

SEMESTER -1
PEDAGOGY OF ENGLISH-I - Part-1/4

UNIT - 1

AIMS AND OBJECTIVES OF TEACHING ENGLISH

English is spreading its wings far and wide of the globe. It is not an exaggeration to say that there cannot be any place on the earth which is not influenced by English. Increasing number of users of English is a testimony to its importance. It goes deep into different societies by its range of societies. Considering the benefits that we get from English, it is mandatory for the people of India, especially, right from the primary level, to learn English. Besides, learning English help us to face the global challenges. There is no field in the world which is not penetrated by the use of computer. Relying on the use of computer stipulates the learning of English. In Indian system of school education primary students are expected to take at least five subjects.

AIMS AND OBJECTIVES OF TEACHING ENGLISH IN INDIA

It is very necessary for a teacher to know the aims and objectives of teaching English. The teacher must know what changes can be brought about in his learner's knowledge and skills at the end of the course, term, semester, month, weeks and each particular lesson. If you observe the actual practice of teaching English in India, unfortunately, you may realize that teachers teach English either to cover the prescribed course or to make the learners pass the exam. But these are not the aims and objectives of teaching English.

Let us try to understand the differences between aims and objectives

AIMS	OBJECTIVES
Aims are what you want to achieve	objectives are what you will do to achieve them
Aim is setting a determined course in order to achieve a set target	an objective is a more specific target in order to achieve the goal
Aim is usually a long-term process	an objective is for short term
An aim can be slightly vague	an objective is always specific

AIMS OF TEACHING ENGLISH

Let us try to understand what are the aims of teaching English? It can be summarized as under

General Aim

The general aim of teaching English is to make the learner an effective user of English language.

Cultural Aim

The cultural aim of teaching English is to enable the learners to know all the cultural groups of the world in general and cultural groups of India in particular. It will help in exchanging cultural values and eradicating cultural evils; such as superstitions, ignorance, untouchability, intolerance, extremism, etc and a rich and tolerant multi-cultural society can be established.

Literary Aim

The literary aim of teaching English is to open the treasure of rich English literature for Indians, such as; poetry, drama, prose works and fiction and enable them to produce Indian English literature to communicate the Indian philosophy, culture, values and dynamics to the world.

Utilitarian Aim

The utilitarian aim of teaching English is to open the gates of opportunities in different fields of life, education, travel, science, technology and international affairs.

Linguistic Aim

The linguistic aim of teaching English is to enable the learners to understand the system of English words (Morphology), sounds (Phonology) and sentences (Syntax).

Integrative Aim

The integrative aim of teaching English is to inculcate the integrative quality of English language that unites people all across the world and India.

AIMS OF TEACHING ENGLISH AT PRIMARY LEVEL

- To learn English alphabet
- 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.

AIMS OF TEACHING ENGLISH AT SECONDARY LEVEL

- To understand spoken English with ease and to understand English from broadcasting.
- To speak simple English correctly and fluently.
- To read English comprehension at a reasonable speed.
- To pronounce the words correctly so as to decode by others
- To produce simple and meaningful sentences.
- To be engaged in conversation in English
- To write neatly and correctly at a reasonable speed.
- To read and comprehend stories and incidents in social set up and to understand the content from English new papers.

AIMS OF TEACHING ENGLISH AT THE HIGHER SECONDARY LEVEL

- To understand English with ease when spoken at normal conversational speed.
- To read Standard English newspapers regularly.
- To gain ability to understand English from the native speakers and to respond reciprocally.
- To have the ability to note-making and note-taking.
- To be able to convey one's thought and feeling to be understood by others.
- To acquire the vocabulary to tune of all the situations that one encounters.
- To be able to use reference materials like dictionary and thesaurus.
- To develop and enjoy the literary items.
- To develop aesthetic sense through poems in English
- To understand advertisement and apply for higher studies and for job.
- To learn the functional aspects of grammar.

- To be familiarized in the stress and intonation patterns of English
- To be able to answer any open-ended questions in examinations and express all the thoughts and feeling in English.

Some common aims and objectives of teaching English include the following:

Developing Proficiency in Language Skills:

Objective: To develop students' proficiency in the four language skills: listening, speaking, reading, and writing.

Aim: To enable students to effectively communicate in English, understand spoken and written texts, and express their thoughts and ideas accurately.

Enhancing Language Competence:

Objective: To enhance students' knowledge of grammar, vocabulary, and sentence structures.

Aim: To enable students to use the English language correctly and appropriately in various contexts, demonstrating a solid understanding of language rules and structures.

Promoting Critical Thinking and Analysis:

Objective: To encourage students to think critically, analyze texts, and express their opinions.

Aim: To develop students' ability to evaluate and interpret information in English, engage in thoughtful discussions, and express their viewpoints with clarity and coherence.

Fostering Cultural Awareness:

Objective: To expose students to different cultures, traditions, and perspectives through English language learning.

Aim: To help students appreciate and respect cultural diversity, develop intercultural competence, and become global citizens who can effectively communicate and interact in multicultural settings.

Encouraging Creative Expression:

Objective: To stimulate students' creativity and imagination in English language usage.

Aim: To enable students to express themselves creatively through various forms of writing, such as stories, poems, essays, and presentations, fostering their linguistic and artistic abilities.

Building Language Learning Strategies:

Objective: To equip students with effective strategies and techniques for language learning and self-improvement.

Aim: To develop students' autonomy and metacognitive skills, enabling them to become independent language learners who can set goals, manage their learning, and utilize appropriate resources.

Integrating Digital Literacy:

Objective: To incorporate digital tools and resources in English language instruction.

Aim: To familiarize students with digital literacy skills, such as navigating online platforms, evaluating digital sources, and using technology for language learning, communication, and creativity.

FUNCTIONS OF LANGUAGE

Language serves many functions which enhances the communication process. It conveys meanings, intentions, motives, feelings and beliefs. Language is symbolic, in that speech sounds and utterances stand for or represent various objects, ideas and events. It is means of social contact and is the only means to prevent isolation from the world. Language is primarily vocal made up of vocal sounds only, produced by a physiological articulatory mechanism in the human body. A child learns to speak first; writing comes much later, also during lifetime, a man speaks much more than he writes. Language is a form of social behavior, a child learns to speak the language of the community in which he or she is placed, he or she picks up the language of the social set-up in he or she grows up.

Following functions of language are as follows-

Language is learnt: Learning of language is not an automatic process. Of course, it is a behavior but it is not type of behavior like walking and crawling that comes to child in natural way. Language by imitation and practice. Language is not possible without effort.

Language is related to the culture of society: Every language is related to culture of society to which it belongs. The culture of the people naturally influences the language. Every language is the product of society. We cannot separate language from the culture in which that language exists. It has meaning only in relation to that society and culture.

Language is species specific: Language is species specific. Only human beings have got the gift of language. Of course, the other species do communicate but only human beings can make use of language.

Language is species uniformed: Language is species uniformed. All human children are capable of acquiring any language natively if they are provided the right kind of environment.

Language is a system: Each language is a unique system. The system of language consists of sounds, structures and vocabulary. A person who wants to learn a new language will have to learn new sounds, new structures and new vocabulary. The sound system of language differs from language to language depending upon the culture to which a language belongs. Each language has its own system of vocabulary. Thus, each language is systematic.

Language is a system of systems: Each language is a system of systems. There are phonological and grammatical systems in all languages. There are several sub systems with in a language. The phonology of a language forms its own system as the various sounds function in a systematic way.

Language is a system of symbols: Each language works through symbols. Different words used in a language are the symbols. They stand for certain things. The language will function well if its symbols are known both to the speaker and the person for whom they are being used.

For example, the world cup has three sounds (K, A, P) It is a symbol of English because a meaning is attached to it. But if we take the same three sounds like, K, A, P they do form cup, but that is not a symbol of English language as no meaning is attached to it.

Symbols of language are vocal: Different symbols are used in a single language. These symbols are vocal. A language system does not exist in a vacuum. It is primary used in speech. Only speech provides all essential signals of a language. There are other kinds of symbols which cannot be called vocal symbols. For example, gestures and signal flags are visual symbols and ringing of the bells and beating of a drum are auditory symbols. They do not form any language. In language the sounds are produced through vocal organs. Reading and writing are no doubt important. But speech is the basic form of language. A language without speech is unthinkable.

Language is a skill subject: Learning of a language is a skill subject. It is skill like swimming and cycling. We cannot learn swimming or cycling just by studying rules. We can learn it by practice. In the same way, we can learn a language y constant practice of that language. So a lot of repetition for major linguistic skills like listening, speaking, reading and writing is required.

Language is for communication: Language is the best means of communication and self-expressions. Human beings express their ideas, thoughts, feelings and emotions through language. In this way language is a means to connect past present and future.

Governed by a particular set of rules: Each language is governed by a particular set or rules. For example, English is S.V.O. language. In forming sentence, we put subject, then verb and after verb we put object.

For example

He killed a snake.

Subject Verb Object

Symbols of language are Arbitrary: Here by arbitrary symbols we meant that there is no visual relationship between the language item and the object for which it stands. A man is called man traditionally. There is no visual similarity between the symbol 'man' and the actual man. We have not named it so on the basis of some logic or scientific principles. In English, we say man, and in 'Hindi' we say 'manuYya'. None of them is better than the other. In fact, we call a man 'man' because people have agreed to use it in that sense.

Language is unique: Each language is unique because it has its own style of functioning. The sounds, vocabulary and structures of every language have their own speciality.

PRINCIPLES OF ENGLISH LANGUAGE TEACHING

English dominated the curriculum in the British Raj. It was the medium of instruction from the lowest to the highest segments of education. This status of English remained even after independence. Still it enjoys a prestigious position in the society. Even if English is a foreign language, it attains an important position in India. Many Indians feel that English is not a foreign language, a language of the British. They have made it very much of their own. Yet a segment of people has been voicing against English as the colonial language and the judicious use of it may restrict us from the hangover of the colonization period. Apart from this ideological stand, English invariably captures all the functional domains such as education, technology, business, international affairs etc. One should have a basic knowledge in English to participate in all these activities. This certainly has a great impact on the agencies of education. Learning a second language is more than learning a mere description of it. It is to develop the ability to use the language fluently and appropriately. This is true of not only second language learning but also of first language learning. Essentially, all language learning involves the processes of listening, speaking, reading and writing. These processes involve both linguistic and psychological aspects. This leads us to the fact that all language learning is based on certain well-defined principles derived from linguistic science as well as psychological science. Principles of Language learning and teaching are a matter of practice. The language teacher can teach the language by choosing any method. But the knowledge and application of certain principles help him to teach the same language effectively. While teaching, the teacher must keep in mind the learner, his capability and capacity to learn and above all his environment of learning. Some teachers knowingly use difficult words of English while teaching. They forget the mental ability-and the grasping capacity of the learners. That type of teaching is not good.

Some of the basic principles of Language Learning and Teaching are explained blow:

GENERAL PRINCIPLES OF ENGLISH LANGUAGE TEACHING

Habit Formation

Language learning is a habit formation process. It is a process during which various language habits are formed. Therefore, listening, speaking, reading and writing habits are to be formed consciously and unconsciously.

Practice and Drill

Language learning is a habit-forming process. For this purpose sufficient practice and drill is needed.

Oral Approach

A child learns to speak his mother tongue before reading or writing it. This principle should be adopted in learning and teaching a second or a foreign language.

Natural Order of Learning

Listening-Speaking-Reading-Writing (LSRW) is the natural order of learning a language. In this order, a child learns his or her mother tongue without any formal instruction. So this natural order of learning should be considered while teaching English.

Multi-Skill Approach

All the four language skills are to be given their due importance when learning or teaching them. No skill should be overemphasized or neglected.

Selection and Gradation

One should proceed from simple to difficult in language learning; therefore, vocabulary and structures of language should be selected and graded as per their frequency, teachability and difficulty level.

Situational Approach

The English language should be taught in situations which is the natural way in which a child learns his mother tongue.

Exposure

A child learns his mother tongue because he is exposed to it. While learning a foreign language like English, exposure to it helps in learning it.

Imitation

The child learns his mother tongue by imitation. The English teacher must provide a good model of speech before the learners. Audio-visual aids should be used.

Motivation

Motivation plays an important role in learning a language. Thus, learners should be motivated.

Accuracy

The English teacher should insist on accuracy in all aspects of language learning. So learners follow their teachers and consider them as a role model.

Purpose

Purpose of language learning should be decided in the beginning. So it becomes a simple affair to design a course suitable for the purpose.

Multiple Approaches

The English teacher should not stick to a particular method of teaching. He should use all methods, approaches and techniques of teaching English as per the needs and requirements of learners.

Interest

The teacher should generate a great deal of energy and interest among learners so they will pay attention to learning a language.

Co-relation

If teaching-learning of English is co-related with real life then learner will realize the need of language learning and will take interest in it.

LINGUISTIC PRINCIPLES OF TEACHING ENGLISH

The modern approach to all language learning and teaching is scientific and is based on sound linguistic principles. The principles discussed below in no way claim finality: they are subject to change in the light of new findings revealed by linguists and language users. These principles are general principles and are applicable to English language.

Principle 1. Give Priority to Sounds: The sounds of English should receive priority. Sound should be given its due place in the scheme of teaching. Sounds should not be presented in isolation. They should appear in proper expressions and sentences spoken with the intonation and rhythm that would be used by a native speaker.

Principle 2. Present Language in Basic Sentence Patterns: Present, and have the students memorise, basic sentence patterns used in day-to-day conversation. From small utterances, the students can easily pass on to longer sentences. In case of learning mother tongue, the student's memory span can retain much longer sentences than those of a foreign language.

Principle 3. Language Patterns as Habits: Real language ability is at the habit level. It does not just mean knowing about the language. Make language patterns as habit through intensive pattern practice in variety of situations. The students must be taught to use language patterns and sentence constructions with appropriate vocabulary at normal speed for communication. In fact the habitual use of the most frequently used patterns and items of language, should take precedence over the mere accumulation of words.

Principle 4. Imitation: Imitation is an important principle of language learning. No learner can ever invent language. Good speech is the result of imitating good models. Imitation followed by intensive practice helps in the mastery of the language system.

Principle 5. Controlled Vocabulary: Vocabulary should be kept under control.

Vocabulary should be taught and practised only in the context of real situations. This way, meaning will be clarified and reinforced.

Principle 6. Graded Patterns: To teach a language is to impart a new system of complex habits and the habits are acquired slowly. So, language patterns should be taught gradually, in cumulative graded steps. This means, the teacher should go on adding each new element or pattern to the previous ones. New patterns of language should be introduced and practised with vocabulary that students already know.

Principle 7. Selection and Gradation: Selection of the language material to be taught is the first requisite of good teaching. Selection should be done in respect of grammatical items, vocabulary, and structures.

Selection of language items should involve

- Frequency (how often a certain item or word is used)
- Range (in what different contexts a word or an item can be used)
- Coverage (how many different meanings a word or an item can convey)
- Availability (how far an item is convenient to teach)
- Learnability (how far an item is easy to learn)
- Teachability (how far and item is easy to teach - in the social context)

Gradation of the language material means placing the language items in an order. Grading involves grouping and sequence. Grouping concerns (i) the system of language, and (ii) its structures. Grouping the system of language signifies what sounds, words, phrases and meanings are to be taught.

Thus, we have:

Phonetic grouping, i.e. grouping according to sounds. For example, words having the same sound are placed in the one group as, cat, bat, mat, pat, fat, sat; it, bit, fit, hit, kit, it, etc.

Lexical grouping, i.e., grouping according to lexical situations. Example: school, teacher, headmaster, peon, classroom, library. All these words are grouped around "school."

Grammatical grouping, i.e., grouping according to similar patterns as, my book/ his book, (pattern grouping): in the room, in the corner/ in the class/in the garden, etc. (phrase grouping)

Semantic grouping, i.e., grouping according to meaning. Example: school, college, university; bicycle, rickshaw,

car, tonga, train, aeroplane, etc., Structure grouping, i.e., grouping in the structures means how the selected items fit one into the other-the sounds into the words, the words into phrases, the phrases into the clauses and sentences, and the sentences into the context.

Sequence means what comes after what. Sequence should be there in the arrangement of sounds (phonetic sequence), phrases (grammatical sequence) words (lexical sequence) and in meaning (semantic sequence). Sequence of structures implies direction, expansion, variation and length of the structures.

Principle 8. The Oral Way: Many Experts believe that the oral way is the best way to language learning. Prof. Kittson rightly observes, "Learning to speak a language is always the shortest road to learning to read and write it." Prof Palmer also writes, "We should refrain from reading and writing any given material until we have learnt to use its spoken form."

Principle 9. Priorities of Language Skills: Listening comprehension, speaking, reading and writing are the four fundamental skills. Listening and speaking are primary skills, while reading and writing are secondary skills. Reading and writing are reinforcement skills. They reinforce what has been learnt through listening comprehension and speaking. In fact, listening comprehension and speaking speed up the reading process. Writing should be introduced after reading.

Principle 10. Multiple Line of Approach: "The term multiple line implies that one is to proceed simultaneously from many different points towards the one and the same end. We should reject nothing except the useless material and should select judiciously and without prejudice all that is likely to help in our work". In teaching a language, it implies addressing the problem from all fronts. Say, for example, there is a lesson on 'Holidays' in the text book. The teacher can have a number of language activities connected with the topic such as oral drill, reading, sentence writing, composition, grammar, translation, language exercises etc.

Principle 11. Language Habit through Language Using: A language is best learnt through use in different contexts and situations. Prof. Eugene A. Nida rightly observes, "Language learning means plunging headlong into a series of completely different experiences. It means exposing oneself to situations where the use of language is required." Another expert expresses a similar opinion by saying: "Learning a language means forming new habits through intensive practice in ? Since it is a quotation, I could not correct it Author must check with the original and speaking. The emphasis should always be on language in actual use".

Principle 12 Spiral Approach: The “spiral” approach to language learning should be followed. Previously taught vocabulary and structures should be reintroduced in subsequent units whenever logical or possible. This is called the “spiral approach.”

