
PEDAGOGY OF ENGLISH

A complete study material for Bachelor of Education



“ I live to learn but not learn to live
because education is the only solution
to all the problems in the world “

- Rabindranath Tagore

Prepared by

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Lecture in Pedagogy of English

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Unit - I

NATURE, SCOPE AND IMPORTANCE OF ENGLISH LANGUAGE AND TEACHING **INTRODUCTION TO LANGUAGE**

- Language is a system that consists of symbols (i.e. words) that stand for particular objects, relationships, actions and feelings. Through language we can transmit and understand an infinite variety of messages.
- Language helps us to communicate with each other and relate socially to people.
- It aids in the development of thought and plays an important role in perception and memory. Language is a system of vocal sounds and combinations of such sounds to which meaning is attributed, used for the expression or communication of thoughts and feelings.
- Language is a system that consists of symbols (i.e. words) that stand for particular objects, relationship actions and feelings and through which we can transmit and understand a large variety of messages.
- Language is a system of arbitrary vocal symbols used for human communication.
- Languages are sets of signs. Signs combine an exponent (a sequence of letters or sounds) with a meaning. Grammars are ways to generate signs from more basic signs. Signs combine a form and a meaning, and they are identical with neither their exponent nor with their meaning.
- Language is instruments whereby humans communicate and interact with one another by means of habitual use of auditory, arbitrary symbols.
- The ability to communicate with each other using a language system is unique to human beings. Of course animals and birds also communicate with each other.
- We do not yet know about the nature of human languages, their structures and use.

A number of facts pertaining to all languages can be stated.

- Wherever humans exist, language exists.
- There are no “primitive” languages—all languages are equally complex and equally capable of expressing any idea in the universe. The vocabulary of any language can be expanded to include new words for new concepts.
- All languages change through time.
- The relationships between the sounds and meanings of spoken languages and between the gestures and meanings of sign languages are for the most part arbitrary.
- All human languages utilize a finite set of discrete sounds (or gestures) that are combined to form meaningful elements or words, which themselves form an infinite set of possible sentences.
- All grammars contain rules for the formation of words and sentences of a similar kind.
- Every spoken language includes discrete sound segments, like p, n, or a, that can all be defined by a finite set of sound properties or features.
- Every spoken language has a class of vowels and a class of consonants. Similar grammatical categories (for example, noun, verb) are found in all languages.
- There are semantic universals, such as “male” or “female,” “animate” or “human,” found in every language in the world.
- Every language has a way of referring to past time, negating, forming questions, issuing commands, and so on.

DEFINITION OF LANGUAGE

- The word 'Language' is derived from the Latin word '**Lingue**' which means '**produced with the tongue**'. Hence language means a thing which is produced with the tongue.
- According to **Edward Sapir**: "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols."
- **Block and Tragers** defined "Language is a set of arbitrary vocal symbols by means of which a social group communicates."
- **Otto Jespersen** said "Language is a set of human habits, the purpose of which is to give expression to human thoughts and feelings especially to impart them to others."
- **Oxford English Dictionary** defines language as "Words and the methods of combining them for the expression of thoughts"
- According to **Bolinger**, "Language is species specific."
- According to **H.A. Gleason**, "Language is one of the most important and characteristic forms of human behavior."
- According to **B. Bloch**, (1942), "A language is a system of arbitrary vocal symbols by means of which a social group cooperates."

THE ORIGIN OF LANGUAGE

- A book written by David Crystal explains the language functions and uses.
- The Danish linguist, Otto Jespersen (1860–1943), discusses the origin of language where it is collected in the form of four theories and one is added by his own name
- The total five theories are; 1. The Bow-Wow Theory 2. The Pooh-Pooh Theory 3. The Ding-Dong Theory 4. The Yo-He-Ho Theory 5. The La-La Theory

The Bow-Wow Theory

- The Bow Wow theory (Sound Mimicry theory) states that language start is connected with imitation of natural sounds by our forefather.
- The start sounds were onomatopoeic which were like bang, meow, moo and cuckoo.
- It is the clarification of natural sounds which were adopted for communicative purposes.
- The people used to transmit and share their daily messages with the help of natural sounds copying.
- However, a critical view of this theory came to the field of research that not all sounds derived or exist in natural sounds.
- The onomatopoeic sounds do not meet all the requirements of the communication.
- Therefore, many linguists argued not in favor of this theory.

The Pooh-Pooh Theory

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- This theory means, the sound produced at the time of anger, pain or at the emotional stage.
- The examples are ouch, oh, yabba.
- These kinds of speech sounds utterance are marked in the pooh-pooh theory.

The Ding-Dong Theory

- It is also known by the Social Interaction source or Yo Heave-ho theory and presented by Max Muller.
- The theory makes the concept of sounds are made due to the physical or sensational stimuli by the outer or inner sources.
- The baby feels hungry which makes a sound and the adult gets angry which also makes a sound are the principal statements of the current theory.
- The word 'mama' is supposed to reflect the movement of the lips as the mouth approaches the breast, and bye-bye or ta-ta show the lips and tongue respectively 'waving' good-bye.
- However, the objection comes over it is, no persuasive evidence, in any language, of an innate connection between sound and meaning.

The Yo-He-Ho Theory

- According to Yo He Ho, the sounds produced at the time of people doing physical work together theory speech arose because, as people worked together.
- These sounds are made due to the consistency and harmony of the work in the communal activities.

The La-La Theory

- It is named as the Woo-woo hypothesis.
- The Danish linguist Otto Jespersen felt that a single aspect was to begin with the language of humans.
- so, it would come up from the sounds linked with play, love, poetic feeling, or song.

NATURE OF LANGUAGE

Language is vocal:

- Language is primarily speech.
- The spoken form of language most commonly used for communication.
- Speech consists of sounds, words, and structures.

Language is a system:

- Language is a system - it consists of a systematic procedure of sounds and symbols.

Language is a system of systems:

- It consists of several systems in it like, Phonetics- the system of sounds, Morphology-the system of word construction, Syntax-the system of sentence construction, Semantics - system of meanings of words etc.

Language is communication:

- Language meant for communication, means of communication, medium of communication.

Uniqueness:

- Every language is unique in its own way.
- That is , it is different from other languages in so many ways.
- No two languages are alike. They differ in sounds, spelling, and syntax.

Receptiveness:

- Receptiveness is ready to accept words or vocabulary from other languages of the world without any reservations.

Heterogeneity:

- Heterogeneity means consisting of many kinds of words of ancient, medieval, and modern in the language at the same time.

Fluidity:

- It refers to the ability to get changed easily and smoothly.

Flexibility:

- It refers to the ease with which the English language adjusts itself to change.

Productivity:

- Ability of word-forming elements to be used to form new linguistic expressions.
- It is the degree of freedom with which a particular grammatical pattern can be extended to new cases.
- We most often speak of productivity in connection with patterns of word-formation. The noun-forming suffix -ness is highly productive: happiness, preparedness, salaciousness, user-friendliness. The same is true of the verbal prefix re-: rewrite, reconsider, reappoint, renegotiate, reboot (a computer).

Displacement:

- Displacement is thus our ability to convey a meaning that transcends the immediately perceptible sphere of space and time.
- In contrast to other animals, humans have a sense of the past and the future. A gorilla, for example, cannot tell his fellows about his parents, his adventures in the jungle, or his experience of the past.
- The use of language to talk about things other than "the here and now", is a characteristic of humans.

Duality:

- Duality allows human languages the ability to produce an infinite number of utterances, all with different meanings, and hence makes open-endedness possible.
- A type of structure in which a small number of meaningless units are combined to produce a large number of meaningful units.
- Duality allows a language to form many tens of thousands of different words, all of which can be produced by a vocal tract which can produce no more than a few dozens of distinguishable speech sounds.
- English has around forty phonemes. And even just four phonemes from the word cat can be combined to produce a large number of words with very different meanings: /æt/at, /ækt/ act, /kæt/ cat,

Arbitrariness:

- It is the absence of any necessary connection between the form of a word and its meaning.
- Every language typically has a distinct word to denote every object, activity and concept its speakers want to talk about. Each such word must be formed in a valid manner according to the phonology of the language. But, in most cases, there is absolutely no reason why a given meaning should be denoted by one sequence of sounds rather than another.
- In practice, the particular sequence of sounds selected in a given language is completely arbitrary: anything will do, so long as speakers agree about it.

Cultural Transmission:

- Culture is transmitted from one individual to another not by physical inheritance, but by learning. It is through language that knowledge of the society is transmitted from one generation to another.

Redundancy:

- It means that language repeats itself.
- The language has the ability to repeat an idea without using the same words and structures.
- Repeating an idea but not a structured account of both redundancy and creativity.

Creativity:

- Creativity is a feature which enables a speaker to understand and construct sentences which he has never learned before.
- It is an important characteristic of all stages in human language development.

Duality of Structure:

- It is called duality of patterning which means meaningless phonemes are combined together to form words , and the words are combined to form new meaningful large units called sentences.

Structural Dependence:

- Human beings can recognize the structural dependence of the language.

Reflexibility:

- Man alone has the ability to encode and decode the thoughts in the form of linguistic expressions.
- This permits us to consciously examine and evaluate its expression and also the structure and context of those expressions is called reflexivity.

Variation:

- Variation in language occurs due to various factors such as sociological, cultural, geographical, occupational pattern.etc.
- The combination of all these factors or some of the factors results in learning variation in language called dialects, idiolects etc.

Discreteness:

- Discreteness in language describes the fact that human language is composed of sets of distinct sounds.
- One sound on its own may convey one meaning, multiple sounds combined in a particular order convey a different meaning.
- Even repeated sounds have a particular meaning

Uniqueness:

- Language is unique. It has got its own feature.

Specialization:

- Human mind is so specialized that the human being can simultaneously listen to music, read the newspaper, answer questions, give instructions etc.

Dynamic:

- Languages have life and that they keep changing or growing constantly.

USES OF LANGUAGE

- language to be the light of the mind”.
- Language is the symbol of Human culture:
- Language is a mean of communication:
- It is a vehicle of maintaining social relationship and human relationship:
- It is a mean of expressing our thoughts and emotions, feelings, etc:
- To organize thoughts:
- Language is social phenomenon:
- Language is behavior:
- Language means for communication and thinking:
- Language is a tool of communication, so too is English.
- The community co-operates through the use of language.
- A living language functions as social behavior.
- The process of communication is what allows us to interact with other people; without it, we would be unable to share knowledge or experiences with anything outside of ourselves.
- Common forms of communication include listening, speaking, reading, writing, gestures, touch and broadcasting.

IMPORTANCE OF LANGUAGE IN HUMAN LIFE

- Language is a very important word in this world and in our life.
- Man is a social animal Language plays a vital role in socialization of human beings.
- Without a Language humans cannot express their views. It is helpful to express his feelings, emotions, expressions, thoughts, etc.
- Language helps to understand the expressions of others, it is impossible to understand the expressions of others without a language.
- Language helps to communicate between social interactions.
- It helps to comfort the social life.
- It provides evidence to human beings.
- A Language is the road map of culture. It plays a vital role in cultural development.
- It helps to enjoy life by using language in creative, art, and appreciative ways.

LANGUAGE ACQUISITION VERSUS LANGUAGE LEARNING

Language acquisition	Language learning
It is a natural process	It is an artificial process
Acquisition is the act of getting something, especially knowledge, skill etc, by your own efforts, ability or behavior.	Learning is gaining knowledge or skill by studying, from experience, from being taught etc.
Language acquisition is the process by which language capability develops in a human.	Language learning behavior acquired by is a making conscious

	efforts.
It is the process by which a child acquires its mother tongue.	It involves certain skills – learning to understand when it is spoken, speaking, reading and writing.
It is the most wonderful feat we perform in our whole life and we do it at an age when we can hardly do anything else.	we do it at an age
It is an active process by which children, taking cues available to them, construct their own utterances and say things they have never heard of.	Learn vocabulary which comes across.
It cultivates forming a certain set of habits.	It is also forming a certain set of habits.
It is acquired by direct experience.	It is acquired by imitation and practice.
Acquisition is an unconscious process where no formal classroom instruction is involved.	Learning, however, is about conscious knowledge and the application of rules and structures.
In language acquisition, the focus is on communication or reception of a message.	In language learning the thrust is on syntax and grammar.
The context is usually crucial and meaningful in language acquisition	but it need not be important to that extent in language learning
Motivation is a matter of urgent necessity for acquisition.	Motivation is not so for learning L2.
Most importantly, the usual outcome of language acquisition is fluency	fluency is by no means guaranteed in language learning.

Learning Process in Language Acquisition, Language as Performance.

Language as acquisition:

- "Language acquisition" refers to the process through which humans learn a language.
- It involves various stages, from infancy to adulthood, and encompasses both formal instruction and informal exposure.
- This process is crucial for communication, cognitive development, and social interaction.

Language as Performance:

- "Language as performance" refers to the actual use of language in real-life situations, such as speaking, writing, or signing.
- It emphasizes how individuals produce and comprehend language in specific contexts, taking into account factors like audience, purpose, and social norms.
- This perspective, popularized by sociolinguists like Dell Hymes, highlights the dynamic nature of language use and the role of culture and context in shaping linguistic behavior.

FACTORS AFFECTING ON LANGUAGE LEARNING.

A. Biological Factors

- The biological factors include the genetic make-up of the child and the maturational timetable.
- Basic to learning language is the ability to listen and to produce sounds.
- The following three facts point that we are biologically predisposed to acquire language.
 - Firstly the human body, as you have read, is equipped for the purpose of ' speaking, hearing and understanding language.
 - Secondly, all newborns are most responsive to the sound of the human voice which shows that we have an inborn ability to learn language.
 - Thirdly, all children go through the same stages while acquiring language and they do so at approximately the same ages, irrespective of the language they speak. This universal sequence implies that no matter how hard you may try to teach a child of one year, she cannot be taught to speak sentences. She has to be maturationally ready to learn to speak.

These facts emphasize the biological basis of language development.

B. ENVIRONMENTAL FACTORS

- The role of the environment in language acquisition becomes clear when we consider the following facts.
- No child can learn language till she hears it being spoken.

- Each child learns the language she hears and she speaks it the way she hears it.
- Children living in institutions tend to show lower levels of language development. When caregivers stimulate the child, her language development is fostered.

C. Physical Factors Affecting Language Learning:

Health:

- Learning process is dependent on good health of the learner.
- "A sound mind in a sound body"

Physical defects:

- Physical defects or impairment makes learning difficult.
- The children with physical defects or impairment require special schools.
- Special adaptive devices are required for them in learning.

Gender:

- Females reported greater overall strategy use than male in many studies.
- Sometimes males surpassed females in the use of a particular strategy.

D. Psychological Factors Affecting Language Learning.

- Psychological factors which affect English speaking are motivation, anxiety, extroversion, self-esteem and self-concept.

Motivation:

- There are three basic kinds of motivation, intrinsic motivation, extrinsic motivation and integrated motivation in general learning theory. It is clear that these three kinds of motivation don't exclude each other.
- Most learners are motivated by these reasons in their oral English learning. In learning spoken English, just like other fields of human learning, motivation is the crucial force that determines whether a learner embarks on a spoken task at all, how much energy he devotes to it and how long he preserves it.
- It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on.
- It is clear that learners with high and favorable motivation for speaking often try to devote themselves to speaking English. In English class, they are active, and cooperate with teachers' activities positively
- Out of class, they take any opportunity for imitating, practicing and speaking English. They are of strong volition and will, of clear learning purpose. Thereby, they easily and more proficiently achieve success in spoken English. In their turn, success encourages higher motivation.

Anxiety:

- Anxiety is a sense of worry, a kind of subconscious scare.

- Classroom anxiety includes “trait anxiety” and “environmental anxiety”. The two kinds of anxiety can reinforce or reduce each other’s effects in an English speaking classroom.
- Furthermore, they are both bad for the improvement of students’ spoken English. In this aspect, the “environmental anxiety” is sounder than the “trait anxiety”.
- Teachers are the main factor causing classroom anxiety and it is suggested that they should pay much attention to their teaching attitude and behavior to create a happy atmosphere.
- However, the level of anxiety felt by learners is only partly a result of the nature of the situation itself. It is also the result of personal factors. For example, some learners become anxious more quickly than others, whatever the situation is; others may have had experiences of failure which cause them to become anxious quickly in a classroom learning situation.

Self-esteem:

- Self-esteem refers to the individual’s evaluation of himself, an attitude towards his or her ability, value, and achievement.
- It originated from an individual's experience and the judge of the outside world. Comparatively speaking, learners with high self-esteem are full of the sense of self-confidence and self-affirmation.
- In English learning, they can evaluate reasonably and objectively their own English level as well as the other learning skills---listening, reading, writing, speaking and translating. Self-esteem was associated with the English speaking mistakes or projecting a reduced image of them.

Extroversion:

- Irrespective of actual English learning ability, learners with an outgoing personality may enjoy certain advantages in English speaking.
- Their active nature may promote them to open their mouths in class or out of class. They are willing to be involved in more spoken activities and social interaction, attract more attention from their teachers and be less inhibited when asked to display their proficiency (e.g. in oral interviews).
- They may perform more confidently in communication situations when they use English.

Self-concept :

- Self-concept is an integrated psychological factor, and it determines the four previous psychological factors and is reflected in the four factors---motivation, anxiety, self-esteem and extroversion.
- Self-concept plays a great role in promoting students’ motivation, in decreasing their anxiety, in increasing their self-esteem.
- A positive self-concept is the base of the establishment of a healthy psychological quality. In English class, a student’s self-concept is correlated closely with his own psychological quality, the relationship between teachers and students, and the relationship among students.
- If teachers and students have a good impression on a learner, he would be more self-confident, and try his best to achieve more with higher motivation.
- The active self-evaluation is of great importance in improving students’ English level.
- To a great extent, the students’ proficient learning skills rely on the proper evaluation of their self-image.

Mental Health:

- The mental health of the child influences the learning of language to a great extent.
- The child with sound mental health will be able to concentrate more and thereby learn the language effectively.

Intelligence:

- The intelligence quotient differs from one individual to the other.
- The learning ability depends on the I.Q.
- The achievement in different subjects varies from one individual to the other based on the individual differences.
- The ability of learning a language depends on the level of intelligence of the child.

Emotions:

- Emotional imbalance among the pupils will also affect language learning.
- The teachers should develop self-confidence among the children.

Rewards & punishments:

- The students should be rewarded occasionally as a token of appreciation of their work.
- They should also have the fear of punishment for negligence of their duties.
- The rewards and punishments in the classroom effectively influence language learning.

E. Social Factors Affecting Language Learning:

- Irrespective of the economic status, parents do want to provide education
- English to their children. Many deem it a matter of pride to hear their children recite poems, sing nursery rhymes and speak in English.
- Catering to the parental demand for English Education, many private schools have sprung up in many parts of the country.
- Government also takes earnest efforts to make learning English attractive.
- The state has opened up many language labs making interactive learning of English possible.

Home:

- A healthy home environment facilitates the learning of the language to a great extent.
- Pleasant home conditions help the children to acquire the skills of language learning better.
- The language used by the parents and other family members influences the learning of a language in the area of accent, stress, and intonation etc.

