the University Education Commission and again only the tertiary level received attention first in this commission and for the medium of instruction for higher education English to be replaced as early as practicable by an Indian language which cannot be Sanskrit on account of vital difficulties. The commission however recommended the continuance of the study of English. It said that English should be studied in high schools and in the Universities in order that we might keep ourselves in touch with the living stream of ever growing knowledge.

The Kunzru Committee, 1955 recommended that the teaching of English literature should be related to the study of Indian literature so that apart from its value for linguistic purposes, it could be an effective means of stimulating critical thinking and writing in the Indian languages. The committee stressed the importance of the use of special methods in English language teaching and the study of linguistics.

The three language formula was proposed by the conference of Chief Ministers, which was held in 1961, recommended in schools, this meant a) The regional language, or the mother tongue when different from the regional language; b) Hindi, or any other Indian language in Hindi speaking area; and c) English or any other European language. This formula was modified by the Kothari Commission (1964-66), which advocated regional languages for self-identity, Hindi or Sanskrit for national identity and

English for technological and administrative purpose as well as for international identity. But in spite of such reports the emphasis on English at the cost of Indian languages continued. In this way after Independence, many commissions came for the improvement of the English language learning in the schools and colleges

1.9. ROLE OF ENGLISH IN THE PRESENT-DAY INDIA

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

Language is a tool to understand and appreciate the culture of a human society and we must learn its language to understand it clearly. When English people started ruling India, it is not clear whether they tried to realize the importance of Indian languages as media to learn and appreciate the Indian culture but they were very categorical that Indians learn their language for other purpose. They had to spend a lot of money on clerical work as they had to recruit clerks from Britain. So, Lord Macaulay thought to teach English to Indian people mainly to produce cheap clerks. This is a kind of outsourcing that English people applied even more than three hundred years ago. Now, English has become a part and parcel of people of India. It has become an indispensable language. India is a developing country. No progressive country can ill afford to lose the utility of this world language.

English played a very major role in our fight for freedom. As India is a land of many languages, the unification of freedom fighters for national cause, seemed to be remote. But again English only played the role of unifying the freedom fighters from Kashmir to Kanyakumari. When we weigh the benefit between what English got from India and what India got from English and it is strongly felt that India is benefited more from English. And it is not an exaggeration to say India is found bondage to English.

English is a language of the court in India. Not only in the Supreme Court, but also in the High Courts and District Courts, the only suitable language is English. In Tamil Nadu, the law practitioners are fighting to make Tamil as the language of court. As we say "bad translation of a good book is a crime", attempt to translate the judicial phrases into Tamil will be an uphill task and sometimes it will render ridiculousness. However, some changes have been done very recently regarding the language of the court.

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

In pre-Brexit period English had its telling effect in the European union, either the business is done through American dollar or European Euro, English did not lose its coveted place in the international trade and industry. Now, it has a paramount importance in the context of European Union managing the official and business works without using English. If the European Union is able to manage their transaction without English, then the coveted place that English enjoys will definitely be shaken. We have to wait and see if it will be detrimental to the European Union without English. If European Union is able to withstand in their businesses without English, then, the words of Pandit Jawaharlal Nehru will be disproved as he did not want to replace English by any Indian language for the possible detrimental effect.

English plays a very major role in our educational system. It is taught as a compulsory subject in almost all the states in the country. Many students find it difficult in getting pass mark in English. Still English is persistently

made a compulsory subject in India. It is the medium of instruction in technical, medical and law colleges. All PG courses are done through English only.

The Kothari Commission (1966) said, "Mother tongue has a pre-eminent claim as the medium of instruction at the school and college stages. Moreover, the medium of instruction at the school and higher education should generally be the same. The regional language should, therefore, be adopted as the medium of instruction at the higher stage". Though, there have been many voices to give importance to promote regional languages in place of English, the importance of English in India is not getting reduced. Considering the importance of English, many Regional Institutes of English have been started to train English teachers.

English is the most important language in the country's national life and educational system. The contribution of English in the growth of knowledge in Medicine, Science and Technology is so great that we are able to live up to the international standards in these fields. English has brought home to us the different developments in the international scene and helped us in properly understanding the world situations. The importance of English in India is felt stronger today than it was during the ruling of the British.

1.10. HISTORY AND POSITION OF LANGUAGES IN INDIA

Languages spoken in India belong to several language families, the major ones being the Indo-Aryan languages spoken by 75% of Indian and the Dravidian languages spoken by 20% of Indians. Other languages belong to the Austro-Asiatic, Sino-Tibetan, Tai-Kadai and a few other minor language families. India has the world's second largest number of languages, after Papua New Guinea.

Article 343 of the Indian constitution states that, "the official language of the union government shall become Hindi, instead of English, but it is superseded by English subsequently, as mentioned in section 3 of the same constitutional article that is put to effect by the official languages act, 1963".

The form of numerals to be used for the official purposes of the union was supposed to become international form of Indian numerals, apart from numerals in English language. Despite the misconceptions, Hindi is not the national language of India. The constitution of India does not give any language the status of national language.

English was legislated to be reduced to the status of an associate official language after 15 years. But this provision of the constitution was negated by a provision in Section 3 of the article 343 that gave primacy to The Official Languages Act, 1963. The 8th Schedule of the Indian Constitution lists 22 languages, which have been referred to as scheduled languages and given recognition, status and official encouragement. Besides, the government of India has awarded the distinction of classical language to Tamil, Sanskrit, Kannada, Telugu, Malayalam and Odia.

According to Census of India of 2001, India has 22 major languages and 1599 other languages. However, figures and facts from other sources vary, primarily due to differences in definition of the terms language and dialect. 2001 census recorded 30 languages which were spoken by more than a million native speakers and 122 which were spoken by more than 10, 000 people. Two contact languages have played an important role in the history of India: Persian and English. Persian was the court language during the Mughal period in India. It reigned as an administrative language for several centuries until the era of British colonisation. English continues to be an important language in India. It is used in higher education and in some areas of the Indian government. Hindi, the most widely spoken language in a large region of India today, serves as the lingua franca across much of north and central India.

The southern Indian languages are from the Dravidian family. The Dravidian languages are indigenous to the Indian subcontinent. Proto Dravidian languages were spoken in India in the 4th millennium BCE and started disintegrating into various branches around 3rd millennium BCE. The Dravidian languages are classified in four groups: North, Central, (Kolami-Parji) South Central (Telugu-Kui) and South Dravidian (Tamil-Kannada).

The northern Indian languages from the Indo-Aryan branch of Indo-European family evolved from old Indic by way of the Middle Indic Prakrit languages and Apabhramsa of the middle ages. The Indo-Aryan languages developed and emerged in three stages - old Indo-Aryan, Middle Indo-Aryan and New Indo-Aryan. The modern north Indian Indo-Aryan languages all evolved into distinct, recognisable in the new Indo-Aryan age.

Persian was brought into India by the Ghaznavi and other Turko Afghan dynasties as the court language. Culturally Persianized, they in combination with the later Mughal dynasty, influenced the art, history and literature of the region for more than 500 years, resulting in the personalisation of many Indian tongues, mainly lexically. In 1837, the British replaced Persian with English for administrative purposes, and the Hindi movement of the 19th century replaced the Persianized vocabulary for one derived from Sanskrit also, replacing the use of the Perso-Arabic Script for Hindi with Devanagari.

Each of the northern Indian languages had different influences. For example Hindustani was strongly influenced by Sanskrit, Persian, and Arabic, leading to the emergence of Modern Standard Hindi and Modern Standard Urdu as registers of the Hindustani language. Modern Standard Hindi is recognised as the official language of India, while Urdu is a scheduled language.

1.11. KOTHARI COMMISSION (1964-1966)

Kothari commission was set-up in 1964 under the chairmanship of Dr. D.S Kothari. This was the sixth commission in the history of education commission and was most comprehensive in nature. It reviewed almost all aspects of the education system without limiting itself to any one particular aspect, unlike the commissions that came before and after it. Another unique feature of the Kothari commission was its international composition. Apart from 11 Indian members, it had members from 5 other countries such as USA, U.K, USSR, France and Japan.

1.11.1 NEED FOR APPOINTMENT OF COMMISSION

- Need for a comprehensive policy of education in spite no. of education committees after independence, satisfactory progress would not be achieved.
- Need for detailed study even though a good deal of expansion of education facilities took place; it was at the expense of quality.
- Need to emphasize role of people in national development. To make people aware that they have a share in the national development along with the government.
- Need for overview of educational development. To create more integration between various parts and consider it as a whole not as fragments.
- Need for positive approach to the status of teacher. The teacher community had been neglected suffering many hardships requiring a positive approach to the problem.

1.11.2. OBJECTIVES STATED BY THE COMMISSION

1. EDUCATION FOR INCREASING PRODUCTIVITY

- Make science a basic component of education and culture.
- Introducing S.U.P.W. as an integral part of general education
- Vocational education to meet the needs of the industry of agriculture
- Improving scientific and technological research and education.

2. EDUCATION FOR AN ACCELERATING PROCESS OF MODERNIZATION

- Adopting new methods of teaching
- Proper development of instruct attitudes and values
- building essential skills like independent study
- Educating people of all straits of society
- Emphasizing teaching of vocational subjects and science
- Establishing universities of excellence in the country.

3. EDUCATING FOR PROMOTING SOCIAL AND NATIONAL INTEGRATION

- Introducing common school system of public education.
- Developing all modern Indian language.
- Taking steps to enrich Hindi as quickly as possible.
- Encouraging and enabling students to participate in community living.

4. EDUCATION FOR INCULCATION OF NATIONAL VALUES

- Introducing moral, social and spiritual values.
- Presenting before students high ideas of social justice and social service.

1.11.3. LANGUAGE POLICY

1. At lower primary stage only one language should be studied compulsorily. I.e. mother tongue or the regional language. Some children belong to linguistic minority may also opt for instruction in regional language because of its greater advantage but they cannot be forced on them, and they have the right under the constitution to have facilities provided for their primary education through the mother tongue.
2. Higher primary stage only two languages should be studied on a compulsory basis
 - a. Mother tongue or regional language
 - b. Official or associated language of union (English or Hindi)
3. Secondary classes will have to study three languages (3 language formula) on the compulsory basis, For Hindi area: Hindi (Mother tongue), English, Modern Indian language and For Non Hindi area: Mother tongue, English and Hindi
4. Senior secondary classes will have to opt for only one language and for degree courses no compulsion on study of any language

Three language formula was proposed by union ministry of education of government of India in constitution with the states, this formula was proposed due to the non-acceptance of Hindi by some southern states of India, Before Kothari commission the proposal was to promote Hindi as the

national language and chosen for formal education purpose as it was spoken by majority of the people, but some of the states were in oppose of that and so this three language formula was proposed in commission report . That is why Hindi wasn't promoted as a national language rather it became a language as a subject and due to westernization nowadays universally speaking language becomes English which is also promoted in our school education system as well.

envisaged → deriving a future event

1.12. NATIONAL POLICY OF EDUCATION (NPE) -1986

In 1968, when the National Policy of Education was formulated for improving the educational scenario in our country, there it was envisaged that it would be followed by a 'five yearly review to progress and working out of new policies and programmes. Regarding this statement, at the time of formulation of every new Five-Year plan, a review has been made to assess the drawbacks or shortcomings as well as achievements of education and finally to decide on some plans or programmes for the coming Five Years. It is through making the policies and programmes that every country seeks to develop its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times.

The National Policy of Education of 1986 is the result of the reviews which was discussed and adopted during the budget session of 1985 when Rajiv Gandhi was the prime minister of India. Again, a committee was set up under the chairmanship of Acharaya Rammurti in May 1990 to review National Policy of Education (NPE) and to make recommendations for its modifications.

The Central Advisory Board of Education, a committee set up in July 1991 under the chairmanship of Shri N. Janadhana Reddy, Chief Minister of Andhra Pradesh; considered some modifications in NPE taking into considerations the report of the Rammurti Committee and other relevant development having a bearing on the policy. This Committee submitted its report in January 1992, which is known as National Programme of Action of 1992. This policy aimed to promote national progress, a sense of common

citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and therefore gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

The main objective of the National Policy of Education of 1986 and Programme of Action, 1992 was to establish a national system of education implies that all students irrespective of caste, creed, sex and religion have access to education of a comparable quality. Actually, the objectives of this policy had been divided into the several aspects. In relation to elementary education, the followings are the major objectives of National Policy of Education, 1986 are mainly:

1. Universal access and enrolment
2. Universal retention of children up to 14 years of age and
3. A sustainable improvement in the quality education to enable all children to achieve essentials of learning.

Regarding secondary education, National Policy of Education stressed on the improvement of the quality of secondary education. Effort to be made to provide computer literacy in as many secondary level institutions to make the students equipped with necessary computer skills.

Regarding higher education, National Policy of Education and Programme of Action of 1986 and 1992 emphasised that higher education should provide to the people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues.

Thus, the basic objectives of the national policy of education of 1986 and Programme of Action of 1992 emphasised that education must play a positive and interventionist role in correcting social and regional imbalance, empowering women, and in securing rightful place for the disadvantaged and the minorities. Government should take a strong determination and commitment to provide education for all, the priority areas being free and

compulsory education, covering children with special needs, eradication of illiteracy, education for women's equality and special focus on the education of SCs and STs and minorities.

The educational policy as highlighted in the National Policy of Education also emphasised on enhancing and promoting the vocationalisation of education, adult education, and education for the mentally and physically challenged persons, non-formal education, and open universities and distance learning, rural university, early childhood and education. Delinking degrees from job was also one of the basic objectives of National Policy of Education of 1986.