Principle 13. Use Mother-tongue sparingly. The mother tongue should be sparingly and judiciously used during teaching English. Of course, at the early stage, some explanations will have to be given in pupil’s mother tongue. It is important that students do not use their mother tongue in the classroom.

PSYCHOLOGICAL PRINCIPLES OF TEACHING ENGLISH

It will not be out of place to list down certain principles that have been derived from the science of psychology.

Principle 1. Motivation: Motivation is an important factor in language learning, particularly in learning a second language. It creates interest as well as the need to learn the target language. If the need for the language we use is felt, it is learnt easily. Pupils’ interest can be aroused in a number of ways, and language learning can be made increasingly interesting and attractive. It can be done with the help of pictures, charts, models, flash cards, black board sketches and similar other visual devices. The use of tape-recorder on modern recording devices can be most effective in the teaching of pronunciation. The aim is to have the students maximally exposed to the target language in variety of contexts and situations, not in isolation. The teacher should prompt connections, feedback and correct errors, if any. The rule is teach, test, re-teach, retest. The teacher should make continual and significant use of language material in class-room situations. Palmer suggests the following six factors which motivate and create interest among the learners :

The limitation of bewilderment, that is, minimizing confusion;

The sense of progress achieved;

Competitions;

Game-like exercises;

The right relation between teacher and student; and Variety.

Principle 2. Immediate Correction: Corrections make all the difference. They help in improving pupils’ responses. But remember, when corrections are made, they should be made immediately. Moreover, the corrections should be made in such a way that will bring about learning and not frustration or demotivation.

Principle 3. Reinforcement Immediate reinforcement is an important principle: It has been experimentally proved that reinforcement of correct responses helps in better learning. Prompt feedback is also very important. The student should be told his response is correct immediately after it is given by him.

Principle 4. Frequent Review: An important psychological principle is the principle of frequent review. Frequent review and re-entry of the same material is necessary for retention. During the process of reviewing, variations in material should be essentially be introduced and practised.

Principle 5. Correct Responses: It is an important psychological principle that classroom activities should strengthen the language skills. The techniques used by the teacher of English should encourage the maximum rate of correct responses. This will give children the feeling of success, achievement and assured progress.

Principle 6. Practice in Everyday Situations: A language is best learnt when its need is felt in everyday situations. So, English should be practised in every day situations with which children can easily identify.

In short, the children, their environment and their experiences, should be the starting point. Let them recall (and, they should be helped, if they fail) something familiar which is related to or contrasts with a new language item to be learnt.

These are, then, some of the basic principles of language learning and teaching.

Principle 7. Imitation: Learning of any language is based on the principle of imitation. We can see from childhood that language is naturally learnt through imitation. It is especially true in the case of small children. Whatever they see all around them, they imitate those things in the same way. The small children carry on sometimes even the wrong habits of the teacher. If a teacher has poor pronunciation, his students at the early stages of learning the language will pick up the poor pronunciation from him. The bad handwriting of the teacher may also have adverse effect on the

learners. So the teacher who is entrusted with the charge of teaching the competent children must be with a model type of pronunciation. His handwriting should be very good. He must possess good linguistic habits. All this will have very good impact on the growing personalities of the small children. It is therefore, very strongly recommended that competent teachers should be recruited for teaching the small children in the schools.

OBJECTIVES OF TEACHING ENGLISH AS A SECOND LANGUAGE

English has been taught as a second language in India. English came to India with the British. It came to India from a foreign country. The question arises whether English should be taught as a foreign language or as a second language. Firstly, we should understand the difference between learning a foreign language and learning a second language. We learn any language of other countries as a foreign language. A foreign language is learnt mainly to know about the life of the people of that country. On learning a foreign language, learner will not have the chance to use the language in his life situation. Say, if anyone from Trichy wants to know about the people of France, he may learn French on his own interest, but he will not be able to use the language in the social situation in Trichy. So, he learns French as a foreign language. If anyone from Puducherry learns French, then, he learns it as a second language, because he has the opportunities to use French in Puducherry. So, on learning a second language, the learners should be able to use the language in all his life situations. As English is understood in all parts of India, it should be taught as a second language. The very basic objectives of teaching English are to prepare the students to use English globally, in other words, to use English in all situations that we encounter. Teachers and the learners should keep one thing in their mind is that the proficiency required in a second language is almost equal to the proficiency in the first language.

Official Language Commission recommended that English should primarily be taught as a 'language of comprehension'. In the first six years of study the learners from all sources have to develop reading comprehension in English, as we learn it mainly for academic purposes. This should lead to concentrate on other language skills. Even to acquire proficiency in one skill, the other skills reinforce. That way, all the four language skills reinforce each other. Next, English should be learnt as a Library Language. As all the reference books are in English and if we want to develop in Science and Technology and other branches of emerging importance, learning English has become a paramount objective.

Aesthetic sense plays a major role in leading a meaningful and enjoyable life. Literature is the main source that can satisfy our aesthetic demands. English has a rich literature. So, English literature should be learnt, as it is the ultimate objective of learning any language. Literature cannot be appreciated without the language proficiency. L.A. Hill said, "A student cannot appreciate the distinctive qualities of the poetical style of a foreign language unless he has a thorough grounding in the everyday language.

Other main objective of teaching English is to make the learners to have to ability to translate from mother tongue to English, vice versa as a special skill. Translation would come in handy in classroom situations, such as, in giving the meaning of words which have exact translation equivalent in both the languages. Appreciating the poem is another objective. Poetry will develop a favourable attitude towards the language. Besides, reading aloud and memorizing of such poetry will improve pupils' pronunciation and enable them to recall an idiomatic phrase or a sentence when needed.

OBJECTIVES OF TEACHING ENGLISH AS A SECOND LANGUAGE

A) SKILL BASED (LSRW)

Listening

- It enables the learners to:
- listen to English sounds properly;
- listen to words with meaning expressed by others;
- give the response to the talk of the teacher;
- recognize and tell the meaning of the words and sentences expressed by the teacher;

- reproduce whatever he has listened from the teacher; and
- organize the ideas listened to.

Speaking

- It enables the learners to:
- use proper pronunciation in speaking English.
- use correct stress and intonation in speaking English.
- speak grammatically correct.
- tell the answers to the questions asked by the teacher.
- take part in debate and conversation.
- use appropriate vocabulary while speaking English.
- speak English fluently.

Reading

- It enables the learners to:
- read English letters, words and sentences correctly and properly.
- tell the meaning of the words and sentences provided in the written form.
- read English with proper stress, intonation, pronunciation.
- read lessons loudly and silently.
- read English with proper pauses.

Writing

- It enables the learners to:
- write English letters, words and sentences correctly.
- use capital and small letters at the proper places.
- use proper punctuation marks.
- write answers correctly.
- write a composition on a simple topic.
- express the thoughts and ideas in a written form.
- write grammatically correct.
- write English with proper speed.

B) ICT LANGUAGE

English is considered to be a global language and henceforth learning and comprehending it, has been acknowledged worldwide today. English has become the tool for learning, business and most importantly communication. In order to improve the whole experience of English language acquisition we have to integrate ICT (Information and Communication Technology) with current learning methodology. ICT has been discovered to be a very powerful tool for educational change and reform.

With the help of ICT enabled English Language classes, the faculties would find it more easy to conduct classes. It has been proved to be an excellent method of enhancing the teaching and learning process. This is the technology era, and these days even a toddler is familiar with the use of computers and laptops. This is major reason as to why technology has come up with the idea of ICT enabled learning methodology, which could help the children of today's generation in a better way and enhance their skills. It has been explained that ICT enabled language learning can help one to ameliorate the efficiency and effectiveness of their learning process. It is a very flexible, interactive and rich platform that would provide the users a whole new different experience.

We are in the Digital era today, and this is the age of technological learners. These technological learners know well how to use technological tools without any formal instruction as such. Even if they require instruction, they would be able to grasp and implement it very quickly. These learners interact and communicate with others mostly with the help of electronic mediums like mails, internet etc. They obtain most of the information from electronic devices, which has made such tools, a very essential component of their daily life.

Using ICT in a classroom as a tool for language learning has a lot more benefit. It gives stimulus to undertake the tasks that the students may otherwise avoid. In an ICT enabled language learning class, the students would conduct the activities on the computer software platform and they will not have any sorts of hesitations or inhibitions. It would make repetitive tasks more interesting and would have content which could be in multi media formats. The use of multi media while learning English could help in creating a long lasting impact on the learners. The role of Teacher will change from an Instructor's role to that of a Coordinator. Self paced independent learning methodology is what is being propagated with the help ICT enabled English Language Teaching.

Some of the important ICT tools and applications used in the field of English Language Teaching are following:-

(i) Computers: This is the most important tool of information and communication technology and backbone of modern human life. All the modern communication process are impossible without the use of computers. It is helpful in storing, preparing, collecting and preparing of data for communication. It is helpful in the development of listening and speaking skills. It is helpful in English language speaking and listening skills.

(ii) Over head projector: It is an important tool of displaying information and processes to a large number of people simultaneously. It can be used in teaching and training of personnel. Prepared forms of information are easy to display with the help of over head projector.

(iii) Lingua phone: This tool is very important in language training of the students. A number of students can practice speaking and hearing drills with the help of lingua phone. It is especially useful in the training of English language listening and speaking skills.

(iv) Radio: It is very useful in education and training of the students of rural areas. Many distance and open education programmes are being conducted with the help of radio. It is also useful in audio conferencing. Programmes relayed on radio are helpful in the development of language skills, especially dialogues and dramas.

(v) Television: It is useful in education as well as entertainment of the people. It is found that It is helpful in developing listening skills, useful in learning situational language as well as It is highly motivating also. It is very helpful in understanding the language of mass media. A large number of students may be benefitted with the programmes of television simultaneously. Many distance and open universities are running their educational programmes on television, such as Indira Gandhi National Open University, Maulana Azad National Urdu University etc. It is an important tool of audio video conferencing. Live telecast of training and discussions are done through this.

(vi) Internet: It is the most important facility of communication. All the modern communication takes place through this. It has made the communication facility very fast, convenient, economic, and attractive. There are lots of facilities available for communication on internet. Some of them are following:-

(a) Social media: Social media has become an important tool of communication. It provides a platform for sharing thoughts and ideas. Blogs are made on it. Students can add themselves with the English language learning groups and take advantage of sharing information. Lots of social sites are available on it like, Face book, Twitter, Instagram etc. It is very helpful in learning situational language.

(b) Online facilities for English language learning: A lot of online facilities are available on internet for the development language skills. Some of them are e-guidance, e-tutoring, e-teaching, e-journals, e-magazines, e-books, e-library, online training, virtual classes etc.

(c) Online language related courses: These courses are available on internet. Some of them are free and some of them are payable. Students can enroll themselves in these courses and get education and training easily on their own place. Some of the agencies which are providing on line courses are following MOOC, Future Learn, NPTEL, and IIT's, Concordia University etc. Students can watch online and offline videos of language learning for the enhancement of their language skills.

(d) Feature Films in Teaching English: Films can be used in the teaching of English language. Films may be documentaries, educational and entertainment based. These can arouse high level of motivation. It results in a most satisfying learning experience.

Uses of ICT for an ELT teacher: we cannot think of better educational environment without a better teacher. In earlier times the teacher was the focal point of education, but now the role of teachers has changed a lot. He is considered as a guide and friend of students who helps in learning, does not

provides knowledge. To teach better a teacher need to be update with the changes. For this ICT helps a lot.

ICT can be useful for a teacher in the following ways.

(i) It is helpful in the professional development of the teachers. A teacher can learn various language skills with the help of information and communication technologies. He can do various certification programmes in English language teaching run by the famous educational institutions like Cambridge University, British Council etc. These programmes help in enhancing his capacity to teach English language and to make his subject content easy, economic and more understandable.

(ii) A teacher can increase his domain of Knowledge English language with the help of e-journals, e-magazines and e-library that can be achieved only through the use of ICT. He can also participate in discussions and conferences with the experts of his English language teaching to improve his knowledge and skills ELT through audio and video conferencing.

(iv) ICT helps a teacher to learn innovative methods of teaching. He can work with the students on various project and assignments. It also helps him in providing teaching contents, home works etc.

(v) He may participate in various in-service training programmes and workshops which are essential for his professional development with the help of information and communication technologies.

(vii) ICT helps a teacher to guide his students about the English language learning materials available on internet, e-books, e-journals, e-magazines and social sites like linked-in which are helpful in better learning of English language skills.

(viii) ICT also helps him framing curriculum of English language learning. He can study curriculums ELT of different countries to study their pros and cons, challenges as well as sociological and psychological issues related to English language learners. All these things helps him in framing a curriculum that leads to achieve the aims and objectives of English language teaching.

Limitations of ICT tools: Though ICT tools are very helpful in the teaching and learning of English language, still these tools have some limitations. Some of the limitations are discussed below:-

(1) Often student fail to learn the targeted objectives of the English language teaching.

(2) Due to freedom of time and space often students become careless about their targets and indulge themselves in meaningless works.

(3) Repeated use of recorded programmes creates boredom in the students that leads to the problem of indiscipline in the classroom.

(4) Most of the times students remain passive and inactive in the teaching learning process because they get less opportunities to participate actively in the teaching learning process.

(5) The use of ICT tools needs technically trained teachers that lacks and create problems in the TLP.

From the above discussions it is clear that ICT tools have changed the paradigm of English language teaching learning process. So it is essential for a teacher to be familiar with modern ICT tools and use it properly to achieve the aims of English language teaching.

DIFFERENCE BETWEEN LEARNING A MOTHER TONGUE AND A FOREIGN LANGUAGE

Language is the most significant aspect which makes us different from all other species. Accordingly, language acquisition is the most impressive aspect of human development both in psychological and cognitive perspective. However, all the normal human beings acquire the language they first encounter as children. Then they might learn multiple languages but those languages will always be different from the first language they acquired by being exposed to. So, it is evident that there are a lot of differences between the first language and the second language of a person.

Let's explore the differences:

A first language is the mother tongue or native language of a person while a second language is a language a person learns in order to communicate with the native speaker of that language.

The first language is like an instinct which is triggered by birth and developed with the experience of being exposed to it. A second language is a personal choice of a person.

There is no other alternative to a first language. A person cannot decide his/her first language. It comes to him/her as an inheritance/legacy/birthright. On the other hand, a second language is always fixed by the person. There are many alternatives to a second language. A person/community can choose a second language among other languages.

The acquiring process of the first language is very rapid while the learning process of the second language can vary from language to language and from person to person, but can never be as rapid as the first language acquisition.

The first language is 'acquired' and the second language is 'learned'. The difference between these two words describes the qualities of the two languages. 'Acquire' means "to come into possession or ownership of" which indicates that the first language is like a dynamic and abstract property which comes into possession of a person. On the other hand, 'learn' means "to gain knowledge or skill by study, instruction, or experience" which indicates that there is nothing passive in second language learning.

A first language is completely acquired with 100% proficiency within 6 years from the birth. However, a second language can never be learned as efficiently as a first language; though good competence can be achieved in the second language, the process is slow.

The first language acquisition is always natural and there is no need for instruction in acquiring it. But a second language learning is not natural and it needs continuous guidance and instruction.

The first language acquisition begins with telegraphic speech. The term 'telegraphic speech' deriving from the word 'telegram' was coined by Roger Brown, an American psycholinguist, in 1963. It refers to the two-word a child can utter when s/he is 18 to 24 months of age. Examples of telegraphic speech: Mom see, Dad go, No ball, Daddy walk, Mommy milk, etc. On the other hand, the second language acquisition begins with a full sentence. A child cannot start learning the second language without being fully efficient in the first language.

The first language is a natural part of a person's everyday life. But the second language is a new aspect of the person's life if s/he chooses it to be.

The first language does not require any conscious effort; the acquisition process of the first language is subconscious. The second language requires constant conscious effort so that the learners can internalize the structures of the second language.

Some factors of difference for the first language and the second language.

Age:

It is the most important factor that makes a second language totally different from the first language. Children of the age of 6 who have already acquired full proficiency in their first language are most capable of learning a second language. Adults usually find it difficult to learn a new language when they become too accustomed to their first/native language.

Personality:

A child's personality does not usually make that much of difference in the acquisition of the first language. But it makes a huge difference in the learning process of the second language. In the second language learning process, the learners with an introvert personality usually make slow progress than the learners with an extrovert personality.

Culture:

The first language is one of the most important factors of a person's culture. But a second language is not that important in anyone's culture. However, the second language has some effects on the culture of a person but not significant enough to be counted as an element of that culture.

Motivation:

It is an important factor for the second language learning. A learner with good motivation to learn a second language is likely to learn that language faster. But the acquisition of the first language does not require any motivation because it is a natural phenomenon. The first language is acquired subconsciously and there is no need for motivation to acquire it.

Mother Tongue:

The first language is the mother tongue of a person. The second language learning depends a lot on the structures of the first language. If the structure of the first language is similar to the second language, it will be easy and fast for the learners to internalize it. For instance, an English native speaker will find Dutch easier to learn than Hindi as a second language.

A first language and a second language both have their effects on each other. However, as we have learned that the first language is natural and has a solid base in a person's intellectual and psychological development, the first language is not affected by the second language as much as the second language is affected by the first language. Finally, we can say that the relationship and the differences between a first and a second language are complex but constant.

UNIT - 2

ACQUISITION OF TEACHING SKILLS

MICRO-TEACHING

MEANING OF MICROTEACHING

The art of teaching is a complex process. It simply doesn't mean transforming knowledge from one to another. It requires good verbal and non-verbal communicating skills. It requires various techniques to transfer the knowledge effectively. Hence, emerged a concept of micro teaching.

Micro teaching is an Innovative technique used for the teacher trainees to enhance their classroom teaching skills, attitude and behavior. This concept was first introduced by Dwight.W Allen in mid-1960 s at Stanford University.

Micro-teaching is a teacher training technique which aims at modifying Teachers behaviour according to the specific objectives. It is a controlled practice that makes it possible to concentrate on teaching behaviour in the learner-teacher training programme. Micro-teaching has been defined in a number of ways, some selected definition are given below.