School:

- Poor ventilation, Lack Of Furniture, over-crowded classes, lack of facilities like drinking water etc. like many factors in school influence the Children in learning a language.
- Conducive school environment at school facilitates the children towards language learning.
- Teaching Learning Material And Usage Of Electronic media devices also influence the pupils towards an effective language learning.

Culture:

- "Language is the road map of culture. Tells Where its people come from and where they are going". - Rita Mae Brown.
- Language is the divine gift of God. It Distinguishes Man from Animals.
- Language Is Man's Finest Asset.
- Language learning in multilingual culture influences the children.
- Culture Influences Thinking, actions, traditions, etc language learning.
- Knowing language is not only a means of communication but it builds economic relationships, friendship, and cultural ties.
- Language is one the connecting links between society and culture.
- Language stores and imparts the culture to the next generations.

ROLE OF THE LANGUAGE IN LIFE

- Language has a crucial role in the life of every individual.
- The role of language in our lives is incomparable.
- It is not just restrained to being a means of communicating one's thoughts and ideas to the rest, but has also become a tool for forging friendships, cultural ties as well as economic relationships.
- Throughout history, learned men have reflected on the importance of language in our lives.
- Language is an extremely important way of interacting with the people around us.
- We use language to let others know how we feel, what we need, and to ask questions. We can modify our language to suit each situation. For instance, we talk to our small children with different words and tones than we conduct a business meeting. To communicate effectively, we send a message with words, gestures, or actions, which somebody else receives.
- The role of language in the life of the individual and for human civilization can be stated as follows:
- Vehicle of thought:
- Language is the vehicle of our thought.
- We think through language.
- Thought is called subvocal speech.
- The thinking process is disturbed if the individual has a deficiency in language.

Medium of expression:

- Language is the medium of expression of our feelings and experiences.
- In other words we express our feelings and experiences through language.
- He expresses his feelings and experiences through signs and gestures.

Medium of communication:

- We communicate with one another through language. With the advent of the concept of globalization, people all over the globe communicate with each other and exchange ideas. Though technological advances have served as a medium for communication, you cannot deny the role played by language.
- Understanding of a common language has helped people to communicate, despite being from varied parts of the world. Language has become a major tool of communication between countries, cultural groups, various companies and organizations, communities and friends.

Communication with other countries:

- Different countries communicate with each other through language only. International community's exchange their views through the English language because English is an international language.

Moral development:

- Language is also connected to the moral development of a child. The process begins when the child is about 18 months old.
- The child learns the right and wrong by listening to what his parents or other adult authorities tell him. Imagine teaching the child the difference of right or wrong without the tool of language!
- Language is the code of our consciousness and helps us see what we may be agreeing to and creating in our world. On a less than conscious level, every day we use language by confirming and denying circumstances.

Developing and grooming one's personality:

- Language aids in developing and grooming one's personality as a whole. Since learning a language is part of our knowledge, it becomes one .

ROLE OF THE LANGUAGE IN CULTURAL LIFE

- Cultural norms and practices and their diffusion are perhaps one of the most uniquely human traits which separate our species from others.
- Animals do exhibit cultural influences upon each other, however, the methods of spreading their culture are not nearly as intricate as human's.
- Indeed, humans around the world, while the same species, have wildly different cultures which are passed along through language use. It is, in fact, mainly through language that culture is transmitted.
- Different cultures develop different ways of communicating.
- The cultural context of language use, what is and is not culturally appropriate, and what can or cannot be translated from one language and culture directly to another.

ROLE OF THE LANGUAGE IN SOCIAL LIFE

- According to Alexander Kwasniewski "Technology should be an important ingredient, it should be a tool for social development".
- Language is a very important part of the development of children. Not only are extremely important cognitive skills developed; language also is key in the social development of children.
- Social and linguistic development begin long before humans are mentally developed enough to speak.

Social interactionist theory:

- Social interactionist theory is an explanation of language development emphasizing the role of social interaction between the developing child and linguistically knowledgeable adults.
- The process by which infants gain the use of language depends almost entirely upon interaction with their parents or caregivers.
- Even very young babies have surprisingly advanced perception of speech.
- This has led some linguists to theorize that children's perceptual apparatus is in some way innate- that they are genetically "programmed" to distinguish speech sounds.

Develop the child's communication:

- From birth, babies' mothers talk to them almost incessantly.
- They seem to have an instinct to do so in order to develop the child's communication skills as rapidly as possible.
- The social development of infants is largely based upon linguistic interaction with their parents.
- Mothers talk to their infants in a conversational context, seemingly interpreting every communicative signal, whether cooing, babbling, etc. as if they were speaking.
- Mothers generally ask questions followed by pauses, as if expecting a response.

Foundations of conversation:

- This practice seems to teach infants much about the foundations of conversation, and thus by the time infants learn enough to begin speaking, they're much better able to participate in conversation.
- Not only is this parent/child linguistic interaction crucial to the child's cognitive development, but it is also very important to its development of a normal relationship with its parents.
- In addition, language plays a role in the child's understanding of self and others. From birth, babies' mothers talk to them almost incessantly.
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Linguistic interaction:

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Understanding of self and others:

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Social interaction:

- Children interact socially through these and similar games just as adults often use language purely as means for social interaction.

Socialization:

- While communicating ideas is a very important function of language, socialization achieved through use of language does not necessarily have to convey any information whatsoever.

ROLE OF THE LANGUAGE IN EMOTIONAL LIFE

- As languages are affecting us emotionally, sometimes it is enough to say just one sentence to upset somebody or make somebody happy.
- Each and every word has a strong power whether it is small or it is big.
- We can notice easily when words can affect us emotionally, but it is important to consider the emotions too, which can control language.
- Just the fact that each language has a specific word for “love” or “anger” shows that emotions have a certain influence over language .
- Although, it is also very important to observe that we use a different kind of language when we are angry or quarreling with somebody.
- The relationship between language and emotions can be viewed from two angles. First, language, in a broad sense, can be viewed as being done "emotively". Taking this angle, it is commonly assumed that people, at least on occasions, "have" emotions, and that "being emotional" gains its own agency, impacting in a variety of ways on the communicative situation. The other tack on the relationship between language and emotion inverts the directionality of the view just discussed.
- It starts from the assumption that language in a way refers to, and therefore "reflects" objects in the world, among them the emotions: Languages have emotion terms, and people across the world engage in talk about the emotions - though not necessarily to the same degree and with the same obsession and reflexivity as in the so-called Western world. In this view it remains unspecified whether emotions are 'real' objects in the world such as behaviors or whether they are 'internal' psychological states or processes (resembling other psychological processes such as thoughts or intentions). This view then takes a different tack to the language-emotional relationship.
- Language is a means of making sense of emotions, and as such can be used as a starting point to explore the world of emotions in different languages as well as in different "language games".
- Emotions to her are a semantic domain to be investigated in a semantic metalanguage, i.e. in terms of indefinables or primitives (semantic universals) that are shared by all human languages.
- "every language imposes its own classification upon human emotional experiences, and English words such as anger or sadness are cultural artifacts of the English language, not culture-free analytical tools"

ROLE OF THE LANGUAGE IN INTELLECTUAL LIFE

- It is about how individuals organize their minds, ideas and thoughts to make sense of the world they live in. Children learn through the other areas of development.
- Physical development – through the senses by touching, tasting, listening and playing.

- Emotionally and socially - through playing with other children and being with people.
- Important tools of intellectual development are language and communication skills. The two main areas of intellectual development are:
- Language development helps us to organize thoughts and make sense of the world around us Cognitive development is about how we use our minds and organize thinking to understand the world around us . Intellectual development is all about learning.
- In the era of globalization, by learning many more languages or any second language can provide developmental and social benefits.
- Many people grow up hearing and using two languages, and learning two languages has many benefits.
- Intellectual development includes: Imagination being able to picture things when they are not in front of you. Children use their imagination for pretend play, pretend games, to tell stories, when drawing, painting, and reading, model making, and dressing up.
- Problem solving the ability to solve simple and difficult problems follows a set pattern of: trial and error, identify the problem, work out a solution, predict what might happen Creativity being able to express imaginative ideas in a unique way. Activities - painting, drawing, collage, dance, music, cardboard box toys.
- Concepts putting information into an understandable form. Activities – numbers, colors, shape, time, volume, speed, mass (weight) Memory the ability to store and recall information, ideas and events. Activities – questioning, telling or writing about a visit, dates, days of the week.
- Concentration ability to pay attention. Children concentrate more if they are interested in the task/activity. They need to concentrate to be able to store and sort information.
- Object permanence understanding that something still exists even though
- it can't be seen. Activities – peek-a-boo, hide and seek, treasure hunt Reasoning understanding that actions have a cause and effect. Activity – play centers with push and pull buttons to make a bell ring, a toy pop up. Piaget viewed cognitive development from a biological perspective.
- Proposed that two major principles operate in intellectual growth and development: adaptation and organization.
- **Adaptation:** Piaget believed that humans desire a state of cognitive balance or equilibration. When the child experiences cognitive conflict (a discrepancy between what the child believes the state of the world to be and what s/he is experiencing) adaptation is achieved through assimilation or accommodation.
- **Assimilation** involves incorporating new information into previously existing structures or schema (e.g., a child encounters a Dalmatian for the first time and incorporates Dalmatians into her existing schema for "dogs").
- **Accommodation** involves the formation of new mental structures or schema when new information does not fit into existing structures.
- **Organization:** It refers to the mind's natural tendency to organize information into related, interconnected structures.
- The most basic structure is the scheme. Stages of Development:
- Piaget proposed four stages of cognitive development: the sensorimotor period (0-2 yrs); the preoperational period (2-7yrs); concrete operational period (7-11 yrs); formal operations (11-15 yrs).
- **Development precedes learning:** Piaget maintains that development precedes learning. Development is stimulated by cognitive conflict.

IMPORTANCE OF THE ENGLISH LANGUAGE

It is a Link Language:

- English is the link language in a multilingual country like India.
- It is the only language which is understood by educated people all over the country and world.
- The correspondence between State and Central Governments is mostly conducted in English
- Different states and different languages English link them together
- English is our link other countries of the world
- It is only with English we can establish social, economic, cultural and political relationships with other countries of the world.
- ENGLISH serves as a bridge between East & West.

It is a language of Library:

- More than half of the books published in a year are in English.
- Most of the newspapers published in English.
- Almost all research journals are published in English.
- Key to the storehouse of knowledge
- World knowledge enshrined in English
- Law, medicine ,engineering ,Agriculture Science and technology books available than 70% of books printed in English

It is a Global language:

- For the past several decades, with the development of international communication, English has become the world language.
- A language achieves a genuinely global status when it develops a special role that is recognized in every country.
- It is the mother tongue of 400 million speakers who use it for international communication all over the world.
- It is the language of international events.

It is a Language of Science and Technology:

- It has provided links between western and Eastern sciences.
- The standard books of science and technology are available in the English language only.
- The Indian Science Congress Association considered English essential as a medium of Science education.

It is a Language of Administration:

- Most of the Offices use English as an administrative language.

It is a Language of Research:

- Research papers are published in English only.

It is a judicial language:

- The judgments of all courts are given in English.

It is a language of Media:

- Most of the print media and electronic media broadcast their news in English.
- Dominant role in media
- It is used as a medium of inter-state communication
- Maximum number of magazines ,news papers printed in English

It is a Language of Legislature:

- It is the official language of the Assembly and Parliament.

It is a language of International Daisies:

- It is the language of U.N.O., W.H.O., ASEAN etc. international institutions.

It is a language of Trade and Commerce:

- Most of the Business Organizations make their transactions in English.

A Rich and Beautiful language:

- It has great expressive power.
- It has a great stock of words and idioms.
- English literature is rich in beautiful works.

English is a Passport for Employment:

- A person with good knowledge of English is considered to be an asset for many jobs not only in India but also in other countries of the world.
- S.K.Chatterjee says “English opens to us prospects of employment at home and abroad and offers means of cultural communication with other parts of the world.”

It is the language of Medium of Instruction:

- English became the medium of instruction in almost all the countries.
- Higher Education –English is the medium of Instruction

It is a language of Library:

- The Indian Education Commission Stressed that English would play a vital role in higher education as an important library language.

It is a language of Transport and Communication:

- It is the language of transport and communication between the countries of the world.

It is the language of Space technology:

- Space technology is available in English only.

Associate Official Language in India:

- Our constitution Allowed to continue English as an Associate official language.

- After independence, in 1963 the Parliament of India decided that English would be the "Associate Official Language " while Hindi would be the Official Language.

Language of Fashion:

- Speaking English has become a fashion nowadays in contemporary society.

Jawaharlal Nehru asserted that "English is a Window on the Modern World" and "key that would be the vast treasures of all Scientific and Humanistic fields."

Chakravarthy Rajagopalachari said that " we can not throw away the baby from bath water the same way we can not throw away the English from the country along with the English people."

Prof. V.V,Gokak said " Rejection of the study of English as one of the languages will amount to comity intellectual hara -kiri."

Dr.S.Radhakrishnan quotes " It (English) is a language rich in literature, humanistic, scientific, and technical. If, under sentimental urges, we give up English we would cut ourselves off from the living stream of ever-growing knowledge."

F.G.French says " No language , ancient or modern, can be compared with the English..Because of the spread of industrial development, Science and Technology, International Trade and Commerce, and close interdependence of nations, English has become World Language."

FUNCTIONS OF TEACHING ENGLISH

M. A. K. Halliday (1975) explained seven basic functions of language in his book, 'Exploration in the functions of language'. These seven basic functions can be summarized as follows:

The Instrumental Function

- The word 'instrumental' means serving as an instrument or means.
- The instrumental function refers to the use of language as an instrument to make the recipient do something.
- For ex: Requesting ,Commanding etc.
- It serves the function of 'I want' the satisfaction of material needs.

The Regulatory Function

- To regulate' means to control or to direct by a rule, method or principle.
- The regulatory function of language refers to the use of language to regulate the behavior of others.
- Instruction or teaching can be regarded as a type of communicative behavior intended to cause the addressee to do something.
- It also includes advising and suggesting. For ex:
 1. You should take some rest. (Advising)
 2. You must not take things that don't belong to you. (Control through warning)

3. If you steal again I will smack you. (Control through threat)
4. You will make Mummy very unhappy if you steal again.
(Control through emotional appeal)
5. Parking is not allowed. (Control through rule)

The Interaction Function

- 'To interact' means to 'to act one upon other or to talk with each other.'
- The interactional function of language refers to the use of language in the interaction between 'self and others'.
- It is a 'me and you' function. It is the contact-oriented function.
- It includes greetings (Good Morning, Happy Diwali, Happy Eid, Congratulations), sympathy (I share your sorrow, Keep patience, Allah will help you), gratitude (Thanks a lot, Thank you for your guidance, we are grateful for your contribution), compliments (Your dress is very good.
- How beautiful she is!), hostility (Go to hell, Get out of here), etc.

The Personal Function

- The word 'personal' means private or of a particular person.
- The personal function of language refers to the use of language to express personal feelings and meanings.
- It aims at a direct expression of the speaker's attitude towards what he is speaking about.
- For ex: A poem, a speech, expression of love and sorrow, etc.
- Thus this function refers to the use of language either to express the speaker's feeling or to evoke feelings on the part of the auditor.

The Heuristic Function

- The term 'heuristic' is a theory in education based on the idea that a learner should discover things himself.
- The heuristic function of language refers to language as a means of investigating reality, a way of learning about things that are using language to learn and to discover.
- It is the use of language for inquiry or questioning.

The Imaginative Function

- 'To imagine' means to form a picture of something in the mind, think of the probability of things.
- The imaginative function of language refers to language used to create a world of the imagination.
- It is the use of language for its own sake to give pleasure imaginatively and aesthetically.

The Representational Function

- 'To represent' means to depict, to show, to describe or to present in words.
- The representational function of language refers to language used to communicate information.
- It is the use of language to convey a message which has specific reference to the processes, persons, objects, qualities, states and relations of the real world around us.

- For example: books, newspapers, magazines, novels, use of language in mass media, etc.

PRINCIPLES OF TEACHING ENGLISH

- The modern approach to all language learning and teaching is the scientific one 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 facts exposed by linguists and language users.
- These principles are general principles and are applicable to the English language.

Principle1: Give Priority to Sounds:

- The sounds of English should receive priority.
- Sounds should be given their 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 which would be used by a native speaker.

Principle 2. Present Language in Basic Sentence Patterns:

- Present, and have the students' memories, basic sentence patterns used in day to day conversation.
- From small utterances, the students can easily pass on to longer sentences.
- In the case of learning a mother-tongue, the student's memory span can retain much longer sentences than those of a foreign language.
- The facility thus gained in a foreign language enables the learners to expand the grasp of the language material in respect of sounds and vocabulary items.

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 a habit through intensive pattern practice in a 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 by himself ever invented language. Good speech is the result of imitating good models.
- The model should be intelligible. 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 practiced 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 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 previous ones.
- New patterns of language should be introduced and practiced 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 and 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) teach ability (how far and item is easy to teach - in the social context). Similarly,
- 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 means 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, class-room, 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, train, airplane, 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.

Principle 8. The Oral Way:

- Experts believe that the oral way is the surest 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 (with understanding), 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 understanding and speaking. In fact, understanding 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 attacking 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 hearing 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 “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.

Principle 14. Naturalness:

- The mother tongue is learnt easily because there is a natural environment for learning it from the very beginning, child listens to his parents, he rises and sleeps with the same language.

Principle 15. Learning by doing:

- This principle emphasizes on acquiring skill by doing. Two learners of the same group and age may differ a lot because of their practice.
- so, the students should be motivated for self- indulgence.

AIMS OF TEACHING OBJECTIVES OF TEACHING

DISTINCTION BETWEEN AIMS AND OBJECTIVES

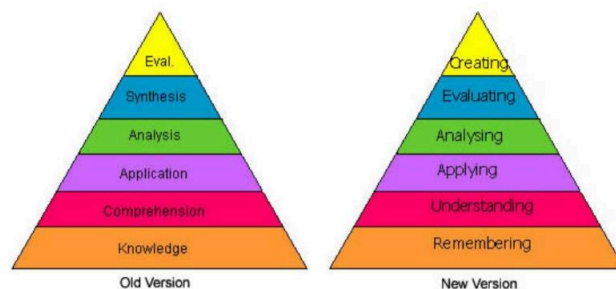
Aims	Objectives
Aims are what you want to achieve.	objectives are what you will do to achieve them.
Aim is setting a determined course in order to achieve a set target.	an objective is a more specific target in order to achieve the goal.
Aim is usually a long-term process.	An objective is for the short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

BLOOM'S CLASSIFICATION OF EDUCATIONAL OBJECTIVES

- In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom found that over 95% of the test questions students encounter require them to think only at the lowest possible level...the recall of information.
- Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation.
- Verb examples that represent intellectual activity on each level are listed here.
 1. Knowledge: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
 2. Comprehension: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
 3. Application: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
 4. Analysis: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
 5. Synthesis: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
 6. Evaluation: appraise, argue, assess, attach, choose compare, defend, estimate, judge, predict, rate, core, select, support, value, evaluate.