1.12.1. RECOMMENDATIONS ON LANGUAGE DEVELOPMENT

The NPE and POA elaborately discussed about the concept of language development and emphasized the adoption of regional languages as the media of instruction at the university stage. Regarding language development, the NPE and POA discussed and proposed many efforts and initiatives such as implementation of

- Three-language formula, improvements in the linguistic competencies of students at the different stages of education
- Provision of facilities for the study of English and other foreign languages
- Development of Hindi language as a link language etc.

1.13. NATIONAL CURRICULUM FRAMEWORK - 2005

The National Curriculum Framework (NCF), 2005 strongly advocates multilingualism in school education. This confers definite cognitive advantages. The NCF - 2005 provides the following guidelines for language education in schools:

Language teaching needs to be multilingual not only in terms of the number of languages offered to children but also in terms of evolving strategies that would use the multilingual classroom as a resource.

Home language(s) of children should be the medium of learning in schools.

If a school does not have provision for teaching in the children's home language(s) at the higher levels, primary school education must still be covered through the home language(s). It is imperative that we honour the child's home language(s). According to Article 350A of our Constitution, 'it shall be the endeavour of every state and of every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups'.

Children will receive multilingual education from the outset. The three language formula needs to be implemented in its true spirit, promoting multilingual communicative abilities for a multilingual country.

In the non-Hindi speaking states, children learn Hindi. In the case of Hindi speaking states, children learn a language not spoken in their area. Sanskrit may also be studied as Modern Indian Language (MIL) in addition to these languages. At later stages, study of classical and foreign languages may be introduced.

1.14. PRINCIPLES OF ENGLISH LANGUAGE TEACHING

There are different approaches for the teaching and learning process of languages such as psychological, linguistic and pedagogical principles.

1.14.1. PRINCIPLE OF HABIT-FORMATION

Language teaching is an art like all other arts; it needs sustained "practice and drill" so great stress should be laid on practice instead of cramming exercise. The English teacher should be armed at all fronts like, cultural, social, oral behavioural and conversational approach language habits are formed: Recognition, Imitation, Repetition, Variation and Selection.

1.14.2. PRINCIPLE OF INTEREST

In the learning of English as a foreign language the principle of interest is to be kept in mind by the teacher because the children do not have an innate interest in the learning of this language. English period creates a sort of awe and terror in their hearts which is reduced by unsympathetic teachers. The teacher, who creates interest among his pupils, not only wins over his own difficulties, pupil may come together and work in harmony with full enthusiasm.

1.14.3. PRINCIPLE OF CONCRETENESS

It is a psychological fact that children learn more effectively when they can see and handle objects. A child picks up knowledge through various senses, where one sense reinforces the other. It enables the child to understand the vague and abstract part of the knowledge. In this way, audio-visual aids are the greatest modern aids of teaching because they show a concrete thing first and the abstract thing can follow afterwards with ease.

1.14.4 PRINCIPLE OF ACCURACY AND CORRECTNESS

This principle leads to correct pronunciation, intonation, spelling, structures and accurate or exact logical expression words having similar sounds with their different order e.g. S, Sh, Z may form a regular part of practice. So "Accuracy and correctness" is the principle which must be followed.

1.14.5. PRINCIPLE OF SELECTION AND GRADATION

Teacher has to select material for his teaching. It means putting language items in order of presentation. It involves grouping and sequencing.

1.14.5.1. GROUPING CONCERNS

- System of language- Phonetic, lexical grammatical, semantic
- Structures- How the selected items fit into each other
- Sounds into words, words into phrases, phrase into sentences, and sentences into contexts.

1.14.5.2. SEQUENCING

Sequencing means grading or what comes after what. There should be sequence in arrangement of sounds, words, phrases and meaning. This principle involves further steps.

- a) **Frequency:** The number of times a particular structure is normally used.
- b) **Teach Ability:** Structures which are easy from teaching point of view.
- c) **Applicability:** In how many contexts, particular structure is applicable or how far it is productive.
- d) **Coverage:** How many different meaning, an item can convey.
- e) **Learn Ability:** How for an item is easy to learn.

1.14.6. PRINCIPLE OF MOTIVATION

Motivation is the super highway to learning. Learning English is a painful process and gives considerable mental strain to the learner. Teachers should try his best to reduce the strain by making use of pictures, models and objects in the classroom. Play way method can diminish/remove the dullness and monotony of the classroom. Correlation between lessons must be necessary. Introduction of the chapter should be abrupt and interesting. The inspiration should lead the learner to learn more and more with the zeal of an integral urge.

1.14.7. PRINCIPLE OF PROPORTION

Language is a system. It is an organic whole. Just as the system of our body is composed of the senses of hearing, seeing, heart, lungs and brain etc., so is the system of language composed of sounds, words and structures. Body work, when all organ of the body are in proper condition. So, an English teacher is expected to devote due time to each of four aspects of Language study i.e. listening, speaking, reading and writing.

1.14.8. PRINCIPLE OF NATURAL PROCESS

Mother-tongue is acquired by the children through a natural process. This process should be adopted in technical second language be kept in such a child should be an atmosphere which is necessary to learn a foreign language. Teacher should follow these steps-

- a. Due attention should be paid to pronunciation and accent.
- b. Formation of speech habit
- c. Loud reading may be emphasized than silent reading.
- d. Knowledge of words related to daily, life, should be given.
- e. Writing skill should be developed.

1.14.9. PRINCIPLE OF LINKING WITH LIFE

The process of language teaching should not be cut off from life. It should be a part and parcel of actual life and connected with the way of its living. There is not much difference between the vocabulary used by the pupils in the school and outside the school. English speaking is status symbols. It creates inspiration among the students and they frequently use it in their life situations.

1.14.10. PRINCIPLE OF PURPOSE

People may learn second or third language for different purpose e.g. commercial, social, scientific, academy etc. If the purpose is decided in the beginning it becomes easier to design a course suitable for that purpose. But in India, passing the examinations with goods marks is the main purpose of teacher as well as student. But in this process, many basic components are left and half knowledge is provided. So, purpose should be decided at early stage.

1.14.11. MIMICRY AS THE KEY TO LANGUAGE LEARNING

People who mimic easily have a great advantage in learning a foreign language. Mimicry is the key to learn a foreign language. It means notice

carefully such as the position of lips, the quality of the sounds, the speed of utterance, the intonation of the voice, the swing of the sentence and even the characteristic gestures. Imitation or mimicry is the best way of learning the articulation of foreign words. Mimicry involves three aspects-

- a. Acute and constant observation
- b. Indulge oneself into it
- c. Continual practice.

UNIT - II

AIM AND OBJECTIVES OF TEACHING ENGLISH

AS A SECOND LANGUAGE

2.1. OBJECTIVES AND AIMS OF TEACHING ENGLISH

The objectives of teaching English has two main aspects, namely, language aspects like words, sentences, pronunciation, spelling and grammar and the other aspect being literature aspect which include words, sentences, expressing ideas, feelings and experiences. In India, English is taught as a second language. There is a slight difference between English as a foreign

language and English as a second language. A foreign language is learnt, mainly to know the culture and the living style of people of another nation, whereas, a second language is learnt, mainly to use the target language in the society. That way, English has to be taught in India, as a second language. To put it simply, the teachers of English should prepare their students to use English globally. It means, they have to provide a proper platform for their students to use English language in any day- to- day situation.

English has become inevitable in the school curriculum. It enjoys all positions like I language, II language and III language. English is the medium of instruction in all the English medium schools. Thus, English is the first language in these schools. In other schools English is taught as a second language. In non-Hindi north Indian states like Gujarat, Maharashtra, West Bengal, Odiya, their regional language is the first language, and Hindi is the second language and English is the third language. As English enjoys all the three positions in the academic field, there will not be anybody who completes his studies in India not acquainted with English.

According to Prof. Gatenby there are two general aims: (1) learning the language, and (2) doing something with the language when it is learnt which means understanding the language when spoken or written, and expressing one's thoughts, feelings and ideas in speech as well as in writing. The aims of teaching English are to make a student:

1. Understand English when spoken
2. Speak comprehensible English
3. Read English and comprehend the content
4. Write English with logical cohesion
5. Can translate from English to vernacular language and
6. Can translate from regional language to English language

2.2. AIMS OF TEACHING ENGLISH AT PRIMARY LEVEL

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

2.3. AIMS OF TEACHING ENGLISH AT SECONDARY LEVEL

- To develop knowledge and understanding of Grammar.
- To develop abilities to make use of the grammar in own writing English.
- To understand the meaning of English passage.
- To develop interest in reading English passages
- To develop interest in reading literatures.
- To develop self-study habit.
- To enhance competencies in writing essays and
- To enable the students to write the gist of the passage in own words
- To develop their insight and favourable attitude towards English language.
- To developing the understanding about rules of grammar and
- To develop their use of grammatical rules in writing English.

2.4. AIMS OF TEACHING ENGLISH AT HIGHER SECONDARY LEVEL

- To motivate students for more studying English language.
- To encourage for composing poems and writing essay.
- To develop the ability for grasping the theme of poem or English passage.
- To encourage the students for writing the theme of poem
- To encourage the students to write the passage meaning in their own words.
- To develop the ability of appreciation of ideas and criticizing the thinking.

- To develop the creativity of the students related to verbal ability
- To develop students reasoning
- To develop students fluency of language.
- To develop the ability of understanding of other school subjects.
- To develop the mastery of language for expressing his ideas, and feelings
- To develop the ability of evaluation and analysis of language components.
- To develop the values, moral and character of the students.

2.5. ENGLISH AS A LINK LANGUAGE

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

India, being a land of many languages, requires a common language for communication between people of different states. India, a democratic country, should have a congenial relationship between the centre and the states for the development of the country. Though Hindi is our national language, we are not able to declare Hindi as the only official language of the country for inter-state or centre-state relationship. It is mainly because, there are many states in India where Hindi is neither spoken nor understood. There is no other Indian Language that can solve this problem. So, we need English to fill this gap. Even some states have made their efforts to introduce their languages as official language but they could not succeed in their attempt. And we have been following English as Official Language in our country for more than 150 years.

It is a great concern whether it is good to have more languages and we are disseminated with the language identity. Regional identification in most cases becomes quite detrimental to people living in other language area. We see the worst situation gets erupted in Karnataka and Tamil Nadu whenever there is a dispute over the release of Cauvery water. Plausible solutions can be arrived only through political and official negotiations. What we cannot achieve by force can be achieved by words. That way, English has been playing an effective negotiating language role and that ensures any good relationship that prevails between the two states. It is to cite just an example and the same disturbing situation is prevailing between the neighbouring states across India, if not for water problem but for any other reason. So, for any amicable solution to any type of inter-state problem, English continues to be official language and needs to be continued as an official language till no time limit is seen on the horizon.

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

In National level, India has different states with different regional languages spoken. One may startle to know that more than 1500 languages are spoken in India. However many languages may not have their own scripts. Different states are ruled by different Chief Ministers. There is some inter-state problems exist in India. To carry out the discussion for an amicable solution the representatives of these states should have a common language. And English acts as a common language.

The imposition of Hindi as the only official language was vehemently opposed by the southern states. Especially, it was opposed tooth and nail in Tamil Nadu. Many demonstrations had prompted the Parliament to enact in 1963, the Official Languages Act, 1963, providing English to be used for an indefinite period.

English is an Associate Official Language for inter-state communication and communication between the States and the Centre. So, the first Prime Minister, Nehru assured the people of southern states that English would continue to be the Associate Official Language, until the time the southern states accept Hindi as the only official language.

It is worth quoting Jawaharlal Nehru here: "If you push out English, does Hindi fully take its place? I hope it will. I am sure it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event there will be a gap, a hiatus. The creation of any such gap or hiatus must be avoided at all costs. It is very vital to do so in the interest of the unity of the country. It is that leads me to the conclusion that English is likely to have an important place in the foreseeable future."

2.6. ENGLISH AS AN INTERNATIONAL LINK LANGUAGE

English has become a world language with its spread, defeating all geographical boundaries. Almost all known countries adopted English as one of the major languages for instructions in schools and colleges. It is the first language of the United Kingdom, the United States of America, Canada and Australia. In many European countries and African countries English is used as a second language. Pakistan, Ceylon and Bangladesh also adopt English as a second language in their national life and educational system. Even China and Japan which were reluctant in accepting English into their countries now started showing regard for English.

News items all around the world are printed in English. 50% of the world's newspapers, over 50% of the world's scientific and technical periodicals and

more than 60% of the world's radio stations use English as medium of communication. This alone can prove that English is a world language. There is no language that can come closer to the popularity that English enjoys. English plays a vital role in international relations. More than 50% of the people of the world prefer to speak in English. Even in India people of Nagaland accepted English as their mother tongue. English helps in establishing international relations. And it is the source of better understanding among different nations of the world.

F.G. French says, "by accidents of history and by rapid spread of industrial development, science, technology, international trade and by something like an explosion in the speed and ease of travel and by all the factors which have broken down frontiers and forced nations into closer interdependence; English has become a world language".

The Sahitya Academy of India recognizes English as one of the Indian languages; and Jawaharlal Nehru even wanted to include it in the Eighth Schedule of the Constitution, thus giving it statutory recognition as an Indian language. Because of this great popularity and worldwide distribution, English has the pre-eminent claim to be the medium of international communication. In fact, English has ceased to be the language of its native speakers alone as it has already attained the stature of a world language. So, there is no doubt about the importance of English in world affairs and it will be to our own advantage if we continue to learn English as a second language.