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

Allen. D.W and Eve. A.W (1968) Micro-teaching 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 to encounter with a small group of real learners, often with an opportunity to observe the result on videotape.

Singh. L.C (1977): Micro teaching 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.

OBJECTIVES OF MICRO TEACHING

1. To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions
2. To enable teacher trainees to master a number of teaching skills
3. To enable teacher trainees to gain confidence in teaching

CHARACTERISTICS OF MICRO TEACHING

4. It is an individualized training technique
5. It is a part of practicum for teacher trainees.
6. It is not a teaching method or technique.
7. It scales down the complexities of real teaching practicing one skill at a time
8. It reduces the class size to 5 - 10 pupils
9. It reduces the duration of lesson to 5-10 minutes
10. It limits the content to a single concept.
11. Immediate feedback helps in improving, fixing and motivating learning immediate peer feedback and feed back through tape recorder and CCTV.

STEPS OF MICRO TEACHING

- | | |
|--------|--|
| Step 1 | Teacher-educator provides the theoretical information about micro teaching to the learner teachers. |
| Step 2 | The teacher educator gives the demonstration of the skill in micro teaching in simulated conditions to the teacher trainees. |
| Step 3 | Student-teacher plans a short lesson plan on the basis of the demonstrated skill for his/her practice. |
| Step 4 | The student-teacher teaches the lesson to a small group of pupils. His lesson is supervised by the peer group and supervisors. |
| Step 5 | On the basis of the observation of a lesson, the supervisor gives feedback to the teacher trainee. |

- Step 6 In the light of the feedback given by the supervisor, the teacher trainee re-plans the lesson in order to use the skill in the more effective manner in a second trial.
- Step 7 The revised lesson is taught to another comparable group of pupils
- Step 8 The supervisor observed the re-teach lesson and gives re-feedback to the teacher trainee with convincing arguments and reasons.
- Step 9 The teach re-teach cycle may be repeated several times till adequate mastery level is achieved.

PHASES OF MICRO TEACHING

There are three phases of micro teaching procedure:

1. Knowledge acquisition phase (Pre-active phase): In this stage provide knowledge about teaching skills, observe the demonstration of teaching skills and analyze and discuss the demonstration of the teaching skills.
2. Skill acquisition phase(Inter-active phase) It includes activities such as planning and preparation of micro lesson for a skill, practicing the skill, evaluation of the practised skill and re-plan and re-teach and re feedback till the desired level of skill is achieved.
3. Transfer phase (Post-active phase): It gives the opportunity to use the skill in normal classroom teaching and integrate the different skills practiced.

Teaching skills may be defined as a set of teacher behaviour which is especially effective in bringing about desired changes in pupil-teachers. The activities and behaviours that facilitate learning in the learners are known as teaching skills. The instructional techniques and procedures used by the teacher in the classroom are also known as teaching skills.

IMPORTANT CORE SKILLS OF MICRO TEACHING

1. Questioning skill: They are instructional cues or stimuli that convey the learners the content elements to be learned and directions on what they are to do and how they have to do it. They are important for interactive investigation of the content.

Questions motivate learners, increase learners participation, arouse learner's interest and compel them to think at higher cognitive level concentrating on the subject content keeping them alert.

2. Explanation skill: To present the subject matter in a simplified form before the learner and making it acquirable is explanation skill. It involves the ability of the teacher to describe logically the how, why and when concept. It requires fluency in the language and subject expertise.
3. Stimulus variation skill: It is described as the deliberate change in the behaviour of the teacher in order to sustain the attention of the learners throughout the lesson. It determines the teacher's liveliness in the classroom. It includes teachers body movements, gestures, eye contact, voice modulation and pause.
4. Blackboard skill: It is an important effective visual aid for teaching. Teachers make extensive use of blackboard for writing, Drawing. legibility, neatness, clarity, visibility are the components of blackboard skill to be mastered for proficiency.
5. Response management skill: It is the ability to answer the queries of learners for information in a continuous and consistent manner to satisfy their curiosity and maintain sustained interest.
6. Reinforcement skill: It is the skill for strengthening the connection between stimulus and response. Positive reinforcement increases learners' response.
7. Classroom management skill: It refers to the wide variety of skills and techniques that teachers use to keep learners organized, orderly, focused, attentive, on task, and academically productive during a class.

MERITS OF MICRO TEACHING

1. It helps to develop and master important teaching skills.
2. It helps to accomplish specific teacher competencies.
3. It caters to the need of individual differences in the teacher training.
4. It is more effective in modifying teacher behaviour.
5. It is an individualized training technique.
6. It employs real teaching situation for developing skills.
7. It reduces the complexity of teaching process as it is a scaled down teaching.
8. It helps to get deeper knowledge regarding the art of teaching.

DEMERITS OF MICRO TEACHING

1. It is skill oriented training not content.
2. A large number of trainees cannot be given an opportunity for re-teaching and re-planning.
3. It is time-consuming technique
4. It requires special classroom settings.
5. It covers only a few specific skills.
6. It deviates from normal classroom teaching.
7. It gives rise to administrative problems while arranging.

FEATURES OF INDIAN MODEL OF MICRO TEACHING

Micro-teaching disseminated from USA to different countries of the world including India. It was in 1967 micro-teaching was referred in India when Tiwari attempted a project on micro-teaching in the Central Pedagogical Institute at Allahabad. He was satisfied that micro-teaching could be used as training in developing insight in student teachers and making them more alert to the individual needs of the pupils. Allen, one of the pioneers of micro-teaching visited India during this time and it helped popularize the concept among teacher educators. Though many studies had been taken in different Teacher Training Colleges, the major work on micro-teaching was carried out in the Centre of Advanced Study in Education, Baroda and the NCERT. NCERT in collaboration with the CASE and the Indore University which gave way for NCTE to recognize micro-teaching in the teacher education programme.

RATIONALE OF MICRO-TEACHING IN INDIA.

Many researchers have found the rationale for micro-teaching in teacher education programme. They are

The teacher trainee concentrate only on one skill at a time, hence, the practice becomes quite easy.

Micro-teaching gives exact feedback that too immediately.

As it is a miniaturized practice there is no problem of classroom discipline.

There is no administrative problem, problems of space or any other problem in carrying out micro-teaching practice.

INDIAN MODEL OF MICRO-TEACHING.

The Indian model of micro-teaching has the following features:

The practice is done without using any electronic gadgets like VCR, audio-tapes and films. Peer group observers give the feedback immediately. Teacher educators also give feedback. It is conducted in a simulated situation. Students are not real students and the person who is teaching is not a teacher.

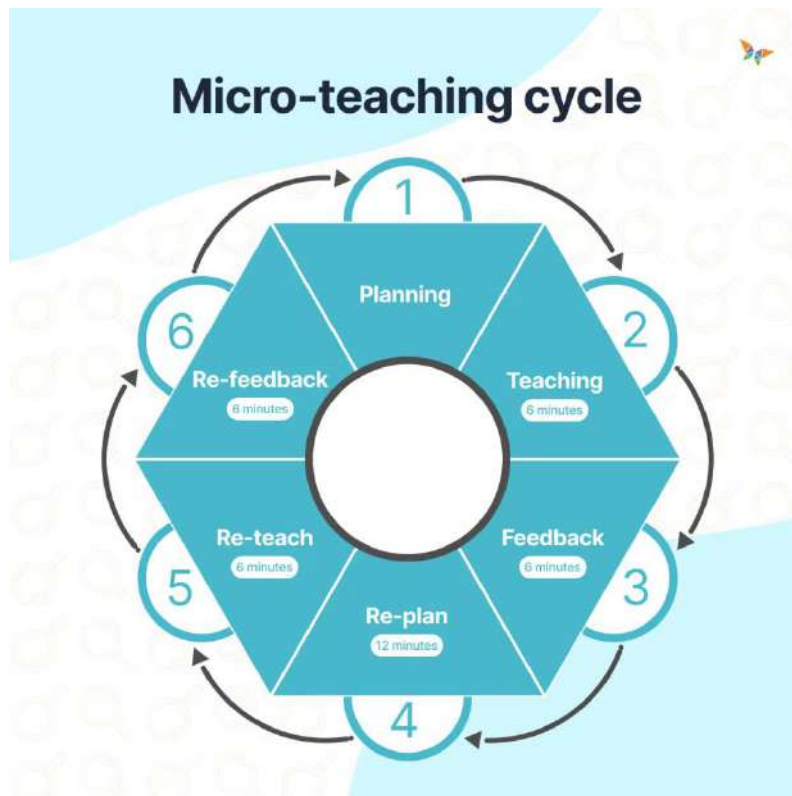
Micro-teaching class doesn't require much facility.

The duration of the micro-teaching cycle is:

Teach	...	...	6 Minutes
Feedback	...	...	6 Minutes
Replan	...	...	12 Minutes
Reteach	...	...	6 Minutes
Refeedback	...	...	6 Minutes

As students are the micro-teaching practitioner's own classmates, he doesn't have any nervousness and inhibition. Observer's schedule is prepared and the observers record the aspect of teaching in the schedule and that helps the teacher trainees to get a proper feedback. Micro-teaching is a great contribution in Indian teacher education programme.

MICRO TEACHING CYCLE



STEPS IN MICRO TEACHING CYCLE.

Step 1: Planning a Micro-lesson. In consultation with the supervisor a suitable content is chosen and episode for the chosen skill is prepared so as to practice for 5-7 minutes.

Step 2: Teaching Session. The selected content is practised in the presence of the supervisor and the trainees.

Step 3: Feedback. The supervisor and the co-trainees discuss strengths and weaknesses of the micro-teaching practice and concrete feedback is given.

Step 4: Replanning Session. The micro-teaching practitioner makes some changes in his episode as suggested by the supervisor and the observers.

Step 5: Reteaching Session. The teacher trainee practises the same skill may be with the other set of 5-7 students.

Step 6: Refeedback: The supervisor and the observers again discuss on the level of practice and give feedback to improve his teaching skills.

PRACTICE OF RELEVANT SKILLS:

1. SKILL OF EXPLANATION

We have been using explanation as an intellectual activity. Concepts, ideas, or phenomena are communicated to make them understandable to others by giving examples showing relationships, etc. Explaining is an activity which shows the relationship among various concept, ideas, event, or phenomenon. The attempt is made to relate a set of facts with another set of facts to promote understanding. A teacher has to learn the skill of explaining in order to make the students understand clearly many ideas, concepts, and principles that need explanation. At teacher who can explain things well will go a long way in making his lesson very effective.

The Sub-skills of Skill of Explaining (Components)

1. Beginning Statement
2. Explaining Links
3. Questions to Test Pupil Understanding
4. Questions Followed by Correct Response
5. Concluding Statement

2. SKILL OF PROBING QUESTIONING

Questioning is a tool to make the teaching-learning process more lively and participatory. Questions can stimulate thinking among students. The process of asking questions during classroom teaching is considered to be the most important part of teaching. It makes students more thoughtful and they become able to understand the depth of the subject. It makes the students active and alert in the ongoing process of teaching. It also helps a teacher in gaining knowledge about previous awareness and entry behaviour of students, their interest and attitude towards the topic in hand. A quality question forces the students to think for themselves and apply the knowledge they have acquired to solve the problems.

Questioning skill refers to the teacher's ability to formulate and present meaningful quality questions about situations, objects, concepts and ideas for the purpose of motivating, drawing attention, making them alert and accessing their (students) understanding.

The Sub-skills of Skill of Probing Questions (Components)

1. Prompting Technique
2. Redirecting
3. Refocusing
4. Seeking Further Information
5. Critical Awareness

3. SKILL OF BLACKBOARD WRITING

Blackboard is the powerful teaching aid to teach from pre-primary to higher levels of education. Blackboard is a basic visual teaching aid. The development of information and communication technology is reducing the blackboard work by replacing with smart board, interactive boards and other multi-media internet connected boards. Still, it is the most suitable for giving a holistic picture of the lesson. A good blackboard work brings clarity in perception and it can be suitably used for displaying key teaching elements and diagrams during a lesson. The scientific way of using blackboard in teaching-learning process to facilitate learning is termed as the skill of using blackboard.

The components of the skill of blackboard writing are given below.

1. Legibility
2. Size and Alignment
3. Continuity and Highlighting Main Points
4. Utilization of the Space
5. Correctness
6. Position of the Teacher
7. Eye Contact with Pupils
8. Appropriateness of the Figures/ Diagrams and
9. Cleaning of Blackboard

4. SKILL OF STIMULUS VARIATION

Children perceive the objects in their environment or in a situation (known as stimulus) and select the relevant information depending on the intensity, contrast and the movement of the objects. The children's attention is drawn through attractive objects, the contrast between the two objects tends to attract their attention. Continuous use of the same stimulus for a long period reduces the attention in that activity. The teacher's behaviour influences pupil's attention. Variation in stimulus secures more attention among the students. He/she should present multiple stimuli just to gain the attention of students for the purpose of facilitating learning. In other words, for optimum learning the teacher uses a variety of stimuli in the chosen instructional tasks. In these stimuli, the teacher should himself function as a stimulus, in the form of gestures, movements of the body, change in voice, change in interaction styles, pausing and sequencing of different aids of teaching etc. All these aspects act as stimuli in the class. The effective use of these stimuli during teaching is known as skill of stimulus variation.

The Sub-skills of Skill of Stimulus Variation (Components)

1. Teacher's Physical Movements
2. Pupils' Physical Participation
3. Teacher's Gestures
4. Change in Voice

5. Focusing
6. Change in the Interaction Styles
7. Pausing and 8. Oral -Visual Switching

5. SKILL OF REINFORCEMENT

Everybody in the classroom expects some kind of recognition for their responding behavior. There is a belief that „child cries for recognition“ and „the man dies for recognition“. When the efforts of any individual are recognized then the efficiency in their works gets enhanced. If a teacher wants his pupils to be involved in his teaching and expects to have more learning experiences, then the teacher needs to use reinforcements to encourage his pupils.

The Sub-skills of Skill of Reinforcement (Components)

6. Positive Verbal Reinforcements (very good, fine, fantastic, keep it up etc.)
7. Positive Non-Verbal Reinforcements
8. Negative Verbal Reinforcements
9. Negative Non-Verbal Reinforcements
10. Extra Verbal Reinforcements
11. Repeating and rephrasing pupils“ responses
12. Writing pupils“ responses on the blackboard.

Link Practice of lesson in micro teaching:

After all the skills of teaching are practiced by the student-teachers, they are asked to go to schools for practice teaching in real classroom setting. In this setting, they expected to link all the skills that they practiced. Link lesson is an ability on the part of a student teachers to understand a given situation analytically, to examine his repertoire of the component skills, to select and organize them into a sequenced pattern to achieve the instructional objectives, and to use component teaching skills in the desired pattern with ease and mastery.

Linking the component teaching skills is thus a process in which this ability is acquired.

Linking can thus be defined as the process through which the ability to perceive the teaching situation analytically select and organize the component teaching skill in desired sequence to make effective pattern in order to achieve the specified instructional objectives.

UNIT 3

ADVANCED GRAMMAR: I

THE NOUN PHRASE – MODIFIER – HEADWORD, QUALIFIER

The Noun phrase is also known as the noun group. It is defined as a group of words with a noun as its head word. It may be comprised of the head word alone. There are other constituents in a noun phrase like the modifier and the qualifier.

The girl wearing a red frock
m h q

Head word : (H)

The head word is the most important word in a noun phrase. It is usually a noun. But sometimes a pronoun. The noun used can be either singular or a plural. A ground may also be used as a head word.

e.g : a nice cake

m h

the teachings of Christ.

m h

the black jungle cats

m

2. Modifier (m)

The modifier comes before the headword. Adjectives which qualify the head word can be called modifiers. There can be more than one modifier in a noun phrase.

the nine little black pigs
m m m m

The modifier may be an article, adjective, an adjective with an intensifier, a numeral, a passive adjective, a participial adjective, and a noun.

The Noun phrase :

1. Articles : Both definite and indefinite can function as modifiers.

an egg the book a boy

2. Adjective : More than one adjective can also be used as modifiers.

Sincere teacher, sincere intelligent teacher

3. Adjective with Intensifier :

An intensifier is a word which intensifies the meaning of the adjective.

e.g : very, extremely, too etc.

Very nice boy, very famous leader.

4. Numeral :

Numeral modifier can be a single word or more than one word. It can be an ordinal or a cardinal number.

two eggs (cardinal number)

second son (ordinal number)

5. Possessive Adjective : My uncle, Your bag, their eyes, her chair

6. Participial adjective :

A participial adjective is an adjective derived from a verb. It can be either present participle (V-ing) or past participle (V-en)

running water, broken heart

7. Noun :

glass window, walking stick, book worm

3. Qualifier :

The qualifier comes after, the head word. The qualifier also has something to say about the head word. There are four types of qualifiers

1) adverb - The boy there

2) Intinitive - a book to read

3) Prepositional phrase - the boy in the red shirt

4) defining relative clause - The man whom I met yesterday.

In the hierarchy of grammar units, phrases constitute a unit of high rank than words and one of lower rank than clauses. They are thus intermediate between words and clauses.

A phrase may comprise a single word or a group of words.

We generally recognize six classes of phrases. They are

1. Noun phrases (NP)
2. Verb phrases (VP)
3. Adjective phrases (Ajp)
4. Adverb phrases (AVP)
5. Prepositional phrases (PP)
6. Genitive phrases (GP)

Of these noun phrase and verb phrase are the most important phrases of the sentence.

A main phrase is one which is a direct constituent of a clause, i.e. which is not a part of another phrase. Subordinate phrases are those which are parts of other phrases.

The verb phrase (VP)

S	P	O	A
John	searched	the room	carefully

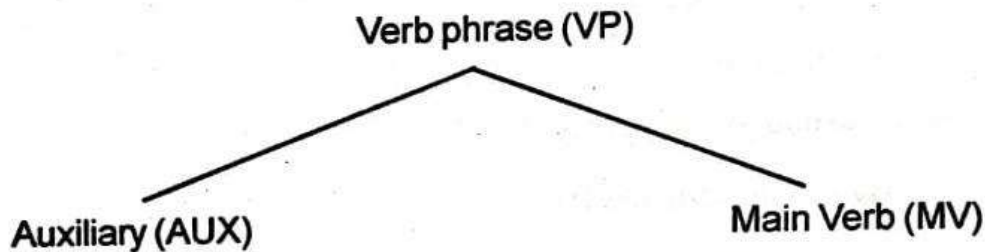
The verb phrase is the predicator in the clause.