Bloom's Revised Taxonomy—Cognitive Domain

- Lorin Anderson, a former student of Bloom, revisited the cognitive domain in the learning taxonomy in the mid-nineties and made some changes, with perhaps the two most prominent ones being,
 1. changing the names in the six categories from noun to verb forms, and
 2. slightly rearranging them (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, Wittrock, 2000; Pohl, 2000).
- This new taxonomy reflects a more active form of thinking and is perhaps more accurate:



AIMS AND OBJECTIVES OF TEACHING ENGLISH

General Aim

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

General Objectives of Teaching English

The general objectives of teaching and learning the English language can be summarized as follows:

Listening

It enables the learners to:

1. listen to English sounds properly;
2. listen to words with meaning expressed by others;
3. give the response to the talk of the teacher;
4. recognize and tell the meaning of the words and sentences expressed by the teacher;
5. reproduce whatever he has listened from the teacher; and
6. Organize the ideas listened to.

Speaking

It enables the learners to:

1. use proper pronunciation in speaking English.
2. use correct stress and intonation in speaking English.
3. speak grammatically correct.
4. tell the answers to the questions asked by the teacher.
5. take part in debate and conversation.
6. use appropriate vocabulary while speaking English.
7. speak English fluently.

Reading

It enables the learners to:

1. read English letters, words and sentences correctly and properly.
2. tell the meaning of the words and sentences provided in the written form.
3. read English with proper stress, intonation, pronunciation.
4. read lessons loudly and silently.
5. read English with proper pauses.

Writing

It enables the learners to:

1. write English letters, words and sentences correctly.
2. use capital and small letters at the proper places.
3. use proper punctuation marks.
4. write answers correctly.
5. write a composition on a simple topic.
6. express the thoughts and ideas in a written form.
7. write grammatically correct.

8. write English with proper speed.

Aims of teaching English at primary level

1. To learn English alphabet
2. Understand simple statements when spoken.
3. To acquire knowledge to read English, at least simple words.
4. To gain required vocabulary.
5. To produce simple statements.
6. To understand simple questions and to answer.
7. To identify the objects by their names.
8. To read and understand small stories and incidents.
9. To write English legibly and practice the four styles of writing.

Aims of Teaching English at Secondary Level

1. To understand spoken English with ease and to understand English from broadcasting.
2. To speak simple English correctly and fluently.
3. To read English comprehension at a reasonable speed.
4. To pronounce the words correctly so as to decode by others
5. To produce simple and meaningful sentences.
6. To be engaged in conversation in English
7. To write neatly and correctly at a reasonable speed.
8. To read and comprehend stories and incidents in social set up and to understand the content from English newspapers.

Aims of Teaching English at the Higher Secondary Level.

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

11. To learn the functional aspects of grammar.
12. To be familiarized in the stress and intonation patterns of English
13. To be able to answer any open-ended questions in examinations and express all the thoughts and feelings in English.

Objectives of Teaching English Related to Language Forms

The following are some of the curricular objectives related to prose and poetry lessons

Objectives of Teaching Prose

The teacher enables the learner to:

- | | | |
|--|---|--|
| 1. listen to short speeches, narratives, commentaries; | 6. present piece of dialogue; | 11. compile dictionary in a simple form; |
| 2. take notes on the listened piece of prose; | 7. dramatize situations; | 12. sequence ideas and present in writing; |
| 3. enjoy puzzles and riddles; | 8. express ideas selecting the appropriate words and functions; | 13. suggest appropriate title; |
| 4. express ideas in one's own way; | 9. read and understand short essays; | 14. expand an idea; |
| 5. take part in seminars, discussions; | 10. understand messages, advertisements, brochures; | 15. write letters using different formats; |
| | | 16. write dialogue and reviews; and |
| | | 17. prepare reports and brochures |

Objectives of Teaching Poetry

The teacher enables learners to:

1. listen to and recite poems;
2. appreciate rhythm and feelings;
3. collect recordings of poems;
4. write a few poetic lines; and
5. collect poems with the same rhythmic pattern.

UNIT - II

ENGLISH LANGUAGE TEACHING IN INDIA

- Language policy in India has adapted itself to the changing demands and aspirations of people over the period of time from 1947 to the present. change has occurred on many accounts. firstly, the question of a national language which was wisely addressed during the formative years of independence by not declaring any language as the national language, has now been permanently settled. \

- The existence of English in India means that it is no longer necessary to consider the issue of a national language.
- The beneficiaries of these defacto policies are the indigenous Indian languages in the regions where they prevail, if any additional functions were to be required then it could be satisfied by bringing in English.

PRE - INDEPENDENCE PERIOD

- Due to the British invasion, the English language was widely exposed to our country.
- It is strongly believed that it made its entry when the British first came to India after the incorporation of the East India Company in 1600, and gained roots because of the educational policies of Lord Macaulay.
- Britishers did not want the spread of European type of Education in India.
- They felt, as has been mentioned in the parliamentary papers (1852-53), that western education would enable Indians to challenge the alien rule as was the case with America.

CHARTER ACT - 1813:

- Charles Grant (1746-1823) whose plan was to teach English to the people of India.
- Charles Grant and William Wilberforce, who were missionary activists, compelled the East India Company to give up its non-intervention policy and make way for spreading education through English in order to teach western literature and preach Christianity.
- Hence, the British Parliament added a clause in the 1813 charter that Governor-General-in-Council gave less than one lakh for education and allowed the Christian Missionaries to spread their religious ideas in India.
- The Act had its own importance because it was the first instance that the British East India Company acknowledged for the promotion of education in India.
- With the efforts of R.R.M Roy, the Calcutta College was established for imparting Western education. Also, three Sanskrit colleges were set up at Calcutta.
- Meanwhile a controversy arose between 'anglicists' and 'orientalists'. It withheld the smooth progress of English in India.
- The 'orientalists' advocated the revival of Sanskrit and Persian learning.
- But the noted Hindu leaders like Raja Ram Mohan Roy and Christian missionaries like William Carey advocated Western education through the medium of English.
- Raja Ram Mohan Roy preferred English to Indian languages for academic, scientific and other international reasons.
-

General Committee of Public Instruction, 1823

- This committee was formed to look after the development of education in India which was dominated by Orientalists who were the great supporter of Oriental learning rather than the Anglicans.

- Hence, they created paramount pressure on the British India Company to promote Western Education. As a result, the spread of education in India got discursive between Orientalist-Anglicist and Macaulay's resolution came across with a clear picture of the British education system.

LORD MACAULAY'S EDUCATION POLICY-1835

- Macaulay's recommendations got the approval of Lord Bentick and it was published on the 7th March, 1835; and an official resolution endorsing Macaulay's policy of modern education through English medium was passed.
- This policy was an attempt to create a system of education that educates only the upper strata of society through English.
- Persian was abolished as the court language and English became the court language.
- Printings of English books were made free and available at a very low price.
- English education was allotted more funds as compared to oriental learning.
- In 1849, JED Bethune founded Bethune School.
- Agriculture Institute was established at Pusa (Bihar)
- The Engineering Institute was established at Roorkee.
- From the views expressed above it is evident that Macaulay's motives in spreading English in India were just to create a group of Indians who would be the interpreters between their rulers and the ruled.
- He, by spreading English in India, aimed at just creating a class of persons, Indian in blood and color but English in taste, in opinions, morals and intellect.

WOOD'S DISPATCH-1854

- But the teaching of English in systematic way starts from the promulgation of Wood's Dispatch of 1854, which has been called the 'Magna Carta' of Indian education
- It is considered as the "Magna Carta of English Education in India" and contains a comprehensive plan for spreading education in India.
- It states the responsibility of the State for the spread of education to the masses.
- It recommended the hierarchy education level- At the bottom, vernacular primary school; at district, Anglo-vernacular High Schools and affiliated college, and affiliated universities of Calcutta, Bombay, and Madras Presidency.
- Recommended English as a medium of instruction for higher studies and vernacular at school level

HUNTER COMMISSION (1882-83)

- It was formed to evaluate the achievements of Wood Dispatch of 1854 under W.W Hunter in 1882.
- It underlined the state's role in the extension and improvement of primary education and secondary education.
- It underlined the transfer of control to district and municipal boards.
- It recommended two divisions of secondary education- Literary up to university; Vocational for commercial career.
- Sadler Commission

SADLER COMMISSION

- The government appointed the Calcutta University Commission in 1917 under the chairmanship of Dr. M.E. Sadler, the then vice-chancellor of the University of Leeds.
- The commission recognized the importance of the mother-tongue. .
- It was formed to study the problems of Calcutta University and their recommendations were applicable to other universities also.
- Their observations were as follows:
- 12-year school course
- 3-years degree after the intermediate stage
- Centralized functioning of universities, unitary residential-teaching autonomous body.
- Recommended extended facilities for applied scientific and technological education, teacher's training, and female education.
- English then gradually spread wider in India and gained roots in the educational system. In 1857 three universities at the then Bombay, Calcutta and Madras were established. By the end of the 19th century two more universities, one at Punjab and the other at Allahabad were set up.

PRE - INDEPENDENCE PERIOD NATIONAL POLICY ON EDUCATION (MIL)

- The national language policy for school education, the three language recommended by the national commission on education, 1964-1966 was incorporate into the national education policies of 1968-1986 accommodating at least three languages in school education has been seen has a convenient strategy, but concerns have also been expressed from various quarters about its unsatisfactory implementations. India's pluralism is reflected in its linguistic diversity.
- According to the 1971 census the country has 1652 languages belonging to five different language families: Indo- Aryan, Dravidian, Austro-Asiatic, Tibito-Burmese and Semito-Hamitic.
- The Indian Constitution identifies 22 recognized languages.about 87 languages are used in print media, 71 languages are used on radio and administration of the country is conducted in 15 languages.
- The English language in India today is both an admired and a hated phenomen.
- On the one hand there is an interesting demand for the language which is associated with progress and development, while on the other the language is perceived as a killer of native or indigenous languages.
- The demand for English emerges from many factors, as recognized by the position paper on the teaching of English produced by the National Council of Educational Research and Training(NCERT 2005).
- English in India today is a symbol of people's aspirations for quality in education and fuller participation in National and International life, the level of introduction of English has now become a matter of political response to people's aspirations, rendering almost irrelevant and academic debate on the merits of the very early introduction.

THE THREE LANGUAGE FORMULA

- Language planning for school education in India can be seen more as a question of status planning rather than acquisition planning.
- The language debate in education in the formative years of India's independence not only brought in awareness among the stakeholders of education, it also enabled the policy makers to fully attempt to realize the constitutional vision of equality of opportunity, linguistic rights of every linguistic and ethnic community and moving towards the goal of achieving universal access to education.
- The Three-Language formula which emerged as a political consensus on languages in school education was a strategy to accommodate at least three languages within the ten years of schooling.
- The Central Advisory Board on Education (CABE), the oldest statutory body on education in India, initiated the discussion on languages in school education in 1940's and this continued to be a major concern in their discussions until 1960.
- CABE identified five major issues which required attention:
 - The number of languages to be taught at various levels of school education.
 - The introduction of second and third languages.
 - The place and role of English.
 - The place and role of Hindi.
 - The teaching of Sanskrit and minor language(s) in school.
- NPE(MIL), Three-Language Formula
- The CABE devised the three-language formula in its 23rd meeting held in 1956 with a view to removing inequalities among the languages of India.
- It recommended that three languages should be taught in the Hindi as well as non-Hindi speaking areas of the country at the middle and High school stages and suggested the following two possible formulae:
 1. mother-tongue or
 2. regional language or
 3. a composite course of mother-tongue and a regional language or
 4. a composite course of mother-tongue and a classical language or
 5. a composite course of regional language or a classical language.
- Hindi or English
- A modern Indian language or a modern European language provided it has not already been taken under (a) and (b) above.
as above
- English or a modern European language
- Hindi (for non-Hindi speaking areas) or another modern Indian language (for Hindi speaking areas).
- The three-language formula was simplified and approved by the Conference of Chief Ministers held in 1961 as follows:

- The regional language or the mother-tongue when the latter is different from the regional language.
- Hindi or any other Indian language in Hindi speaking areas.
- English or any other modern European language. CABE also deliberated in detail on the study of English as a compulsory subject as recommended by the Education Ministers Conference held in 1957:
- English should be taught as a compulsory language both at the secondary and the university stages, students acquire adequate knowledge of English so as to be able to receive education through this language at the university level.
- English should not be introduced earlier than class V. The precise point at which English should be started at the middle stage was left to each individual state to decide.
- A comprehensive view of the study of languages at school was undertaken and concrete recommendations were made by the Education Commission between 1964 and 1966.
- The commission having taken account of the diversity of the Indian context recommended a modified or graduated three-language formula:
- The mother-tongue or the regional language.
- The official language of the Union or the associate official language of the Union so long as it exists; and
- A modern Indian or foreign language not covered under (i) and (ii) and other than that used as the medium of instruction.

FIRST LANGUAGE VERSUS SECOND LANGUAGE

First language:

- First language (L1) is the language a person learns first.
- We also call this first language native language and mother tongue.
- It is actually the language you learn and speak at home.
- Thus, children learn their first language from their parents, grandparents or caretakers.
- Therefore, one learns the first language effortlessly and naturally by listening to parents, and other caretakers communicating in this language.

Second language:

- Second language is a language learned at a later stage after a mother tongue.
- First language, on the other hand, is a language acquired by babies naturally from their parents.
- They can have double first languages as a result of parents emanating from varying linguistic backgrounds.

Distinction between First language and Second language

First language	Aspects	Second language
In first language acquisition, the basis for learning is universal grammar alone	Basic	Knowledge of the first language also serves as a basis for learning the second language. There may be both positive and negative transfer between languages in second language learning.
In first language acquisition, children spend several years listening to language, babbling, and using telegraphic speech before they can form sentences.	Learning period	In second language acquisition in older learners, learning is more rapid and people are able to form sentences within a shorter period of time.
In first language acquisition, learners have many chances to practice with native speakers (especially caregivers).	Learning background	In second language acquisition, learners may or may not have the opportunity to practice extensively with native speakers.
First language learners learn for survival	Purpose	Learn languages for many different reasons like career, education...
Almost everyone acquires a first language because it happens naturally.	Opportunity of learning the language	Not everyone acquires a second language because acquiring a second language often requires

NATIONAL CURRICULUM FRAMEWORK 2005

- The National Curriculum Framework 2005 (NCF 2005) is the fourth National Curriculum Framework published in 2005 by the National Council of Educational Research and Training (NCERT) in India.
- This document seeks to provide a framework within which teachers and schools can choose and plan experiences that they think children should have. In order to realize educational objectives, the curriculum should be conceptualized as a structure that articulates required experiences.
- National Curriculum Framework 2005 was developed as a means of modernizing the system of education.
- The framework is based on the concept of Learning without burden.

Guiding Principle of National Curriculum Framework – NCF 2005

- The key guiding principles of National Curriculum framework 2005 were:
- connecting knowledge to life outside the school,
- ensuring that learning is shifted away from rote methods,
- enriching the curriculum to provide for overall development of children rather than remain textbook centric,
- making examinations more flexible and integrated into classroom life and,
- nurturing an overriding identity informed by caring concerns within the democratic polity of the country.
- Language teaching should use the multilingual classroom as a resource and provide pupils with a variety of languages.
- If a school doesn't educate in the child's home language(s) at higher levels, the primary school must. We must respect the child's home language(s).
- In a multilingual nation, the three-language formula should promote multilingual communication.
- Later, classical and foreign languages may be studied.

NATIONAL CURRICULUM FRAMEWORK 2009

- The role of language is the medium and tool of communication assumes great importance.
- A teacher talks, explains, illustrates, translates, guides, instructs, cautions, motivates, encourages and plays various other roles.
- This makes the teacher's language competency and his proficiency in communication skills a critical factor in his/ her effective performance whether inside the classroom or elsewhere.
- No doubt the teacher should know her subject, it is no less important at the same time that she should be able to communicate it in a manner that could enable his/ her students to comprehend it and analyze it.
- NCF-2009 recommended a course on language pedagogy that would promote an understanding of the language, characteristics of the learners, language usage, socio-cultural aspects of language learning, learning as a process and the functional use of language across the curriculum.
- This would mean moving away from the conventional focus on language as a subject, which emphasizes its grammatical structure rather than usage.

- To enable student teachers to draw theory inside, they would need to engage with projects involving listening to children's reading, observing and analyzing reading difficulties, observing and identifying mismatches between school language and home language, analyzing text books and other materials used in different subjects in terms of presentation, style and language used.
- In teacher education irrespective of its stage specificity and the content area all the teacher education area must focus on and accord high priority to the development of student teachers language competence and communication skills. If this is not done teacher effectiveness will be considerably jeopardized.

MULTILINGUALISM

- Multilingualism is the use of more than one language, either by an individual speaker or by a group of speakers.
- It is believed that multilingual speakers outnumber monolingual speakers in the world's population.
- More than half of all Europeans claim to speak at least one language other than their mother tongue; but many read and write in one language.
- Always useful to traders, multilingualism is advantageous for people wanting to participate in globalization and cultural openness.
- Owing to the ease of access to information facilitated by the Internet, individuals' exposure to multiple languages is becoming increasingly possible.
- People who speak several languages are also called polyglots.

Advantages of multilingualism:

- more options to communicate, more opportunities to get to know another culture.
- It gives the opportunity to get in touch with others.
- Multilingualism opens you as a person.
- It is good for the brain because you are able to read books of several languages.
- Children get more flexible because of multilingual education.
- The students are able to express themselves better in different languages.
- It brings you much further life compared to when you only speak Telugu.

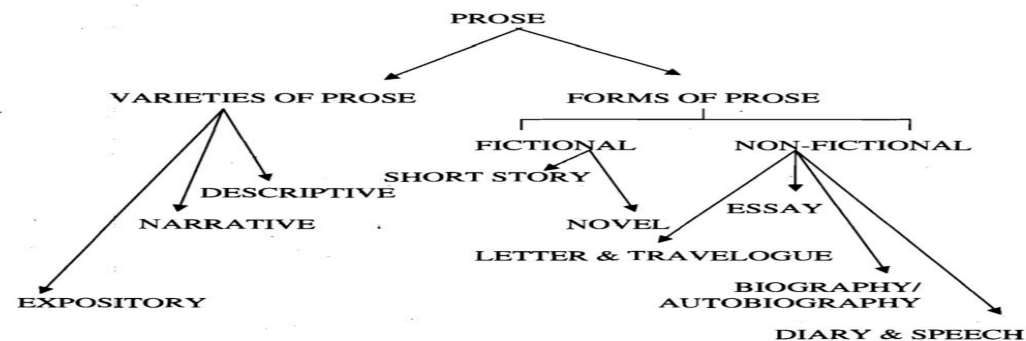
Disadvantages of Multilingualism:

- To learn a language requires taking time off from another language.
- It is not bad but it requires a lot of effort.
- It is difficult to achieve the highest level in all languages.
- It is not realistic. Our pupils do not learn well either of the languages.
- Not all methods are aimed at multilingualism.

TEACHING OF PROSE AT SECONDARY LEVEL

The word 'prose' is taken from the Latin 'prose' which means 'direct' or 'straight'. Broadly speaking, prose is direct or straightforward writing. In

poetry, which is generally written in verse, a lot of things may be left to the imagination of the reader.



VARIETIES OF PROSE

A. EXPOSITORY PROSE

- Expository & writing deals in definition, explanation or interpretation.
- It includes writing on science, law, philosophy, technology, political science, history and literary criticism.
- Exposition is a form of logical presentation.
- Its primary object is to explain and clarify.
- It presents details concretely and exactly.
- Expository writing is writing that explains. But we are not interested in writing that merely explains.
- We are interested in expository writing that can be read as literature .