2.7. FUNCTIONS OF LANGUAGE

Language is usually used to communicate thought, ideas, feelings and emotions. Language and communication are two different concepts because we can communicate without any language also. Language has so many functions. Language is also used to direct and to inform. Language is skills of listening, reading, writing and speaking. Language is an art as well as science. As an art, it gives an aesthetic pleasure and as a science it solves the conflicts and problems among humans and unites them. Language

needs a continuous process with practice. Language reflects the civilization and integrates the people of the nation. Language requires the understanding of phonemes, morphemes and grammar which means pronunciation, spellings and parts of speech respectively. Language plays an important role in the life of every human being which makes their lives comfortable, easy and the better. The functions of language are

2.7.1. PRIMARY FUNCTION

Language's primary function was in expressive form. It means, language is the medium to express the ideas, feelings, thoughts and emotions. The communication and interaction is in its better form if it has proper and appropriate emotions. Everybody is here wanted to feel the feelings of others as well as let them feel their feelings and respond after that. Only by language it is possible and easy to interpret someone's views and emotions. The primary function of language works in three ways i.e. Oral, written and symbolic which means verbal as well as non-verbal.

2.7.2. SECONDARY FUNCTION

Language in spite of expressing works in other fields also. Language also includes Secondary functions like:

1. FOR DIRECTION

Language directs the one to act and react on someone's information, message or advice. More you act, more you get reactions or responses. The teacher must direct the students to give an appropriate response to the questions. Language directs functionally.

2. FOR COMMUNICATION

Language gives the existence or embodiment to our thoughts and other abstract things. Language helps a person to communicate his views to others and understand theirs. Communication can be done in oral as well as written form.

3. FOR SENSUOUS PLEASURE

Language functions to give sensuous pleasure or aesthetic pleasure. It gives the words to our feelings. These are the feelings come to us by a creation, created by any author or the poet. Sometimes, we can't give words to our feelings but language makes us to express in more effective and attractive way. Language is only that can spell bound everyone and gives the aesthetic pleasure.

4. FOR PRESERVATION

Language preserves knowledge, experience, inventions etc. in written form. As we have heard of our prosperous and our culture by language. We read the historical epics which tell us of our Indian history in the field of spirituality. The preserved knowledge is one's feelings and findings in its origin form which is preserved for our coming generations.

5. FOR INFORMATION

Language helps in exchanging information with one-another. In every field, we use language if we want to pass any information to other sections of society. In education, a teacher also uses language to inform the message or tasks to the students.

6. HELPS TO KNOW THE CULTURE

Only language tells of one's culture. Our literature and culture both are the representatives of a nation. By language, we know about other's cultures also and respect their expressions. The understanding of one-another's culture helps a nation to integrate with other nations. It helps to make relations of an individual to other that become international progress. Language brings the world to an individual closely.

A Language teacher must perform the functions while teaching the students. These four functions are – Diagnostic, Prescribe, Remediate and Evaluate. For this, a teacher herself should be effective in language. Every word should be meaningful and inspirative. A teacher must use the language (word, Sentences etc.) that impress as well as express her, because, expressive and effective words motivate the students to learn something and

take interest in content. At primary level, a teacher should have knowledge of four basic skills like Reading (Pronunciation), writing (Spelling, speaking, Pronunciation), Listening (Sound of words). At the secondary level, a teacher must use the language that express feelings, experiences including ideas) and Realization. She must also careful to:

2.7.3. DIAGNOSTIC FUNCTION

In this, a teacher comes to know the problems of students while learning English Language. There is a diagnostic test which tells the teacher about the difficulties and problems coming in teaching – learning process.

2.7.4. PRESCRIPTIVE FUNCTION

When a doctor diagnoses the disease and after that prescribed the medicine likewise after diagnosing the problems and difficulties, a teacher prescribes the solution for the problem. Here, she uses different methods, makes plans, collects teaching materials as the remedy of the problems.

2.7.5. REMEDIAL FUNCTION

A teacher uses remedies like practice and drill, enhances oral and written practice, uses easy and catchy methods, uses Audio-Visual aids etc. to recover the students from the illness of bad learning.

2.7.6. EVALUATING FUNCTION

After the remedial function, now a teacher evaluates that her remedy is working on the learning of students or not. Now, she evaluates a student's achievement and tests his knowledge whether the student is developing or not. By evaluation, a teacher comes to know that what are the weak areas of students and what is going to obstacle a student in effective learning.

2.8. LINGUISTIC PRINCIPLES OF ENGLISH LANGUAGE TEACHING

English teaching in the schools is a compulsory subject. A good teacher is always keen to adopt the new ways of teaching English so that he/she may get satisfaction in teaching. He works on new principles and innovations for the teaching. The knowledge and application of principles help the teacher to teach effectively. According to Washington, "Important principles may and must be flexible," There should be linguistic principles to make the teaching fruitful.

According to 'Advanced Learner Dictionary', Linguistic- means Related to the Language i.e. it is concerned with the study and description of language, not with language teaching, as language connects linguistics and language teaching. Principle - means the basic general truth which is essential for something that influences language teaching.

Linguistic refers to insights about language and when these insights are used to language teaching, it becomes linguistic principles. It is mentioned that a mother tongue is caught not taught, but a foreign language is taught so it can be caught. A teacher has to keep all the efforts to teach a foreign language rather than to teach mother Language. English teacher adopts the new ways and methods in such a way that she may get desirable achievements. According to John Dewey, "Language exists only when it is listened to as well as spoken. The hearer is an indispensable partner." Some of the basic principles of teaching the language are explained below:

2.8.1. PRINCIPLE OF NATURALNESS

When a child is born, mother is considered his first teacher. A mother is equal to hundred teachers. Teaching must be in natural way. Teaching should be based on one or two basic skills, Listening and speaking. Then come to another two skills, reading and writing that come automatically to the students. Speaking will lead to writing and listening and reading. A child learns to speak in a natural atmosphere as he learns the mother tongue only by listening. He does not have to make extra effort in that. Jespersen suggests, "The very first lesson in a foreign language ought to be devoted to initiating the pupil into the world of the sounds."

2.8.2. PRINCIPLE OF LEARNING BY DOING

Language focused to develop four skills-listening, speaking, reading and writing. A child learns effectively by doing. He learns the language by model reading, imitation reading, silent reading, writing dictations and spellings which is essential.

2.8.3. PRINCIPLE OF VOCABULARY

The main objective of teaching English is to increase the vocabulary of the students. There are two types of vocabulary, passive and active. The words which are recognized and understood but never used in written and spoken come in passive vocabulary. But on the other hand, the words which are understood and used in speaking and writing come in active vocabulary.

2.8.4. PRINCIPLE OF PURPOSE

Everything in the world has its purpose. So, English is also learnt for the purposes like social, scientific, academic and literary. A good teacher tells the students how effectively we can use English language in both personal and professional life. If there is no purpose of anything, it can't be effective and fruitful both to the teacher and learner.

2.8.5. PRINCIPLE OF IMITATION

Language is learnt at its best through imitation. When a child learns the mother tongue, it comes naturally but a foreign language needs some artificial process that is called, imitation. According to Robert Paul, "when we learn first language, we face the universe directly and learn to clothe it with speech, when we learn a second language; we tend to filter the universe through the language already known." Small children mostly use imitation. A good speech is the result of imitation of good models of speech. A teacher uses Audio- Video Aids to provide good model of reading, Writing, pronunciation etc.

2.8.6. PRINCIPLE OF HABIT FORMATIONS

As one's habits need practice e.g. singing, dancing as well as language also need practice. Habit brings things fairly automatically. The habits lie in one's personality deeply and reflect through speech behaviour and thinking. Similarly Language is an instrument of all the subjects that should be developed automatically. According to Palmer, "Language Learning is essentially a habit forming process during which we acquire new habits." The habits may be of spelling, intonation, proper accent, listening sounds, reading aloud with articulation, appropriate speed, silent reading, using words properly, learning correct structures and good hand writing.

2.8.7. PRINCIPLES OF MOTIVATION AND INTEREST

Everything is learnt when we have proper motivation to take interest in that. Similarly, a teacher must motivate the students to take interest in learning. The students can't make a will to learn a foreign language if they are not interested in that because of boring and dull matter. Interest is created by awareness on previous knowledge, variation in teaching lesson, questioning, using teaching aids and device, experienced and activity centered teaching, debates and discussions, deductive and inductive methods, reacting immediately on wrong or right. So many students find and accept learning English language because of lack of interest. Teachers themselves criticize English in the classrooms then what we do expect from the students. Motivation is of two types (1) Intrinsic (2) Extrinsic¹

1 Intrinsic - A child himself is motivated by his own desires and ambitions.

2 Extrinsic - A child is motivated by the atmosphere created by the language teacher. Motivation can be done by awarding or rewarding the students for the best learning.

2.8.8. PRINCIPLE OF PRACTICE

"Practice makes a man perfect." And the perfection in the language comes only by the practice. The development of expression grammar, vocabulary, pronunciation is based on practice which should be continuous. Grammar

needs a lot of practice to know the rules deeply and in direct proportion. Fries, recommended that eighty four percent of time be devoted to practice and only fifteen percent to explanation and commentary. According to Otto Jaspers, "He who gets the tip of his finger dipped in the water three times in 20 weeks will never learn how to swim." There are different types of drill like imitation, Role playing, oral, substitution, conversation etc.

2.8.9. PRINCIPLE OF CONTEST AND SITUATION

Language is being taught to able the learners to make use of the words in their day-to-day life and its situations. Learning becomes easy if it is made up of real and suitable situations. The fundamental language like vocabulary, structure and grammar must be taught with the help of structures and related the vocabulary to the real situations. These situations can be created by real objects, pictures, gestures, animations etc.

2.8.10. PRINCIPLE OF MUTUALITY

A Language is fruitful if there is mutual bond b/w the teacher and the learner. Both are essential in teaching - learning process. The students must be co-operative to accept the matter whole heartedly while learning the language. He must be ready to practice and use the foreign language as the teacher must be ready to provide the new language.

2.8.11. PRINCIPLE OF ACCURACY

If someone is habitual of the wrong habits, it becomes difficult to give up all at early. Wrong habits to pronounce, Spell and write becomes difficult to get rid of. Language habit should be accurate to learn a foreign language quickly. One must try to imitate the best forms of structures.

2.8.12. PRINCIPLE OF PUPIL'S ACTIVITY

A learner should remain active not passive. The students be active in such methods like Role playing, practice and drill, drawing on the chalk board,

hear and see the audio-visual aids and react to it, recitation the poems with proper using of objects from the class rooms.

2.8.13. PRINCIPLE OF BALANCED APPROACH

There must be balance between all the language aspects. If a teacher is giving information about prose, she must take grammar aspects side by side. If she is teaching poetry, she must inform the students about similes, metaphors, and other grammatical aspects also. If she is discussing something on written composition, she must give importance to oral composition also. There should be proper coordination in teaching a foreign language. There must be proper balance b/w the language aspects while teaching English.

2.8.14. PRINCIPLE OF MOTHER TONGUE

A child learns his mother tongue without any problem or difficulty. A child listens to his family members and learns the words and communicates easily as he rises with that language and sleeps with that language. So, a teacher should use mother tongue to teach the foreign language, where it is necessary. According to P. Gurrey, "The teaching of the mother-tongue and teaching of a foreign language can support and assist each other."

2.8.15. PRINCIPLE OF ORAL-APPROACH

Speaking a language always leads to reading and writing. First child learns speaking after listening to the language. Then he goes to reading and writing it. It is real and vital that makes learning easy. Teacher provides the situations to the students where he talks or speaks rather than listens only. Oral-approach makes the learner active, attentive and confident among the students. If he is speaking accurately then he will read and write properly otherwise not. Oral approach also enables the students to express ideas, feelings and experiences to others. Oral-approach helps the learner to learn correct pronunciation, intonation, stress automatically while using a foreign language.

2.8.16. PRINCIPLE OF ADOPTING MULTIPLE LINE-APPROACHES

This type of approach helps the learners and teachers in many ways. It means to learn a foreign language from all its sides whether it is communicative, functioning or behavioural. If a teacher wants the students to write a few sentences on, "A visit to the Taj Mahal; First there will be oral practice and discussion based on the previous knowledge. Second, the pupils will be asked to write the sentences in their notebooks. The teacher will check the spellings and make them correct. Then there will be translation of the paragraph may be into the mother tongue. Similarly, in teaching grammar also, there will be material taken from the Composition. All approaches like oral, situational, Social, Bilingual, functional Communicative, Cultural, Structural, Phonetic and Behavioural will move together in learning a foreign language.

2.8.17. PRINCIPLE OF PROPER ORDER

A Language aims at the development of all the four skills – listening, speaking, reading and writing. These should be proper order to learn a language i.e. first the students listen, then speak, third they read and at last they write the language. So, there should be proper order in learning a language.

2.8.18. PRINCIPLE OF SELECTION

The language should be selected according to its frequency, teaching ability, usefulness etc. Selection may be done in keeping the view of grammar. A Person is well-learned who has learnt the vocabulary and the sentence pattern basically. There must be frequency i.e. how many times a particular language item is used at a certain stage. There must be applicability i.e. in how many contexts it is applicable. There must be coverage i.e. how many meanings of word are carrying. There must be availability i.e. the real objects, which are used to teach, are available in the classroom or not. There must be teach-ability i.e. what items are easy to teach and last there must be learn-ability i.e. whether it is easy for a student to learn or not.