S	P	A	A
It	rained	steadily	for three hours.

The verb phrase consists of the main verb (MV) and the auxiliary.

1. The player is playing.
2. The player has played.
3. The player has been playing.
4. The player will Play.
5. The players play.

In the first sentence play is the main verb and is the auxiliary.
 In the second sentence play is the mv and has is the auxiliary.
 In the third sentence play is the MV and has been is the auxiliary.
 In the fourth sentence play is the main verb and will is the auxiliary.
 In the fifth sentence play is the mv and there is no auxiliary.
 To present the structure of the verb phrase diagrammatically.



The examples given above show that the Auxiliary is optional and it precedes the mainverb. So at the most general level the structure of the verb phrase is

VP → { Aux }^{*} + mv

(★ denotes optional)

Auxiliary performs four distinct functions.

Modal, perfective, progressive and passive. The Modals are

Can	Could
may	might
Shall	Should
Will	Would
Must	ought to (semi auxiliary / modal)

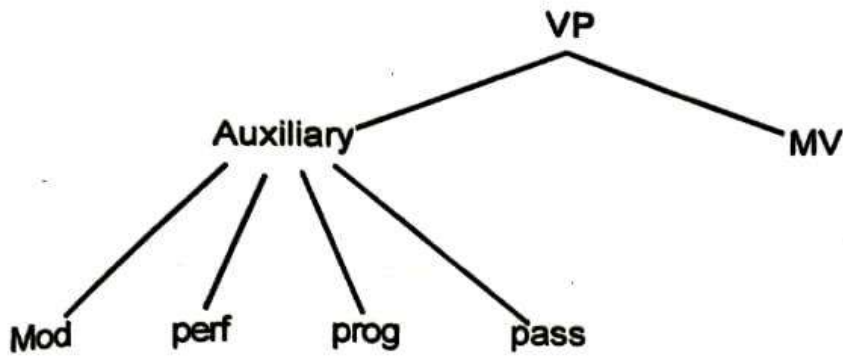
The primary auxiliary have forms perform the function of the perfective. The 'be' forms perform progressive and the passive form also filled by be . The position of the main verb is filled either by a full verb or by one of the primary auxiliaries.

Now the structure of the verb phrase as

VP → { Mod } + { Perf } + { Prog } + { Pass } + MV

(★ Indicates that the auxiliaries are optional)

Tree diagram of the verb phrase



We could present the possibilities in the form of a table.

	Function	Verb Class	Form of the following verb
Optionals elements	Modal	Modal Verb (m)	(V - i) infinitive
	Perfective	Have (hv)	- En participle (v - en)
	Progressive	BE (be)	- ing participle (v - ing)
	Passive Voice	BE (be)	- En participle (v - en)

Verb forms :

The main verb is called full verbs and auxiliary verbs are called operator - verbs. Full verbs are those that always function as the main elements of verb phrases.

The child cries - Full verb

The child is crying - Full verb

The child has cried - Full verb

Operator verbs are those which act as operators in the formation of questions, negation etc. Modals and primary auxiliary verbs function as operators.

Examples: Should we do the work ? - Interrogative

You should not have done it earlier - negative.

It did rain yesterday - Emphasis.

In these examples should, and did are operators. The auxiliary elements in most cases are obligatory. That is without them the sentence would not be complete.

The five forms of the full verbs are

V - o = Call

V - s = Calls

V - ed = called

V - ing = calling

V - en = called

V-o, V-s and V-ed marks tense, present or past. V - ing and V - en indicate present participal and past participal forms respectively.

A finite verb form is that to which tense is attached (present or past) If tense is not attached to the verbal form, it is non - finite.

The non - finite verb phrase comprises three types.

Eg: 1. He wants to be a student of that university.

2. Searching the room, he found the ring

3. Elected the chairman, he was busy.

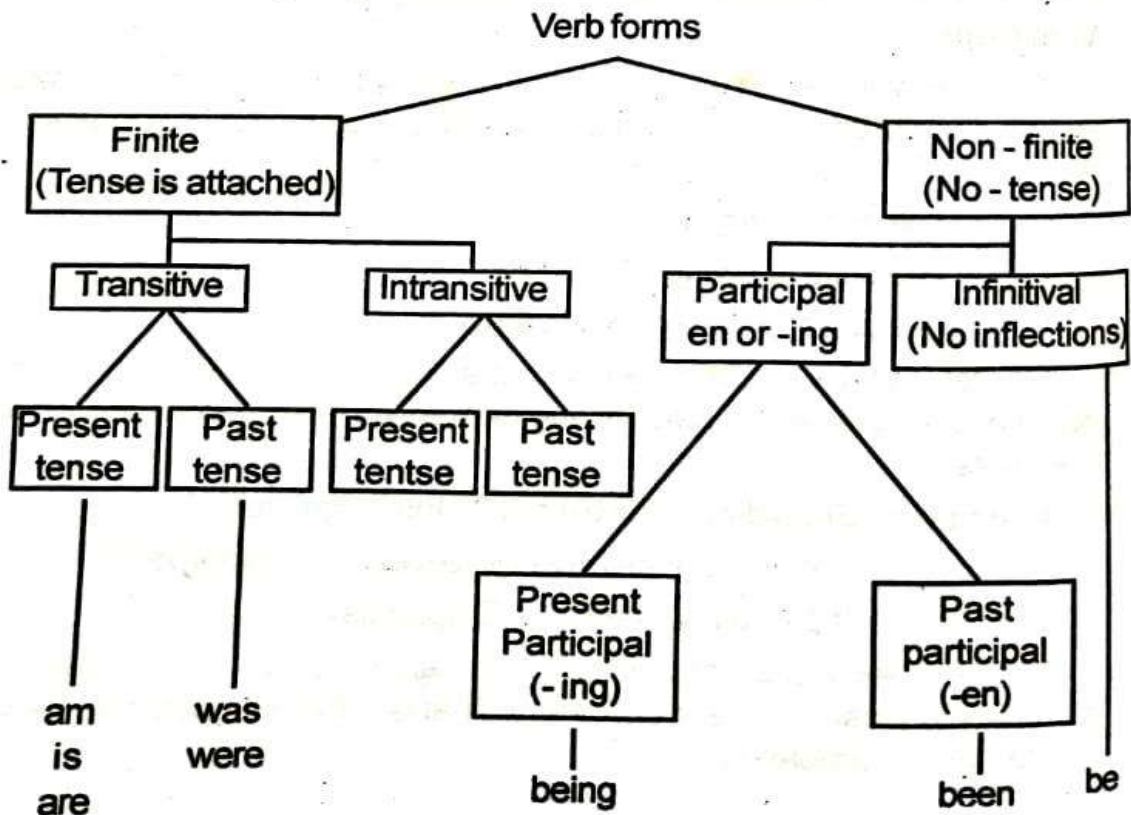
From this examples we understand that the non - finite verb has three forms.

To + Vo - To go

V - ing - going

V- en - gone.

The following diagram shows the classification.



SENTENCES

A sentence is a group of words with a subject and a verb that completes a thought. Each sentence conveys a statement, a question, an exclamation or a command. Additionally, each sentence consists of a main clause and one or more sub clauses.

THE TYPES OF SENTENCES

There are four types of sentences in English. Each of these sentences is different and conveys a different kind of meaning. The four types of sentences in English are:

- **Declarative sentences**
- **Interrogative sentences**
- **Imperative sentences**
- **Exclamatory sentences**

We have explained the types of sentences with examples below.

Declarative Sentences

As the name suggests, a declarative sentence declares something. The declaration can be a fact, opinion, or arrangement. Each declarative sentence requires a full stop or a period (.) at last. Declarative sentences can be of two types, positive or negative.

Here are a few use cases of declarative sentences are:

- The sun sets in the west.
- She is leaving for Russia tomorrow.
- I don't think he is going to come to Mumbai.
- He works till 7 pm every day.
- We planned to visit Kashmir this year.

Each of these sentences is facts, opinions or an arrangement. All of these sentences end with a period.

Interrogative Sentences

Interrogative sentences are one of the types of sentences in English that asks a question. In an interrogative sentence, the verb that is used is called an auxiliary verb.

The subject follows the verb, and the question ends with the main verb. An example of this is, Are you okay? Every interrogative sentence ends with a question mark (?).

Here are some examples of Interrogative sentences:

- How much longer will you take?
- Do you know the way to the park?
- What are you doing?
- Are you coming with us to the zoo?
- What will the laptop cost?

Each of these sentences ends with a question, showing that these sentences are interrogative. Interrogative sentences require a noun and a verb to be complete.

Imperative Sentences

An imperative sentence is a sentence that commands or requests something. In these sentences, you will notice there is no use of the word 'you' as the sentence's subject. The subject is always missing in an imperative sentence, which helps identify an imperative sentence.

The imperative is in the form of friendly advice, instructions or commands. These imperative sentences either end with a full stop (.) or an exclamation point (!). When the sentence is forceful and demanding in nature, it ends with an exclamation point to send a message to the other person.

Here are some examples of an imperative sentence:

- Please close the door.
- Clean up the mess.
- Stop when the signal turns red.
- Leave earlier to reach school on time.
- Please keep your voices low in the library.

Exclamatory Sentences

Exclamatory sentences are sentences that emphasise declarative or imperative sentences. An exclamatory sentence expresses the intense emotions of a person.

An exclamatory sentence is similar to a declarative sentence as they convey something. However, instead of ending with a full stop or period (.), they end with an exclamation mark (!).

Here are a few use cases of exclamatory sentences.

- She got into Boston University!
- We knew you wanted a surprise birthday party, so we threw one!
- Hurry up, or we'll be late!
- How well she dances!
- I got a new job at the museum!

Exclamatory sentences are used in simple sentences and are written in dialogues to portray the person's emotions. However, these sentences are not used in academic writing.

Verb forms accommodating

1. Full verbs and the operator verbs
2. Finite and non - finite verb forms and
3. Regular and irregular verbs.

TYPES OF SENTENCE SIMPLE COMPOUND COMPLEX

A Phrase is a group of words that makes some sense but not complete sense. A phrase does not contain a finite verb.

A Clause is a part of a sentence which has a subject and predicate.

Eg : He rejoiced at his success - Phrase

He rejoiced when he succeeded - clause

The black cat is tame - Phrase

The cat which is black is tame - Clause.

There are three types of clauses.

- 1) Adverb clauses
- 2) Adjective clauses
- 3) Noun clauses

Adverb clauses:

An adverb clause does the work of an adverb.

1. We shall do it when we have leisure. (when to do it?)
2. He ran fast because he wanted to catch the train. (Why did he run fast?)
3. Nature begins where man leaves off (where a nature begins)

We use number of conjunctions to denote different subordinate clauses.

1. Adverb clause of time - while, after, since, as, when
2. Adverb clause of place - where, where as
3. Adverb clause of purpose - so that, lest, that, in order that
4. Adverb clause of Reason - because, as, since
5. Adverb clause of condition - if, unless, whether

6. Adverb clause of Result - So, such, that
7. Adverb clause of comparison - than, as
8. Adverb clause of supposition - though, although, even if

Adjective clauses : An adjective clause does the work of an adjective.
The boy **whose shirt is white** is my brother.

The bold words function as an adjective. They qualify the noun, 'the boy'.

I saw a tiger **which was fearful**. The bold words, function as an adjective. They qualify noun 'the tiger'.

Noun clauses:

A noun clause does the work of a noun. It is introduced by the conjunction 'that', 'if' or 'whether'.

- Eg: 1. She said **that she should go home**.
2. **That our team is strong** is undeniable.

The bold words are noun clauses.

A sentence is a complete sense unit. It comprises many words.

Simple sentence:

Simple sentence consists one finite verbs. It expresses only one main idea or a clause.

Eg: We Speak Tamil.

Subject + one finite verb + object / complement ⇒ Simple sentence.

Hearing a noise, he came out of the room.

A simple sentence may be a union of the other styles of sentence containing more than one verb, but the finite among them will be always one, i.e., one simple sentence contains only one clause with one finite verb.

Compound Sentence:

A compound sentence expresses two or more main ideas. It consists of two simple sentence joined by a conjunction.

1. Raja joined late, but he came first in the contest.
2. You are wise but you are not strong.

If two main clauses are joined by a conjunction, it is a compound sentence. The conjunctions to join the clauses in a compound sentence, are, and, but, yet, so, or, otherwise, or else etc. Such conjunctions are known as the co - ordinating conjunctions.

One or more principal clauses + Two or more co - ordinate clauses ⇒ Compound sentence.

A compound sentence takes its form at the conjoining of one or more clauses with the co - ordinating conjunction to the main/principal clause.

Eg: The news paper arrived and at once we saw the results.

You should learn grammar otherwise you cannot write good English.

Complex Sentence :

A Complex sentence expresses one main idea and at least one subordinate idea. It contains a main clause and a subordinate clause.

Eg : He became panic as if he was convicted.

When I visited him yesterday, he was in a hurry to go out.

The principal clauses in sentence (i). He became panic and in sentence. 'he was in a hurry to go out' do stand independently and the other clauses are connected 'as if' and 'when' respectively. Such clauses are subordinates and therefore the sentences are complex ones.

Although, even though, though, as if, as though, as well as, are some of the conjunctions used to join clauses in a complex sentence. Phrasal conjunctions like both.... and, neither..nor, either... or, not only... butalso, so... that, as soon as, scarcely... when, hardly... when, no sooner... than and relative pronouns / adjectives / adverbs like which, who, whom, whose, that, where, when, why, how etc are used as conjunction.

one or more principal clauses (s) + one or more subordinate clauses (s) ⇒ complex sentence.

Simple	Compound	Complex
1. In spite of + V + ing	but / yet / still	Though / although / even though
2. In case of + v+ ing	and	if
3. In cause of + not + v + ing	or/otherwise	unless (if....not)
4. After + V +ing	and then	After (sub + perfect tense)

5. V + ing/ on account of/ due to/because of since/	and so	As/ Because
6. On + V+ing	and immediately	As soon as
7. V +ing	and	when
8. Before + V+ ing	and before that	Before
9. Till + v+ ing	and till then	Till/until
10. Too...to	Very...and , so,	so...that...not
11. of	and and	that

See the examples :

1. Every one prised Hari for his honesty (simple)
Hari was honest and every one praised him (compound)
As Hari was honest, everyone praised him (complex)
2. Inspile of laziness he got a job (simple)
He was lazy but he got a job (compound)
Though he was lazy, he got a job
3. You must walk fast to catch the train (simple)
Walk fast or you will miss the train (compound)
Unless you walk fast you will miss the train (complex)

Transformation of Sentences:

1. We can change a simple sentence into a complex sentence by expanding the phrase into a clause.
2. We can transform a complex sentence into a simple sentence by reducing a clause into a phrase.
3. Compound sentences can be framed by using conjunctions.

Examples:

1. On seeing the tiger the hunter took his gun. (s)
The hunter saw the tiger and at once he took his gun (cd)
As soon as the hunter saw the tiger he took his gun (cx)
2. Due to laziness, he failed (s)
He is lazy and so he failed (cd)
As he is lazy, he failed (cx)

3. Being tired he can't play well (s)
 He is tired and so he can't play well (cd)
 As he is tired he can't play well (cx)
4. In spite of laziness he got a job (s)
 He was lazy but he got a job (cd)
 Though he was lazy he got a job (cx)
5. On finishing he gave the paper (s)
 He finished and so he gave the paper (cd)
 When he finished, he gave the paper (cx)
6. I proved my innocence (s)
 I was innocent and I proved it (cd)
 I proved that I was innocent (cx)
7. As soon as he saw the accident he fainted (cx)
 He saw the accident and at once he fainted (cd)
 On seeing the accident he fainted (s)
8. The sea is too rough for us to swim (s)
 The sea is very rough and so we cannot swim (cd)
 The sea is so rough that we cannot swim (cx)
9. You must walk fast to catch the train (s)
 Walk fast or you will miss the train (cd)
 Unless you walk fast you will miss the train (cx)

3.4. SUBORDINATE AND CO - ORDINATE CLAUSES

A Complex sentence consists of a main clause together with one or more subordinate clauses.

When a clause makes a good sense by itself and can stand by itself as a complete sentence, it is said to be an independent clause or a principal or a main clause.

Eg : The warriors rested when the evening came.

It has two parts.

The warriors rested.

When the evening came.

Each part of the sentence consists of a subject and predicate of its own. Therefore each part is a clause.

The first clause 'The warriors rested' is complete and can stand independently and makes good sense and therefore is a complete sentence. This is main clause.

On the other hand, when the evening came, cannot stand by itself and it depends on the main clause and therefore it is a Dependent or subordinate clause.

The subordinate clause can be classified according to either its structure or its function

Structure of the subordinate clause:

1. Finite clause
2. The non - finite clause
3. Verbless clause.

The finite clause:

The finite clause always consists of a subject and predicate except when it is a command or an ellipsis. All independent clauses are finite clauses:

Eg : Please return the book when **you have finished with it.**

Mary smiled

John became a pilot

She gave him a watch etc.

Non - finite clause :

This clause is made without a subject. There will be a conjunction and a prepositional group to suggest the presence of a clause.

Eg : Please return the book when **finished with it.**

The Verbless clause :

The verbless clause is a clause that contains no verb element but it can generally be analysed in terms of its clause elements.

Eg : When ripe, these apples will be delicious with the tree now tall, we get more shade.

Dozens of people were stranded, many of them children.

Whether right or wrong, he always comes off worst in an argument.

Functions of a subordinate clause:

A Subordinate clause can do the work of a noun, an adjective or an adverb. According to its function in a sentence, the subordinate clause

may be classified as a noun clause, adjective clause, adverb clause or reported clause.