B. NARRATIVE PROSE

- A narrative tells us what happens or happened. It deals mainly with events.
- In other words a narrative is a description of events. It may deal with external or internal events.
- By internal events, we mean the thoughts, feelings and emotions of individuals.
- Narrative writing tries to recreate an actual experience or an imaginary one in a way that we are able to experience it mentally.
- We lose ourselves in the characters and events of the narrative temporarily.
- Narratives can deal with facts or fiction.
- Autobiographies, biographies, letters, travelogs, diaries and speeches are narratives of fact.
- The short story and novel come under the category of narrative fiction.

C. DESCRIPTIVE PROSE

- Descriptive writing describes things as they are or as they appear to be.

- It can be the description of a person or a landscape or an event.
- In descriptive writing, we are able to see things as they are or were seen or heard or 'Understanding Prose': imagined by the describer.
- A good description translates the writer's An Introduction observation into vivid details and creates an atmosphere of its own. Through his/her description, the author tries to recreate what she has seen or imagined.
- A fine description is a painting in words.

FORMS OF PROSE

Some of the prose forms are the novel, short story, essay, letter, travelog, biography and autobiography, diary and speeches.

A. FICTION

Define Fiction:

- Etymologically, the word fiction has been derived from Latin word “fictus,” which means “to form.” However, in literature, Merriam
- Webster defines it as, “literature in the form of prose, especially novels, that describes imaginary events and people.”
- A work of fiction is created in the imagination of its author. The author invents the story and makes up the characters, the plot or storyline, the dialogue and sometimes even the setting.
- A fictional work does not claim to tell a true story. Instead, it immerses us in experiences that we may never have in real life, introduces us to types of people we may never otherwise meet and takes us to places we may never visit in any other way.
- Fiction can inspire us, intrigue us, scare us and engage us in new ideas. It can help us see ourselves and our world in new and interesting ways. What's more, it's often just plain fun!

Five Elements of Fiction:

Plot, Setting, Character, Point of View, Theme

1. **Plot**
 - a. Plot - How the author arranges events to develop the basic idea; it is the sequence of events in a story or play.
 - b. The plot is a planned, logical series of events having a beginning, middle, and end.
 - c. The short story usually has one plot so it can be read in one sitting. There are five essential parts of plot- How the author arranges events to develop the basic idea; it is the sequence of events in a story or play.
 - d. The plot is a planned, logical series of events having a beginning, middle, and end. The short story usually has one plot so it can be read in one sitting. There are five essential parts of plot.
2. **Setting** - Time and location that a story takes place. For some stories, the setting is very important; while for others, it is not. When examining how setting contributes to a story, there are multiple aspects to consider:
 - a. **Place** - Geographical location; where is the action of the story taking place?
 - b. **Time** - Historical period, time of day, year, etc; when is the story taking place?
 - c. **Weather conditions** - Is it rainy, sunny, stormy, etc?

- d. **Social conditions** - What is the daily life of the character's like? Does the story contain local colour (writing that focuses on the speech, dress, mannerisms, customs, etc. of a particular place)?
- e. **Mood or atmosphere** - What feeling is created at the beginning of the story? Cheerful or eerie?
- 3. **Character** - There are two meanings for "character": 1) a person in a fictional story; or 2) qualities of a person.
- 4. **Point of View** - The angle from which the story is told. There are several variations of POV:
 - a. **First Person** - Story told by the protagonist or a character who interacts closely with the protagonist or other characters; speaker uses the pronouns "I", "me", "we". Readers experience the story through this person's eyes and only knows what he/she knows and feels.
 - b. **Second Person** - Story told by a narrator who addresses the reader or some other assumed "you"; speaker uses pronouns "you", "your", and "yours". Ex: You wake up to discover that you have been robbed of all of your worldly possessions.
 - c. **Third Person** - Story told by a narrator who sees all of the action; speaker uses the pronouns "he", "she", "it", "they", "his", "hers", "its", and "there's". This person may be a character in the story. There are several types of third person POV:
- 5. **Theme** - Central message, "moral of the story," and underlying meaning of a fictional piece; may be the author's thoughts on the topic or view of human nature.
 - a. Story's title usually emphasizes what the author is saying.
 - b. Various figures of speech (symbolism, allusion, simile, metaphor, hyperbole, or irony) may be utilized to highlight the theme.
 - c. Examples of common themes occurring in literature, on television, and in film are:
 - i. Things are not always as they appear to be.
 - ii. Love is blind.
 - iii. Believe in yourself.
 - iv. People are afraid of change.
 - v. Don't judge a book by its cover.

NOVEL,

- A novel is an individual vision of the novelist.
- It is a picture of life as viewed by the writer.
- It has a story which tells us what happened and a plot which tells us how it happened: E.M. Forster, an English novelist, said this of the difference between a story and a plot: 'The King died and the Queen died' is a story.
- 'The King died and then the Queen died of grief' is a plot. The difference is quite clear from this example, in the sense that there is a cause, and effect situation.
- The plot and characters in a good novel leave a lasting impression on the reader.
- A good novel gives us an insight into the world and ourselves; it is full of vitality and humanity and appeals to human sensibilities. The style varies from one novelist to another. Each novel bears the signature of the novelist.

- A good short story is like a small garden. A fine novel is like a forest.

Novel Types

- Within its broad framework, the genre of the novel has encompassed an extensive range of types and styles: picaresque, epistolary, Gothic, romantic, realist, scientific, detective, historical to name only some of the more important ones.

Picaresque Novel:

- The picaresque novel (Spanish: 'picaresco', from 'picaro', for 'rogue' and 'rascal') is a popular genre of novel that originated in Spain.
- The word 'Picaresque' is defined as 'belonging or relating to rogues or knaves; applied especially to a style of literary fiction dealing with adventures of rogues, chiefly of Spanish origin.'
- It is also defined as the 'autobiography of a picaro, a rogue, and in that form a satire upon the conditions and persons of the time that gives it birth.'

Historical Novel:

- Historical fiction is a literary genre where the story takes place in the past.
- Historical novels capture the details of the time period as accurately as possible for authenticity, including social norms, manners, customs, and traditions.
- Many novels in this genre tell fictional stories that involve actual historical figures or historical events.

The Novel of Sensibility

- The sentimental novel or the novel of sensibility is an 18th-century literary genre which celebrates the emotional and intellectual concepts of sentiment, sentimentalism, and sensibility.

The novel of incident:

- In a novel of incidents the narrative focuses on what the protagonist will do next and how the story will turn out. In other ways it is also called an inciting incident.

Novel of Character

- Novel of Character a novel that emphasizes character rather than exciting episode, as in the Novel of Incident, or unity of plot.
- A novel of character always focuses on the protagonist's motives for what he/she does and how he/she turns out.

Novel of Manners

- Novel of manners, work of fiction that re-creates a social world, conveying with finely detailed observation the customs, values, and mores of a highly developed and complex society.

SCIENTIFIC FICTION

Scientific Fiction:

- Science fiction, often called "sci-fi," is a genre of fiction literature whose content is imaginative, but based in science.

- It relies heavily on scientific facts, theories, and principles as support for its settings, characters, themes, and plot-lines, which is what makes it different from fantasy.

MYSTERIOUS FICTION

- "Mystery fiction" is a genre of literature that revolves around the investigation of a crime, often a murder, and the unraveling of clues and secrets to solve the mystery.
- It typically features a detective, amateur sleuth, or investigator as the protagonist who uses logical deduction, observation, and reasoning to solve the puzzle.
- Mystery fiction often includes elements of suspense, tension, and unexpected plot twists to keep readers engaged and guessing until the resolution.
- Some well-known examples of mystery fiction include the works of Agatha Christie, Arthur Conan Doyle's Sherlock Holmes stories, and contemporary authors like Sue Grafton and Tana French.

DETECTIVE FICTION

- Mysteries and their solutions have always been used in fiction, but detective fiction as a recognisable genre first appeared in the mid-nineteenth century.
- Despite detective fiction becoming one of the most popular literary genres of the twentieth century, disputes over the point at which a story containing detection becomes a detective fiction story continued.
- In its most obvious incarnation detective fiction is to be found under the heading "Crime" in the local bookstore; it includes tales of great detectives like Holmes and Dupin, of police investigators, of private eyes, and little old ladies with a forensic sixth sense.
- But detective fiction can also be found disguised in respectable jackets, in the "Classic Literature" section under the names Dickens and Voltaire.
- Within detective fiction itself, there are many varieties of detectives and methods of detection; in its short history, the genre has shown itself to be a useful barometer of cultural conditions.

ROMANTIC FICTION

- A romance novel or romantic novel is a genre fiction novel that primarily focuses on the relationship and romantic love between two people, typically with an emotionally satisfying and optimistic ending.
- Authors who have contributed to the development of this genre include Samuel Richardson, Jane Austen, and Charlotte Brontë.
- "Romance novels encompass various subgenres, such as fantasy, gothic, contemporary, historical romance, paranormal fiction, and science fiction.
- Women have traditionally been the primary readers of romance novels, but according to the Romance Writers of America, 16% of men read romance novels.^[1]

SHORT STORIES ,

Definition

- A short story typically takes the form of a brief fictional work, usually written in prose. The
- earliest precursors to the short story can be found in the oral storytelling tradition, as well as
- episodes from ancient Mediterranean epics, such as 'The Epic of Gilgamesh' and Homer's 'Iliad.'
- Anecdotes, fables, fairy tales, and parables are all examples of the oral storytelling tradition
- that helped to shape the short story, such as 'The Painting of the Dog and His Reflection' from
- 'Aesop's Fables'. In fact, 'Aesop's Fables,' first collected in the 4th century B.C., may have been the first anthology of short stories in Western literature.
- Over time, genres and writers all around the world have influenced the development of the short story.
- For example, Norse legends, Irish ballads, and Gothic ghost stories have all played a major role in directing both its structure and subject matter.

Characteristics

- Length:**
- Short stories typically range from 1,600 to 20,000 words.
 - Although authors and critics have debated the length of the short story throughout literary history, most agree on a minimum of 1,600 and a maximum of 20,000 words.
 - In his own contribution to the debate, Edgar Allen Poe suggested that a short story should take 30 minutes to two hours to read.

- Subject:**
- Short stories usually focus on a single subject or theme.
 - Subjects or themes may range from something as mundane as a daily errand or as thrilling as a ghost tale.
 - A single, easily contained plot is one of the hallmarks of the short story and helps shape its other characteristics.

- 'In media res':**
- Short stories usually take place in a single setting and begin 'in media res', which means 'into the middle of things' in Latin.
 - In general, short stories tend to begin and end abruptly, with little to no prior information and no major lapses in time.
 - As they involve just one plot line and are limited in word length, there is little room or need for the extended developments we frequently find in novels.

- Limited number of characters:**
- Due to the limitations of the genre, short stories typically focus on just one or a couple characters.
 - As short stories usually cover such brief periods of time, even a single character may never be fully developed.
 - However, historical examples, like some of Geoffrey Chaucer's 'Canterbury Tales,' may find interesting ways of involving many different people, as we'll discuss next.

B. NON - FICTION

- **Non-fiction** (or **nonfiction**) is any document or media content that attempts, in good faith, to convey information only about the real world, rather than being grounded in imagination.
- Non-fiction typically aims to present topics objectively based on historical, scientific, and empirical information.
- However, some non-fiction ranges into more subjective territory, including sincerely held opinions on real-world topics.

ESSAY

Definition of Essay

- Essay is derived from a French word *essayer*, which means to attempt, or to try.
- An essay is a short form of literary composition based on a single subject matter, and often gives personal opinion of an author.
- A famous English essayist Aldous Huxley defines essays as, “a literary device for saying almost everything about almost anything.” Oxford Dictionary describes
- it is “a short piece of writing on a particular subject.”
- In simple words, we can define it as a scholarly work in writing that provides the author’s personal argument.

Types of Essay

There are two forms of essays;

1. literary and
2. non-literary.

Literary essays are of four types:

1. **Expository Essay** – In an expository essay, the writers give explanations of an idea, theme or issue to the audience by giving their personal opinions. This essay is presented through examples, definitions, comparison, and contrast.
2. **Descriptive Essay** – As it sounds like, it gives description about a particular topic or describes the traits and characteristics of something or a person in detail. It allows artistic freedom and creates images in the minds of readers through the use of five senses.
3. **Narrative Essay** – Narrative essay is non-fiction, but describes a story with sensory descriptions. The writers not only tell a story, but also make a point by giving reasons.
4. **Persuasive Essay** – In this type of essay, a writer tries to convince his readers to adopt his position on a point of view or issue after he provides them solid reasoning in this connection. It requires a lot of research to claim and defend an idea. It is also called an argumentative essay.

Function of Essay

- The function of an essay depends upon the subject matter, whether the writer wants to inform, persuade, explain or entertain.
- In fact, the essay increases the analytical and intellectual abilities of the writers as well as readers.
- It evaluates and tests the writing skills of a writer and organizes his/her thinking to respond personally or critically to an issue.
- Through an essay, the writers present their arguments in a more sophisticated manner.

- In addition, it encourages the students to develop concepts and skills such as analysis, comparison and contrast, clarity, exposition, conciseness, and persuasion.

LETTER

- Another form of non-fictional prose is the letter.
- On a personal level, a letter is a spontaneous expression of one's self and on a social level, letters hold up a mirror to the age in which they are written.
- Letter writing came to be recognized as a literary form in England during the Renaissance when critics came in touch with the works of Seneca, Cicero and Guevara. A good public letter is a literary piece of work that explores an issue, idea, impression or interpretation.
- It has a focused point and has both informative value and aesthetic appeal.
- There are various types of letters, each serving different purposes and formats. Here are some common types:
 - a. ***Personal Letters** These are informal letters exchanged between friends, family members, or acquaintances. They often contain personal updates, expressions of emotions, or casual conversations.
 - b. ***Business Letters**: Formal correspondence exchanged in the business world for various purposes such as inquiries, complaints, requests, or job applications. Business letters follow specific formats and conventions depending on their purpose and the recipient.
 - c. **Cover Letters**: These accompany resumes or job applications and provide additional information about the applicant's qualifications, experience, and interest in a specific job position.
 - d. **Thank You Letters**: Sent to express gratitude and appreciation for gifts, favors, interviews, or other acts of kindness. They are often personal but can also be used in professional contexts.
 - e. **Invitation Letters**: Used to formally invite individuals to events, meetings, or functions. They include details such as date, time, location, and RSVP instructions.
 - f. **Complaint Letters**: Written to address grievances, issues, or dissatisfaction with a product, service, or situation. They aim to seek resolution or compensation for problems encountered.
 - g. ***Resignation Letters**: Formal notices submitted by employees to inform their employers of their intention to resign from their position. They typically include the last working day and express gratitude for the opportunity.
 - h. **Recommendation Letters****: Written to endorse or recommend an individual for a job, academic program, scholarship, or other opportunities. They highlight the applicant's qualifications, skills, and character traits.
- These are just a few examples of the many types of letters used in personal, professional, and academic contexts. Each type has its own format, tone, and purpose, tailored to the specific situation and audience.

TRAVELOG

- Travelog is a piece of writing about travel. It is written in a style that is both interesting and informative.

- The passion for knowledge and about other countries has always driven men to embark upon land travels and sea-voyages to distant lands, the accounts of which have been left by them for posterity.
- Hence the history of travelogs is as old as the history of man's travels.
- These accounts serve as important documents about the life, culture and history of the places they are written about.

BIOGRAPHY

- A biography is the story of the life of an individual.
- Our concern here is with biography as a piece of literature.
- A good biography usually tries to project an objective picture of the life of a particular person.
- It avoids the temptation either to praise too much or to be too severe and critical.
- In this kind of writing, the writer selects the salient features of a particular life and gives them a shape.
- It tries to make the reader share the hopes, the fears, the interests and aspirations of that person. autobiographies,

AUTOBIOGRAPHY

- In an autobiography, the writer attempts to reveal selected experiences of his/ her own life in retrospect.
- Here the picture presented is necessarily subjective. It presents the events and impressions of the past as recollected by the writer at the time she is writing the autobiography.
- It cannot be a complete account of one's life, as the future has still to be lived.

MEMOIR

- A third type of autobiographical work is the **memoir**.
- Memoirs are extremely similar to journals and diaries in that memoirs relate the author's personal experiences.
- Like diaries, memoirs can also reveal the narrator's personal feelings.
- Memoirs are different because they are not written daily, are meant to be published and shared, and usually focus on one specific event or theme.
- A well-known memoir is *Tuesdays with Morrie*. In this book, the author, Mitch Albom, recounts his time spent with his aging sociology professor who is dying from ALS.
- This memoir is limited to that period of Albom's life. Other events of his life are not shown.

SPEECHES

- A speech is a spoken communication or expression of thought in prose addressed to an audience.
- It presents the personal viewpoint of the speaker in a convincing manner, on a subject that is of universal importance.
- A good speech is not delivered with the aim to excite or rouse the audience. Rather it is made to inspire and persuade the hearers to think along the lines the speaker wishes them to.

- A power-packed speech is one that is charged with the sturdy conviction the speaker has in his/her beliefs.

DAIRY

- A diary belongs to the autobiographical genre of writing. It is a literary form in which the writer maintains a regularly kept record of his or her own life and thoughts.
- As a genre it has been practiced for over five hundred years.
- The diary is also a valuable historical document of an individual's life and gives us written evidence of the historical, social and political circumstances of a particular period.

JOURNALS

- A journal is a scholarly publication containing articles written by researchers, professors and other experts.
- Journals focus on a specific discipline or field of study.
- Unlike newspapers and magazines, journals are intended for an academic or technical audience, not general readers.

Most journal articles...

- Are peer reviewed
- Have original research
- Focus on current developments
- Cite other works and have bibliographies
- Can be in print, online or both
- Journals are published on a regular basis (monthly, quarterly, etc.) and are sequentially numbered.
- Each copy is an **issue**; a set of issues makes a **volume** (usually each year is a separate volume). Like newspapers and magazines, journals are also called periodicals or serials.

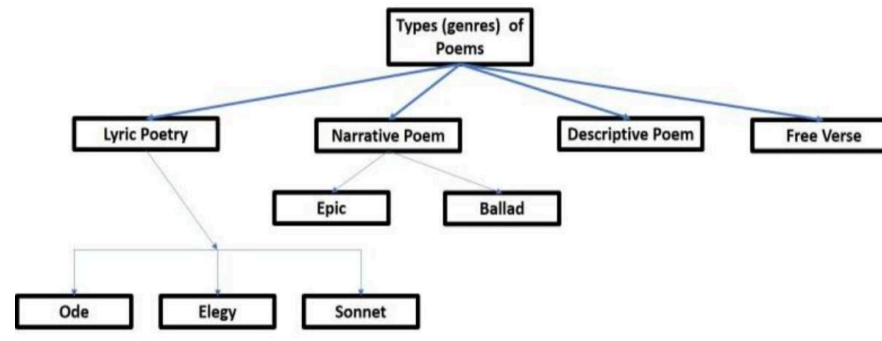
ARTICLES

- Non-fiction articles are pieces of content that describe real events, philosophies, opinions, and ideas.
- At their most basic, non-fiction articles can be simple reports of events that have occurred, such as basic news stories or reports. However, they can also be pretty complex.
- There are many different types of nonfiction articles, which can make it difficult to understand exactly where to begin the process of learning about this type of writing.