2.8.19. PRINCIPLE OF GRADATION

Language is an art and a science both. Language teacher should proceed from known to unknown, concrete to abstract. There must be gradation in the field of aims and objects. It means a teacher should select the base step which will be beneficial for the further study of a language. There will be grades like A, B, C, D, E to sounds, words, phrases, sentences and context respectively. First a teacher should introduce the students of the sounds like Pet, Cat, etc. Then she should tell them about words used in the same situation like college, colleagues, etc. These all should come in a group. In Sentence pattern that is made up of words should be like that. This is my book that is my book, this is your book, this is Radha's book etc. Then comes to words which have similar meaning like meals (stands for dinner, breakfast etc.) house, home, shelter etc. Then there's structure. It means sounds make words, words into phrases, phrases into Sentences, Sentences into context.

2.8.20. PRINCIPLE OF CONNECTION OF LIFE

A Language teacher should motivate the students to use the words, structures, phrases of English in their day-to-day life. The pupils will be taught to convert their feelings, emotions, experiences, and visits with their mates, close friends, teachers in English language. A teacher should create a situation regarding their real life and motivate the students to express in English language, their personal life's situations.

2.8.21. PRINCIPLE OF PROPORTION

There must be accurate proportion in all the aspects and skills of teaching. One aspect should not be sacrificed for the other. Language should be taught as a whole, According to Dr. West, "The proportion between the passive and active aspects of learning a foreign language should be 5:2 at the early stage and later on this ratio may be 5:3.

2.8.22. PRINCIPLES OF LANGUAGE APTITUDES

There should be taught language aptitude i.e. phonetic, coding grammar, Rote memorization, Linguistic rules and patterns. According to Carroll and spoon, "For learning a language, language aptitude is needed."

2.8.23. PRINCIPLES OF MAXIMS OF TEACHING

According to Oxford dictionary," Maxims are general truths drawn from science of experience." Maxims are the various rules for conducting the teaching. The maxims are universal and trust-worthy. There should be maxims : (i) from known to unknown, from simple to complex, concrete to abstract means visualized to imaginative things, from induction to deduction means a conclusion from examples and vice-versa respectively, from psychological to logical means interest, age, capability to logical arrangements, from actual to representation means models to reality, from whole to part, from near to far means belong to a child then far from immediate environment, from definite to indefinite, from analysis to synthesis means divide the topic into subtopics then divide parts into the whole respectively, from empirical to rational means first direct truths and empirical principles then the logical or reasoning.

2.9. ENGLISH AS LIBRARY LANGUAGE

Kothari Commission (1964-66) had recommended English to be used as Library Language. It said, "While the goal is to adopt the regional languages as media on education, we should like to stress again that this does not involve elimination of English. In fact, English, as an important „library language“ would play a vital role in higher education. No student should be considered as qualified for a degree, in particular, a Master's degree, unless he has acquired a reasonable proficiency in English (or in some other library language). The implications of this are two-fold: all teachers in higher education should be essentially bilingual in the regional language and in

English, and all students (and, particularly postgraduate students) should be able to follow lectures and use reading materials in the regional language, as well as in English”.

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

When we consider English as a library language, we expect the learners just to understand the subject matter contained in library books. India, being a progressive country, should eye on its progress in Science and Technology. So, the young generation of India should keep themselves abreast of the latest developments in the field of science and technology, and for this, our students will have to acquire a reasonable amount of proficiency in English.

Moreover, English is a language which is rich in literature. If we are not able to access to this language, then we will be cut off from the entire world. So, we should not allow any sentimental feeling to prevail against the use of English. Our students, who are comfortable in English, are bound to lead a comfortable life, as English will open up new vistas of knowledge and that will give them all prosperity.

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

2.10. ENGLISH AS A WINDOW ON THE WEST

English, the much loved and hated surrogate child of the British rule in India, has managed to remain in the centre-stage of controversy even after

45 years of the country's independence. To an impartial observer, it seems that it can neither be thrown away nor can it be adopted completely. . .

It is clear that when English was introduced in the country in the early 19th century, the purposes were far from harmony with the ideals of the country. Lord Macaulay introduced the teaching of English in India to produce what he called "a class of people Indian in blood and colour, but English in opinion, in moral and in intellect." At that time, his decision was wholly supported by the intellectuals (and even patriots like Raja Ram Mohan Roy) who believed that through English they would be able to enter into the realm of western thought and culture and western view of life.

Post-independent India, naturally, witnessed a great deal of anger against English since it was seen as a tool of oppression in the hands of the foreign aggressor. Perhaps much of it was also to do with the hatred against the British rulers. Rabindranath Tagore, for instance, fought for Bengali at a time when the prestige of English had grown supreme. He was a strong adherent of the theory that the medium of instruction should be through the mother tongue of the child. Delivering his famous Convocation address at the Calcutta University as far back as in February 1937 in Bengali, he said. "Learning should as far as possible follow the process of eating. When taste begins from the first bite, the stomach is awakened to its function before it is loaded, so that its digestive juices get full play. Nothing like this happens, however, when the Bengali boy is taught English. When one is choking and spluttering over the spelling and grammar, the inside remains starved, and when at length the taste is felt the appetite is vanished."

Mahatma Gandhi also made a strong case for instruction through the mother tongue. He is on record having said, "I must cling to my mother-tongue as to my mother's breast... It alone can give me the life-giving milk." Though he himself wrote a great deal in English, he was never a votary for the retention of English in India and generally perceived it as a "symbol of our slavery."

Now in the 1990's, the question of doing away with English or retaining it still continues to haunt the nation. There are many who are on the either extremes—some want to totally do away with it, while the others would like to retain it.

The truth undoubtedly lies somewhere in the middle. It is a fact that English has assumed a great role as utility language, not only in India but throughout the world. Within the country, despite its great opposition, English was adopted by the Constituent Assembly to continue as the "associate official language" for 15 years from the date of the adoption of the Constitution (that is, 1950) after which Hindi was to take over. However, in 1963 on vehement opposition to Hindi from South India, the Parliament enacted the official Languages Act providing for continued use of English for an indefinite period. In this connection, the then Prime Minister Pt. Jawaharlal Nehru's words are worth quoting: "...English is likely to have an important place in the foreseeable future." What, then, are the important functions that English continues to perform in the modern day India that make it almost inseparable? From the various commission reports appointed by the Government of India from time to time to assess the role of English in India, the following pertinent conclusions can be drawn:

English is the language in which nearly all contemporary knowledge is accessible. It is the language of development. Obviously, then for healthy development in all fields of our national life, our scientists, technologists, doctors, engineers, agriculturists, economists and experts in numerous other fields must have access to the international professional literature in their respective fields, be able to contribute to it and exchange their views on important issues with their counterparts in other parts of the world. Most of these functions can, at present, be performed only through the medium of English and therefore it would not be wrong to say that it is the "window on the world".

English enjoys the status of the "associate official language" and the de facto link language in our country. It is the language favoured by the Union

Public, Service Commission, the legal and banking systems, trade and commerce and defence.

English continues to be the medium of instruction at many post-graduate institutions, All India Institutes and other professional and technical institutions of higher learning. It is expected that English will continue to perform these functions for a long time to come. It is, therefore, necessary to provide facilities for learning English to those students who may want to pursue their higher studies at these institutions.

The role of English as a "library language" cannot be undermined even where the medium of instruction is other than English.

At the individual level English serves as the "language of opportunity." Any individual seeking socio-economic development would find in English an asset. English is essential for the purposes of translating the relevant texts from and into modern Indian languages.

English is required to exchange views on and gain from various international schools of thought, diverse cultures and world literature and also to interpret Indian thought and culture abroad. Hence, English is found to be essential in India at present for its utility value and not necessarily for the purposes for which the British had introduced it. Further the role and functions English vis-à-vis national/regional languages have to be understood.

While the important role English continues to play in post-independent India is accepted the role of one's mother tongue cannot be undermined. There is a sort of an emotional attachment and something sacred about the mother tongue as it is a part of one's cultural heritage. It is a moral obligation to love and cherish this heritage. It is the language through which first experiences of the world were organised and environment recognised. One's basic needs are often expressed in this language even in later life. Ideas, thoughts, joys, sorrows and other feelings are generally conveyed in the best manner through one's mother tongue.

However, love for the mother tongue should not prejudice one against other languages. Current linguistic research has proved that no language is superior to any other language. All human languages have similar potential. The development and growth of a language depends upon its use.

It is only right and just that most of the States of India should have adopted their regional languages as the Official State languages and also as media of instruction till the graduation level. At the national level, there is need for a national link language. Unfortunately, the official language of the country has still not been decided. And as far as English is concerned, it is indisputably the national and international language for our country.

Language tensions are normal in a world where over 6,000 languages co-exist in 160 countries, and it is all the more normal in a country like India where 880 million people use over 1,650 languages and dialects (as mother language) including more than 200 classified languages and 15 constitutionally recognised languages of national importance. English is not the cause of cultural insecurity or ethnic prejudices in India. It is no longer the foreign oppressor's language, nor is it the exclusive possession of the elitist; it has become the common property of millions of ordinary citizens.

2.11. ENGLISH AS AN ASSET LANGUAGE - NEEDS

English has been considered to be the asset language. In today's modern world the English language has become part and parcel of every existing field. It has been an international language of communication, business, science, information technology, entertainment and so on. Earlier everyone is considered to be literate by their degrees and diplomas, but the knowledge of English language makes an individual literate in today's world. Though many countries do have English as their native language, those who have the command over the English Language are considered and respected as highly educated. Moreover they ocean of career opportunities are opened to those English speaking people anywhere and everywhere. It has become the

working of English and also an inevitable requirement for a number of fields, professions such as computing and medicine.

In today's world of globalization, we have to get knowledge of advanced technologies and all kinds of branches of Science. There is an urgent requirement of such a common language which can be understood by youth all over India and the language in which all data and information is available. Moreover English language becomes a store house of social and political knowledge. The most recent and the most sophisticated discoveries and inventions in science and technology are being made in the universities located in the United States of America where English language is the means of scientific discourse. The world of today considers English as an asset for some of the following reasons:

2.11.1. INTERNET

Due to the rapid growth of Information Technology especially the world of internet, English Language rules users of Internet. We cannot be effective in the internet world without the English Language. It has also become the official language of the internet. The advent of online universities has now made it possible for everyone to learn English. Everyone gets access to the features of internet even across the countries. The Internet has opened up new career opportunities for every citizen of the world outside their respective countries. Internet has also plays a vital to promote and to spread the English language throughout the globe and more and more people are exposed to the English language and the English has become also the language of the internet as well.

2.11.2. EDUCATION

The field of education has amplified the function of English Language. Most of the educational resources, materials and books are in English. The global educational systems in the universities around the world have the requirement of English Language. People those who study in abroad use English language as a medium of communication and learning. The lack of

English knowledge makes anyone insufficient in the realm of education in today's world.

2.11.3. COMMUNICATION

The most important function of a language is to communicate properly. Hence English language also plays a powerful tool in communication. In order to communicate successfully, one needs a language that is commonly understood by most of the people in the speech community. For many years, English has become the common language globally understood and appreciated by nearly everyone. In other words English becomes an effective instrument to communicate with everyone around the world. Information technology uses this ability of English to function well in the field of communication by internet and emails.

2.11.4. TRAVEL

English is spoken around the globe next to Mandarin Chinese. It has been stated that out of the nearly six billion people living in the world today around three hundred and fifty million do speak English. It has become the International Business Language. Many countries around the world make use of English Language for the governance. The relationship among the countries around the world is enhanced by the effective communication in English. Language differs from nation to nation. When we travel around the globe, the English Language becomes the rescue factor to communicate with everyone.

2.11.5. BUSINESS

English language has been the language of business in today's electronic world. A good number of companies have ventured into sending the production to overseas in order to cut down their costs. In other words, the companies around the world are in to outsourcing and off-shoring business. In order to communicate with the business people of other countries, English Language becomes the effective tool. It is the trading language of the

world to a certain extent. A sound knowledge of English Language makes an individual to be a successful business man around the world.

2.12. OBJECTIVES OF TEACHING ENGLISH AS A SECOND LANGUAGE

It is believed that teaching of a language means teaching what has been traditionally known as LSRW skills as the objectives of language teaching. However, these are not discrete skills but have to be learnt in an integrated manner. We now make a case for holistic language development in children. When we speak, we also listen simultaneously. When we write we are also reading. This engagement with language enables us to internalize the underlying grammaticality of the language. This leads to language learning. Our classroom should attempt to promote language learning adopting such processes where learners get time to get engaged with the language by using for real life purposes in order to manipulate and think about the linguistic aspects. Learners learn the second or foreign language by using it for pragmatic purposes which includes not only social use of language but also for academic purposes. Cummins and Swain in their book *Bilingualism in Education* (Longman, London, 1986) make a very fundamental distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Advance Language Proficiency (CALP). The language ability that is associated with BICS largely involves the skills to perform effectively in situations that are rich in context and undemanding at the level of cognition. The language of here and now and that of peer group social interaction belongs to the domain of BICS. CALP refers to language use in academic spheres and includes abstract thinking. An effective language course in school should aim at promoting BICS and CALP. Objectives of language teaching should enable the learners at the end of ten-year schooling to develop skills and competencies to use the language for real life purpose in a social situation as well as to use the language for academic or higher order thinking purposes. The National Curriculum Framework - 2005 proposes the following objectives for language teaching-learning for high school:

2.12.1 THE COMPETENCE TO UNDERSTAND WHAT SHE HEARS

A learner must be able to understand various verbal and non-verbal clues coming from the speaker for comprehending what has been said. She should also be skilled at listening and understanding in a non-linear fashion by making connections and drawing inferences. It is also important to appreciate that the sounds that are fundamental to the growth of children are not just individual language sounds; connected real-life speech with all its hesitation, pauses and silences is most important.