SUBORDINATE CLAUSE

Noun clause

i) that clause

ii) wh-interro

iii) yes or no interrogative clause

iv) Nominal relative clause

adjective clause

i) Defining relative clause

ii) Non defining relative clause

adverbial clause

i) Ad. Clause of time

ii) Ad. Clause of place

iii) Ad. Clause of concession

iv) Ad. Clause of condition

v) Ad. Clause of reason

vi) Ad. Clause of purpose

vii) Ad. Clause of result

viii) Ad. Clause of manner

ix) Ad. Clause of comparison

x) Ad. Clause of preposition and preference.

Noun clause :

i) that clause functions as a subject, object, complement, appositive and an adjective complement.

I am sure that he will score high marks.

ii) wh – Interrogative :

I don't understand how he did it.

iii) Yes-or no Interrogative :

These clauses formed with conjunctions if or whether.

Do you know if/whether he will come?

iv) Nominal relative clauses:

It is introduced by wh-element.

I want to know who does the job.

2) Adjective clauses :

They are introduced by subordinate conjunctions like who, whom, whose, which, that, when, where, why etc. The conjunctions are known as relative pronouns.

i) Defining relative clause :

This is the house that Jack built

He is a leader whom people like must

ii) Non defining relative clause :

Mr. Charles whom you have met earlier has come to see you.

Madras which is the capital of Tamil Nadu is my native place.

3. Adverbial clauses :

They can occur in initial, medial or final positions. They are introduced by subordinating conjunctions like when, where, as, while, till, until, though, unless, because, since, after, before, than, so that, so that etc. It has ten types.

i) Adverbial clause of time :

Wait until it is dark

ii) Adverbial clause of place :

Where there is smoke, there should be fire.

iii) Adverbial clause of concession :

Though he is poor, he is kind.

iv) Adverbial clause of condition :

Unless, you run fast, you will miss the bus.

v) Adverbial clause of reason :

I lent him money because he needed it.

vi) Adverbial clause of purpose :

We eat so that we may live.

vii) Adverbial clause of result :

He is so weak that he cannot walk.

viii) Adverbial clause of manner :

He looks as if he is going to be ill.

ix) Adverbial clause comparison :

Raja is taller than Rakesh

- x) Adverbial clause of preposition and preference.
As he grew restless, he committed more blunders.

Co - ordinate clauses:

A coordinate clause is a clause belonging to a series of two or more clauses which

- are not syntactically dependent one on another and
- are joined by means of a co ordinating conjunction a connective or parataxis.

Examples : I will go home and he will go to work.
John likes hamburgers, but Mary prefers hot dogs.
We might go to seattle, or we might go to california.

A co ordinate clause is a clause in a complex sentence that is grammatically equivalent to the main clause and that performs the same grammatical function. It is a clause within a sentence. In some cases they can be joined together with conjunction such as or, and, but.

Eg : He put on his coat and they walked to the beach. "He put on his coat" is one clause and "They walked to the beach" is another.

They do not depend on one another but joined by a coordinating conjunction 'and' such clauses are referred to as co ordinating clauses.

A co ordinating conjunction is a conjunction that links constituents without syntactically subordinating one to the other.

Eg: and, but, or

A connective in its most common usage, is an expression having a function similar to that of a conjunction. A connective broadly defined as any linguistic unit that links two other constituents together.

Eg : and, or, but, whereas, incase, thus, the result is, so much that.

Parataxis is the juxtaposition of syntatic units without use of a conjunction.

Eg : He's an engineer, isn't he?

Breakfast, lunch and dinner.

3.5. SENTENCE PATTERN

The sentence is the basic, complete unite of a language. A simple sentence consists of subject + verb + object. (svo)

Eg : She speaks English
We play football

All clauses are made up of clause elements or units. Each of these elements expresses a particular meaning. The traditional grammar divided the sentences into two basic elements.

Subject

and

Predicate

Modern grammatical analysis identifies five types of clause elements.

Subject (s)

Verb (v)

Object (o)

Direct Object (DO)

Indirect Object (IO)

Complement (c)

Adverbial or Adjunct

These are called the elements of sentence structure.

Subject (s) :

Subject is the thing or person talked about in a sentence.

Cows give us milk

A tall young man entered the hall.

Verb (v) :

Verb is a word or phrase expressing existence, action or occurrence.

They **are** playing.

They **have been** painting the house.

Complement (c) :

It is a word or phrase that completes the meaning of a sentence. Usually it follows 'be' form verbs (is / am / are / was / were) or 'become'.

Eg : They were **angry**

You are **smart**.

The police became a **minister**.

Object (O) :

It is a word towards which the action of a verb is directed.

a) The phrase which answers the question what ?

is Direct object (DO)

She gave me a book. (What ? - a book - Do)

I told him a story (What ? - a story - Do)

b) The phrase which answers the question whom?

is Indirect object (IDO)

Mr. Joe taught us English. (Whom ? - us - IDO)

She gave him a gift. (Whom ? - him - IDO)

Adjunct (A) :

The adjunct is an addition to a sentence. Its addition or removal does not affect the sense greatly. It provides answers to the questions - How ? where ? When ? why ?

He walks slowly (How ? - slowly)

He went to Calcutta (Where ? - Calcutta)

My father came here yesterday. (When ? - yesterday)

He entered the hotel to eat. (Why - to eat)

Here are some examples for different sentence patterns.

1. S+V

She smiled. The boys ran. The oldman laughed. The dog barked.

2. S+V+C

You are young. We are hungry

Some of his friends are rich

3. S+V+O

We played tennis. They repaired the road

She learnt English

4. S+V+O+V

He made his son a soldier
They named their daughter pinky
His reply made me angry

5. S+V+IDO+DO

She gave him a watch
He told me a story
The postman brought the letter
My sister made me some sweets

6. S+V+A+A

She came home yesterday.
We laughed heartily at the joke.
He spoke angrily with his friends

7. S+V+C+A

He became rich suddenly.
She fell ill unexpectedly

8. A+S+V

Sadly she Smiled.
Slowly the engine moved.

3.5.1. ACTIVE AND PASSIVE VOICE

Since only the transitive verb has an object the change of voice can be done only on such verbs.

Eg : The king killed the lion.

The lion was killed by the king.

Both the sentences mean the same thing. But in the first sentence, the subject (the king) is the doer of the action (killed) In the second sentence the subject (the lion) is the sufferer or receiver of the action (was killed)

Doer + Action + Sufferer ⇒ Active voice

Sufferer + Action + Doer ⇒ Passive Voice.

A verb is said to be in the Active Voice when the person or thing denoted by the subject acts or is active. (Verb - killed is active)

A Verb is said to be in the passive voice when the person or thing denoted by the subject doesnot act, but suffers, the action done by something or by someone.

(The verb - was killed is passive)

Rules of conversion :

1. For converting an active voice into a passive voice, object is necessary.
2. We cannot convert a complement.

Eg : She is a teacher.

3. If the sentence has an object and a complement, the complement will remain unaltered.
4. Exclamatory sentences have no passive forms.
5. If there are two objects, use the more important one as the new subject.
6. In the twelve tenses present perfect continuous, past perfect continuous, future perfect and future perfect continuous tenses have no passive forms. But in the active forms all twelve tenses can be used.

Special cases :

7. While changing the active voice into a passive voice, the object in the passive voice is omitted if it is an impersonal one.

The court sentenced him to death

He was sentenced to death.

Somebody has attacked him

He has been attacked.

The following table shows the conversion:

3V = 3 rd form of verb	Simple	Continuous	Perfect	Perfect Continuous
Present tense Active I love s+do/does verb + object Passive I am loved s+am/is/are+3 rd v+o	I am loving s+am/is/are+ingv +object I am being loved s+am/is/are+being +3v+o	I have loved s+have/has/+3v+o I have been loved s+have/has/+been+3v+o	I have been loving s+have/has/+been+ing v + ob ▲	
Past tense AV I loved s+2v(did+v)+object PV I was loved s+was/were+3v+o	I was loving s+was/were+ingv +o I was being loved sub+was/were+being +3v+o	I had loved s+had+3v+o I had been loved s+had+been +3v+o	I have been loving s+had/+been+ing v + o ▲	
Future tense AV I Shall love s+will/were+v+o PV I shall be loved s+will/shall+be+3v+o	I shall be loving s+will/shall+be+ing v +o ▲	I shall have loved s+will/shall+have+3v+o I shall have been loved s+will/shall+have+been +3v+o	I shall have been loving s+will/+shall+have+been+ingv + ob ▲	

Passive of Interrogative Sentences:

1. Can he bring the book?
Can the book be brought by him?
2. Do you see the Aeroplane?
Is the aeroplane seen by you?
3. Does the dog bite the man?
Is the man bitten by the dog?
4. What did he send?
What was sent by him?
5. Who will come next to you?
By whom will you followed next?
6. Who did this?
By whom was this done?
7. Who told hom that?
By whom was he told that?
8. Will the management be refusing them admission?
Will they being refused admission by the management?
9. Why is he denying the proposal?
Why is the proposal being denied by him?
10. Had they defeated the French Army?
Had the French army been defected by them?
11. Who taught her French?
12. Whom did you laught at?
By whom was she taught french. Who was laughed at by you?

Passive of Imperative Sentences:

Let + subject + be + 3v

1. Bring the box.
Let the box be brought.
2. Call him back.
Let him be called back.
3. Start your work.
Let your work be started.
4. Do not waste your time.
Let your time not be wasted .
5. Put on the garments
Let the garments be put on

6. Open the door.
Let the door be opened.
7. Post this letter
Let this letter be posted
8. Do not insult the poor
Let the poor be not insulted

Passive of non - finites:

1. The report proved that the happenings were true (AV)
It was proved that the happenings were true (PV)
2. Everyone believes that he is mad (AV)
It is believed that he is mad (PV) or
He is belived to be mad.
3. We understood that the man is right in his views (AV)
It is understood that the man is right in his views (PV) or
The man is understood to be right in him views by us.
4. They must do it at once
It must be done at once.

Present tense	:	Birds build nests Nests are built by birds Children like sweets. Sweets are liked by children
Past tense	:	Sita was writing a letter to her father. A letter was being written by sita to her father. They had won the match. The match had been won by them.
Future tense	:	We shall pardon her. She will be pardoned by us I Shall have wirtten the letter. The letter will have been written by me.
Miscellaneous	:	Henry struck Mary. Mary was struck by Henry. The hunter shot the tiger. The tiger was shot by the hunter. I have cut a stick. A stick has been cut by me.
Two objects	:	Rama lent me. (ID) ten rupees (DO) I was lent ten rupees by Rama Ten rupees were lent to me by Rama.

QUESTION FORMS

A statement is a sentence that gives information. A question is a sentence that asks for information.

Statement : I like English club. com

Question : Do you like English club.com?.

A written question in English always ends with a question mark(?)

Basic Question structure :

The basic structure of a question in English is very simple.

Auxiliary verb + Subject + main verb.

Auxiliary verb	Subject	mainverb	
Do	You	like	coffee?
Are	they	playing	football?
Will	Antony	go	to USA?
Have	you	seen	ET?

Exceptionally for the 'be' verb in simple present and simple past we do not use an auxiliary verb but we simply reverse the positions of be verb and the subject.

He is a German.

Is he a German?

Basic question types :

There are three basic types of questions.

1. Yes/No Questions. (The answer to the question is yes or no)
2. Question word Questions (The answer to the question is information)
3. Choice Questions (The answer to the question is in the question)

Yes/no Questions

Auxiliary verb	subject	main verb	End part	Answer yes or No
Do	you	want	dinner?	yes, I do.
Can	you	drive	-	No I can't
Has	She	finished	her work?	yes, she has
Did	they	go	home?	No, they didn't

Be verb :

Is Anne French ?

Yes she is

Was Raja at home ?

No he wasn't

Question word Questions

Question word	auxiliary verb	Subject	main verb		Answer Information
Where	do	you	live?		In paris
When	will	we	have	luch?	At '1'pm
Who	did	she	meet?		She must Raja
Why	hasn't	Tara	done	it?	Because she can't.

Be verb:

where is Bombay?

In India.

How was She?

Very well.

3. Choice questions:

Auxiliary verb	Subject	main verb		or		answer in the question
Do	you	want	tea	or	coffee?	Cofee, Please
Did	She	go	to london	or	New yark?	She went to london
Shall	We	Meet	John	or	James	John

Be verb :

Is your car white or black? It's black.

Where they \$ 15 or \$ 50? \$ 15.

Some model questions with answers

What :

What + do + (you, they, I, we) + verb

What do you write ? It write a story.

What + does + (He, it, Raja) + verb.

What does kumar read? He reads a newspaper.

What did + (He, She, it, I, you, we, they, raja + verb)

What did they play? They played cricket.

What + is + (He,She,it, Raja) + verb + ing

What is she buying ? she is buying a toy.

What+ are + (you, they,we) + verb + ing

What are you reading? I am reading a book.

What + has / have + (he, she, it, prabu, chandra) + been + verb + ing

What has chandra been learning ?

Chandra has been learning English.

What + have + (you, they, we, I) + been + verb + ing

What have I been telling ?

I have been telling my experience.

When

When + do + (you, they, we, I) + verb

When do you go to school?

I goto school at '9' am.

When + does + (He, She, it, Rahim, Meera) + verb

When does it cry? It cries all ones the day.

why

Why + do + (you, they, I) + verb

Why do you come here?

I come here to take a book.

Why + does + (he, she) + verb.

why does she go there?

She goes there to meet his friend.

Where

Where + do + (you, they, I, we) + verb

Where do you come from?

We come from Salem.

Whom + do + you + verb

Whom do you want ? I want Mr. Raj

Whom + does (He, She, Raj, Anith) + verb

Whom did they call? They called their relatives.

UNIT - 4

TEACHING LEARNING MATERIALS (TLM)

INTRODUCTION

Aids are also called instructional material. Audio literally means “hearing” and “visual” means that which is found by seeing. So all such aids, which endeavour to make the knowledge clear to us through our sense are called “Audio Visual Aids” or Instructional material. All these learning material make the learning situations as real as possible and give us first-hand knowledge through the organs of hearing and seeing. Therefore, any device which can be used to make the learning experience more concrete and effective, more realistic and dynamic can be considered audio visual material.

MEANING OF AUDIO-VISUAL AIDS

Expert’s Views

According to Kinder S. James, ‘Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic.’

According to Burton, ‘Audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.’

According to Carter.V.Good, ‘Audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation.’

According to McKean and Roberts, ‘Audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations.’

According to KP.Neeraj, ‘An audio visual aid is an instructional device in which the message can be heard as well as seen’.

OBJECTIVES OF TEACHING AIDS

- To enhance teachers skills to make teaching-learning process effective.
- To make learners active in the classroom.
- To communicate with learners according to their capabilities.
- To develop lesson plan and build interest.
- To make students good observer.
- To develop easy and understandable learning material.
- To follow child centred learning process.
- To make teaching process more effective.

CLASSIFICATION OF AUDIO-VISUAL AIDS

Audio- visual aids are instructional devices which are used to communicate messages more effectively through sound and visuals. Audio-visual aids help in stimulating the sensory organs like ears and eyes and facilitate quick comprehension of the message by the audience. These may be used for literate as well as for illiterate people.

What is audio?

Audio means what we hear. The five senses audio, visual, touch, smell and taste play an important role in communicating message. Hearing plays an important role in receiving and sending a message effectively. The most basic form of communication is oral and face to face contact. Hearing plays an important role in oral-face to face communication. Due to the invention of modern gadgets like radio, tape recorder, public address system,

telephones and mobile phones the type of communication is more of an indirect type as the individuals do not face each other. People in such situations communicate without coming into close proximity.

Audio aids are the instructional devices through which the message can only be heard. An audio aid is an instructional device in which the message can be heard but not seen.

What are visual aids?

Visual aids are the instructional devices which help to visualize the message. A visual aid is an instructional or communicating device in which the message can be seen but not heard.

What is audio-visual?

Audio-visual means the things which we hear as well see.

What are Audio-visual aids?

Audio-visual aids or devices or technological media or learning devices are added devices that help the teacher to clarify, establish, co-relate and co-ordinate accurate concepts, interpretations and appreciations and enable the learner to make learning more concrete, effective, interesting, inspirational, meaningful and vivid.

Audio-visual aids are used to improve teaching, i.e. to increase the concreteness, clarity and effectiveness of the ideas and skills being transferred. They enable the audience to:

ADVANTAGES OF AUDIO-VISUAL AIDS

Audio visual aids helps in effective perceptual and conceptual learning.

- They are helpful in capturing and sustaining attention of students.
- They arouse interest and motivate students to learn.
- They are helpful in new learning.
- They help in saving energy and time of both the teachers and students.
- They provide near realistic experience.
- Audio visual aids can meet individual demands.
- They are useful for education of masses.

- Though every children can take benefit while using visual aids for learning. But it is more helpful for the students:
 - Having Language Disorder
 - Autism Spectrum Disorder
 - Down Syndrome
 - Those who have Learning Disabilities
 - Students who have English as a second Language
 - Those having Oppositional Defiant Disorder
 - Personality Development Delay
 - Have the problem of Hearing Impairment
 - Have the symptoms of Attention Deficit Hyperactivity Disorder ADHD
- They create interest in the mind of learners towards the topic.
- Audio visual aids help the students to make a bridge between idea and expression in the classroom.
- Audio visual aids provide direct and first-hand experience to the students.
- Audio visual aids reinforce what the teacher is saying and summarize key concepts.

- Audio visual aids develop critical thinking and the power of independent judgement by looking at the materials.
- Audio visual aids make the teaching more meaningful and effective.
- Audio visual aids ensure that the point is understood.
- Audio visual aids enable students to visualize or experience something that is impractical to see or do in real life.
- Audio visual aids engage or stimulate students' other senses in the learning process.

Audio visual aids facilitate different learning styles.