TEACHING POETRY AT SECONDARY STAGE

- Poetry (ancient Greek: ποιῶ (poieo) = I create) is an art form in which human language is used for its aesthetic qualities in addition to, or instead of, its notional and semantic content.
- It consists largely of oral or literary works in which language is used in a manner that is felt by its user and audience to differ from ordinary prose.
- It may use condensed or compressed form to convey emotion or ideas to the reader's or listener's mind or ear; it may also use devices such as assonance and repetition to achieve musical or incantatory effects.

- Poems frequently rely for their effect on imagery, word association, and the musical qualities of the language used.
- The interactive layering of all these effects to generate meaning is what marks poetry.
- Perhaps the most vital element of sound in poetry is rhythm. Often the rhythm of each line is arranged in a particular meter.
- Different types of meter played key roles in Classical, Early European, Eastern and Modern poetry.
- In the case of free verse, the rhythm of lines is often organized into looser units of cadence.



ODE

- “Ode” comes from the **Greek** aeidein, meaning to **sing or chant**, and belongs to the long and varied tradition of lyric poetry.
- Originally accompanied by music and dance, and later reserved by the Romantic poets to convey their strongest sentiments, the ode can be generalized as a formal address to an event, a person, or a thing not present.
- There are three typical types of odes:
 1. Pindaric,
 2. Horatian, and
 3. Irregular.

1. The Pindaric odes:

- The Pindaric is named for the ancient **Greek poet Pindar**, who is credited with inventing the ode.
- Pindaric odes were performed with a chorus and dancers, and often composed to celebrate athletic victories.
- They contain a formal opening, or strophe, of complex metrical structure, followed by an antistrophe, which mirrors the opening, and an epode, the final closing section of a different length and composed with a different metrical structure.
- The William Wordsworth poem “Ode on Intimations of Immortality from Recollections of Early Childhood” is a very good example of an English language Pindaric ode.

2. The Horatian ode:

- The Horatian ode, named for the **Roman poet Horace**, is generally more tranquil and contemplative than the Pindaric ode.
- Less formal, less ceremonious, and better suited to quiet reading than theatrical production, the Horatian ode typically uses a regular, recurrent stanza pattern.

- An example is the Allen Tate poem "Ode to the Confederate Dead,"

3. The Irregular ode:

- The Irregular ode has employed all manner of formal possibilities, while often retaining the tone and thematic elements of the classical ode.
- For example, "Ode on a Grecian Urn" by John Keats was written based on his experiments with the sonnet.
- Other well-known odes include Percy Bysshe Shelley's "Ode to the West Wind," Robert Creeley's "America," Bernadette Mayer's "Ode on Periods," and Robert Lowell's "Quaker Graveyard in Nantucket."

SONNET

- The word sonnet is derived from the **Italian** word "**sonetto**". It means a small or little song or lyric.
- In poetry, a sonnet has **14 fourteen lines** and is written in iambic pentameter.
- **Each line has 10 syllables.**
- It has a specific rhyme scheme and a "volta" or a specific turn.
- Generally, sonnets are divided into different groups based on the rhyme scheme they follow.
- The rhymes of a sonnet are arranged according to a certain rhyme scheme.
- The rhyme scheme in English is usually abab-cdcd-efef-gg and in Italian abba-abba-cde-cde.
- The sonnets can be categorized into six major types:

1. Italian Sonnet
2. Shakespearean Sonnet

3. Spenserian Sonnet
4. Miltonic Sonnet

5. Terza Rima Sonnet
6. Curtal Sonnet

Italian or Petrarchan Sonnet :

- Italian or Petrarchan sonnet was introduced by an Italian poet Francesco Petrarch of the 14th century.

Shakespearean Sonnet

- A Shakespearean sonnet is generally written in an iambic pentameter, there are 10 syllables in each line.

Spenserian Sonnet:

- Sir Edmund Spenser was the first poet who modified Petrarch's form and introduced a new rhyme scheme.

The term "Miltonic sonnet" refers to a specific style of sonnet associated with the English poet John Milton, who is best known for his epic poem "Paradise Lost." Unlike the traditional Petrarchan or Shakespearean sonnet forms, Milton's sonnets follow a distinct structure and often address themes of politics, religion, and personal reflection.

Miltonic Sonnet:

Miltonic sonnets typically consist of 14 lines written in iambic pentameter, like other sonnets. However, they are divided into two parts: an octave (eight lines) followed by a sestet (six lines), rather than the more common octave and sestet division in Petrarchan or Shakespearean sonnets. Additionally, Miltonic sonnets often exhibit a thematic shift or turn between the octave and sestet, similar to the volta found in other sonnet forms.

One of Milton's most famous sonnets, "On His Blindness" (also known as "When I Consider How My Light Is Spent"), exemplifies the Miltonic sonnet form. In this sonnet, Milton reflects on his own blindness and struggles with his sense of purpose and service to God.

Overall, Miltonic sonnets are characterized by their formal structure, thematic complexity, and philosophical depth, making them an important contribution to the tradition of English sonnet writing.

Terza Rima Sonnet

A Terza Rima Sonnet is a poetic form that combines elements of both the Terza Rima and the Sonnet. Terza Rima is a traditional Italian verse form consisting of interlocking three-line stanzas (tercets), where the rhyme scheme follows the pattern ABA, BCB, CDC, and so on.

When adapted into a sonnet form, the Terza Rima Sonnet typically consists of fourteen lines, divided into an octave (eight lines) and a sestet (six lines). The rhyme scheme is often ABABABCC DEDEDE or ABABABCC CDCDCD.

This form combines the structured rhyme scheme of the Terza Rima with the thematic structure and volta (turn) of the traditional sonnet. The Terza Rima Sonnet allows for a greater degree of complexity and variation within the poem while still maintaining a sense of unity and coherence.

Poets often use this form to explore a wide range of subjects, from personal reflections to philosophical inquiries, taking advantage of its flexibility and versatility.

Curtal Sonnet

The Curtal Sonnet is a variation of the traditional sonnet form that was invented by the English poet Gerard Manley Hopkins. It is a shorter form, consisting of only ten and a half lines, rather than the typical fourteen lines of a traditional sonnet.

The rhyme scheme of the Curtal Sonnet is usually ABABCDCEEE, where the final line is a half-line. This form allows for a more compact structure while still retaining elements of the traditional sonnet, such as the use of iambic pentameter and a thematic development or volta (turn) within the poem.

Hopkins himself used the Curtal Sonnet in some of his famous works, such as "Pied Beauty" and "God's Grandeur." Despite its brevity, the Curtal Sonnet remains a challenging and effective form for poets to explore themes, express emotions, and create memorable verses.

Function of Sonnet

- The sonnet has become popular among different poets because it has a great adaptability to different purposes and requirements.
- Rhythms are strictly followed. It could be a perfect poetic style for elaboration or expression of a single feeling or thought with its short length in iambic pentameter.
- In fact, it gives an ideal laboratory to a poet for exploration of strong emotions.
- Due to its short length, it is easy to manage for both the writer and the reader.

ELEGY

- Elegy is a form of literature which can be defined as a poem or song in the form of **elegiac couplets**, written in honor of someone deceased.
- It typically laments or mourns the death of the individual.

- Elegy is derived from the **Greek** word “**elegus**”, which means a song of bereavement sung along with a flute.
- The forms of elegies we see today were introduced in the 16th century.
- “Elegy Written in a Country Churchyard” by Thomas Gray and “When Lilacs Last in the Dooryard Bloom’d” by Walt Whitman are the two most popular examples of elegy.

Features of Elegy

- Usually, elegies are identified by several characteristics of genre: Just like a classical epic, an elegy typically starts with the invocation of the muse and then proceeds by referencing the traditional mythology.
- It often involves a poet who knows how to phrase the thoughts imaginatively in the first person.
- Questions are raised by the poet about destiny, justice and fate.
- The poet associates the events of the deceased with events in his own life by drawing a subtle comparison.
- This kind of digression gives the poet space to go beyond the main or crude subject to a deeper level where the connotations might be metaphorical.
- Towards the end the poet generally tries to provide comfort to ease the pain of the situation.
- The Christian elegies usually proceed from sorrow and misery to hope and happiness because they say that death is just hindrance in the way of passing from the mortal state into the eternal state.
- An elegy is not always based on a plot.

Function of Elegy

- Elegy is one of the richest literary forms because it has the capacity to hold emotions that deeply influence people.
- The strongest of the tools elegy uses is its reliance on memories of those who are no more.
- Most of the poets who wrote elegies were evidently awed by the frailty of human beings and how the world completely forgets about the deceased at some point.
- However, the function of elegy is not as limited as it is thought. Whenever we take a look at elegy examples, what come to mind are feelings like sorrow, grief and lamentation; but, a study of the Latin elegy tells us otherwise.
- A great deal of genre created in western literature was inspired by Latin elegy, which was not always so somber.
- The most famous elegiac poets in Latin literature such as Catullus, Ovid and Propertius, used humor, irony, even slotted narratives into a poem and still called them elegy.

BALLAD

- The word Ballad is of **French provenance**.
- It is a type of poetry or verse which was **basically used in dance** songs in ancien France.
- Later on, during the late 16th and 17th century, it spread over the majority of European nations.

- Owing to its popularity and emotional appeal, it remained a powerful tool for poets and lyricists to prepare music in the form of lyrical ballads and earn a handsome income from it.
- The art of Lyrical ballad as well as Ballad poetry lost popularity during the latter half of the 19th century.
- However, it is still read and listened to with interest in most European countries including the British Isles.

Features of Ballads

- Ballads, no matter which category they fall in, mostly rely on simple and easy-to-understand language or dialect from its origin.
- Stories about hardships, tragedies, love and romance are standard ingredients of ballads.
- This is irrespective of geographical origins.
- Another conspicuous element of any ballad is the recurrence of certain lines at regular intervals.
- Ballads can also be in interrogative form with appropriate answers to every question they ask.
- Ballads seldom offer a direct message about a certain event, character or situation.
- It is left to the audience to deduce the moral of the story from the whole narration.

Divisions of Ballad

Following is the list of broad categories of ballad;

- | | |
|-------------------|--|
| • Stall ballads | • Blue ballads |
| • Lyrical ballads | • Bush Ballads |
| • Popular ballads | • Fusion ballads (pop and rock)/Modern balla |
- All these categories are primarily meant to convey popular messages, stories or historical events to audiences in the form of songs and poetry.
 - The world of literature and music is replete with examples of ballads.

Functions of Ballad

- Ballads, as stage performances, enjoyed the status of being one of the main sources of **entertainment in ancient times**.
- Legends and historical events were **narrated** in the form of a ballad which would comprise song and dance.
- Ballad was a perfect substitute for our current day technology-based entertainment, albeit with more emotional appeal.
- In the 18th century, the ballad based stage entertainment came to be known as **Ballad Opera**.
- According to ballad aficionados, the first formal Ballad opera was staged in the first half of 18th century with the theme of “the Beggar's Opera”.

LIMERICK

- The origin of the name *limerick* for this type of poem is debated.
- The name is generally taken to be a reference to the **City or County of Limerick in Ireland** sometimes particularly to the Migue Poets, and may derive from an earlier form of nonsense verse parlor game that traditionally included a refrain that included
- A **limerick** (/ˈlɪməɪk/ *LIM-ər-ik*) is a form of verse that appeared in England in the early years of the 18th century.

- In combination with a refrain, it forms a limerick song, **a traditional humorous drinking song** often with obscene verses.
- It is written in a **five-line**, predominantly anapestic trimeter with a strict rhyme scheme of AABBA, in which the first, second and fifth line rhyme, while the third and fourth lines are shorter and share a different rhyme.
- It was popularized by Edward Lear in the 19th century, although he did not use the term.
- From a folkloric point of view, the form is essentially transgressive; violation of taboo is part of its function.
- According to Gershon Legman, who compiled the largest and most scholarly anthology, this folk form is always obscene and the exchange of limericks is almost exclusive to comparatively well-educated males.
- Women are figuring in limericks almost exclusively as "villains or victims". Legman dismissed the "clean" limerick as a "periodic fad and object of magazine contests, rarely rising above mediocrity".
- Its humor is not in the "punch line" ending but rather in the tension between meaning and its lack.
- The standard form of a **limerick is a stanza of five lines**, with the first, second and fifth rhyming with one another and having three feet of three syllables each; and the shorter third and fourth lines also rhyming with each other, but having only two feet of three syllables.
- The third and fourth lines are usually anapaestic, or one iamb followed by one anapaest. The first, second and fifth are usually either anapaests or amphibrachic.

HAIKU

- **Haiku**, unrhymed poetic form consisting of **17 syllables arranged in three lines** of 5, 7, and 5 syllables respectively.
- The haiku first emerged in **Japanese** literature during the 17th century, as a terse reaction to elaborate poetic traditions, though it did not become known by the name *haiku* until the 19th century.
- The term *haiku* is derived from the first element of the word ***haikai* (a humorous form of *renga***, or linked-verse poem) and the second element of the word *hokku* (the initial stanza of a *renga*).
- The hokku, which set the tone of a *renga*, had to mention in its three lines such subjects as the season, time of day, and the dominant features of the landscape, making it almost an independent poem.
- The hokku (often interchangeably called haikai) became known as the haiku late in the 19th century, when it was entirely divested of its original function of opening a sequence of verse.
- Today the term *haiku* is used to describe all poems that use the three-line 17-syllable structure, even the earlier hokku.

ACROSTIC

- An **acrostic** is a poem or other word composition in which the *first* letter (or syllable, or word) of each new line (or paragraph, or other recurring feature in the text) spells out a word, message or the alphabet.
- The term comes from the **French *acrostiche*** from post-classical Latin *acrostichis*, from Koine Greek from Ancient Greek "highest, topmost" and "verse".
- As a form of constrained writing, an acrostic can be used as a mnemonic device to aid memory retrieval.
- When the *last* letter of each new line (or other recurring feature) forms a word it is called a **telestich**; the combination of an acrostic and a telestich in the same composition is called a **double acrostic** (e.g. the first-century Latin Sator Square).
- Acrostics are common in medieval literature, where they usually serve to highlight the name of the poet or his patron, or to make a prayer to a saint.
- They are most frequent in verse works but can also appear in prose.
- The Middle High German poet Rudolf von Ems for example opens all his great works with an acrostic of his name, and his world chronicle marks the beginning of each age with an acrostic of the key figure (Moses, David, etc.).
- In chronicles, acrostics are common in German and English but rare in other languages.

EPIC

- The word epic is derived from the **Ancient Greek** adjective, "**epikos**", which means **a poetic story**.
- In literature, an epic is a long narrative poem, which is usually related to heroic deeds of a person of unusual courage and unparalleled bravery.
- In order to depict this bravery and courage, the epic uses grandiose style.
- The hero is usually the representative of the values of a certain culture, race, nation or a religious group on whose victor or failure the destiny of the whole nation or group depends.
- Therefore, certain supernatural forces, deus ex machina, help the hero, who comes out victor at the end.
- An epic usually starts with an invocation to muse, but then picks up the threads of the story from the middle and moves on to the end.

Function of Epic

- As the epic poem is the earliest form of poetry, it is the earliest form of entertainment as well.
- Epics were written to commemorate the struggles and adventures of kings and warriors.
- The main function of epic poetry was to elevate the status of the hero among the audiences to inspire them to be ready to perform heroic actions.
- Epic obtained most of its themes from the exploits performed by legendary characters and their illustrious ancestors. That is why these exploits became examples for others to follow, and still lived in books.

- It is through epics, models of ideal heroic behavior were supplied to the common people.
- Moreover, epics also were collections of historical events not recorded in common history books — the reason that they are read today to be enjoyed and be informed regarding the past.

LYRIC

- A lyric is a fairly short poem which is the **expression of strong feelings of thoughts or perceptions of a single speaker** in a meditative manner.
- The lyric was originally in **Greek** poetry; the kind of poem which was to be set to the lyre; hence the word lyric.
- But even today the word still retains the sense that lyric poems are musical.
- In fact the word is also used in music to denote “lines of a song”. The term “lyric” includes any types of poems with the very general qualities of being **personal and emotional in expression**, being meditative, and being musical: so sonnets, elegies and metaphysical poems, romantic poems and even ballads and odes may be ‘lyrical’.
- So the word ‘lyric’ is related to expression and not form. Most lyrics are a meditation on loneliness by the poet, but lyrics can also be dramatic if it is addressed to a specific person.
- For example, John Donne’s “Canonization” is also a lyric in expression, though it is also dramatic due to its use of ‘monologue’.
- And though the lyric is spoken by an “I”, it need not be the poet himself: we should understand the lyric in terms of an imaginary speaker or character.
- Love is a common topic for poems with the lyrical manner of expression, but death and other emotionally engaging subjects can also be the subjects of a lyrical poem.
- And romantic poems which are personal poems with the spontaneous kind of expression are also usually lyrics.
- The poem “Break Break Break” is also a typical lyric because it is the personal and emotional expression of the poet’s feelings in the form of a meditation.
- It is partly dramatic due to its direct address to the cliffs and it is also musical.
- There are many lyrics like: My Mistress’s Eyes are Nothing..., Canonization, Tyger, I Wonder Lonely as a Cloud, Break Break Break, The Mother, etc. in English literature.

DRAMATIC,

- Drama is the specific mode of fiction represented in performance. The term comes from a Greek word meaning "action" which is derived from "to do".
- The two masks associated with drama represent the traditional generic division between comedy and tragedy.
- They are symbols of the ancient Greek Muses, Thalia and Melpomene.
- Thalia was the **Muse of comedy** (the laughing face), while Melpomene was the **Muse of tragedy** (the weeping face).

- Considered as a genre of poetry in general, the dramatic mode has been contrasted with the epic and the lyrical modes ever since Aristotle's Poetics, the earliest work of dramatic theory.

Elements of Drama:

- The elements of drama include plot, character, dialogue, staging, and theme.
- Our discussions of each of these elements individually allow us to highlight the characteristic features of drama in a convenient way.
- We should remember, however, that analysis of any single element of drama should not blind us to its function in conjunction with other dialogue; character is expressed through dialogue and staging; and so on.
- A drama, like the novel, has plot, character, dialogue, setting, and it also expresses an outlook on life, but in the handling of these essential features the dramatic art is different from the art of the novelist.
- The elements of drama include plot, character, dialogue, staging, theme, etc.

Plot:

- Plot means the arrangement of the events in a story, including the sequence in which they are told, the relative emphasis they are given, and the causal connections between events.
- Plot is the series of events that take place in a play.
- There are six stages in a plot structure: Initial incident, Preliminary event, Rising action, Climax, Falling action and Denouement or Conclusion.
- For the dramatic purpose plot means plan, scheme or pattern

Characters:

- Character is the next important element of the drama. We can't imagine the drama without characters.
- Characters are persons like the men and women we see around us but sometimes unreal and supernatural types of characters are also present.

Dialogue:

- In its widest sense, dialogue is simply conversation between people in literary work; in its most restricted sense, it refers specifically to the speech of characters in a drama.
- As a specific literary genre, a 'dialogue' is a composition in which characters debate an issue or idea.
- The dictionary tells us that; "dialogue is a conversation between two or more persons real or imaginary".
- According to the critics of drama reading drama means reading dialogue.