2.12.2. ABILITY TO READ WITH COMPREHENSION

She should develop the habit of reading in a non-linear manner using various syntactic, semantic and graph phonemic cues. She must be able to construct meaning by drawing inferences and relating to the text with her previous knowledge. She must also develop the confidence of reading the text with a critical eye and posing questions while reading. The ultimate test of reading ability is a critical appreciation of an unseen text that is at least one stage above the cognitive level of the reader.

2.12.3. EFFORTLESS EXPRESSION

She should be able to employ her communicative skills in a variety of situations. Her repertoire must have a range of styles. She must be able to engage in a discussion in a logical, analytical and creative manner. All this will inevitably involve an integration of all the skills.

2.12.4. COHERENT WRITING

Writing is not a mechanical skill; it involves a rich control on grammar, vocabulary, content, punctuation as well as abilities to organise thoughts coherently often using a variety of cohesive devices such as linkers and lexical manipulation through synonymy, etc. A learner should develop the confidence to express her thoughts effortlessly and in an organised manner. The student must be encouraged and trained to choose her own topic, organise her ideas and write with a sense of audience. This is possible only if her writings are seen as a process and not as a product. She should be

able to use writing for a variety of purposes and in a variety of situations, ranging from informal to very formal.

2.12.5. CONTROL OVER DIFFERENT REGISTERS

Language is never used in a uniform fashion. It has innumerable varieties, shades and colours which surface in different domains and in different situations. These variations, known as registers, should form part of a student's repertoire. Besides the register of school subjects, a student must be able to understand and use the variety of language being used in other domains such as music, sports, films, gardening, construction work, cookery, etc.

2.12.6. SCIENTIFIC STUDY OF LANGUAGE

In a language class, the teaching approaches adopted and the tasks undertaken should be such that they lead a child to go through the whole scientific process of collecting data, observing the data, classifying it, according to its similarities and differences, making hypotheses, etc. Thus, linguistic tools can and must play a significant role in developing a child's cognitive abilities. This would be much better than teaching normative rules of grammar. Moreover, this approach is particularly effective in multilingual classrooms.

2.12.7. CREATIVITY

In a language classroom, a student should get ample space to develop her imagination and creativity. Classroom ethos and healthy teacher-student relationship build confidence enable the student to use her creativity uninhibitedly for text transaction and in other appropriate activities.

2.12.8. SENSITIVITY

Language classrooms can be an excellent reference point for familiarising students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation

2.13. DIFFERENCE B/W MOTHER TONGUE AND FOREIGN LANGUAGE

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

Mother tongue is learnt quite automatically, whereas, a second language is learnt consciously. Learning a second language is a painful process and it requires a lot of practice. Constant and sustained practice alone can help the learner of second language to some extent. The teacher has to feel the importance of situation to learn English as a second language and accordingly design the activities that can develop language skills in English in his students.

UNIT – III TEACHING SKILLS

3.1. 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.

3.1.1. 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.

3.1.2. 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.

3.1.3. 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.

3.1.4. 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

3.1.5. 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.

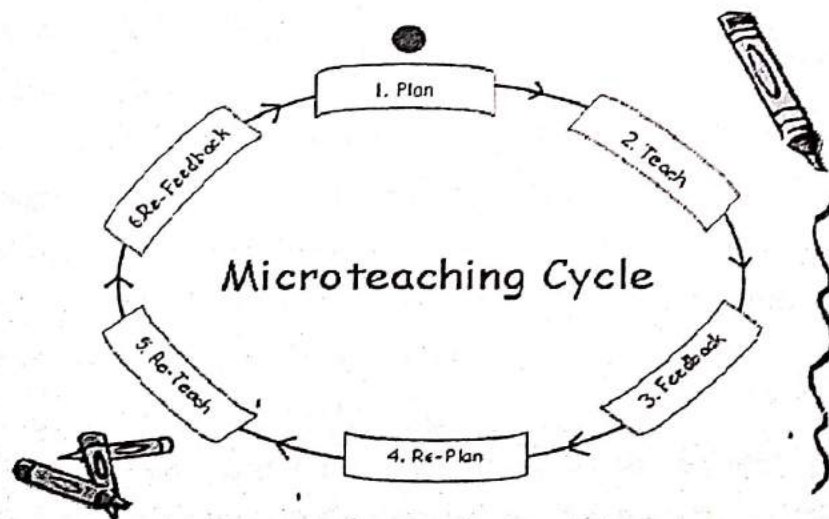
9. REPEATING THE CYCLE

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

3.1.6. 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

3.1.7. 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, its 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

3.1.8. 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

3.2. 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 identified. These skills have been found very useful for every teacher. They are:

1. Skill of introducing the lesson
2. Skill of probing questions
3. Skill of explaining
4. Skill of illustrating with examples
5. Skill of reinforcement
6. Skill of stimulus variation
7. Skill of classroom management
8. Skill of using blackboard

In the following sections, we are going to discuss these teaching skills in detail in terms of concept, components, purpose, and lesson plan and observation schedule.

3.2.1. SKILL OF INTRODUCING THE LESSON

Introduction of the lesson is the first step of teaching-interactive phase because as the introduction of the lesson as will be the teaching. Skill of Introducing of the lesson may be defined as proficiency in the use of verbal

and nonverbal behaviour, teaching aids and appropriate devices for making the pupils realize the need of studying the lesson by establishing cognition and affective rapport with them. By mastering this skill, the student teacher is able to utilize previous knowledge and experience of his pupils and able to maintain continuity of the ideas and information in the introduction of lesson. The following are the components of this skill:

- (a) Utilization of previous experiences
- (b) Use of appropriate devices
- (c) Maintenance of continuity and
- (d) Relevancy of the verbal and non-verbal behaviour

A. UTILIZATION OF PREVIOUS EXPERIENCES

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

3.2.2 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.

3.2.3. 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.

3.2.4. SKILL OF ILLUSTRATING WITH EXAMPLES

Some abstract ideas or concepts are very difficult 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 one, 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.

3.2.5. 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. This 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.

3.2.6. 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.

3.2.7. 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.

3.2.8. 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.

3.2.9. 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

UNIT – IV

METHODS OF TEACHING ENGLISH

4.1 METHODS AND APPROACHES - INTRODUCTION

Education is learning in a desired direction using systematic procedures. The desired direction is stated by philosophers, academicians, statesmen. The systematic procedures are designed by behavioural scientists and educationists. In pedagogy of teaching English, the three key terms namely Method, Approach & Technique are used frequently and interchangeably. This tripartite arrangement is hierarchical in order. The term 'METHOD' is very ambiguous, and refers to the overall plan for the orderly presentations of language material, no part of which contradicts and all of which is based on selected approach and procedure.

A method includes three components namely **APPROACH, DESIGN AND PROCEDURES**, the subcomponents of which are shown in the following picture:

An '**approach**' is concerned with the theory of the nature of language and language learning.

'**Design**' concerns itself with:

- The general and specific objectives of the course.
- A syllabus model.

- Types of learning and learning tasks.
- Roles of learners and teachers, and
- Role of learning materials. ‘

‘Procedure’ is concerned with:

- The actual happenings in the classroom.
- Classroom techniques, practices and behaviours.

The term ‘Method’ is sometimes compared with the term ‘Approach’. According to Yardi, “Method is rigid while Approach is flexible”. Pointing out the different views often held in less informed circle of teachers about the importance of method. He further asserts: “What matters is the man (the teacher) not the method.”

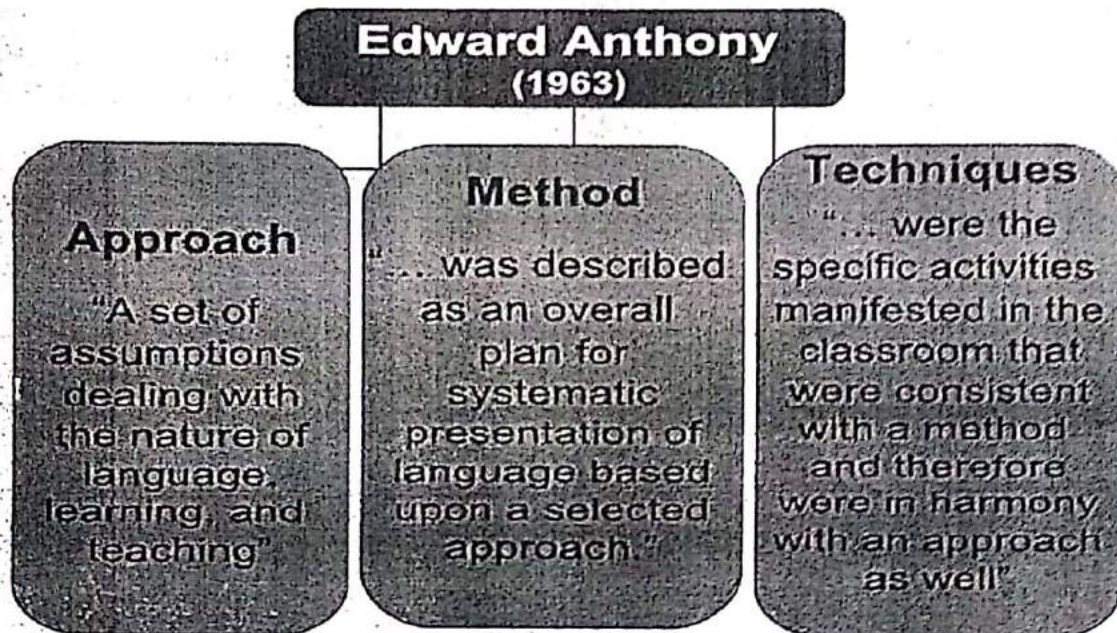
Yardi further explains the connotational difference between the terms ‘method’, ‘methodology’, and ‘methodics’. These are often used in English language teaching pedagogy. Each one of them carries a different shade of meaning. ‘Method’, in his opinion is used in the context of language teaching methods like ‘Direct Method’, ‘The grammar- translation Method’ or ‘The Bilingual Method’.

Yardi further went on to add that the term ‘method’ is not strictly speaking a ‘technical term’. It is a popular one, and means ‘a way of doing something’. It is often used loosely as a substitute for ‘methodology’.

‘Methodology’, according to Yardi, ‘is a technical term which refers to a body of principles and techniques of teaching’.

The third term ‘methodics’ is being used frequently in recent years by the British linguists. The term ‘Methodics’ means ‘a framework of organization for language teaching which relates linguistic theory to pedagogical principles and techniques’.

Edward M. Anthony, the American Applied linguists, distinguished between technique, method, and an approach. The three terms can be represented by the following model (called the Edward Antony Model):



K. Bose cautions the teaching community regarding their pedagogical duties in the following words, "It is expected of a teacher that he/she should think and reason out some fundamental assumptions that lie underneath the syllabus construction that might bind together the syllabus, objectives and instructional materials and that might justify the use of any classroom techniques that teacher adopts while teaching. It should under no circumstances appear like a layman's trick to teach the second language". The above statement makes it evident that the teachers of English should be cautious, about some of the fundamental assumptions that lie underneath the syllabus construction.

A teacher at times uses a single approach, a single method, or even resorts to multiple approaches and methods in view of several factors including the background, age of learners, and the teaching items. The skill of a teacher lies in shifting to and evolving new approaches and methods of teaching

English comfortably in the Indian context. Therefore, an attempt has been made to review some of the methods and approaches which are being used commonly by the teachers of English in India.

In Teaching of English, We would discuss following Methods and Approaches:

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

4.1.1 THE GRAMMAR-TRANSLATION METHOD

Today English is the world's most popular foreign language. Five hundred years ago, it was Latin. Latin was the major language of education, commerce, religion and government in the Western world. It was a living language. In the sixteenth century when French, Italian and English gained importance, they displaced Latin as a language of oral and written communication. From a living language, Latin turned into a classical language, suitable for scholars and academicians. Study of Latin grammar became one of the most important aspects of schooling. The system based on the study of Latin became the standard way of studying foreign language in schools. This system became known as the Grammar-Translation Method.

A. CHARACTERISTICS OF GRAMMAR-TRANSLATION METHOD

- One of the oldest methods of teaching English in India, the Grammar Translation Method is also called the Traditional Method. The main characteristics of the Grammar-Translation Method are:

- Target language (here, English) is learnt through mother tongue (Hindi, in our case). Thus Hindi is the medium of instruction. It is used to explain new items and to make comparisons between the two languages.
- Highest importance is given to learning the rules of grammar.
- The knowledge of grammar is applied to translating sentences from English to Hindi and from Hindi to English.
- Grammar rules are presented first. They are then practised through translation exercises.
- Reading and writing are the major focus. Little or no attention is paid to speaking or listening.
- For improving vocabulary, word lists (English words and their Hindi translation) are memorised by learners
- High value is given to accuracy.

B. MERITS OF GRAMMAR-TRANSLATION METHOD

The merits of Grammar-Translation Method are:

- It is convenient for the teacher, as the medium of instruction is mainly Hindi.
- Simple teaching learning materials are required.
- There is no special need for creating life situations in the classroom.
- A systematic teaching procedure is followed. The syllabus is well defined. It has plenty of exercises for practice.
- It follows the principle of 'from known to unknown.' Abstract ideas and expressions are easily explained in Hindi.

- Students can achieve good scores by memorising, which is a low-level mental activity.
- It is helpful in jobs that require a lot of paperwork, translation, writing reports, drafting formal letters (applications) etc.

C. DEMERITS OF GRAMMAR-TRANSLATION METHOD

The limitations of Grammar-Translation Method are:

- Students have to think first in Hindi and then translate the thoughts into English.
- Study is mechanical and therefore boring.
- Students (and sometimes their teachers too) are usually not able to speak English. Correct pronunciation, stress, intonation and the spoken components of English are neglected.
- Students are not given sufficient listening practice. Thus they are not ready to face real life situations.
- Students form the habit of word by word translation. This leads to serious mistakes in translation.
- Learning is slow and a lot of homework is required.
- It encourages memorising rules and word-meanings. Higher mental functions like application, analysis, synthesis etc. are neglected.
- It is more teacher-centred than child-centred method.