English is a foreign language. Students cannot understand it as they understand their mother-tongue. Therefore, teaching of English becomes difficult for us. In the teaching of language, the main purpose of the use of audio-visual aids is to enable the teacher to make his lessons effective and interesting. In the teaching of English the teacher uses the direct method. Therefore, it is for the teacher to give a clear idea to the students through audio-visual aids. Such type of teaching makes the idea permanent in the pupils mind. Books and other printed materials have been the basic tools of teaching for centuries, and they are still of great importance. History suggests that the basic conditions which strongly encouraged study and experimentation with visual aids were excessive verbalization in teaching.

CONCEPT OF INSTRUCTIONAL MATERIAL

Instructional Materials as the name suggests, are materials of visual, audio and audio - visual category that helps to make concepts, abstracts and ideas concrete in the teaching/ learning process. These are also materials which the teacher uses in supplementing his teachings. Instructional Materials include materials used to facilitate learning for better results. Likewise, it is the use of the chalkboard, charts, models, overhead projectors, films, television and computers in teaching process. Broadly speaking, it is not just the use of tools of technology alone but a systematic, integrated organization of machines, hardwares and softwares and human potential for the solution of problems in education. In order to ensure an effective teaching learning process, it is important for the teacher to be thoroughly acquainted with the teaching resources and services available to him. The components of instructional materials available to teachers and students are in large numbers and also vary according to the functions of each of them. Examples of instructional materials are charts, maps, diagrams, comics, models, globes, slides, film strips, television, radio cassettes, video, recorders, cinema, public address system, laboratories and museums, flash Cards, flannel boards, card boards, Calendar, Computers, etc.

CLASSIFICATION OF INSTRUCTIONAL MATERIALS

The Instructional Materials could best be classified in to three forms: audio, visual and audio-visual aids. The audio (deal with sound only) the visual (as in sight) and audio-visual (a combination of audio and visual i.e. sound and vision) for instance:

AUDIO: These include such things as radio, record players, cassettes, gramophone etc. These aid teaching through the sense of hearing. They can be used in teaching of songs, poems, rhymes and at the sametime different content matters can be melodiously presented via them. These materials help us develop listening and pronunciation skills. Side by side, students get training in the subtle skills of language like, stress, intonation and pause.

VISUAL: This category consists of maps, film strips, specimen, pictures, charts, blackboard, posters etc. Usually it appeals to the pupils through the sense of sight. Until facts are presented in the form of visual aid, pupils may not readily grasp the meaning of ideas, concepts and facts. English has many topics and concepts that demand concretization of concepts through visual presentation. Here, the utility of visual aids is more of a necessity. Sometimes to introduce a topic or a poem we need the visual objects. Moreover, poets and writers can be introduced through visual presentation of facts.

AUDIO-VISUAL: As have said already, this group consists of a combination of both audio and visual materials. Television, films and projector etc. come under this category. In today's education these materials are in heavy demand, because they satisfy both the auditory and visual passion of learners. Moreover, the use of more than one sense stimulus makes the process interesting and comprehensive. Language subject like English can greatly benefit from this. Specially, these materials help in listening and speech practice.

Factors Guiding the Selection of Instructional Materials

The teacher who wants to use instructional materials should consider the following variables to guide him in the selection of the types to be used in the teaching learning exercise.

Availability

The teacher should ensure that the instructional materials to be used are easily available for use before the date of use. It means that the materials should be in store and the teachers should look at it and test it before the starting of the lesson. If the teacher has to prepare it himself, he should do so at least a day before the lesson. Instructional materials that are not available or not easy to prepare should be negated by the teacher in his lesson plan.

Accessibility

It is the duty of the teacher to ensure that the materials to be used as instructional materials are not only available but also accessible to him. They should be within the reach of the teacher on the date and time of use. There should be no excuse that the materials are readily available but locked up in the store because the store-keeper is nowhere to be found or the keys to the store have been misplaced.

Affordability

The instructional materials to be used should not be expensive. The cost should be such that either the teacher or the school can afford. It is no use to say that something is available but not affordable due to high cost. The cost should not be outrageous. It should be within the budget of the school.

Suitability

The teacher using the instructional materials should ensure the appropriateness of the materials for his intended learners. The materials should be suitable for their age, experience and intelligence. The legal, safety and ethical aspects of the materials to be used should equally be considered.

The materials should not portray any anti-social attitude. They should also be free from any bias, distortion or prejudice. If the materials would need electric power then an alternative should be sought to avoid disappointment from electricity.

Simplicity

The instructional materials to be used should be simple to operate or manipulate. The teacher should test the materials and ensure their workability before the actual date of use. There should not be any technical problem and where electricity is to be used provision should be made for an alternative power. No teacher should use electric failure as an excuse for nonperformance. In a situation where an instrument demands the hands of a technician, he (the technician) should be in hand and the teacher should have an insight into the operation of the instructional materials.

Quality

The instructional materials selected for teaching by the teacher should be of good quality. Teachers should avoid the idea of “managing” with poor quality materials because he might not achieve the desired aim.

Recency

The instructional materials should be the best or nearest to the best. It should not be out of date. The instructional materials should reflect current and original thought.

IMPORTANCE OF INSTRUCTIONAL MATERIALS

The instructional materials help improve students’ knowledge, abilities and skills, monitor their assimilation of information, sustain students interest for longer period, provide opportunity to all students to share experience necessary for new learning and bring more permanency in learning. This is for the fact that such materials enhance, facilitate and make teaching/learning easy, lively and concrete. Books, journals, archives, newspapers, reports, internet are some of the widely used instructional materials.

Instructional materials allow the instructor to engage learners by supporting concepts through the use of multimedia, including sound clips, video, images, hands-on experience and interactive games. Materials offer learners the opportunity to practice concepts and develop a product that demonstrates their level of understanding. Consequently, those products are then used to evaluate learners’ knowledge. Instructional materials allow the instructor to support learners with varying levels of ability and foundational skills by providing additional support.

Many educationists agree that instructional materials bring about improvement in the teaching/learning process as well as permit teachers and a student to interact in a controlled environment. Also, most educators generally agree that the creative use of variety of instructional materials will increase the probability that students would learn more, retain better and acquire requisite skills. Instructional materials help the teacher with the means for extending the learners’ horizon of experience and provide the teacher with rich sources of communicative materials which could be produced jointly by the teacher and the students. Several studies have been conducted to test the value of Instructional materials and other sensory devices.

These researches have proved that Instructional materials when properly used in teaching learning situations can accomplish a lot of complex tasks. The instructional materials also offer real experiences in giving the teacher basis for thinking and understanding. They provide concrete basis for conceptual thinking and therefore reduce meaningless responses of students. At the same time, they overcome the limitations of time, space and size by helping the students to understand things that are too small or too big, or too slow or too fast. Therefore, instructional materials can provide members of a group with a common or joint experience. They also break language barriers and ease difficulties and in the end make the lesson more meaningful. They save time and thus

enable students grasp ideals more effectively and quickly. Likewise, they help to simplify and emphasize facts and clarify difficulties.

They reinforce other teaching methods and materials. They improve the efficiency of other method and effectiveness of the teaching process.

Instructional media usage in practice teaching can make instruction to be much more interesting and enjoyable. The changing images and use of special effects, among others, can reduce boredom of the learners and enhance classroom interaction. Media can also promote student-student interaction, student-teacher interaction, and teacher-student interaction, if pre-instructional planning incorporates principles such as stimulus variation, feedback, reinforcement, learner' participation, and so on. Media also saves teaching time as if requires short-time to present large information. Media can be used to reveal needs and stimulate students' question. Thus learners' interest can be aroused, maintained, and stimulated to promote their imaginative power. On the whole, media ensures the application of classroom-oriented communication techniques.

EFFECTIVE USE OF INSTRUCTIONAL MATERIALS

It is wrong to bring into the class those instructional materials that cannot be easily used to convey facts, ideas and concepts to the pupils. This means instructional materials are not just selected on the basis of their attractiveness but on the basis of certain criteria that will ensure their effectiveness in the teaching and learning processes. In order to make the best use of instructional materials, the following criteria should be considered:

Reliability: As much as possible, teachers should make sure that the instructional materials are so selected that they can be used to achieve the objective of a particular lesson. The instructional materials must be relied upon to achieve the objective of the lesson.

Relevance: Care must be taken to ensure that only instructional materials that relate to the topic are used while teaching.

Cost: The instructional materials should be within the reach of the teacher or the school. The cost of the instructional materials will determine whether it can be bought and used or not; otherwise the teacher selects only those instructional materials that cost less.

Beside the above criteria, to ensure the best and maximum use of instructional material the following suggestions may be considered.

Workshops and seminars should be organized from time to time for teachers where they would be taught not only how to produce instructional material but also how to use them effectively for the achievement of educational goals.

Resources centers should be established at strategic locations and be well equipped with instructional materials where teachers could loan from. To this end, the resource centers should be brought near teachers, suffice is to say the centers should be developed in all educational institutions.

The availability of reference texts and instructional materials are very vital for high academic performance, while, teachers should make efforts to improvise some of these materials, the educational authority should play their own role by making these materials available in schools.

Government should provide assistance in the area of book publishing so that cheaper and more qualitative useful text books can be produced in English.

Storage is an important factor that influences positive or negative use of instructional materials. Storage facilities should be provided were they could be stored for use at a later date.

Parents should be enlightened on the significance of the study of English for their children in order to benefit fully from the new education system.

LANGUAGE GAMES

Psychologists believe that learning should be a pleasurable and rewarding experience. Children tend to learn more when they are tension-free. They can and do learn a lot of things through games. Language games have both fun and excitement for the learners with an additive pedagogical purpose. It must be noted that language games would fail in their purpose if they are not planned in advance and used methodically and carefully. According to Peter Hubbard et.al, "Games are often wrongly regarded as an end-of-term activity or something to fill in the last five minutes of a lesson. In fact, they can be used at all stages of practice from controlled to free". Language games can be of four kinds: Listening games, speaking games, reading games and Writing games.

The idea of play-way method of teaching English was proposed in the late 19th century as it was brought that interesting games, if included in the teaching activity, could increase the motivation of the learners; learning will take place in an atmosphere of freedom and enjoyment. This idea has been incorporated in all the late methods of teaching English in the form of language games. Language games can introduce a healthy competition among the learners in English classes. They are useful for improving the learner's knowledge of vocabulary, grammar, and his language skill.

Young learners learn better and faster if learning involves fun and excitement. Language game is such a technique that makes the learning attractive and lively. Generally a language game is introduced as a preliminary activity to communicative teaching lesson. It can also be used for vocabulary and grammar teaching. The effectiveness of games depend on various issues such as class size, division of students into groups, nature of the game, attitude of the learner towards the game etc. Games ignite thinking ability of the learners and bring maximum involvement of learners. Here are some guidelines for making the games attractive–

- The class should be divided into several groups of equal size;
- Students of various capabilities are to be there in a group;
- Games are to be presented in the form of a puzzle or problem;
- Newer games are to be attempted always. Repetition brings monotony.

Types of Language Games

Jumbled Words: Through this type of game the students are able to develop the skill of construction of a sentence and also sequence of words in.

Expanding the text: This type of expanding the text game is used to develop the skill of formation of sentences, to improve their grammatical knowledge and to improve the skill of concept and creativity.

Reading Aloud: This type of game is used to develop the skill of listening ability and also the questioning ability.

Word Card: Word card game is used for construction of sentences and to develop creative thinking coherence and continuity of writing skills.

Three Picture Story: It helps to develop the skill like creativity in speech, imagination, pronunciation and sentence formation.

ROLE OF LANGUAGE GAMES IN LANGUAGE TEACHING

A language is learnt by using it and this means by using it in situations and communicatively. Disembodied sounds, words, phrases and sentences, however wrapped about with rules, do not carry language remove such elements and look at them closely, much as them to the intermingling streams of discourse. The situations which bring a foreign language to life in the classroom are provided by gestures, by handling and touching things, by incidents and activities, by pictures, by dramatization, by interesting stories spoken or in print and not least by certain contests and games. In these the language is linked with action and is no longer a disembodied thing. Games therefore should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do. Language learning itself is complex and many sided as a matter of four communicative skills. One more introductory point is that the game brings teachers and learners into a more agreeable and more intimate relationship, and that too helps to ease and process of learning and teaching.

Language games, if organized well with care and interest, help the learners, especially the young ones acquire a lot of language, because while playing a game learners have opportunities to learn without stress and anxiety, which is good for learning. The teacher uses a lot of language without conscious attention on it and this language is useful for acquisition. These serve as a valuable input for language acquisition in a tension-free situation.

LANGUAGE LABORATORY

Language laboratory is an audio-visual mechanism used in modern teaching methods to learn the target language, which here is English. It provides an extensive platform to the learners to learn the target language. English being a foreign language demands better practice and exposure. Language laboratory provides that opportunity to the learners.

Basically, language laboratory is a room having equipment and infrastructures of linguistic nature in order to promote language proficiency of the learners. There are different kinds of language laboratories. Let's deal all these in nutshell.

Conventional Laboratory: this is the most traditional type laboratory among all. The laboratory has a few audio cassettes and a tape-recorder of the target language. This laboratory is useful for teaching pronunciation to the students.

Lingua Phone Laboratory: This is an improvised version of the conventional laboratory where the learners are provided with a headset to listen to audio cassettes being played.

Web Assisted Language Laboratory:

It uses computer with an internet connection to teach language. The language course materials are easily available on computer and are collected on the demand of the learners.

Multi-Media Hi-tech Language Laboratory: this laboratory uses softwares available in the market for language learning. The lab has all kinds of equipment necessary for language teaching.

Advantages of Language Laboratory:

- The lab provides a controlled atmosphere where it is easy to monitor the student and their practice of language.

- The students can evaluate their own performance and can have self-feedback.
- The lab also adds on understanding of the subject matter as it makes use of different media simultaneously.
- It helps language students improve the aural-oral skills.
- Teachers developed new techniques and activities that use the help of the lab to overcome the various difficulties that learners encounter.
- The ability to record the material that is used during the lab sessions gave the teachers the advantage of seizing all its capability for the development of the learning process.
- Students were able to actively participate as much as possible repeating utterances aloud instead of waiting for their turn.
- An accurate model and immediate correction of mistakes were key components for the learners to enhance their learning experience.
- Each student is provided with carefully graded and sequenced learning practice, and a way of verifying how he is progressing.
- It gave each student the opportunity to hear native speech clearly and distinctly.
- The students may hear this authentic native speech as frequently as he and his teacher desire.
- The taped lesson provides an unchanging and unwearied model of native speech for the student to imitate.
- In the Audio- language laboratory the student may listen to a great variety of foreign voices, both male and female.
- Each student may hear and use the foreign language throughout the laboratory session, instead of wasting time waiting for his turn in a large group, as he does in the usual classroom situation.
- The laboratory frees the teacher from certain problems of class directions and classroom management, enabling him to concentrate on the problems of individual students.

Disadvantages of Language Laboratory:

- The language laboratory should not be used with certain methods because it would cause “so much time wasted.”
- It requires “teachers to study carefully and critically the available materials to see that they are based on sound grammatical and pedagogical principles and are interesting to the students” which is time consuming.
- Teachers do not pay attention to the type of material he or she is going to bring to the language lab session.
- Teachers felt somehow released from implementing innovative and creative material for the lab session. Robert Lado (1964, p. 173) describes this misconception as “the lab-as-the-center attitude” in which language teachers consider the material brought to the lab session as the center of the teaching process.
- A large number of “students quickly got tired of the novelty, began to resent being forced to sit there wearing those uncomfortable earphones, and started taking the booths apart”.
- Comparing your own efforts with those of a native model on the tape demanded skills that most school children did not have, though it was a valuable facility for more sophisticated adult students.

NEWSPAPER FOR TEACHING ENGLISH

Teaching English as a second language is a significant challenge for many individuals around the world. Learning requires not only the acquisition of grammatical rules and vocabulary but also the development of language skills such as reading comprehension, writing, speaking, and listening. In recent years, English newspapers have been recognized as an effective resource for language learners to enhance their language proficiency and cultural awareness. This linguistic study aims to investigate the role of English newspapers in teaching and learning English as a second language.

English newspapers can aid language learners in improving their language skills, including reading comprehension, vocabulary building, and writing. The use of English newspapers can promote the development of critical thinking skills and cultural awareness. Newspapers provide insights into the potential benefits of using English newspapers in language learning and shed light on how this resource can be integrated into language classrooms. Newspapers are expected to contribute to the existing literature on language learning and provide practical implications for educators and language learners. English newspapers can be used effectively to improve language proficiency and foster cultural awareness.

Newspapers or magazines are a must-have in every classroom, even beginner classrooms. There are a number of ways to use newspapers in the classroom, ranging from simple reading exercises to more complex writing and response assignments. Here are suggestions on how to use newspapers in class arranged by linguistic objective.

Listening / Pronunciation

- Ask students to prepare two paragraphs from a newspaper article. First, students should underline all the content words in the passage. Next, have students practice reading the sentences focusing on using correct intonation of the sentence by focusing on content words. Finally, students read to each other asking simple questions for comprehension.
- Focus on an IPA symbol or two through the use of minimal pairs. Ask students to underline an example of each phoneme practiced. For example, have students compare and contrast the phonemes for the short /I/ sound and the longer 'ee' of /i/ by looking for representative words with each phoneme.
- Use a news story that has a transcript (NPR often provides these on their website). First, have students listen to a news story. Next, ask questions about the main points of the story. Finally, ask students to listen while reading the transcript. Follow up with a discussion.

Speaking

- Break students up into groups and read a short article. Students should then write questions based on this article, and then exchange articles with another group providing questions. Once groups have answered the questions, get students into pairs, one from each group, and have them discuss their answers.
- Focus on ads. How are the ads pitching their products? What messages are they trying to send?

Reading

- Straight forward reading: Have students read an article and discuss.
- Ask students to find articles from different nations on a global topic. Students should compare and contrast how different nations cover the news story.

Writing

- Have students write short summaries of news stories they have read.
- Ask students to write a newspaper article of their own for a school or class newspaper. Some students can do interviews, others take photos. Alternately, use the same idea to create a class blog.
- Lower level students can use photos, charts, pictures, etc. to begin writing descriptive sentences. These can be simple sentences describing what someone is wearing to practice related vocabulary. More advanced students can write about the 'back story' of photos such as why the person was in a certain situation shown in a photograph.