Action:

- Drama is different from other genres of literature. It has unique characteristics that have come about in response to its peculiar nature.
- Really, it is difficult to separate drama from performance because during the stage performance of a play, drama brings life experiences realistically to the audience.

NARRATIVE

- The oral tradition is the predecessor of essentially all other modern forms of communication.
- For thousands of years, cultures passed on their history through oral tradition from generation to generation.
- Historically, much of poetry has its source in an oral tradition: in more recent times the Scots and English ballads, the tales of Robin Hood poems all were originally intended for recitation, rather than reading.
- In many cultures, there remains a lively tradition of the recitation of traditional tales in verse format.
- It has been suggested that some of the distinctive features that distinguish poetry from prose, such as metre, alliteration, and kennings, at one time served as memory aids that allowed the bards who recited traditional tales to reconstruct them from memoir
- A narrative poem usually tells a story using a poetic theme.
- Epics are very vital to narrative poems, although it is thought those narrative poems were created to explain oral traditions.
- The focus of narrative poetry is often the pros and cons of life.

FREE VERSE

- Free verse does not "proceed by a strict set of rules ... is not a literary type, and **does not conform to a formal structure.**"
- It is not considered to be completely free. In 1948, Charles Allen wrote, "The only freedom cadenced verse obtains is a limited freedom from the tight demands of the metered line."
- Free verse contains some elements of form, including the poetic line, which may vary freely; rhythm; strophes or strophic rhythms; stanzaic patterns and rhythmic units or cadences.
- It is said that verse is free "when it is not primarily obtained by the metered line."
- Donald Hall goes as far as to say that "the *form* of free verse is as binding and as liberating as the *form* of a rondeau," and T. S. Eliot wrote, "No verse is free for the man who wants to do a good job."
- Kenneth Allott, the poet and critic, said the adoption by some poets of *vers libre* arose from "mere desire for novelty, the imitation of Whitman, the study of Jacobean dramatic blank verse, and the awareness of what French poets had already done to the alexandrine in France."
- The American critic John Livingston Lowes in 1916 observed "Free verse may be written as very beautiful prose; prose may be written as very beautiful free verse."

COUPLET

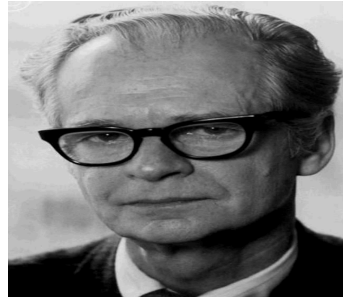
Heroic Couplet.

- Lines of iambic pentameter (see meter) which **rhyme in pairs**: aa, bb, cc, and so on.
- The adjective "heroic" was applied in the later seventeenth century because of the frequent use of such couplets in heroic (that is, epic) poems and in heroic dramas.

- This verse form was introduced into English poetry by Geoffrey Chaucer (in The Legend of Good Women and most of The Canterbury Tales), and has been in constant use ever since.
 - From the age of John Dryden through that of Samuel Johnson, the heroic couplet was the predominant English measure for all the poetic kinds; some poets, including Alexander Pope, used it almost to the exclusion of other meters.
4. Vision of NEP 2020 for teaching-learning of English language
5. Theories of language acquisition and Language Learning:

UNDERSTANDING-WESTERN OVERVIEW OF LANGUAGE LEARNING

Behaviorism – B.F. Skinner,



Biography

- Burrhus Frederic Skinner was born March 20, 1904, in the small Pennsylvania town of Susquehanna.
- His father was a lawyer, and his mother a strong and intelligent housewife. His upbringing was old-fashioned and hard-working.
- Burrhus was an active, out-going boy who loved the outdoors and building things, and actually enjoyed school. His life was not without its tragedies, however.
- In particular, his brother died at the age of 16 of a cerebral aneurysm.
- Burrhus received his BA in English from Hamilton College in upstate New York.
- He didn't fit in very well, not enjoying the fraternity parties or the football games.
- He wrote for the school paper, including articles critical of the school, the faculty, and even Phi Beta Kappa! To top it off, he was an atheist --in a school that required daily chapel attendance.
- He wanted to be a writer and did try, sending off poetry and short stories. When he graduated, he built a study in his parents' attic to concentrate, but it just wasn't working for him.
- Ultimately, he resigned himself to writing newspaper articles on labor problems, and lived for a while in Greenwich Village in New York City as a "bohemian." After some traveling, he decided to go back to school, this time at Harvard.
- He got his masters in psychology in 1930 and his doctorate in 1931, and stayed there to do research until 1936.

- Also in that year, he moved to Minneapolis to teach at the University of Minnesota.
- There he met and soon married Yvonne Blue. They had two daughters, the second of which became famous as the first infant to be raised in one of Skinner's inventions, the air crib. Although it was nothing more than a combination crib and playpen with glass sides and air conditioning, it looked too much like keeping a baby in an aquarium to catch on.
- In 1945, he became the chairman of the psychology department at Indiana University. In 1948, he was invited to come to Harvard, where he remained for the rest of his life. He was a very active man, doing research and guiding hundreds of doctoral candidates as well as writing many books. While not successful as a writer of fiction and poetry, he became one of our best psychology writers, including the book *Walden II*, which is a fictional account of a community run by his behaviorist principles.
- August 18, 1990, B. F. Skinner died of leukemia after becoming perhaps the most celebrated psychologist since Sigmund Freud.
- Behaviorist theory, which is basically a psychological theory in its essence, founded by J.B. Watson, is actually a theory of native language learning, advanced in part as a reaction to traditional grammar.
- The supporters of this theory are Leonard Bloomfield, O.N. Mowrer, B.F. Skinner, and A.W. Staats. Behaviorism was advanced in America as a new approach to psychology in the early decades of the 20th-century by making a particular emphasis on the importance of verbal behavior, and received considerable trust from the educational world of the 1950s.
- The major principle of the behaviorist theory rests on the analyses of human behavior in observable stimulus-response interaction and the association between them.
- B.F. Skinner's theory of operant conditioning suggests that language acquisition occurs through a process of reinforcement and shaping. According to Skinner, children learn to speak through a series of steps:
- 1. **Imitation:** Children initially imitate the speech patterns they hear around them, such as words, phrases, and sentences spoken by parents and caregivers.
- 2. **Reinforcement:** When children produce sounds or words that resemble those in their environment, they receive reinforcement in the form of praise, attention, or other rewards. This reinforcement strengthens the likelihood of the child repeating those sounds or words in the future.
- 3. **Shaping:** Over time, through a process of shaping, children's speech becomes more accurate and complex. They receive reinforcement for producing sounds and words that are closer to the adult models, leading to the development of more advanced language skills.
- Skinner believed that language development is primarily a result of environmental influences, with little emphasis on innate language abilities or cognitive processes.
- He proposed that the principles of operant conditioning, including positive reinforcement and shaping, are sufficient to explain how language is acquired and shaped over time.
- However, critics argue that Skinner's theory oversimplifies the complexity of language acquisition and fails to account for the innate linguistic capacities of humans and the role of cognitive processes in language development.

INNATE THEORY OF LANGUAGE ACQUISITION

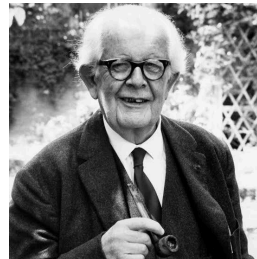


Noam Chomsky

- Acquisition is a term that is used to distinguish between learning that takes place in a formal way, when the learner is conscious of what is to be learnt and a situation where the learner may not be conscious that she has to learn something.
- Take the example of grammar. A learner may be made conscious of the rules of grammar and told that these must be learnt and remembered.
- This usually takes place in a formal context, such as the classroom.
- On the other hand, a learner may understand a grammatical rule while using the language, usually informally, without being told about the rules, or without attention being drawn to them. In acquisition, there is a cognitive grasp of the underlying structures.
- This happens in a natural manner, thus it is best to call it acquisition rather than learning.
- The understanding of language acquisition began with an idea which was very different from the behaviorist view of language as conditioned learning.
- As mentioned above, one of the questions that this view could not answer was that learners begin to speak language that they have not heard before or received any stimuli for it.
- It was Noam Chomsky who gave an explanation that human beings have an inborn capacity to acquire language, by means of which they can generate infinite utterances.

- Though the environment provides learners with information about the sounds and forms of individual words, learners do not construct their complex knowledge of structures from the environment.
- This knowledge is given to them by nature – the rules that govern language are part of a biologically based human language faculty.
- This is called the **Language Acquisition Device (LAD)**.
- It works at a subconscious level, and includes basic knowledge about the nature and structure of human language, which may be universal.
- With its help, the learner makes hypotheses about language and tests it with the input it receives.
- Chomsky calls it competence, which is the internal knowledge of rules, and distinguishes it from performance, which is the use of the knowledge in speech or writing.
- These ideas about language acquisition came to be called mentalism, as opposed to language learning as external behavior which the behaviorists had emphasized.
- Some of the important aspects of language acquisition are that it takes place over a period of time in which the language develops not through imitation but through an internal process of rule-making by the learner.
- This is shown through the deviations that we find in the language of children.
- If child language learning were a form of imitation, the child's language would be exactly the same as the adult's.
- But this is not so. It means that the child is following an internal pathway in acquiring the language.
- Moreover, these deviations have been found to be systematic. We can view them as a part of the acquisition process.

PIAGET'S THEORY OF COGNITIVE DEVELOPMENT



Jean Piaget (1896– 1980).

- Piaget's theory of cognitive development is a comprehensive theory about the nature and development of human intelligence.

- It was first created by the Swiss developmental psychologist Jean Piaget (1896– 1980).
- The theory deals with the nature of knowledge itself and how humans gradually come to acquire, construct, and use it.
- Piaget's theory is mainly known as a developmental stage theory.
- Piaget "was intrigued by the fact that children of different ages made different kinds of mistakes while solving problems".
- He also believed that children are not like "little adults" who may know less; children just think and speak differently.
- By Piaget thinking that children have great cognitive abilities, he came up with four different cognitive development stages, which he put out into testing. Within those four stages he managed to group them with different ages. Each stage he realized how children managed to develop their cognitive skills.
- For example, he believed that children experience the world through actions, representing things with words, thinking logically, and using reasoning.
- To Piaget, cognitive development was a progressive reorganization of mental processes resulting from biological maturation and environmental experience.
- He believed that children construct an understanding of the world around them, experience discrepancies between what they already know and what they discover in their environment, then adjust their ideas accordingly.
- Moreover, Piaget claimed that cognitive development is at the center of the human organism, and language is contingent on knowledge and understanding acquired through cognitive development.

Child-centered classrooms and "open education" are direct applications of Piaget's views.

Nature of intelligence:

- operative and figurative Piaget noted that reality is a dynamic system of continuous change.
- Reality is defined in reference to the two conditions that define dynamic systems.
- Specifically, he argued that reality involves transformations and states.
- Transformations refer to all manners of changes that a thing or person can undergo. States refer to the conditions or the appearances in which things or persons can be found between transformations.
- For example, there might be changes in shape or form (for instance, liquids are reshaped as they are transferred from one vessel to another, and similarly humans change in their characteristics as they grow older), in size (a toddler does not walk and run without falling, but after 7 yrs of age, the child's sensory motor anatomy is well developed and now acquires skill faster), or in placement or location in space and time (e.g., various objects or persons might be found at one place at one time and at a different place at another time).
- Thus, Piaget argued, if human intelligence is to be adaptive, it must have functions to represent both the transformational and the static aspects of reality.
- He proposed that operative intelligence is responsible for the representation and manipulation of the dynamic or transformational aspects of reality, and that figurative intelligence is responsible for the representation of the static aspects of reality.

- Operative intelligence is the active aspect of intelligence. It involves all actions, overt or covert, undertaken in order to follow, recover, or anticipate the transformations of the objects or persons of interest.

Figurative intelligence

- Figurative intelligence is the more or less static aspect of intelligence, involving all means of representation used to retain in mind the states (i.e., successive forms, shapes, or locations) that intervene between transformations.
- That is, it involves perception, imitation, mental imagery, drawing, and language.
- Therefore, the figurative aspects of intelligence derive their meaning from the operative aspects of intelligence, because states cannot exist independently of the transformations that interconnect them.
- Piaget stated that the figurative or the representational aspects of intelligence are subservient to its operative and dynamic aspects, and therefore, that understanding essentially derives from the operative aspect of intelligence.
- At any time, operative intelligence frames how the world is understood and it changes if understanding is not successful.
- Piaget stated that this process of understanding and change involves two basic functions: assimilation and accommodation.

Assimilation and Accommodation

- Through his study of the field of education, Piaget focused on two processes, which he named assimilation and accommodation.
- To Piaget, assimilation meant integrating external elements into structures of lives or environments, or those we could have through experience.
- Assimilation is how humans perceive and adapt to new information. It is the process of fitting new information into pre-existing cognitive schemas.
- Assimilation in which new experiences are reinterpreted to fit into, or assimilate with, old ideas.
- It occurs when humans are faced with new or unfamiliar information and refer to previously learned information in order to make sense of it. In contrast, accommodation is the process of taking new information in one's environment and altering pre-existing schemas in order to fit in the new information.
- This happens when the existing schema (knowledge) does not work, and needs to be changed to deal with a new object or situation.
- Accommodation is imperative because it is how people will continue to interpret new concepts, schemas, frameworks, and more.
- Piaget believed that the human brain has been programmed through evolution to bring equilibrium, which is what he believed ultimately influences structures by the internal and external processes through assimilation and accommodation.
- Piaget's understanding was that assimilation and accommodation cannot exist without the other.
- They are two sides of a coin.
- To assimilate an object into an existing mental schema, one first needs to take into account or accommodate to the particularities of this object to a certain extent.
- For instance, to recognize (assimilate) an apple as an apple, one must first focus (accommodate) on the contour of this object.
- To do this, one needs to roughly recognize the size of the object.

- Development increases the balance, or equilibration, between these two functions.
- When in balance with each other, assimilation and accommodation generate mental schemas of the operative intelligence. When one function dominates over the other, they generate representations which belong to figurative intelligence.



Piaget's Sensorimotor stages

- In his theory of Cognitive development, Jean Piaget proposed that humans progress through four developmental stages:
 1. Sensorimotor stage,
 2. Preoperational stage,
 3. Concrete operational stage and
 4. Formal operational stage.

1. Sensorimotor Stage (Birth to 2 Yrs)

- The first of these, the sensorimotor stage "extends from birth to the acquisition of language."
- In this stage, infants progressively construct knowledge and understanding of the world by coordinating experiences (such as vision and hearing) from physical interactions with objects (such as grasping, sucking, and stepping).
- Infants gain knowledge of the world from the physical actions they perform within it.
- They progress from reflexive, instinctual action at birth to the beginning of symbolic thought toward the end of the stage.
- Children learn that they are separate from the environment.
- They can think about aspects of the environment, even though these may be outside the reach of the child's senses.
- In this stage, according to Piaget, the development of object permanence is one of the most important accomplishments.
- Object permanence is a child's understanding that an object continues to exist even though they cannot see or hear it.
- Peek-a-boo is a game in which children who have yet to fully develop object permanence respond to sudden hiding and revealing of a face.
- By the end of the sensorimotor period, children develop a permanent sense of self and object and will quickly lose interest in Peek-a-boo.

Six substages of Sensorimotor stage

S.No	Sub-Stage Age	Age
1	Simple reflexes	Birth–6 weeks
2	First habits and primary circular reactions phase	6 weeks–

		4 months
3	Secondary circular reactions phase	4–8 months
4	Coordination of secondary circular reactions stages	8–12 months
5	Tertiary circular reactions, novelty, and curiosity	12–18 months
6	Internalization of schemas	18–24 months

i. Simple reflexes (Birth to 6 weeks)

- "Coordination of sensation and action through reflexive behaviors".
- Three primary reflexes are described by Piaget: sucking of objects in the mouth, following moving or interesting objects with the eyes, and closing of the hand when an object makes contact with the palm (palmar grasp).
- Over the first six weeks of life, these reflexes begin to become voluntary actions. For example, the palmar reflex becomes intentional grasping.

ii. First habits and primary circular reactions phase (6 weeks to 4 month)

- "Coordination of sensation and two types of schema: habits (reflex) and primary circular reactions (reproduction of an event that initially occurred by chance).
- The main focus is still on the infant's body".
- As an example of this type of reaction, an infant might repeat the motion of passing their hand before their face.
- Also at this phase, passive reactions, caused by classical or operant conditioning, can begin.

iii. Secondary circular reactions phase (4 months to 8 months)

- Development of habits.
- "Infants become more object-oriented, moving beyond self-preoccupation; repeat actions that bring interesting or pleasurable results".
- This stage is associated primarily with the development of coordination between vision and prehension.
- Three new abilities occur at this stage: intentional grasping for a desired object, secondary circular reactions, and differentiations between ends and means.
- At this stage, infants will intentionally grasp the air in the direction of a desired object, often to the amusement of friends and family.
- Secondary circular reactions, or the repetition of an action involving an external object begin; for example, moving a switch to turn on a light repeatedly.
- The differentiation between means and ends also occurs.
- This is perhaps one of the most important stages of a child's growth as it signifies the dawn of logic.

iv. Coordination of secondary circular reactions stages (8 months to 12 months)

- "Coordination of vision and touch—hand-eye coordination; coordination of schemas and intentionality".
- This stage is associated primarily with the development of logic and the coordination between means and ends.
- This is an extremely important stage of development, holding what Piaget calls the "first proper intelligence".
- Also, this stage marks the beginning of goal orientation, the deliberate planning of steps to meet an objective.

v. Tertiary circular reactions, novelty, and curiosity (12 months to 18 Months)

- "Infants become intrigued by the many properties of objects and by the many things they can make happen to objects; they experiment with new behavior".
- This stage is associated primarily with the discovery of new means to meet goals.
- Piaget describes the child at this juncture as the "young scientist," conducting pseudo-experiments to discover new methods of meeting challenges.

vi. Internalization of schemas (18 months to 24 month)

- "Infants develop the ability to use primitive symbols and form enduring mental representations".
- This stage is associated primarily with the beginnings of insight, or true creativity.
- This marks the passage into the preoperational stage.

2. Pre-operational stage (2 to 7 Yrs)

- During this stage, young children can think about things symbolically.
- This is the ability to make one thing - a word or an object - stand for something other than itself. Thinking is still egocentric, and the infant has difficulty taking the viewpoint of others.
- By observing sequences of play, Piaget was able to demonstrate that, towards the end of the second year, a qualitatively new kind of psychological functioning occurs, known as the preoperational stage, the second of Piaget's four developmental stages.
- It starts when the child begins to learn to speak at age two and lasts up until the age of seven.
- During the preoperational stage of cognitive development, Piaget noted that children do not yet understand concrete logic and cannot mentally manipulate information.
- Children's increase in playing and pretending takes place in this stage.
- However, the child still has trouble seeing things from different points of view.
- The children's play is mainly categorized by symbolic play and manipulating symbols.
- Such play is demonstrated by the idea of checkers being snacks, pieces of paper being plates, and a box being a table.
- Their observations of symbols exemplifies the idea of play with the absence of the actual objects involved.

Symbolic function substage of Preoperational stage (2 to 7 Yrs)

- At about two to four years of age, children cannot yet manipulate and transform information in a logical way.