4.1.2 THE DIRECT METHOD

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

possibilities for learning the language. The basic aim of Direct Method is to teach any foreign language through conversation, discussion and reading in the target language by associating the experience and expression without using the students' mother tongue.

PRINCIPLES OF DIRECT METHOD

1. ORAL PRACTICE

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

2. RESTRAIN THE MOTHER TONGUE

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

3. THE SENTENCE IS THE UNIT OF SPEECH

No single word in English has a single meaning. All the words have connotative meanings. In Direct Method meanings are taught contextually.

4. GRAMMAR IS TAUGHT INDUCTIVELY

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

5. OPPORTUNITIES TO LEARN NEW VOCABULARY

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

ADVANTAGES OF DIRECT METHOD

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

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

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

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

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

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

DISADVANTAGES OF DIRECT METHOD

1. It is not a complete method. The Direct Method gives much importance to speech. It almost neglects reading and writing. It fails to give a balanced language development in the students. So, it is an incomplete method.

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

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

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

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

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

4.1.3 BILINGUAL METHOD

Bilingual method is a recently developed and invented by Prof. J Dodson of Wales. Bilingual method means a method in which two languages i.e. the language to be learnt and mother tongue are used.

In translation method, the some two languages are used. But there is great difference between these two methods. It is a unique method which is a midway between two old methods translation cum grammar method and direct method.

The word 'Bilingual' applies to a person who knows two languages- the mother tongue and the foreign or second language. In bilingual method, the emphasis is on pattern practice. Mother tongue is only used to make the

meanings of English words. Mother tongue has restricted use in Bilingual method.

PRINCIPLES OF BILINGUAL METHOD

- a. The meanings of words and phrases/sentences in a foreign language can be made clear by the use of mother tongue.
- b. There is no need to create situations for making the meaning of English words and sentences.
- c. Bilingual method is the improvement and combination of translation method and direct method.

CHARACTERISTICS OF BILINGUAL METHOD

- a. Sentences' is the unit of teaching.
- b. It emphasizes on creating situation.
- c. Mother tongue is used when it is necessary to explain the difficult area of language.
- d. Rigorous practice is done in sentence.
- e. Rules of grammar are not taught separately as is done in grammar translation method.

THE ADVANTAGES OF THE BILINGUAL METHOD

- a. The time and labour of the teacher is saved
- b. It is less costly and suited to all types' schools in rural or urban.
- c. It is helpful in creating linguistic habits.
- d. This method does not need trained teachers
- e. Much audio-visual aids are not needed.

- f. It also stresses speech practice.
- g. A teacher of English can teach successfully through this method
- h. It ensures accuracy
- i. It ensures fluency in speaking English
- j. Less costly than direct method
- k. It suits majority of Indian teachers

THE DISADVANTAGES OF THE BILINGUAL METHOD

- a. This method is still in an experimental stage.
- b. It is not so useful in teaching secondary and senior secondary classes.
- c. It is sometimes rather impossible to provide a correct mother tongue equivalent.
- d. It may create confusion among students due to the contrast between the features of two languages.
- e. Students are likely to develop an undesirable habit of language.

4.1.4 DR. WEST METHOD

Dr. West approached the problem of teaching English not from the standpoint of pedagogy, but from the standpoint of social needs of the Indian people. He holds that, "Indian boys need most of all to be able to read English, than to write it, and lastly to speak it and understand it when spoken". Moreover, he maintains, "learning to read a language is by far the shortest road to learning to speak and write it. "According to him, it is easier to acquire a reading knowledge of a language than to acquire a speaking. Therefore, the teacher's chief concern should be to develop the habit of purposeful silent reading in the children and not the habit of oral reading. The West's method puts emphasis on three important elements. First,

reading, Secondly, Readers with selected vocabulary and thirdly, judicious use of the mother tongue.

THE MAIN FEATURES OF DR. WEST'S METHOD

READING:

According to Dr. West, Indian children should be taught how to read English. The teacher should engage them in purposeful silent reading. This would increase the students' power of comprehension. In order to develop the habit of purposeful silent reading in the children he provides us with a new type of reading book containing interesting reading matter and a specially selected vocabulary. The minimum number as selected. By Dr. West for his readers is 2,280 which has been classified under the following four heads

- a. Essential words - This, it, is, a, shall etc.
- b. Common environmental words - chair, table, glass, bus etc.
- c. General Words - good, bad, nice etc.
- d. Specific environmental words - tree, garden, river, mountain etc.

The new words have been evenly distributed in the lesson and they are frequently repeated to make students familiar with them. a good number of pictures have also been provided. Dr. West has permitted the use of the mother tongue in his method according to necessity. Moreover, there are companion Books with vernacular meaning of the new words. Pupil's comprehension in reading is measured with the help of comprehension tests. But in preparing his readers Dr. West has not followed any well-defined grammatical plan.

Dr. West holds that Supplementary Readers should be used along with the new method readers in order to arise interest in other reading and to give more practice in silent extensive reading but new words should not be occurred in the Supplementary Readers. In this method the teacher has to give necessary help when called for.

ORAL WORK:

Dr. West, while stressing silent reading, has made provision for some oral work mainly in the form of reading aloud before silent reading begins. An alternative short primer has been provided for 'speech training on a sentence method'. He admits that, speaking gives reality to the subsequent reading of the language. The primer is meant for only those teachers who intend to start with a small amount of speech training. Dr. West has taken oral work as a preliminary subsidiary to the art of reading.

TRAINING IN SPEECH:

Dr. West has given some scope for training in speech to make his method complete. In order to give a scheme of speech training he has made a distinction between speech and vocabulary. According to him "The ideal speaking vocabulary is the most easily learnt and most easily used set of word which is capable of expressing correctly the largest number of ideas". The size of the speaking vocabulary is much smaller than that of the reading vocabulary. Dr. West has selected a minimum speaking vocabulary of 1,158 words capable of expressing all our ordinary ideas. He has classified these words under two main heads, viz, 'form' words and 'content' words. Dr. West holds that specific practice in speaking and drill in vocabulary should be given in order to develop the speaking ability in children. In his new method composition books he has provided question, orders and other forms of exercises for this purpose. According to him, no attempt should be made to teach any two-language skills at the same time. He also holds that written work should be correlated with oral work. In the New Method, theoretical grammar is not taught separately, but is used for curative purposes when necessary. Dr. West holds that grammar should be regarded 'not as a diet, but as a drug'. Dr. West considered English as a skill subject and emphasized the principle of specific practice. For this purpose, he wanted teachers to work out different types of exercises and to conduct drills. His Teachers' Hand Books serve as guidebooks for teachers.

MERITS OF DR. WEST METHOD

- Dr. West was one of those who first paid attention to the selection and grading of vocabulary and took the first step in its reform.
- West's Method is very effective in the teaching of reading through it has some important pedagogical drawback.
- In view of the limited time now available for teaching English and considering the fact that most of the Indian children will need only a passive knowledge of it in their future occupations, this method can profitably be employed in teaching the language in India.
- The graded Readers, companions, composition books, supplementary Readers and Teachers' Handbooks were all interesting and appeared to be helpful.
- The practice exercises are quite interesting.

DEMERITS OF DR. WEST METHOD

- Dr. West has over-estimated the value of reading by saying that it by far the shortest road to learning to speak and write it. Reading can assist speaking and writing to some extent by supplying some linguistic materials, but it cannot be 'the shortest road' to learning them.
- If the pupils have to start with reading in the initial stage, the language learning is sure to be dull and lifeless to him. Therefore, it is un-psychological.
- The modern educationists do not support Dr. West's view that 'a reading knowledge of a language is easier to acquire than a speaking'. They hold that a speaking knowledge is easier to acquire than a reading or writing. Moreover, 'children should not begin reading till they have acquired facility in speech and a fairly large vocabulary.
- Dr. West has over emphasized the importance of acquiring a vocabulary and has selected the commonest words. However, he has

neglected the graduated introduction of sentence patterns and of the phrases and idioms that are essential elements in developing language sense. The frequent use of the same word may develop an artificial style.

- This method attaches too much of importance to silent reading. No doubt, in learning of a language, silent reading has an important role. In addition, this method does not give due importance to the oral work. To neglect oral work in the lower classes is unscientific and unpsychological. Moreover, the distinction of speaking and reading cannot be maintained in practice.
- Dr. West's new method of teaching English does not help Indian students to achieve the four-fold objectives of language learning as already specified. Among other limitations of the new method the want of the graduated introduction of sentence patterns, the total language, the isolated study of words, the total neglect of grammar and composition, can be mentioned

4.1.5. THE COMMUNICATIVE APPROACH

The communicative approach is the recent and latest approach of teaching English. It enables the students to communicate his ideas in a better way. The socio-linguists Dell Hymes propagates this approach. David Trim and Henry have developed this approach as National functionalism and the communicative approach.

CHARACTERISTICS OF COMMUNICATIVE APPROACH

1. The communicative approach is based upon need analysis and planning to prepare communicative curriculum and syllabus.
2. It is based upon the concept of how language is used and what is functional utility of language.
3. It lays less stress on grammar.
4. It is based upon the concept of how language is used and what is functional utility of language.
5. It lays emphasis on language in use rather than language as structure.

6. It gives emphasis on the semantic objective of the language which means the meaning of language in real life situations and contexts.
7. The skills of speaking and writing are included in communicative approach.
8. It provides the communicative opportunities where the students may be able to communicate their ideas through dialogue, discussions, and debate literary and cultural activities of the school.

MERITS OF COMMUNICATIVE APPROACH

- It develops the speech ability among the students.
- It teaches different ways of expression.
- This approach is based on the practical utility.
- It lays more stress on the functional value of the language.
- It enables the students to communicate their ideas both inside and outside the class room

DEMERITS OF COMMUNICATIVE APPROACH

- This approach ignores grammar and structures.
- It is not properly and scientifically developed.
- It is a new approach and it is to be used and tested in our schools for language teaching.
- Practical utility of this approach is yet to be confirmed.
- Trained teachers are not available in this approach to teach English language.

4.1.6. AUDIO VISUAL METHOD

The audio-visual method was first developed by the CREDIF term in France in the 1950s. This method is intended for teaching everyday language at the early stage of second or foreign language learning. It was based on a behaviourist approach, which held that language is acquired by habit formation. Based on assumption that foreign language is basically a mechanical process and it is more effective if spoken form precedes written

form. The stress was on oral proficiency and carefully structured drill sequences (mimicry/memorisation) and the idea that quality and permanence of learning are in direct proportion to amount of practice carried out.

USES:

1. Audio-visual methods in teaching strengthen instructor's verbal presentation
2. Convey information mainly via sound and image instead of by text.
3. Students often benefit from the visual/sound appeal of audio-visual methods in teaching

THE PRINCIPLE OF AUDIO VISUAL METHOD

- a. Selective
- b. Preparation
- c. Physical control
- d. Proper Presentation
- e. Response

THE TECHNIQUES IN AUDIO VISUAL METHOD

1. The Lesson begins with the filmstrips and tape-presentation.
2. The teacher through pointing, demonstrating, selective listening, question and answer explains the materials.
3. The dialogue is repeated several times and memorized by frequent replays of tape-recording and filmstrips or by language laboratory practice.
4. The filmstrip and tape-recorder gradually emancipate students.

ADVANTAGES

- (a) The students are easy to understand the material because they are not only listen but also see the presentation.

- (b) The students are fluent in speaking.
- (c) Audio Visual Method enhance student learning and create a more inviting atmosphere.

DISADVANTAGES

- (a) Basic method of teaching is repetition.
- (b) Mechanical drills of audio-visual approach are boring, mindless and counterproductive.
- (c) Audio-Visual materials were open to same sort of misuse.
- (d) Audio Visual method does not develop writing and reading skill.
- (e) New materials necessitated extensive use of equipment with all associated problems of blackout, extension leads, carrying tape-recorders from classroom to classroom.

4.1.7. COMPUTER ASSISTED INSTRUCTION (CAI)

A self-learning technique, usually offline/online, involving interaction of the student with programmed instructional materials. Computer-assisted instruction (CAI) is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place.

CAI uses a combination of text, graphics, sound and video in enhancing the learning process. The computer has many purposes in the classroom, and it can be utilized to help a student in all areas of the curriculum. CAI refers to the use of the computer as a tool to facilitate and improve instruction. CAI programs use tutorials, drill and practice, simulation, and problem solving approaches to present topics, and they test the student's understanding.

CAI PROVIDES

1. Text or multimedia content
2. Multiple-choice questions
3. Problems

4. Immediate feedback
5. Notes on incorrect responses
6. Summarizes students' performance
7. Exercises for practice
8. Worksheets and tests.

TYPES OF COMPUTER ASSISTED INSTRUCTION

1. **Drill-and-practice:** Drill and practice provide opportunities for students to repeatedly practice the skills that have previously been presented and that further practice is necessary for mastery.
2. **Tutorial:** Tutorial activity includes both the presentation of information and its extension into different forms of work, including drill and practice, games and simulation.
3. **Games:** Game software often creates a contest to achieve the highest score and either beat others or beat the computer.
4. **Simulation:** Simulation software can provide an approximation of reality that does not require the expense of real life or its risks.
5. **Discovery:** Discovery approach provides a large database of information specific to a course or content area and challenges the learner to analyse, compare, infer and evaluate based on their explorations of the data.
6. **Problem Solving:** This approach helps children develop specific problem solving skills and strategies.