Vocabulary

- Focus on word forms using colored pens. Ask students to circle different forms of a word such as worth, worthy, worthless, etc. in an article.
- Ask students to find various parts of speech such as nouns, verbs, adjectives, adverbs.
- Make a mind-map of an article relating ideas through vocabulary.
- Focus on words related to certain ideas. For example, ask students to circle verbs that are related to finance. Have students explore the differences between these words in groups.

Grammar

- Discuss the use of present perfect for recent events that have an effect on the current moment by focusing on truncated newspaper headlines that use the past participle such as XYZ Merger Done Deal, Law Approved In Senate
- Use colored pens to focus on grammar points. For example, if you are studying verbs that take the gerund or the infinitive, have students highlight these combinations using one color for gerunds and another color for infinitives. Another option is to have students highlight different tenses in different colors.
- Photocopy an article from a newspaper. White out key grammar items that you are focusing on and have students fill in the blank. For example, white out all the helping verbs and ask students to fill them in.

Use of English Newspapers:

The English newspapers play very vital role in developing language as well as vocabulary. While reading newspaper one may learn or gain useful information of day today state, national or international events. There are some major uses of English newspapers that are following:

- It is the simple way to build up vocabulary.
- One can increase reading speed by reading newspaper.
- Learning English becomes interesting.
- It is the English newspaper that provides variety of information in everyday life.
- Newspapers are very chiefly.
- A newspaper helps to language learner to develop writing and listening skills
- English language learner learns different grammatical structures.
- It is easy to lean new word due to colourful images.
- Use of Phrases, Idioms and many new innovative constructions.
- English newspapers are a primary source of news and information for millions of people around the world. They provide up-to-date information on local, national, and international news, politics, sports, entertainment, and more.

- English newspapers are an excellent resource for language learners. They offer a wealth of authentic reading material, including articles, editorials, and opinion pieces, which can help learners, develop their vocabulary, reading comprehension, and writing skills.
- Many English newspapers also provide opinion and analysis on current events, offering different perspectives on important issues. This can be useful for those looking to broaden their understanding of the world and develop their critical thinking skills.
- English newspapers are a valuable platform for advertisers, providing them with access to a wide audience. They offer a range of advertising options, from classified ads to full-page spreads, making them an effective marketing tool for businesses.
- English newspapers also provide entertainment in the form of comics, puzzles, horoscopes, and other features. These can be a fun and engaging way to relax and pass the time.
- As mentioned earlier, English newspapers can be an effective tool for language learning.
- They provide exposure to authentic language use, diverse vocabulary, and different writing styles.
- Newspapers can also help readers gain a better understanding of the culture, customs, and current events of English-speaking countries. This can be particularly useful for those who are planning to travel or study abroad.
- Newspapers can also be used for research purposes, particularly for topics related to current events, history, or politics. They can provide insights into public opinion, government policies, and social trends.
- English newspapers can be a valuable resource for professionals who want to stay up-to-date on industry news, trends, and developments.

Activities are introduced in the class room:

A Reading English newspaper is an excellent way to improve your English language skills, as it exposes you to a wide range of vocabulary, grammar, and writing styles. Here are some activities that you can introduce in the classroom to help students improve their English language skills by reading newspapers:

Vocabulary Building: Have students read an article from the newspaper and ask them to identify words they do not understand. Then, provide the meanings of those words and ask them to use those words in a sentence. This will help students build their vocabulary.

Comprehension Questions: After reading an article, ask students to answer questions about the article. This will help students develop their reading comprehension skills.

Grammar Focus: Highlight a particular grammar point or structure in an article and ask students to identify it. Then, have them practice using the structure or point in their own writing

Debate or Discussion: Choose an article that has a controversial topic and ask students to discuss their opinions on the topic. This will help students develop their speaking and listening skills.

Writing Practice: Ask students to summarize an article in their own words or write a response to an article they have read. This will help students develop their writing skills.

Crossword Puzzles or Word Search: Create crossword puzzles or word search games based on vocabulary from the articles students have read. This will help students reinforce their vocabulary skills.

Current events presentation: Assign students to choose an article from the newspaper and give a presentation to the class about the current event. This will help them practice their public speaking skills and also keep the class updated with the latest news.

Grammar exercises: Use articles to teach or review specific grammar points, such as verb tense or reported speech. Ask students to identify examples of these grammar points in the articles.

News reports: Have students write their own news reports based on articles they have read or current events they are interested in. Encourage them to use appropriate language and tone.

Role-playing: Assign students different roles, such as journalist, editor, or reader, and have them act out a news story. This activity will help students practice their speaking and listening skills in English while also learning about the news and journalism.

Reading Comprehension: Select a news article from the newspaper and ask students to read it. After they finish reading, ask them questions to test their comprehension of the article. This can include questions about the main idea, supporting details, and the author's purpose.

BLACK BOARD / CHALK BOARD

It is one of the most common visual aids in use. A chalk board is either built into the wall or fixed and framed on the wall and provided with a ledge to keep the chalk sticks and duster.

"A blackboard is an easily available, dependable visual aid. This can improve the handwriting of the students. There are many advantages of blackboard. Some teachers are totally crippled without a blackboard.

CHARACTERISTICS OF A GOOD CHALK BOARD:

- Its surface should be rough enough so that it is capable of holding the writing on the board.
- Its surface should be dull so that it can eliminate glare.
- Its surface should be such that the writing on the board can be easily removed by making use of a cloth or a foam duster.
- Its height should be so adjusted that it is within the easy reach of the teacher and is easily visible to the students.

USE OF CHALK BOARD:

- Write in a clear and legible handwriting the important points on the chalk board but avoid overcrowding of information on the chalk board.
- The size of the words written on black board should be such that they can be seen even by the back-benchers.
- There should be proper arrangement of light in the class room so that the chalk board remains glare free.
- Stand on one side of the chalk board while explaining some points to the students.
- Students may be allowed to express their ideas on chalk board or to make

alterations or corrections.

IMPORTANCE OF CHALK BOARD:

- It is a very convenient teaching aid for group teaching.
- It is quite economical and can be used again and again.
- It is one of the most valuable supplementary teaching aid.
- It can be used as a good visual aid for drill and revision.
- It is a convenient aid for giving lesson notes to the students.

TELEVISION (TV)

Television is the most developed recent media in language learning. It not only acts as the audio but also visual aid. Students can listen as well as visualize the learning material. They get interest in the topic as they visualize it. By visualizing the various programmes based on learning a language, the students can get perfect idea like producing a letter or a word, doing language work, reciting poems etc.

Various lessons and demonstrations duly illustrated by slides, models, specimens etc. can be observed. Many important talks, scene and sights can be seen through it. The students can also use it for watching commentaries of cricket, hockey, football etc. Even the daily news telecasted in it serves the major source of learning speech habit in English. It removes the sense of fatigue and boredom in the mind of students and serves the best for developing good speaking skills.

Television has been given considerable importance in a number of countries to be a source and a tool of teaching. In formal education, television usually plays its role as a supportive and reinforcement tool. Television may help to reach the following objectives:

- Social quail
- Enhance quality in education.
- Reduce dependency on verbal teaching and teachers.
- Provide flexibility of time and space in learning.
- Stimulates learning.
- Provide mass education opportunities.

Television can be used in the classroom to meet up a variety of objectives like:

- To reinforce and expand on content being taught.
- To respond to a variety of learning styles.
- To increase student motivation to learn.
- To stimulate other learning activities. The impact of television on macro level in three areas as;
 - Teacher's Competencies.
 - Student's Competencies.
 - Effects on general viewers.

Learning by television is not a new phenomenon and, as an educational medium, it has gone through some severe growing pains. Unfortunately, while advances in technologies (cable, home recorders, satellites, teleconferencing) have contributed to an increase in the number of telecourses since the mid-1970s, faculty are often unprepared to teach these courses, and the institutions involved may be inadequate or unwilling to support their efforts.

The use of telecourses to present instruction has many advantages and disadvantages.

The strengths (Advantages) of telecourses include:

- (1) Provision of broader student accessibility to educational opportunities;
- (2) Potential for attracting additional students and income for participating institutions;
- (3) Possible award by cable companies of a public or educational access channel, which permits greater exposure to the telecourses available;
- (4) Copies of taped materials can be made available to students for review; and
- (5) More information can be disseminated to students in less time via telecourses than in regular classes.

The weaknesses (Disadvantages) of telecourses include:

- (1) Lack of continuing contact and interaction between the instructor and the student;
- (2) The facilitation of student drop-out;
- (3) Some courses are technically aesthetic but lacking in substance;
- (4) Little or no opportunity for questions and feedback;
- (5) Textbooks are often not written for the telecourse;
- (6) Students who register late may not receive course information on time; and
- (7) Problems with scheduling examinations.

It is recommended that institutions treat telecourses as viable alternatives to the traditional classroom situation, and that they initiate or modify certain important practices to ensure the success of such courses.

E-TOOL

COMPUTERS AND INTERNET FOR TEACHING ENGLISH

Because of technological progress, new methods of teaching and learning have been initiated in English language education. Many new technological mechanisms are now being used to make the teaching process more effective. "The simultaneous impact of globalization, the spread of English and technological development have transformed our learning and teaching English as a lingua franca in an unprecedented way. As one of the outcomes of technological development, computer and internet-assisted language learning is a well-known and productive method.

The internet (World Wide Web – www) and computer technologies has entered all fields including language learning practices and methods. Modern English teachers therefore abandon the traditional teaching method and start using modern techniques in their teaching. Despite of depending on the use of blackboard and chalk, they make use of the application of computer and Internet in English language education.

Computer: According to the views of two educators. Computers could help meet the needs and challenges of students' learning practice thanks to a variety of computer-based activities. In this study, the computer is a tool to design CBA in teaching English speaking. Students use computers to connect to the Internet and social networking sites such as Facebook, Skype, Line, Twitter, Viber, WhatsApp, etc. to practice speaking English. Twitter helps students improve pronunciation.

Computer-based activity: In this study, most activities were designed and framed by the curriculum so that the teacher could influence actual computer use in education. A

computer aided learning environment would provide learners with an authentic learning environment that helped learners learn English better than in everyday classroom settings. E-tool affirmed that the process of language teaching and learning in a technology-based English classroom brought many valuable interactive opportunities for learners than in classrooms with traditional language learning. PowerPoint presentation provides users with tools to create interactive lessons, especially helping teachers and students in teaching and learning in a dynamic environment, etc. Using PowerPoint software to insert different audio, visual and audio-visual features into speaking lessons will help students easily grasp lesson information and achieve effective high interactive results, improving students' English speaking skills.

Computer-assisted language learning is widely described as exploring and investigating applications of the computer in teaching and learning a language. CALL has a positive impact on student achievement. As a result, the computer plays an important role in active learning and advanced thinking. The computer is a great support tool that benefits teaching and learning when it is used in a context with a specific purpose. An essential key role to continuous learning is creating a supportive environment for students and opportunities for students to engage in activities. This means the computer-based learning environment is quite helpful.

In a classroom with computer-based activities, the learning environment is primarily student centered rather than a teacher-centered model, and learning is highly interactive, then the student engagement increases. The importance of a student centered model in a computer-based English teaching classroom.

INTERNET

Internet for Teaching Learning

For today's students, the Internet is a fact of life in the classroom. Nearly every field of society and every part of human life is attracted by the Internet. It is getting more popular on an ongoing basis and reaching everyone. Many people spend most of the time of a day on the Internet without knowing that they are continuously using it. The Internet is quite enormous, complex and changes people's lives. So it is important for teachers to understand the opportunities this medium offers. ESL/EFL teachers are utilizing the Internet in their classes for motivating students to use the English language outside the classroom and to make the language a part of their daily lives.

The effect of the internet on the teaching and learning of English has many positive effects. It plays a role as a key component of education and has the potential to make English language teachers a major source of information. Using the internet in the learning process gives the learners better results. It provides a large amount of ideas and offers many language learning strategies. The Internet unlocks the way to create creativity and learning enthusiasm. In addition to encouraging and motivating students, English with

internet learning activities will be noteworthy, useful. English is used as an official language and employed by a majority of Internet users in most countries around the world.

It is the dominant language of the internet and most websites are only available in English. Web technology uses words in English. In addition, today's youth frequently use the Internet and use it several times a day. They are always in close contact with the English language, so they surf the English-based web pages. In active Internet users, ecommerce, internet advertising, and collaboration with the B2B industry, the English-speaking United States dominates.

Common computer-based activities in teaching English speaking

Below is a summary of some common CBA that has been designed based on the common IT on the computer and their benefits in an English-speaking class.

Order	Kinds of computer-based activities	Importance of CALL/ Benefits
1.	PowerPoint/ ActivInspire (with inserting video clips, animations, sounds, a lesson with colorful text).	<ul style="list-style-type: none"> - Help the instructor save time writing on a chalkboard (Alkash, & Al-Dersi, 2017). - Attract and maintain learners' attention (Alkash, & Al-Dersi, 2017). - Help learners see and interact well with the lesson (Alkash, & Al-Dersi, 2017). - Improve presentation skills (Alkash, & Al-Dersi, 2017).
2.	Internet software (with many English study programs)	<ul style="list-style-type: none"> - Help learners have the opportunity to successfully use English through online software on the Internet such as Google to search for suitable learning materials (Parveen, 2016). - Help students actively participate in Internet-based learning activities and be motivated to practice English in language classrooms (Chairat, 2018).
3.	Google translation tool, online dictionaries	<ul style="list-style-type: none"> - Help learners increase their vocabulary and reading comprehension (Hulstijn, Holander, & Greidanus, 1996; Luppescu & Day, 1993). - Be free, quickly accessible, and easy to use (Ngoc, 2017). - Help students discern the semantics of words and ensure a reliable translation (Medvedev, 2016).
4.	Speech teaching software such as HelloTalk, Cake, Duolingo, SpeakingPal, Enjoy.	<ul style="list-style-type: none"> - Help students pronounce clearly (O'Brien, 2006).
5.	Communication lab	<ul style="list-style-type: none"> - Help students to develop four skills (Parveen, 2016). - Create interest in learning for students through headphones in the laboratory (Parveen, 2016; Kuning, 2019).
6.	Video conferencing	<ul style="list-style-type: none"> - Give students a chance to communicate directly with many famous people in the world (Parveen, 2016' Kuning, 2019). - Expand more knowledge in many different fields (Parveen, 2016).
7.	Speech recognition software	<ul style="list-style-type: none"> - Be capable of automatic assessment of pronunciation quality Neumeyer, Franco, Digalakis, and Weintraub, 2000). - Help students to find the pronunciation errors to improve their speaking (Kuning, 2019). - Promote students to practice many times until they are proficient and fluent as desired (Parveen, 2016).

ADVANTAGES:

Advantages of computer and internet assisted language learning are:

- Multimodal practice with feedback.
- Individualization in a large class.
- Pair or small group work on projects.
- The fun factor.
- Exploratory learning with large amounts of language data.
- Real-life skill-building in computer use

DISADVANTAGES:

- No doubt internet is one of the most powerful tools for teachers to help students, but as the wealth of available resources is infinite, students face problems in effectively handling such large amounts of information.
- Another problem is the unfamiliarity with the applications and handling of internet.
- In other words, little experiences on the internet is an anxiety source for both language learners and teachers.
- Further, connecting to the internet might take a long time, it might break down in the middle of communication and it might be expensive.
- It should be borne in mind that the internet does not mean the end of the blackboard, the course book, the tape-recorder or the OHP; but it does provide tremendous opportunities, stimuli and resources for not only teachers but also for students.
- Since the internet offers all types of the topics, some of them are not suitable for school children. Though serious precautions are taken today, this is still an important problem for parents and children.
- The teachers should assist their students so that they can discover and learn most according to their level of linguistic competence. Teachers should be responsible for the evaluation of all the web tools offered in a language class.

M-LEARNING

SMART PHONES AS LEARNING DEVICES

Use of mobile technology started in 21st century and it gave birth to Mobile-Assisted Language Learning (MALL) which refers to learning languages via mobile devices/phones. Mobile Learning makes learning more private and individual matter as well as it makes learning possible in formal and informal situations. Students are found using Smartphone for learning translation and retranslation, reading online books, and practicing their communication skills via smartphones. As smartphone offers private learning opportunities in the same way it offers collaborative learning opportunities too. Students are now more able to engage in online discussions on social media like facebook, discussion forums and they are able to practice and learnt better pronunciation through English language learning Youtube channels. These social aspects help promote collaborative learning among ESL learners.

Smartphones are now not only used for the basic purpose of communication but also as an effective learning tool as they have all the features of computers inbuilt in them. This study explores students' perspective about learning English via Smartphone at university level as perception reflect people's attitude and acceptability towards something and it effects their decisions too.

Smartphones and tablets have a variety of built-in functions that support communication and multimedia use. They offer an efficient way for students to work with language, whether written or spoken. Because they are networked, they support peer collaboration and offer the opportunity to virtually bring into class individuals from outside the classroom, including more proficient speakers. Some of the built-in capabilities that support text and media use include:

- Note taking;
- Photo capture and editing;
- Audio and video playback, recording and editing;
- Email;
- Text messaging;
- Web browsing.

Social media, widely used by students, provides an ideal vehicle for reading and writing in the target language. Social media engages students in real language use and contributes to their ability to use the language not only grammatically but in ways that are socially and pragmatically appropriate. That includes learning about genre conventions, language registers, and cultures of use for different media and online communities.