- However, they now can think in images and symbols.
- Other examples of mental abilities are language and pretend play. Symbolic play is when children develop imaginary friends or role-play with friends.
- Children's play becomes more social and they assign roles to each other.
- Some examples of symbolic play include playing house, or having a tea party.
- The type of symbolic play in which children engage is connected with their level of creativity and ability to connect with others. Additionally, the quality of their symbolic play can have consequences on their later development.
- For example, young children whose symbolic play is of a violent nature tend to exhibit less prosocial behavior and are more likely to display antisocial tendencies in later years.

Intuitive thought substage of Preoperational stage (2 to 7 Yrs)

- At about the ages of 4 and 7, children tend to become very curious and ask many questions, beginning the use of primitive reasoning.
- There is an emergence in the interest of reasoning and wanting to know why things are the way they are.
- Piaget called it the "intuitive substage" because children realize they have a vast amount of knowledge, but they are unaware of how they acquired it.
- Centration, conservation, irreversibility, class inclusion, and transitive inference are all characteristics of preoperative thought.
- Centration is the act of focusing all attention on one characteristic or dimension of a situation, whilst disregarding all others.
- Conservation is the awareness that altering a substance's appearance does not change its basic properties.
- Children at this stage are unaware of conservation and exhibit centration.
- Both centration and conservation can be more easily understood once familiarized with Piaget's most famous experimental task.
- In this task, a child is presented with two identical beakers containing the same amount of liquid. The child usually notes that the beakers do contain the same amount of liquid. When one of the beakers is poured into a taller and thinner container, children who are younger than seven or eight years old typically say that the two beakers no longer contain the same amount of liquid, and that the taller container holds the larger quantity (centration), without taking into consideration the fact that both beakers were previously noted to contain the same amount of liquid. Due to superficial changes, the child was unable to comprehend that the properties of the substances continued to remain the same (conservation).
- Irreversibility is a concept developed in this stage which is closely related to the ideas of centration and conservation.
- Irreversibility refers to when children are unable to mentally reverse a sequence of events.
- In the same beaker situation, the child does not realize that, if the sequence of events was reversed and the water from the tall beaker was poured back into its original beaker, then the same amount of water would exist.
- Another example of children's reliance on visual representations is their misunderstanding of "less than" or "more than".
- When two rows containing equal numbers of blocks are placed in front of a child, one row spread farther apart than the other, the child will think that the row spread farther contains more blocks.

3. Concrete operational stage (7 to 11 Yrs)

- Piaget considered the concrete stage a major turning point in the child's cognitive development because it marks the beginning of logical or operational thought.
- This means the child can work things out internally in their head (rather than physically try things out in the real world).
- This stage, which follows the preoperational stage, occurs between the ages of 7 and 11 (middle childhood and preadolescence) years, and is characterized by the appropriate use of logic.
- During this stage, a child's thought processes become more mature and "adult like".
- They start solving problems in a more logical fashion.
- Abstract, hypothetical thinking is not yet developed in the child, and children can only solve problems that apply to concrete events or objects.
- At this stage, the children undergo a transition where the child learns rules such as conservation.
- Piaget determined that children are able to incorporate inductive reasoning.
- Inductive reasoning involves drawing inferences from observations in order to make a generalization.
- In contrast, children struggle with deductive reasoning, which involves using a generalized principle in order to try to predict the outcome of an event.
- Children in this stage commonly experience difficulties with figuring out logic in their heads.
- For example, a child will understand that "A is more than B" and "B is more than C". However, when asked "is A more than C?", the child might not be able to logically figure the question out mentally.

Testing for concrete operations

- Piagetian tests are well known and practiced to test for concrete operations. The most prevalent tests are those for conservation.
- There are some important aspects that the experimenter must take into account when performing experiments with these children.
- One example of an experiment for testing conservation is the water level task.
- An experimenter will have two glasses that are the same size, fill them to the same level with liquid, which the child will acknowledge is the same.
- Then, the experimenter will pour the liquid from one of the small glasses into a tall, thin glass.
- The experimenter will then ask the child if the taller glass has more liquid, less liquid, or the same amount of liquid.
- The child will then give his answer.
- The experimenter will ask the child why he gave his answer, or why he thinks that is.

Justification:

- After the child has answered the question being posed, the experimenter must ask why the child gave that answer. This is important because the answers they give can help the experimenter to assess the child's developmental age.

• Number of times asking:

- Some argue that if a child is asked if the amount of liquid in the first set of glasses is equal then, after pouring the water into the taller glass, the experimenter asks again about the amount of liquid, the children will start to doubt their original answer.
- They may start to think that the original levels were not equal, which will influence their second answer.

▪ **Word choice:**

- The phrasing that the experimenter uses may affect how the child answers. If, in the liquid and glass example, the experimenter asks, "Which of these glasses has more liquid?", the child may think that his thoughts of them being the same is wrong because the adult is saying that one must have more.
- Alternatively, if the experimenter asks, "Are these equal?", then the child is more likely to say that they are, because the experimenter is implying that they are.

4. Formal operational stage (12 to Adulthood)

- Intelligence is demonstrated through the logical use of symbols related to abstract concepts.
- This form of thought includes "assumptions that have no necessary relation to reality."
- At this point, the person is capable of hypothetical and deductive reasoning.
- During this time, people develop the ability to think about abstract concepts.
- Piaget stated that "hypothetico-deductive reasoning" becomes important during the formal operational stage.
- This type of thinking involves hypothetical "what-if" situations that are not always rooted in reality, i.e. counterfactual thinking. It is often required in science and mathematics.
 - Abstract thought emerges during the formal operational stage. Children tend to think very concretely and specifically in earlier stages, and begin to consider possible outcomes and consequences of actions.
 - Metacognition, the capacity for "thinking about thinking" that allows adolescents and adults to reason about their thought processes and monitor them.
 - Problem-solving is demonstrated when children use trial-and-error to solve problems. The ability to systematically solve a problem in a logical and methodical way emerges.
- While children in primary school years mostly used inductive reasoning, drawing general conclusions from personal experiences and specific facts, adolescents become capable of deductive reasoning, in which they draw specific conclusions from abstract concepts using logic.
- This capability results from their capacity to think hypothetically.
- "However, research has shown that not all persons in all cultures reach formal operations, and most people do not use formal operations in all aspects of their lives".

Implications

- Parents can use Piaget's theory in many ways to support their child's growth.
- Teachers can also use Piaget's theory, for instance, when discussing whether the syllabus subjects are suitable for the level of students or not.

- For example, recent studies have shown that children in the same grade and of the same age perform differentially on tasks measuring basic addition and subtraction fluency.
- While children in the preoperational and concrete operational levels of cognitive development perform combined arithmetic operations (such as addition and subtraction) with similar accuracy, children in the concrete operational level of cognitive development have been able to perform both addition problems and subtraction problems with overall greater fluency.
- According to Piaget (1958), assimilation and accommodation require an active learner, not a passive one, because problem-solving skills cannot be taught, they must be discovered.
- Within the classroom learning should be student-centered and accomplished through active discovery learning.
- The role of the teacher is to facilitate learning, rather than direct tuition. Therefore, teachers should encourage the following within the classroom:
 - Focus on the process of learning, rather than the end product of it.
 - ▪ Using active methods that require rediscovering or reconstructing "truths."
 - ▪ Using collaborative, as well as individual activities (so children can learn from each other).
 - ▪ Devising situations that present useful problems, and create disequilibrium in the child.
 - ▪ Evaluate the level of the child's development so suitable tasks can be set.

BRUNER'S THEORY OF INSTRUCTION



Jerome Bruner (October 1, 1915 – June 5, 2016)

INTRODUCTION TO BRUNER

- The American psychologist, Jerome Bruner (October 1, 1915 – June 5, 2016), became a leading figure in 'cognitive' psychology in the 1950's.
- Whilst both Piaget and Bruner believed in the importance of children exploring and discovering by themselves, he saw the adult and more knowledgeable peers as having an important role of broadening the child's perception and facilitating a greater learning capacity.
- He believed in fact that a child could learn anything at any age as long as it was demonstrated in a suitable way, as long as there was appropriate guidance and resources. He called such support instructional scaffolding.
- In this, knowledge should be lined to existing cognition, building upon through continuous revisitation of concepts.

- Jerome S. Bruner defines learning as the process in which learner receives the instruction and work independently without support of a teacher.
- According to him instruction should take into account:
 - i) the nature of students as knowers,
 - ii) the nature of knowledge, and
 - iii) the nature of the process of getting knowledge.

Modes of Representation

- Jerome Seymour Bruner is an American psychologist who has contributed to cognitive psychology and cognitive learning theory in educational psychology, as well as to history and to the general philosophy of education.
- Bruner theorized that learners go through three major stages of intellectual development. These are:

i) Enactive stage:

- In this stage, learners learn about the world around them by acting on objects.
- In a sense, an object is what you can do with it. A glass is used to drink while a chair is to sit on.

ii) Iconic stage:

- Learners progress from enactive stage to iconic stage where experiences and objects are represented as concrete images.
- The learner, no longer need to manipulate objects in order to learn about them, but can learn through models, demonstrations and pictures.

iii) Symbolic stage:

- Finally learners enter the symbolic stage when they develop the capacity to think abstractly with symbols.
- In this stage individuals go beyond the present and concrete experiences to create hypotheses.
- Bruner realized that the instruction of the learner should also be sequenced. In other words, for learning to occur best, a learner should first experience it, then react to it concretely, and finally symbolize it.
- Rather than neatly delineated stages, the modes of representation are integrated and only loosely sequential as they translate into each other.
- Symbolic representation remains the ultimate mode, for it 'is clearly the most mysterious of the three.'
- Bruner's theory suggests it is efficacious when faced with new material to follow a progression from enactive to iconic to symbolic representation; this holds true even for adult learners.
- Bruner's work also suggests that a learner (even of a very young age) is capable of learning any study material so long as the instruction is organized appropriately.
- Bruner suggests a system of coding in which people form a hierarchical arrangement of related categories.
- Each successively higher level of category becomes more specific, echoing understanding of knowledge acquisition.
- In accordance with this understanding of learning,
- Bruner proposed the spiral curriculum, in which each subject or skill area is revisited at intervals, at a more sophisticated level each time.

The Process of Learning

- To Bruner what is important is not the memorization of facts, but the process of acquiring knowledge.
- The process of stating a problem, selecting data sources, gathering data, processing data, and making inferences are more important than whether or not students learn a set of facts.
- Instead of presenting students with conclusions, the distance teacher/ instructional designer/open and distance learning specialist should structure the learning situation, so that the students learn how to work with data to make inferences.
- That is, they should learn the procedures or methods of inquiry.
- According to Bruner, learning is a matter of rearranging or transforming evidence. It is a type of thinking in which the student goes beyond the information given to gain new insights and generalizations

The Formation of Learning Structures

- Bruner lists four advantages of emphasizing structure in designing instruction:
 - 1) Understanding the fundamental structure of a subject makes it more comprehensible. We understand the material better if it is logically organized.
 - 2) A structure permits the student to narrow the gap between elementary and advanced knowledge. If given the appropriate learning experiences, every distance learner can understand some of the basic concepts in a subject area.
 - 3) Unless detail is organised into structured patterns, it is rapidly forgotten. We remember the study material better, can actually remember more study material, and are better able to retrieve study material from our memory when it is logically organized study.
 - 4) An understanding of the fundamental principles and ideas facilitates adequate transfer.

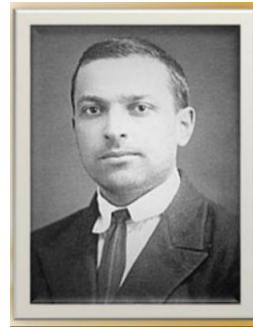
Concept Formation

- The inductive processes of learning play a role in the formation of learning structures, which consist of concepts and coding systems.
- Bruner assumes that a student's interaction with the world always involves categorization or conceptualization.
- The formation of concepts takes place by identifying similar properties in the objects.
- Categorization permits the recognition of objects, because it is only through the use of concepts that any object can be identified and communicated.
- Concepts are then organized into coding systems.
- Coding systemizes a structure of concepts that ranges from the very specific to the generic.
- Generic concepts include more specific concepts.
- The coding system may include concepts at several levels of generality, each becoming more inclusive as they become generic and less defined by specifics.
- The formation of coding systems for human thought processes is important because of the role they play in retention of information, transfer of learning, and the inquiry process.

Discovery Learning

- The emphasis on mastering an inductive process of discovering knowledge, understanding the fundamental cognitive structures of a subject, using intuitive as well as analytical reasoning, and relying upon intrinsic motivation is encapsulated in a teaching method which Bruner calls the discovery learning.
- Discovery learning takes place when students rearrange or transform evidence in such a way that go beyond the reassembled evidence to additional new insights.
- Using this method, the teacher/instructional designer/open and distance learning specialist present a set of problems to students who then explore them for solutions and for rules that would allow the solutions of other, similar problems.
- The teacher/instructional designer/ open and distance learning specialist guides the students through an inductive inquiry process similar to the process used by the scientists who originally discovered the concepts and the theories in the specific subject area.
- As a result, students group and reorganize the material being studied. They discover the relationships that exist among concepts and organize them into coding systems

LEV VYGOTSKY" SOCIO-CULTURAL COGNITIVE THEORY



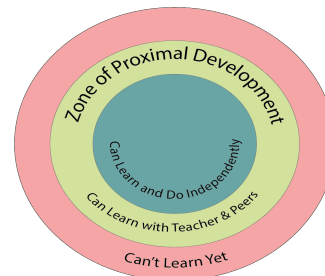
Lev Vygotsky (1896-1934)

- Lev Vygotsky, a Russian psychologist, developed a theory of cognitive development known as the Socio-cultural Theory of Cognitive Development in the early twentieth century.
- The main assertion of the Vygotsky theory is that the cognitive development of children is advanced through social interaction with other people, particularly those who are more skilled.
- In other words, Vygotsky believed that social learning comes before cognitive development, and that children construct knowledge actively.
- Sociocultural theory is an emerging theory in psychology that looks at the important contributions that society makes to individual development.
- This theory stresses the interaction between developing people and the culture in which they live. Sociocultural theory also suggests that human learning is largely a social process.

- The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition.

zone of proximal development" (ZPD)

- Vygotsky (1978) states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological).
- This applies equally to voluntary attention, to logical memory, and to the formation of concepts.
- All the higher functions originate as actual relationships between individuals."
- A second aspect of Vygotsky's theory is the idea that the potential for cognitive development depends upon the "zone of proximal development" (ZPD): a level of development attained when children engage in social behavior.
- Full development of the ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone.
- Vygotsky's theory was an attempt to explain consciousness as the end product of socialization.
- For example, in the learning of language, our first utterances with peers or adults are for the purpose of communication but once mastered they become internalized and allow "inner speech".
- Vygotsky is most recognized for his concept of Zone of Proximal Development (ZPD) pertaining to the learning process of children.
- According to the Vygotsky theory, children who are in the zone of proximal development for a particular task can almost perform the task independently, but not quite there yet. They need some help in order to perform the task successfully.



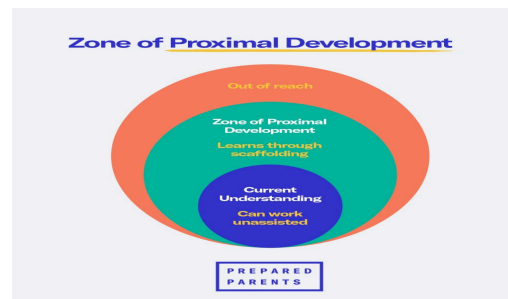
- For example, a five-year-old child knows how to ride a tricycle. However, she can't ride a bicycle (with two wheels) without his grandfather holding onto the back of her bike. With his grandfather's help, this little girl learns to balance her bike. With some more practice, she can ride the bike on her own. In this scenario, we can say that the child is in the zone of proximal development for riding a bike.
- The concept of Zone of Proximal Development underscores Vygotsky's conviction that social influences, particularly getting instructions from someone, are of immense importance on the cognitive development of children.
- As children are given instructions or shown how to perform certain tasks, they organize the new information received in their existing mental schemas.

- They use this information as guides on how to perform these tasks and eventually learn to perform them independently.

More Knowledgeable Other (MKO)

- According to Vygotsky's theory of cognitive development, children learn through social interaction that include collaborative and cooperative dialogue with someone who is more skilled in tasks they're trying to learn.
- Vygotsky called these people with higher skill level the More Knowledgeable Other (MKO).
- They could be teachers, parents, tutors and even peers. In our example of a five-year-old girl learning to ride a bike, her grandfather not only holds onto the back of the bike, but also verbally teaches the little girl how to balance her bike.
- From the little girl's point of view, her grandfather is a More Knowledgeable Other.

Scaffolding



- Vygotsky's concept of scaffolding is closely related to the concept of the Zone of Proximal Development. Scaffolding refers to the temporary support given to a child by a More Knowledgeable Other that enables the child to perform a task until such time that the child can perform this task independently.
- Scaffolding entails changing the quality and quantity of support provided to a child in the course of a teaching session. The MKO adjusts the level of guidance in order to fit the student's current level of performance.
- For novel tasks, the MKO may utilize direct instruction. As the child gains more familiarity with the task and becomes more skilled at it, the MKO may then provide less guidance.
- In the example of the five-year-old learning to ride a bike, her grandfather (MKO) may begin by holding onto the back of her bike the whole time that she is on the bike.
- As the little girl gains more experience, her grandfather may release his hold intermittently.
- Eventually the girl's grandfather only grabs the bike when he needs to correct her balance.
- When the girl finally masters the skill, her grandfather no longer needs to hold onto her bike anymore.
- In other words, the scaffolds can be removed.

- A major contribution of Vygotsky's socio-cultural theory of cognitive development is the acknowledgement of the social component in both cognitive and psychosocial development.
- Due to his proffered ideas, research attention has been shifted from the individual onto larger interactional units such as parent and child, teacher and student, brother and sister, etc.
- Socio-cultural theory has gained popularity in recent years, particularly in educational settings.
- Some examples of how this theory can be put into practice in the real world are:
 - In the classroom
 - Socializing and play

CONTRIBUTIONS OF STEPHEN KRASHAN TO THE EDUCATION



Krashen

- Stephen Krashen received a Ph.D. in Linguistics from the University of California, Los Angeles in 1972.
- Krashen has among papers (peer-reviewed and not) and books, more than 486 publications, contributing to the fields of second-language acquisition, bilingual education, and reading.
- He introduced various hypotheses related to second-language acquisition, including the acquisition-learning hypothesis, the input hypothesis, the monitor hypothesis, the affective filter, and the natural order hypothesis.
- Most recently, Krashen promotes the use of free voluntary reading during second-language acquisition, which he says "is the most powerful tool we have in language education, first and second."
- Stephen Krashen is a prominent linguist known for his theories on second language acquisition (SLA). Some of his most influential theories include:

1. Monitor Model:

- Krashen proposed that language acquisition is a subconscious process, distinct from language learning, which involves conscious knowledge of grammar rules.
- According to this model, learners use a "monitor" to self-correct and edit their language output based on learned rules.