ADVANTAGES OF CAI

1. One-to-one interaction
2. Great motivator

3. Freedom to experiment with different options
4. Instantaneous response/immediate feedback to the answers elicited
5. Self-pacing - allow students to proceed at their own pace
6. Helps teacher can devote more time to individual students
7. Privacy helps the shy and slow learner to learn
8. Individual attention
9. Learn more and more rapidly
10. Multimedia helps to understand difficult concepts through multi-sensory approach
11. Self-directed learning - students can decide when, where, and what to learn

LIMITATIONS OF CAI

1. May feel overwhelmed by the information and resources available
2. Over use of multimedia may divert the attention from the content
3. Learning becomes too mechanical
4. Non-availability of good CAI packages
5. Lack of infrastructure

4.2.8. COMPUTER ASSISTED LANGUAGE TEACHING

An increasingly used electronic device in education today is a computer. Computer has become both a language medium and an aid to instruction. CAI-Computer Assisted Instruction is a form of programmed instruction.

The computer can do the work of a teacher. The teacher designs a programme and feeds in all the information. Once this is done, the computer

can answer queries, records, print, point out mistakes and explanations to. The use of computer in language classroom is also increasing because of its speed of operation.

The immediate response, the feedback, change in the display, quick reporting of the result, contribute to its popularity. This creates excitement and encourages an active participation of the learner in learning English language. For a language teacher, the computer vocabulary has become an indispensable aid in teaching vocabulary, grammar and composition. Rewriting a composition exercise is a laborious process for the students. In computer, it is saved and any correction, addition and deletion in all made possible because of a word processor. The learner sees for himself what he has created and can take pride. Grammar items are easily learnt through computer. Series of exercises are given and when the learner completes them an immediate feedback is given. A congratulatory message flashes on the screen if the answer is correct, and an encouraging corrective comment if wrong. Depending on the passages made by the pupil, further exercises are given slowly increasing the difficulty.

Another advantage of computer in learning the language is that it has its privacy and a pupil need not be embarrassed before his peers. He can work on his own and at his own pace. The computer assisted language lab is gaining entry into many educational institutions these days. For the teacher it saves time and energy and she or he can make better use of the experiences. It takes away the tedious mechanical task of corrections and evaluation, which is an added advantage to the teacher. Information about every pupil, their strength, weakness and the progress they have made can be kept in the save file. This helps the teacher to assess a pupil's work of the whole year, before writing out the progress report. Parents can also see the files to note the progress and achievements of their children.

4.2.9 PLAY-WAY METHOD

Play is an innate, creative, joyful, non-serious, interesting and recreative activity. It is the activity in which natural urges of the child find

spontaneous expression. It is regarded as the language of the child. What he cannot express through language, he expresses that through his behaviour and that behaviour is play.

According to Froebel, "Education is a development from which man's life broadens until it has related itself to nature, until it enters sympathetically into all activities of society, until it participates in the achievements of the race and aspirations of humanity. It is a process of unfolding child's innate powers and to awaken his spiritual nature which may enable him to realize his inner unity, achievements of race and aspirations of humanity. He clearly emphasized on natural release of the child's physical and mental powers through which he will develop a balanced personality. As he said, "play is the highest phase of child development and the source of all that is good."

All the educationists made efforts in order to bring play into the field of education. The Play-way was first used as a method of teaching by CadwellCook. This was first used for teaching the different plays of Shakespeare by Cook. He noticed that they took more interest in those plays where they themselves were involved in the activity. He said, "Good work is more often the result of spontaneous effort and free interest than of compulsion and forced application. Effectiveness of learning lies not in reading and listening, but in action, performance and experience". He further said, "The core of my faith is that only work worth doing in play; by play I mean doing anything with one's heart in it. Only that child learns best who learns with interest and with a purpose and sees significance in what he does."

DEFINITIONS:

Ross: "Play is joyful, spontaneous and creative activity in which man finds fullest self-expression."

Thomson: "Play is impulse to carry out certain instinctive actions."

Crow and Crow: "Play is the activity in which a person engages himself when he is free to do what he wants to do."

Froebel: "Play is the highest phase of child development and the source of all that is good."

PRINCIPLES OF PLAY-WAY METHODS

The following are the underlying principles of play-way method:

A. LEARNING BY DOING,

Training of five senses makes all round development in an individual. The principle of learning by doing involves maximum usage of these senses. Any knowledge which a child gains through his head and hands becomes interesting and purposeful for him. The children experiment and discover themselves the required knowledge by means of play-way method.

B. PRINCIPLE OF INDIVIDUAL DIFFERENCES

The play-way method takes into account the individual differences of the learners. Every individual works according to his differences in different spheres like interests, attitudes, sentiments, capabilities, intelligence level etc. It makes the learning easy and understandable by involving every learner according to his differences.

C. SYMPATHETIC ATTITUDE:

Play-way method develops a congenial environment in teaching-learning process. It does not create artificial environment or any compulsion on the learners. Everyone is free to do and act according to his interests. Whenever children need suggestions, they accept them without any hesitation.

PROCEDURE

When we review all the progressive methods of teaching, we find that they contain the principles of play. All the progressive methods viz. Kindergarten, didactic method, project method, Dalton plan involves the procedure which

is of play-way in nature. For example the Dalton plan follows the procedure like assignments or contracts, subject teacher, subject rooms, records, conferences, time budgeting and daily time schedule; involves the play-way principles in each step. Every activity is done according to the capabilities, needs and interests of the learners. They are at liberty to move from one room to another according to their wishes. So, all the progressive methods follow the play-way procedure in their completion.

PRACTICAL APPLICATIONS OF PLAY-WAY METHOD

1. KINDERGARTEN METHOD

Kindergarten means 'garden of children'. In this method, children are provided with seven gifts called apparatus in order to develop the different ideas like shape, colour, number, weight etc. Children learn while playing and singing in a happy atmosphere of kindergarten. It is based upon the play urge of the children. Every activity is designed according to their interests.

2. DIDACTIC METHOD

This method was developed by Maria Montessori. It provides sense training to the individuals, because senses are the gateways of knowledge. In it, the children enjoy, play and learn.

3. PROJECT METHOD

As a method of teaching, it was used by J.A. Stevenson. In it the children choose their projects according to their interests, urges and capabilities and complete their projects only when they follow certain psychological principles of learning like law of readiness, law of effect etc. they learn in real life situations which becomes significant for them.

4. DALTON PLAN

This method was devised by Miss Helen in Dalton USA. In it, complete freedom is given to children to complete their school work according to their interests and capacity.

5. HEURISTIC METHOD

This method was devised by Prof. Armstrong. In it, the children discover things themselves. He experiments and finds out different principles or rules for himself. The child struggles to find out conclusions for an investigation which he chooses voluntarily and happily.

PLAY-WAY IN TEACHING DIFFERENT SUBJECTS

A. LANGUAGES

Play-way method helps the children to acquire the free use of language. Debates, discussions, tutorials, class-meetings, school assemblies provides sufficient opportunities for expressing one's ideas thus help in acquiring control over the use of languages in different situations. Even pronunciation can be well taught in play-way spirit. The little children recite nursery rhymes in a singing manner even if they do not understand its meaning. So play-way method is very effective and significant at elementary level in order to make the use of language in different situations.

B. MATHEMATICS

Different mathematical operations like addition, subtraction, multiplication and division can be taught through play-way method. Counting and simple calculations can be taught by organizing projects like running a shop, managing a post-office, opening a co-operative store etc.

C. SOCIAL STUDIES

It can be taught through dramatics, stamp collecting, drawing of maps, graphs, charts, pictures, globe-making, models, historical and cultural excursions and tours.

D. SCIENCE

Science can be best taught through play-way method. Different experiments, collection of specimens, manufactured articles, minerals, preparation of charts, models and graphs, photography, soap making, chalk making, preparation of squashes, jams etc. can be best taught through play-way spirit. Children love to make things for themselves so they should be given ample opportunities for activity and play.

UNIT - V

ACQUISITION OF LANGUAGE ELEMENTS

5.1 PARTS OF SPEECH

Sentence, clauses and phrases are made up of words. According to their nature and functions in the sentence, words are divided into eight classes, called parts of speech.

5.1.1. NOUNS

A noun may be defined as the name of a person, place or thing.

For example:

- a) **Gandhiji** is the father of the nation
- b) **India** is the biggest democracy in the world.

The nouns may be divided into two types. They are abstract and concrete nouns.

5.1.2. PRONOUNS

A pronoun may be defined as a word used instead of a noun.

For example:

- a) Hari said that **he** was a good swimmer
- b) Mary told **her** parents that **they** should force her to marry Francis

5.1.3 ADJECTIVE

An adjective may be defined as a word, which qualifies a noun and adds something to its meaning.

For example:

- a) He is an **eloquent** speaker
- b) I have **many** friends in Delhi

5.1.4. VERB

Verbs are words, which describe the action or condition of the subject, i.e. what the subject does, or what happens to it, or what it is.

For example:

- a) The thief **jumped** over the wall
- b) The sun **sets** in the west

5.1.5 ADVERB

Words which modify, add something to the meaning of a verb, an adjective or an adverb is called adverb.

For example:

- a) Copy out this **carefully**
- b) These shoes are **too** big for me
- c) He ran very **fast**

5.1.6 PREPOSITION

Preposition is a word, which is usually placed before a noun or pronoun to show latter's relation to some other word in the sentence.

For example:

- a) I put it **in** the box
- b) The monkey climbed **up** the tree
- c) The horse galloped **around** the field

5.1.7 CONJUNCTION

A conjunction may be defined as a word used to join together words, phrases or clauses.

For example:

- a) He works hard to earn his bread **and** butter
- b) To fight **or** give up-that is what we have to decide

5.1.8. INTERJECTION

An interjection is a word of exclamation, expressing a sudden feeling or excitement.

For example:

- a) **Oh!** I have lost my purse
- b) **Alas!** The poor woman died in the hospital

c) **Hurrah!** We have a holiday tomorrow

5.2. 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.

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: **V₁**

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) + V₁ + ing**

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. 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).**

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)**

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**

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)**

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**

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**.

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**

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 + V₃ (Past participle)**

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 + V₁**

5.3. SENTENCE - CLASSIFICATION

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

- E.g. 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

5.3.1 ASSERTIVE SENTENCE

- E.g. 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.

5.3.2. IMPERATIVE SENTENCE

- E.g. 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.

5.3.3. INTERROGATIVE SENTENCE

- E.g. Do you speak English?
▪ What are you doing?

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

5.3.4 EXCLAMATORY SENTENCE

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

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

5.4. SIMPLE COMPLEX AND COMPOUND

According to the clause structure, the sentences can be divided into four different kinds. They are simple, compound, complex and compound complex.

5.4.1. SIMPLE SENTENCE

A simple sentence contains a subject and a verb and it expresses a single complete thought that can stand on its own.

Examples:

- The baby cried for food.
- Professor Maple's intelligent students completed and turned in their homework.
- Megan and Ron ate too much and felt sick

5.4.2. COMPOUND SENTENCE

A compound sentence has two independent clauses. An independent clause is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a complete thought. Basically, a compound contains two simple sentences. These independent clauses are joined by a conjunction (for, and, nor, but, or, yet, so).

Examples:

- The shoplifter had stolen clothes, so he ran once he saw the police.
- They spoke to him in Spanish, but he responded in English.

5.4.3. COMPLEX SENTENCE

A complex sentence is an independent clause joined by one or more dependent clauses. A dependent clause either lacks a subject or a verb or has both a subject and a verb that does not express a complete thought. A complex sentence always has a subordinator (as, because, since, after, although, when) or relative pronouns (who, that, which).

Examples:

- After eating lunch at The Cheesecake Factory, Tim went to the gym to exercise.
- Opinionated women are given disadvantages in societies that privilege male accomplishments.
- The woman who taught Art History 210 was fired for stealing school supplies.

5.4.4. COMPOUND-COMPLEX SENTENCES

A compound-complex sentence has two independent clauses and at least one dependent clause.

Examples:

- After the two soccer players lost their game, they joined their other teammates for lunch, and they went to the movies.
- The man believed in the system, and he knew that justice would prevail after the murderer was sent to jail.

5.5. PATTERN OF SENTENCES

1. S--V--(Adv.)

(Subject--Intransitive Verb--Adverb, usually optional)

Examples:

- The man coughed (loudly).
- The audience laughed.
- The guest has arrived.
- The children walked down the street.
- The waiter hurried away from the door.

Note: An intransitive verb is an action verb that does not require a direct object or a complement to complete its meaning. The word "intransitive" literally means "does not carry across." Therefore, the action of the verb does not transfer to an object, that is, a person or thing that receives the action of the verb. Often, adverbs or adverb phrases will appear in these sentences to expand the basic meaning of the verb.

Note: Some intransitive verbs can take a direct object in a different sentence. Usually the meaning of the verb changes in a sentence requiring a direct object. Here is an example:

- He **runs** every morning. (Intransitive verb)
- He **runs** a successful business. (Transitive verb)

2. TRANSITIVE VERB PATTERNS (ACTIVE VOICE)

A. S--V--DO

(Subject + Transitive Verb + Direct Object)

Examples:

- The dog **catches** the ball.
- The baby **likes** bananas.
- Dogs **chase** cats.
- That man **teaches** English.
- The scientist **performed** an experiment.

Note: Some verbs require an adverb with this pattern.

S--V--DO--Adv.

(Subject + Transitive Verb + Direct Object + Adverb)

- The guard **put** the key in the door.
- The police **treated** the old man politely.