Advantages of using smartphones for teaching and learning

- Learners can access educational content anytime, anywhere, making learning more flexible and convenient.
- Lightweight and portable, smartphones eliminate the need for carrying books or laptops.
- Language apps like Duolingo, Babbel, and Memrise offer interactive lessons.
- Learners can watch videos, listen to podcasts, or access e-books to practice English skills.
- Dictionaries and Translators - Apps like Merriam-Webster, Linguee, or Google Translate provide instant definitions and translations.
- Games and Quizzes - Gamified learning apps and platforms like Kahoot and Quizlet make language practice enjoyable.
- Social Media - Platforms like Instagram, TikTok, or Twitter expose learners to real-world language usage and trends.
- Real-time communication via apps like WhatsApp, Skype, or Zoom enables speaking practice with peers or tutors.
- Global language exchange platforms (e.g., HelloTalk, Tandem) connect learners with native speakers.
- AI-powered apps adapt lessons to the user's proficiency level and learning style.
- Learners can set their own pace and focus on specific areas like vocabulary, grammar, or pronunciation.
- Progress trackers, badges, and reminders in language apps help sustain motivation.
- Personalized feedback from apps like Grammarly enhances writing and speaking skills

Disadvantages of using smartphones for teaching and learning

- Non-educational apps, notifications, and social media can divert attention away from learning.
- Overuse for entertainment may reduce study time.
- Small screens may not be ideal for reading lengthy texts, watching videos, or writing essays.
- Typing on smartphones can be cumbersome for detailed writing tasks.
- Many apps and resources require an active internet connection, which may not be available to all learners.
- Data costs can be a barrier for prolonged usage.
- Prolonged use can lead to eye strain, posture problems, or digital fatigue.
- Constant usage might contribute to a sedentary lifestyle.
- Not all students have access to high-quality smartphones or stable internet connections, creating a digital divide.

- Outdated devices may not support advanced apps or interactive content.
- Excessive reliance on smartphones can reduce face-to-face interactions and traditional learning methods.
- Learners may struggle with skills like handwriting or deep focus on paper-based exams.
- Some apps or resources may provide inaccurate or poorly designed content.
- Without proper guidance, learners might use apps that don't align with their educational needs.
- Sharing personal information on apps or social media may lead to privacy issues.
- Free apps may compromise security or include intrusive advertisements.

DIGITAL LIBRARY

USE OF INFORMATION COMMUNICATION TECHNOLOGY (ICT) FOR TEACHING ENGLISH

Schools use a diverse set of ICT tools to communicate, create, disseminate, store, and manage information. In some contexts, ICT has also become integral to the teaching-learning interaction, through such approaches as replacing chalkboards with interactive digital whiteboards, using students' own smartphones or other devices for learning during class time, and the "flipped classroom" model where students watch lectures at home on the computer and use classroom time for more interactive exercises.

When teachers are digitally literate and trained to use ICT, these approaches can lead to higher order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace.

As the world accelerates into the digital age, education is also undergoing a fundamental transformation. Information and Communication Technology (ICT) is central to this revolution, which is reshaping the way we teach and learn. In this article, we will discuss the astounding impact of ICT in Teaching and Learning, and education overall, revealing seven game-changing benefits that are changing classrooms around the world.

ICT in Teaching and Learning reshaping the educational landscape by eliminating geographical barriers, personalizing education, enhancing knowledge retention, and preparing students for the digital age. In addition, we will introduce you to the Digital Library, a game-changer in the world of ICT in education. Join us as we explore the future of teaching and learning in a world that is becoming increasingly digital.

About ICT in Teaching And Learning

Information and Communication Technology (ICT) has emerged as a powerful force for enhancing teaching and learning in the traditional educational environment. ICT in teaching and learning refers to the use of technology, such as notebooks (such as Chromebooks and Primebooks), and tablets with learning applications, with or without the Internet, to improve the educational experience for both teachers and students.

It involves the implementation of various software applications and methodologies designed to enhance the quality and effectiveness of education. This integration seeks to streamline instructional practices, making them more accessible and effective for all stakeholders, going beyond mere hardware and software.

Extensive research supports the incorporation of ICT into teaching and learning, demonstrating its positive impact on student engagement, achievement, and overall learning outcomes. Simply introducing technology into the classroom is not sufficient; educators must utilize it to create dynamic and interactive learning environments. ICT provides educators with tools that facilitate personalized learning experiences, adapt to the unique needs of each student, and enhance knowledge retention. In addition, it improves

the transparency of attendance and grading processes, facilitating communication among teachers, students, and parents. This comprehensive approach generates a more engaging, effective, and student-centered learning environment that prepares students for success in the digital age.

Benefits of ICT in teaching and learning

- Education for Everyone
- Personalized Learning
- Higher Knowledge Retention
- Improves Transparency
- Learner-Centered Approach
- Time Efficiency
- Preparation for the Digital Age

Introducing Digital Library a Perfect Fit for ICT in Teaching and Learning

Digital Library is designed as an easy-to-use and maintain Smart ICT Lab on Tablets, the Digital Libraries provide a comprehensive hub of knowledge. It replaces traditional classrooms, libraries, and computer labs with immersive learning environments. You can call it the lab of all Learning labs viz. English Lab, Science Lab, Math Lab & Smart ICT Lab. Let's take a closer look at the benefits of the Digital Libraries.

- No Infrastructure Barriers
- Reduced to No Electricity Dependency
- Makes Reporting Easy
- Bilingual Learning
- Addressing Learning Gaps

Advantages of ICT in English language teaching:-

1. The use of ICT has positive effects on foreign language teaching learning.
2. We can get the required information within a fraction of second.
3. Learners become more innovative with the help of e-learning.
4. ICT provides the information to the students which will be useful for them to compete with this competitive world.
5. English lessons that incorporate multimedia applications can exert powerful motivation and provide bored students with exciting new ways to learn.
6. ICT can make students and teachers to work with current and authentic sources.
7. ICT ameliorates the learner's interaction, verbalization involvement in group collaborative learning.
8. Students can learn independently.
9. With ICT pictorial description is available.

Advantages of ICT in English language teaching:-

1. Students get short span of attention because of the ICT in language learning.
2. Online learning cannot offer human interaction.
3. Students may open or log on to the unnecessary websites to play games or to watch movies etc.
4. Intense requirement for self-discipline and self direction.
5. Good infrastructure and trained man power is required to use the ICT tools in teaching and learning.
6. Communication is taking place between learners. 7. The teacher is only a mediator.

VIDEOCONFERENCING

“Video conferencing is the use of video and audio to connect two or more points across the Internet for two-way conferencing over distance.” It is also known as “Videoteleconference”.

Video conferencing is simply a vehicle for interactive communication. Enables one set of people to see and hear people in a different location.

In its most basic form is the transmission of image (video) and speech (audio) back and forth between two or more physically separate locations.

Basic features :

- Very straightforward approach.
- Calls can be made locally, nationally or across the world.

Required equipments for videoconferencing

- **Camera:** To capture & send video during video conferencing.
- **Microphone:** To capture & send audio during video conferencing.
- **Speakers:** To play the audio received during video conferencing.
- **Monitor:** To display the video received during video conferencing.

Types of Video Conferencing

There are two types of video conferencing

- Point-to-point Video conferencing and
- Multi-point Video conferencing

Point-to-point Video conferencing: A videoconference that connects two locations. Each site sees and hears the other sites at all times.

Multi-point Video conferencing: A videoconference that connects to more than two sites through the use of a multi-point control unit (MCU) or video hub. Participants at all sites can hear one another at all times and see the site that is currently speaking. (Voice activated switching) This is a bridge that interconnects calls from several sources.

Uses of Video Conferencing

- Business
- E-Meetings
- E-Learning
- Presentations
- Chatting with friend
- Family talk
- Telemedicine
- Transmission of medical images
- Diagnosing and Consulting

Advantages of Video Conferencing

Student learning is impacted in several ways:

- Enhances student motivation.
- Is exciting or different, catches the student's attention.
- Connects with the real world.
- Promotes student retention and learning.
- Accesses information from primary sources.
- Accommodates many learning styles.
- Students have the opportunity to interact with the experts in a particular field of study.
- Videoconferencing accommodates a variety of different learning styles through several modalities.
 - Videos
 - Animations
 - Audio
 - Graphics
 - Collaboration

Videoconferencing affords students the opportunity to develop and improve various communication skills.

- Presentation and speaking skills.
- Communication and management skills.
- Questioning and interviewing skills.
- Use of sign language communications for deaf, hard-of-hearing and mute.
- Can improve work quality
- Reduce costs
- Improves communication
- Groups can meet more frequently
- Critical meetings can be conducted in less time
- More faculty and staff can be involved

Initial cost of the equipment is high.

Ghost/Blurred images seen when rapid movement occurs:

- Wear neutral, solid colors.
- Avoid checks and stripes.
- Avoid white and shades of red.
- Red is not codec-friendly.
- Use plain background.
- Avoid glass in the background.
- Audio echo effect seen when system is not properly installed:
Switch OFF microphone when not in use.

UNIT - 5

LEXIS

1. Word formation

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

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

i) Affixation

ii) Conversion and

iii) Compounding

iv) Clipping

v) Port manteau

vi) Onomatopoeia

vii) Loan words

i) Affixation:

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

a) Prefixes:

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

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

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

1. Negative Prefixes :

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

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

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

d) A – means lacking, a moral, asymmetry

2. Reversive Prefixes : (Reverse of Action)

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

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

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

3. Pejorative Prefixes : (Depreciatory)

Depreciatory means diminish in value.

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

- b) mal - means 'badly'
mal treat, mal function, mal formed, malodorous
- c) Pseudo means false
Pseudopodia, pseudo-intellectual

4. Prefixes of Degree or size :

- a) Arch - highest, chief
Archbishop
- b) Super - means above, more than, better
superman, super market, supernatural
- c) Out - means to do something, faster, longer.
Out run, out live
- d) Sur - means over and above
surtax
- e) Sub - means lower than, less than
sub human, sub standard, subordinate
- f) Over - too much
over real, over dressed, over confident
- g) under - means too little under took
- h) Ultra - means extremely
ultraviolet, ultra modern
- i) Mini - means small or little miniskirt

5. Prefixes of Attitude :

- a) co - with or joint
co-operative, co pilot
- b) Counter - means in opposition to
countant, counter – revolution
- c) Anti means against.
Antisocial, anticlockwise, antimissile.
- d) Pro - means of the side of
Pro-communist

6. Locative Prefixes :

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

Inter means between - international interaction

Trans - means across - transplant, translation

7. Prefixes of time and order :

Fore - means before - fore tell

Pre - means before - pre-war, pre planned

Post - means after - post-war

Ex - means former - ex-minister

Re - means again - rebuild, resettlement rewrite

8. Number Prefixes :

Uni, mono means one - unilateral, monotheism

Bi, di means two - bi lingual, dipole

Tri means three - tripartite

Poly, multi means many - multi racial, poly syllabic

9. Other Prefixes :

Semi means half - Semi circle

Vice means deputy - Vice president

Auto means self - Auto biography

Neo means new - neo - gothic

Pan means world wide - Pan - Americal

Proto means first - prototype.

10. Conversion Prefixes :

Be, en and a

Be spectacted (Participal adjective)

bewitch (transitive verb)

enslave (verb)

afloat (adjective)

Affixation : Suffixes :

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

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

a) Occupational suffixes :

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

b) Diminutive or Feminine :

- Let means small - booklet, piglet
- ETTE means small - Kitchenette
Compact - Statuette
Imitation - Flannelette
Female - Usherette
- Ess means female - Waitress, hostess, etc
- y, -IE means - daddy, auntie.

c) Status, Domain :

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

d) Other suffixes :

i) Noun/Adjective :

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

- ISM means attitude - idealism
- Political movement - communism.

ii) Noun Suffixes :

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

iii) Verb Suffixes :

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

iv) Adjective suffixes :

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

v) Adverb suffixes :

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

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

CONVERSION :

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

i) Verb - Noun conversion :

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

ii) Adjective - Noun conversion :

He seemed average (adjective)

The average was eighty (noun)

iii) Noun - Verb conversion :

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

- b) To give or to provide with something

coat - to give a coat of paint

- mask.

iv) Adjective Verb conversion :

They were very humble (adjective)

They humbled him (Verb)

v) Adjective - Adverb Conversion :

The poem reads well (adjective)

He reads the poem well (adverb)

vi) Stress shift:

con'duct (v)

Pro'duce (v)

- 'conduct (n)
- 'produce (n)

COMPOUNDS :

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

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

A. Noun compounds :

i) Subject and verb compounds :

The sun rises : Sunrise

The day breaks : Day break

The girl dances : Dancing girl.

ii) Verb and object compounds :

x calls the girl : call girl

x chews gum : chewing gum

x pays taxes : Tax payer

x see sights : sight seeing

iii) Verb and Adverbial compounds :

x swims in the pool : swimming pool

x sits with the baby : baby sitter

x works at home : Home work

iv) Noun + Noun (Verbless compounds)

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

v) Other noun & noun :

It names an entire thing by specifying some features.

- Paper back - the book has a paper back

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

- pale face, fat head, etc.

iv) Clipping:

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

The shortening may occur at

- a) The beginning of the word - Telephone - phone
Omnibus - bus, Aeroplane - Plane
- b) The end of the word - Photo - Photograph
Mike - Microphone, Exam - Examination
Movies - Moving Pictures, Ad - Advertisement
- c) At both ends of the word
Flue - Fluenza

v) Port - Manteau (Blends)

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

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

vi) Onomatopoeia:

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

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

This is loan word from greek.

vii) Loan words:

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

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

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

Look at the following Sentences:

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

Here ad hoc means arrangement made for a specific purpose.

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

Bonafide means true or genuine.

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

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

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

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

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

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

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

viii) Other Minor Devices:

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

1) Reduplicatives:

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

e.g: goody-goody (affectedly good)

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

a) to imitate sounds:

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

b) to suggest alternative movements:

sea-saw

c) to identify:

tip-top

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

e.g: higgledy - piggedy

humpty- dumpty

wishy - washy

pell - mell

hurry - burry

zig - zag

hanky - panky

ii) Acronym

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

e.g.

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

iii) Abbreviation

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

e.g. Shortened form:-

Dr. - Doctor

PATTERNS OF SPELLING

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

The final Y:

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

try - trying - tried

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

spray - spraying - sprayed

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

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

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

pray - prays

day - days

2. Doubling the consonants :

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

whip - whipped

hit - hitting

run - running

big - bigger

rob - robber

spot - spotted

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

for'got - forgotten

begin - beginning

omit - omitted.

occur - occured

c) If a word already ends in two consonants or a consonant does not double before any ending.

long - longes, reap-reaping

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

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

knock, trick, pick, prick

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

rook, took, book, seek, weak, week

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

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

3. The doubling of - l :

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

fulfilled, jeweller, quarrelled, marvellous

4. Words with a silent - e

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

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

argue - argument, duely - duly, true, truly - trully

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

replace - replacing - replaceable

c) Final e is not normally dropped before a consonant

hopeful, likeness, movement.

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

foresee - foreseeing - foreseeable -

agree - agreed - agreeing - agreement

5. The ending- le

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

bridle - title - able, Bible.

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

6. Plurals :

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

Chief - chiefs, proof - proofs
Leaf - leaves, wife - wives.

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

tomato - tomatos, negro - negroes
tango - tangoes, studio - studios

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

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

courage - courageous, manage - manageable,
peace - peaceable, trace - traceable.

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

vice - vicious, grace - gracious

8. The suffix - ful :

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

beautyfull = beautiful (But beautifully)

joy + full = joyful (but joyfully)

use+full = useful (but usefully)

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

will+full = wilful

full+fill = fulfil

skill+full = skilful

9. Silent letters:

a) Some of these words begin with silent - K

Knight, knew, knock, knead, knife

b) Some of these words end with a silent - b

comb worm, limb lamb

c) Some of these words have a silent - l

folk, stalk, could, should, palm

d) Some words have silent - g

sign, design, benign, sovereign

- e) Some words have silent - w
Wreck, wrong, wretched, wry
- f) Some words have a silent - t or an - s
wrestle, hasten, rustle, listen, gossip, vessel, fossil lesson.

10. Words with Greek roots :

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

- ps - psychology
- ph - photography
- rh - rheumatism
- ch - archive
- ae - haematology

PHRASAL VERBS AND PREPOSITIONAL PHRASES

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

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

Eg :at the bus - stop
from what he said.

Functions of the prepositional phrase:

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

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

^{PP}_A(In December)
^{PP}_A(at hotel Atlanta)^{PP}_A
^{PP}_A(On molecular physics)

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

Structure of the prepositional phrases:

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

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

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

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

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

Qualities of phrasal verbs :

1. The phrasal verbs contain one or more of the adverbial particles. These adverbial particles also used as prepositions.
2. Some times the meaning of a phrasal verb is direct and clear. eg: Look at some times it has idiomatic meaning.

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

He gave up smoking.

call on - Visit a person

carry on - continue

turn in - go to bed

set on - attack

go off - explode

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

The soldier took off his hat. (transitive)

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

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

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

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

e.g: He took his gloves off.

She gave her money away.

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

e.g: She looked after the boy.

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

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

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

e.g: Her make-up was fine. (noun)

We must have a follow-up programme (adj)

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

Type 1 : Verb + Preposition + Noun Phrase :

e.g : The soldiers came across an old tavern

I will go through your application.

Rames looks after his father.

Type 2 : Verb+ adverb particle :

An epidemic of influenza has broken out.

Don't stop, play on.

Type 3 : Verb+Object+adverb particle :

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

Type 4 : Verb + Particle + Preposition + NP :

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

Prepositional Verbs :

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

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

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

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

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

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

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

SENTENCE CONNECTORS - DEVICES FOR COHESION AND COHERENCE

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

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

Discourse skill:

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

- i) topical
- ii) grammatical
- iii) logical.

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

i) Topical cohesion :

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

ii) Grammatical cohesion :

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

iii) Logical cohesion (coherence) :

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

i) Addition :

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

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

ii) Amplification :

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

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

iii) Comparison :

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

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

iv) Contrast :

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

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

v) Concession :

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

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

vi) Condition :

The second sentence puts forth a condition based idea with reference to the first sentence if, unless, as long as are used,
e.g: If you work hard, you will pass.

vii) Cause and effect :

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

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

viii) Enumeration :

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

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

ix) Exemplification :

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

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

x) Temporal Relationship :

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

e.g: We were discussing the problem.

Meanwhile the problem has worsened.

xi) Conclusion :

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

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

xii) Reformulation :

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