B. S--V--IO--DO

(Subject + Transitive Verb + Indirect Object + Direct Object)

Examples:

- Tom **wrote** his mother a letter.
- Mr. Smith **teaches** the students English.
- The dog **gives** the man the newspaper.
- The shopper **gave** the clerk ten dollars.
- Pearl **sent** Tom a book.

C. S--V--DO--OC

(Subject + Transitive Verb + Direct Object + Object Complement)

Examples:

- He **called** the teacher a genius.
- Teaching English **is driving** Shelley bananas.
- The class **elected** Jerry president.
- Studying **keeps** him busy.
- The lawyer **considered** the defendant innocent.
- Alice **cut** her hair short.
- The child **made** her mother happy.

3. S--V--SC (Subject--Linking Verb--Subject Complement)

Examples:

- That man **is** a merchant.
- His brother **became** chairman.
- He **will remain** an officer.
- The nurse **seemed** tired.
- This soup **tastes** good.
- I **feel** sick.
- My grandfather **looks (or appears)** old.
- His hair **turned** grey.

Note: You can often determine whether the verb is linking by replacing it with "to be." If the meaning of the sentence remains the same, you have a linking verb.

Note: A subject complement follows a linking verb. It can be either a noun or an adjective. The noun SC renames or identifies the subject. The adjective SC describes the subject.

4a. S--V_i' (to be)--Adv. or PP

(Subject--Verb ("to be")--Adverb or Prepositional Phrase)

Examples:

- My parents are here.
- My house is on Vanowen Street.
- The groceries are in the kitchen.

Note: This pattern is similar to pattern 3 (S--V--SC). However, the verb is not followed by a subject complement (an adjective or noun that completes the meaning of the subject). Instead, an adverb of place or a prepositional phrase showing location completes the meaning of be. In this case, "to be" is not a linking verb. Some grammar books will call "to be" an intransitive verb in this special case. Intransitive verbs do not require a complement or a direct object to complete their meaning.

4b. There--V (to be)--S--Adv. or PP

(There--Verb ("to be")--Subject--Adverb or Prepositional Phrase)

- There was some money in my pocket.
- There were two exams yesterday.

Note: This pattern is often called the "delayed subject" pattern. The word "there" (called an expletive) fills in the place where the subject normally appears. The subject doesn't appear until after the verb. If you delete "there" and move the subject into its normal position in front of the verb, you have made this a "pattern 4a" sentence. Remember that "there" is never the subject of the verb. The verb must agree in number (singular or plural) with the subject word that follows it. If you understand this pattern, you will always know whether to make the verb singular or plural.

NOTES ON TRANSITIVE VERB PATTERNS:

The action expressed by a transitive verb "carries across" to a receiver. The receiver of the action is called the direct object. Transitive verbs require a direct object to complete their meaning. A good test for recognizing a direct

object is to ask the question "what?" after the verb. The answer is the direct object.

The **indirect object** comes between a transitive verb and the direct object of that verb. The I.O. receives the result of the action; in other words, the I.O. receives the D.O. A good way to identify the indirect object is to ask the question "to whom?" or "for whom?" after the direct object. The answer is the indirect object.

An **object complement** completes the meaning of the direct object with a noun that renames it or an adjective that describes it.

In the **active voice** transitive verb patterns shown on page 2, the **subject** of the sentence performs the action of the verb. Only transitive verb patterns can be changed to the passive voice. In the **passive voice**, the subject of the sentence **does not** perform the action of the verb. The subject is usually the receiver of the action (a direct or indirect object). Form the passive verb using "to be" as an auxiliary plus the past participle of the main verb.

EXAMPLES:

- **Active voice:** The dog **catches** the ball.
Passive voice: The ball **is caught** (by the dog).
- **Active voice:** The scientist **performed** an experiment.
Passive voice: An experiment **was performed** (by the scientist).
- **Active voice:** Pearl **sent** Tom a book.
Passive voice: A book **was sent** to Tom (by Pearl).
- **Active voice:** He **called** the teacher a genius.
Passive voice: The teacher **was called** a genius.

5.6. FORMS OF SENTENCES: ACTIVE AND PASSIVE

Voice refers to the form of a verb that indicates when a grammatical subject performs the action or is the receiver of the action. When a sentence is written in the active voice, the subject performs the action; in the passive

voice, the subject receives the action. In academic writing, it is generally preferred to choose an active verb and pair it with a subject that names the person or thing doing or performing the action. Active verbs are stronger and usually more emphatic than forms of the verb "be" or verbs in the passive voice.

Active: The award-winning chef prepares each meal with loving care.

Passive: Each meal is prepared with loving care by the award-winning chef.

In the above example of an active sentence, the simple subject is "chef" and "prepares" is the verb: the chef prepares "each meal with loving care." In the passive sentence, "meal" is the simple subject and "is prepared" is the verb: each meal is prepared "by the award-winning chef." In effect, the object of the active sentence becomes the subject in the passive sentence. Although both sentences have the same basic components, their structure makes them different from each other. Active sentences are about what people (or things) do, while passive sentences are about what happens to people (or things)

5.6.1. USING THE AUXILIARY VERB "BE"

The passive voice is formed by using a form of the auxiliary verb "be" (be, am, is, are, was, were, being, been) followed by the past participle of the main verb

Active:	He loves me
Passive:	I am loved
Active:	We took our children to the circus
Passive:	The children were taken to the circus

Notice how the "be" auxiliaries change the meaning of the verbs from action to condition or from "doing" to "being."

He remembers his grandmother. ("He" is doing an action: remembering)

His grandmother is remembered. ("She" is in a condition: being remembered)

In this way, the past participle functions very much like an adjective; it describes the subject.

Active: The woman is pretty.
Passive: She is a pretty woman
Active: The woman is married.
Passive: She is a married woman.

5.6.2. VERB TENSES USED IN ACTIVE AND PASSIVE VOICE

The following is a summary of active and passive forms of all verb tenses. Remember that in active forms the subject of the sentence is the person or thing that does the action. In passive constructions, the verb is performed by someone or something other than the subject; often, the action is done to the subject by someone else.

PRESENT TENSE

Use the simple present tense to make a generalization, to present a state of being, or to indicate a habitual or repeated action.

Active	Passive
Base form or "-s/-es" form	am/is/are + past participle

For Examples:

Active: Professor Brown teaches at Hunter
Passive: Sonia is taught by Professor Brown
Active: All humans are equal.
Passive: All humans are created equal

PRESENT PROGRESSIVE

Use the present progressive to describe an ongoing activity or a temporary action.

Active	Passive
am/is/are + -ing	am/is/are + being + -ed/-en

Examples:

Active: The students are learning Spanish

Passive: Classes are being conducted in Spanish.

Active: He is being hired to work at McDonald's

Passive: I am working at McDonald's until I finish school.

PRESENT PERFECT

Use the present perfect to describe an action occurring in the past but relevant to the present, or extending to the present.

Active	Passive
has/have + -ed/-en	has/have + been + -ed/-en

Example:

Active: Hunter has opened a language institute in East Harlem

Passive: The language institute has been opened to relocate students

Active: Hunter has offered E.S.L courses for twenty years

Passive: E.S.L. courses have been offered for twenty years

PRESENT PERFECT PROGRESSIVE

Use the present perfect progressive to describe an ongoing action beginning before now and is still relevant to the present.

Active	Passive
has/have + been + -ing	

Example:

Active: Hunter has been awarding BA and MA diplomas for over 100 years

Passive: -

Note: Because of awkward construction, the perfect progressive form is not used in the passive voice. Instead, an adverb may be used to show continuing action: "We have been **repeatedly** scolded for being late."

PAST TENSE - SIMPLE PAST

Use the simple past to indicate a general or habitual action occurring in the past or at a specific time in the past.

Active	Passive
base + -ed or irregular form	was/were + -ed/-en

Example:

Active: Our family bought all our clothes at Sears when I was young

Passive: The clothes were bought by my mother

Active: My uncle gave me one hundred dollars

Passive: The money was given to me to buy new clothes.

In informal conversation, speakers of English often express habitual behaviour in the past using the modal "would."

Active: would + base

Passive: would + be + -ed/-en

Active: We would usually eat burgers in the food court.

Passive: Most of the French fries would be eaten before we got to the table.

PAST PROGRESSIVE

Use the past progressive to indicate an ongoing action in the past or an action continuing through a specific past time.

Active	Passive
was/were + -ing	was/were + being + -ed/-en

Examples:

Active: He was driving a car

Passive: A car was being driven by him

PAST PERFECT

Use the past perfect to indicate an action completed prior to a particular time or before another action in the past.

Active	Passive
had + -ed/-en	had + been + -ed/-en

Example

Active: He had given an award

Passive: An award had been given by him

PAST PERFECT PROGRESSIVE

Use the past perfect progressive to indicate a continuing action that began before a past action or time.

Active	Passive
had + been + -ing	-

FUTURE TENSE - SIMPLE FUTURE

Use the future to indicate an action that is expected to take place at a future time. Active Passive

Active	Passive
will + base	will + be + -ed/-en

Example

Active: Paul and Mary will marry in June

Passive: They will be married by a priest and a rabbi

FUTURE PROGRESSIVE

Use the future progressive to indicate an action in future with emphasis on continuing action.

Active	Passive
will + base + -ing	-

Example:

Mary and Paul will be spending lots of time on the beach. Note: Not used in the passive voice.

FUTURE PERFECT

Use the future perfect to indicate a future action expected to be completed before another future action or time.

Active	Passive
will + have + -ed/-en	will + have + been + -ed/en

Example

Active: By their wedding date, they will have saved enough money to buy a house.

Passive: Enough money will have been saved by them

FUTURE PERFECT PROGRESSIVE

Use the future perfect progressive to indicate an action projected to have been going on for a while before a time in the future.

Active	Passive
will + have + been + -ing	-

Example

When they celebrate their first anniversary, they will have been living together for a full year. Note: Not used in the passive voice.

WHEN TO USE PASSIVE VOICE

Although active voice is generally preferred in academic writing, passive voice is acceptable under certain conditions. '

USE PASSIVE VOICE

- To emphasize the receiver of the action instead of the doer

Examples

Quizzes are given regularly.

Grades for all students are averaged.

Questions are encouraged.

- To keep the focus on the same subject through several sentences or paragraphs

Example:

My sister and I grew up and went to school in Jamaica. We were educated according to the British system. In 1997 we were given the opportunity to come to the United States. We decided to finish high school before leaving our own country. We were concerned that the

education in this country might not be as good as the one we had there, and we wanted to improve our English too.

- When we do not know who performed the action:

Example

Ray's calculator was made in Germany.

The answers have been filled in.

- When we do not wish to mention the doer of the action:

Example:

Many problems have been ignored for too long.

I was given some bad advice.

Note: This use often reveals an unwillingness to take responsibility (or place it on someone else).

- When we want to sound objective or avoid using the subject "I"

Examples:

Studies have shown . . .

It is well-known . . .

Hamlet is considered . . .

It can be assumed . . .

It has been established

5.7. QUESTION TAG

Examples: a) Ram works hard, **doesn't he?**

b) He is not coming, **is he?**

A short Question following a sentence is called a question tag.

5.7.1. RULES FOR MAKING QUESTION TAG

1. The sentence and the question tag must be in the same tense.
2. If the Sentence is positive, the question tag must be negative and vice versa.
3. Always use pronoun in the question tag.
4. For negative question tag, use the Contracted form of 'helping verb' and 'not'. E.g. didn't, hadn't, won't etc.

5.7.2. SOME IMPORTANT RULES

RULE-1: There is no contracted form of 'am not' but 'aren't' is used in question tag.

- E.g. - I am fine, aren't I?

RULE-2: Each, every, everyone, everybody, no one, nobody, none are singular and hence will take singular verb/ singular pronoun/ singular adjective with them but their question tag will take plural verb and plural pronoun.

- E.g. - Everyone has come, hasn't he (Incorrect)
- Everyone has come, **haven't they** (correct)
- None of your friends like her, do they?
- Everyone can speak English, can't they?

RULE-3: Collective noun takes singular verb and singular pronoun in question tag.

- E.g. - The jury has taken its decision, **hasn't it?**

RULE-4: If we talk about the individual members of the collective noun or if there is a difference in opinion among the members of the collective noun, plural verb and plural pronoun are used.

- E.g. - The committee are divided in their opinion, **aren't they?**

- The audience have taken their seats, **haven't they?**

RULE-5: Some words are negative in meaning namely hardly, seldom, scarcely, rarely, barely etc. Hence they will take positive question tag after them.

- E.g. - He hardly does any work, **does he?**
- He found barely anything to eat, **did he?**
- He is seldom absent, **is he?**

RULE-6: If the sentence starts with "let us/ let's ", "shall we" is used in the question.

- E.g. - Let us go to party tonight, **shall we?**

RULE-7: In Imperative sentences, question tag 'won't you' is used.

- E.g. - come in, **won't you?**

RULE-8: If in an imperative sentence, somebody is being offered anything, or if someone is being asked to do something, "will you/ would you" is used in the question tag.

- E.g. - Open the door, would you?
- Have some more tea, would you?

RULE-9: "Can't you" is used in the question tag to express impatience.

- E.g. - Shut your mouth, **Can't you?**

RULE-10: In negative imperative sentence, "will you?" is used in the question tag.

- E.g. - Do not worry, **will you?**

RULE-11: If a sentence starts with "There", the question tag will have "there" in the place of pronoun.

- E.g. - There is no water, **is there?**

- There were no good schools in the town, **were there?**

RULE-12: Question tag is always made in accordance with the main part of the sentence.

- E.g. - I think, he is right. **isn't he?** (Here 'I think' is not important and hence it is not the main part of the sentence".