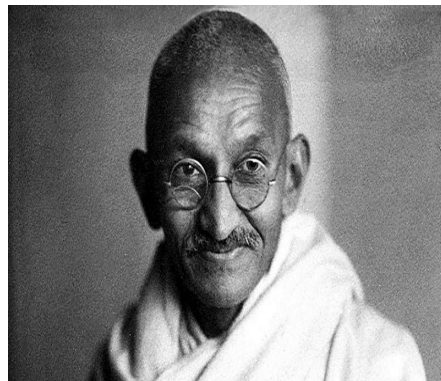
2. Input Hypothesis:

- This hypothesis suggests that language learners acquire language best when they are exposed to comprehensible input that is slightly beyond their current level of proficiency.
- Krashen argues that learners acquire language through understanding messages that are conveyed to them, rather than through explicit instruction.

3. Affective Filter Hypothesis:

- Krashen proposes that language acquisition is influenced by affective factors such as motivation, self-confidence, and anxiety.
- According to this hypothesis, a lower affective filter (i.e., positive emotional states) allows for better language acquisition, whereas a higher affective filter (i.e., negative emotional states) impedes language acquisition.
- These theories have had a significant impact on the field of second language acquisition and have informed language teaching methodologies worldwide.

UNDERSTANDING- INDIAN OVERVIEW OF LANGUAGE LEARNING MAHATMA GANDHI'S CONTRIBUTION TOWARDS EDUCATION



MAHATMA GANDHI

Introduction

- Mahatma Gandhi's most noteworthy commitment is that he underlined the significance of Indian instruction.
- He contended that frontier instruction made a feeling of inadequacy in the psyches of Indians.
- It made them consider Western to be prevalent, and pulverized the pride they had in their own way of life.
- He further included that Indians instructed in present day instructive organizations started respecting British guidelines.

Prepared by V. BAL REDDY, Lecturer in Pedagogy of English at O. G. A. & E. S. COLLEGE OF EDUCATION, yPARGI, VIKARABAD DISTRICT, TELANGANA -501501

- Gandhi needed a training that could assist Indians with recuperating their feeling of poise and sense of pride.
- Gandhi unequivocally felt that Indian dialects should be the vehicle of education.
- Training in English injured Indians, separated them from their social environment, and made them “outsiders in their territories”.
- He contended that training should build up an individual's brain and soul.

His philosophy of Education:

- The significance of Education will be Education of the entire man.
- Gandhi has orchestrated the three significant ways of thinking, Idealism, Naturalism, and Pragmatism.
- He characterized instruction as an “overall drawing out of the best in the kid, and man-body, psyche and soul”.
- His instruction stressed both the up, coming, and prominent objectives of life.
- Gandhi's Educational Thoughts Gandhiji's Basic Education was the viable encapsulation of his way of thinking of instruction.
- His fundamental instruction takes up the difficult errand of setting up the youthful students to turn out to be ethically solid, exclusively independent, socially useful, financially profitable and capable future residents which can demonstrate support in taking care of the issue of joblessness by making youth independently employed by giving them the ability to prepare.
- Gandhiji accepted that instruction ought to build up every one of the limits of the youngster with the goal that he turns into a total person.
- Right now, an agreeably created character can understand a definitive point of life which is Truth or God.
- Proficiency is neither the start nor the finish of instruction.
- These are just methods through which man or lady can be instructed."

Aims of Education:

- Gandhi's idea of instruction has two crease points, extreme and prompt.

Ultimate aim of Education:

- Self-acknowledgement is a definitive point of life just as of instruction.
- It is an otherworldly instruction which gives information on good and self-acknowledgement.
- In the expressions of Gandhi "Genuine instruction should result not in material force yet in otherworldly power".
- It must fortify man's confidence in God, and not arouse it. He further includes "Improvement of the entire everything was coordinated towards the acknowledgment of a definitive reality, the merger of the limited being into the vast".

Education for character building:

- Character building was the fundamental enterprise.
- Gandhi's ideal school Improvement of character was more critical than amassing scholarly devices and scholastic information.
- Incredible preparation is "the thing that draws out, and vitalizes the significant, insightful, and physical assets of adolescents".
- His idea of character depended on the perfect man of the Gita who is a coordinated character a sthita prajna or sage of settled insight

Self-supporting aspect of Education:

- Gandhi aimed at the self-supporting aspect of education.
- He advocated knowledge through work. He wanted to teach children the dignity of labor and to make them learn to regard.
- It is an integral part and a means of their intellectual growth and to make them realize that it was patriotic to, pay for their training through their labor, his aim was to bridge the gap between education and life by drawing upon the cultural, social and vocational potentialities of the students and to make education “life-centered”.

Cultural aim of education:

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- Gandhi does not ignore the cultural aspect of education.
- In his words “I attach far more importance to the cultural aspect of education than to literacy”.
- Culture is the foundation, the primary thing which the girls ought to get from here.
- Thus Gandhi laid much emphasis on the cultural aim of education and recommended that Gita and Ramayana be taught as a means of introducing students to their rich cultural and spiritual heritage.

Social and Individual aims of Education:

- The aim of education of Gandhi is both social and individual.
- He wanted individual perfection and a new social order based on “Truth” and “non-violence”.
- We cannot think of social service and the individual vice versa.
- Thus according to Gandhi, the individual and social development are independent.

Fundamental of Basic Education:

- Gandhi designed pre-basic education for the children under six years of age.
- At this stage principles of sanitation hygiene, nutrition, work and helping parents in the home were emphasized.
- Basic education is meant for the children under the age group seven to fourteen and was a seven year plan.
- Post-basic education was for the students of age group fourteen and eighteen.
- It was an extension of the basic education with greater emphasis on self-sufficiency.

Features of Basic Education:

Free and compulsory education:

Gandhi advocated that within the age group 7 to 14, there should be free, compulsory and universal education. He wanted to combine the primary education with secondary education and called it, matriculation minus English was his aim of education.

1. The craft:

- The basic education aimed at providing education through the medium of craft or productive work.
- The basic craft which are agriculture or spinning and weaving or cardboard, wood and metal work, gardening, leather work.

2. Mother Tongue:

- Gandhi emphasized mother tongue to be the medium of instruction and the subject of study.
- Mother tongue would enable the children to express themselves effectively and clearly.
- It can acquaint the child with his heritage, ethical and moral values.

3. Mathematics:

- Mathematics was introduced in the basic system with a few to enable the students to solve numerical and grammatical problems, connected with craft and community life.
- In teaching mathematics emphasis was laid on practical measuring and field work.
- Teaching mathematics helped the students to develop their reasoning capacities.

4. Social studies:

- Social studies was a combination of some subjects like history, geography, civics and economics.
- It was introduced to enable the students to understand and appreciate their own culture and also to understand nature and function of family, state and the nation and their relationship.

5. General science:

- Nature study, botany, zoology, chemistry, astronomy, hygiene, culture and knowledge of stars were included in general science.

6. Drawing and music:

- Drawing and music included in the curriculum to develop creativity in boys and girls.

7. Hindustani:

- Gandhi believed that Hindustani is the combination of Hindi and Urdu.
- Therefore, he desired to make it a compulsory subject in basic school and the Lingua Franca of India.

Mahatma Gandhi's View on Curriculum:

Gandhiji upheld complete redesigning of the educational plan. He proposed an expansive based and incorporated educational program for understanding the goals of instruction and building up the entire man. He included the following aspects in his scheme of studies:

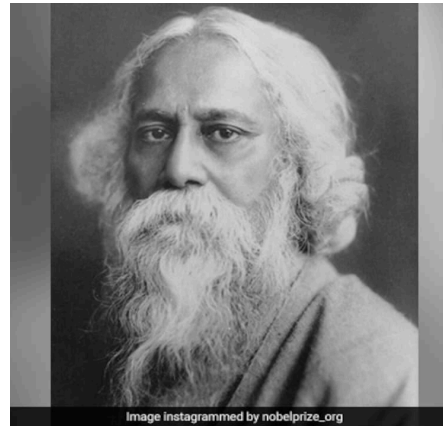
1. Basic craft: Agriculture, spinning and weaving, cardboard, wood and metal work, tailoring, gardening, business practice, book-keeping etc.
2. Mother tongue as opposed to teaching of English and other foreign languages.
3. Mathematics concerning numerical and geometrical problems connected with craft and community life. Besides, learning four basic rules by sincerely working out the problems arising out of craft work and gardening.
4. Social Studies: History, Civics and Geography.
5. General Science: Nature study. Zoology, Physics, Chemistry, Astronomy, Physiology, Hygiene.
6. Drawing and Music for development of artistic talents.
7. Compulsory physical training through musical drill for the development of the body.
8. Domestic science for girls after fifth grade in place of general science and craft.

Conclusion

- The cutting edge arrangement of training goes about as an instrument to expand the estimation of industrialism, realism, undue challenge and brutality.
- The developing worry over the disintegration of moral qualities, youth agitation, natural brutality and expanding skepticism in the public eye have brought to center the need for restoration of indigenous
- Indian legacy and way of life. Gandhiji could predict such potential improvements 50 years back and upheld another option of Basic training.
- The necessity is to adjust his considerations as indicated by the present situation.

- At the point when Environmental cognizance, virtues, intrapersonal aptitudes, network and society arranged mindfulness are altogether instilled in youthful personalities through training, at that point just advancement of the nation in obvious sense can be conceivable.

CONTRIBUTIONS OF RABINDRANATH TAGORE TO THE EDUCATION



RABINDRANATH TAGORE

- Rabindranath Tagore (1861-1941), Not only Indian but was Asia's first Nobel Laureate, was born into a prominent Calcutta family known for its socio-religious and cultural innovations during the 19th Bengal Renaissance.
- Rabindranath not only was a poet but was a visionary also. The fragrance that spread all over the country, permeated into his soul and enthralled his heart.
- He minutely looked into the matters scattered all over.
- Some events gave him ecstasy and some plunged him into the deepening waves of woes. He delineated all these things with precisions, subtlety and strength of art at its highest, because Rabindranath was no prisoner of environment enclosures, no thrall to the ancestral tyranny of the dead.
- He transcended the inherited error with fortitude and self-determination.
- He was a man to whom nothing that was human could be alien. Indeed he was the high priest of life and humanity. The value of life was unfolded to him in the context of universal love to mankind.
- Rabindranath's writings were not those of a man who led the life of a recluse. He read social and human affairs correctly.
- When he stripped off knighthood in protest against the torture of the British in the Punjab, it clearly proved that he had a very good sense of patriotism, political maturity and understanding of the social work, because the poet loved India and its beauties.
- He wanted the freedom of India but freedom to him was much more than political freedom.

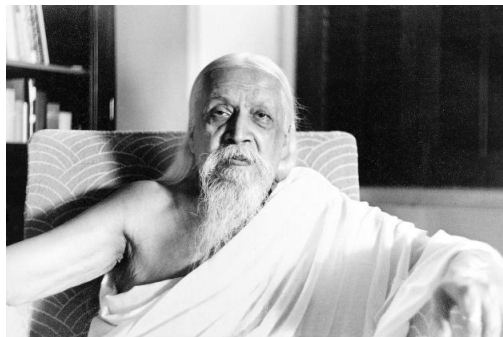
- It was a freedom that would remove poverty, social tortures, inhuman social customs and outrages meted out to the downtrodden by the so-called aristocratic class of people.
- Rabindranath always emphasized the holistic nature and all aspects of education, which was not only related to an individual's culture and environment, but deeply related to the world as a whole.
- Rabindranath's contribution to the education system of India as an educationist and philosopher cannot be denied in any way.

Tagore's Philosophical Thoughts:

Rabindranath Tagore & Idealism:

- Rabindranath Tagore's philosophy of life shows that he was basically an idealist.
- He believes in Upanishadic thought very strongly.
- Rabindranath said in the context of the root of creation of the world that the world is created through the amalgamation of all-pervading Paramatta (the supreme soul) the spiritual power.
- Among all the things in the world has great power, in whose magnificence this universe is full of various varieties.
- In the field of education, Rabindranath Tagore emphasized the complete independence of students.
- According to him, the physical, mental, spiritual, and social nature of the student can be fully developed through freedom.
- Upanishads can perceive loving forms.
- Rabindranath believes in the education that acquaints the student with universality, education exposes the qualities of the substratum.
- These unfolding traits yield positive results through desire, creativity, and motivation.

CONTRIBUTIONS OF SRI AUROBINDO TO THE EDUCATION



- Aurobindo was born in an educated middle class family in Calcutta on 15th Aug. 1872.
- He went to England at the age of 7 and lived there for 14 years.
- He received his education at Cambridge At the age of 18, he passed the entrance examination of the Indian Civil Service.

- Besides English, he mastered Latin and Greek and learnt French, German and Spanish.
- In 1893, on his return from England, he joined as professor of English at Baroda College in Gujarat.
- Here, besides devoting himself to cultural and literary activities, learnt Bengali, Gujarati, Marathi and Sanskrit.
- He joined the Indian National Congress and became an active freedom fighter.
- He was a revolutionary and was disappointed with the Moderates of the Indian National Congress.
- He started the Bengali daily 'Yugantar' and English daily 'Bande Mataram' to promote his revolutionary ideas.
- He was considered one of the most dangerous leaders by the British government.
- From a revolutionary freedom fighter, he became a philosopher and seer.
- In 1908, he was sent to jail for the Alipore Bomb case. During this time, he turned to yoga, meditation and study of religious, philosophical and spiritual literature. This changed him a lot.
- He went to Pondicherry and spent his remaining 40 years in his Ashram there.
- He changed himself and became involved in several educational and social activities.
- He proposed theories of education which catered to Indian needs.
- He set up an International Ashram and International Centre of education and social activities. He also started a new experiment known as 'Auroville' as a city of human unity.

Main Ideas of Aurobindo's philosophy

- Everyone has in him something Divine.
- The task is not to find it, develop it and use it.
- This Divine can be obtained by a spiritual discipline, called yoga.
- Aurobindo's concept of yoga is not that of a 'sanyasi' who turns away from life in order to turn towards God.
- Yoga is for the ordinary man, while he carries on his worldly pursuits.
- If a merchant wishes to follow yoga, he regards his work as Divine and does not use unfair practices to earn money.
- If a student looks for higher values, he must observe 'Brahmacharya' (self-control).

AUROBINDO'S VIEWS ON MIND

- His concept of mind is different from others.
- To him, the mind is the primary means of manifestation in man.
- Mind is not a thing. It should not be equated with the brain. It is a function or a process.
- The function of mind expresses itself in higher mental processes in feelings, emotions, attention, and memory etc. In his writings he brings out the different planes of mind. They are :-
 - 1) The ordinary mind
 - 2) the higher mind
 - 3) The illuminated mind
 - 4) The intuitive mind
 - 5) The over mind

6) The super mind.

- Ordinary mind is divided into three different parts—thinking mind, dynamic mind, and externalizing mind; the first is concerned with ideas and knowledge, the second is concerned with forces of realization of ideas, and the third with expression of them in life.
- Aurobindo also writes about thinking mind and vital mind which may then be considered as functions of mind.
- The action of the thinking mind is to doubt, to question, to argue to reason, to be bold enough to reject if it is uncertain and repeat the process again and again.
- Man's mind is an imperfect instrument to catch the full integral truth.
- According to Aurobindo, the errors of conceptual mind must be corrected by the super mind which acts as a link between sachidananda' and the universe, knowledge and ignorance.
- Super mind is the divine gnosis (having special knowledge).
- This super mind creates, governs and upholds the world.
- It is omnipotent, omniscient and omnipresent.
- It is the Lord within.
- In it there is no distinction of knowledge known or unknown.
- According to Sri Aurobindo, the super mind is a state of consciousness.
- One can acquire it gradually. After acquiring it, one must use it for transforming his entire being, his body, mind and soul which one attains through the super mind; he becomes a superman, a jnani' or Gnostic at our own plane of being. Ordinary mind can become super mind by yoga.

INTEGRAL EDUCATION

- True education, according to Sri Aurobindo, is not only spiritual but also rational, vital and physical. In other words
- It is integral education. This integral education has been explained by Sri Aurobindo's closest collaborator, the Mother in these words.
- Education to be complete must have five principal aspects relating to the five principal activities of human beings: the physical, the vital, the mental, the psychic and the spiritual.
- This education is complete, complementary to each other and continued till the end of life.
- Aurobindo's scheme of education is integral in two senses.
- Firstly, it is integral in the sense inculcating all the five aspects of the individual being.
- Secondly, it is integral in the sense of being an education not only for the evolution of the individual alone, but also of the nation and finally of humanity.
- The ultimate aim of education is the evolution of total humanity.
- In this scheme of evolution, the principle of growth is unity in diversity.
- This unity again, maintains and helps the evolution of diversity.

The integral School

- The ultimate aim of education is man-making.
- It prepares the educator to work first as a human being and then as a member of a nation and finally as an individual.
- The circles of moral responsibility and loyalties proceed from wider to narrower and vice-versa.
- The man has to develop first as a human being then as a citizen and finally as an individual.

- Most of the present confusion of values is due to an inversion of this order.
- That education which comes naturally, easily, effectively and without strain is called integral education.
- Integral education is complete education. Important aspects that constitute integral education are:-
 - i. Strengthening of mental and physical aspects.
 - ii. Achievement of five principal aspects – the physical, vital, mental, psychic and spiritual. All the above five aspects have to be developed together.
 - iii. Development of the four aspects of truth namely; love, knowledge, power, and beauty.
 - iv. Development of the vehicles of truth namely psychic for love, mind for knowledge, vital for power and physical body for expression of physical beauty.
- Shri Aurobindo believes in these ultimate principles of individuality, commonality and essentiality.
- These, in other words, are education, society and humanity. Integral education, according to him, must include evolution of all these three elements.
- These should develop together. This is the purpose of the school. In his lectures at Baroda college,
- Sri Aurobindo observed that the colleges and universities should educate through their academic as well as social activities.
- The school cannot be isolated from society.
- It cannot give total education in isolation.
- Its teachings have to be practiced in the society outside it.
- In the integral school four types of rooms are required to carry on various activities:
 1. Rooms of silence,
 2. Rooms of collaboration,
 3. Rooms of consultation,
 4. Lecture room.
- Thus the school will develop different types of activities such as silence, collaboration, consultation and lectures.
- It will provide play, activity, discovery, innovation and finally development of the powers of the body, mind and spirit of the education.
- In brief, the integral school will provide opportunities for integral development.
- In fact, the aims, curriculum and methods of teaching are in the light of these concepts of integral education.

AIMS OF EDUCATION ACCORDING TO INTEGRAL EDUCATION

1. Perfection of soul: The main aim of education is to help the growing soul to draw out that is best and make it perfect for a noble cause
2. Realization of inner self: Education should enable him to realize his inner self which is a part of the universal consciousness. He has to enter into right relationships not only within himself but also with the people of country and with the universal society to which he belongs
3. Physical development: Physical development of the child is another important aim of education. It will be misleading to say that those who are physically strong are mentally weak. Without physical development no other development is possible.
4. Development of morality: Without moral and emotional development mental development becomes harmful to human progress. The three essential factors for the moral development of a child are emotions, impressions or habits and nature. So it is necessary that the ideals of a teacher should be so high that the child by mere imitation is able to reach higher stages of development.
5. The development of senses: Education should aim at the training of senses. According to him senses can be trained fully when manas, chitta and nerve are pure.

6. Development of consciousness: another important aim of education is to develop consciousness. According to him it has four levels.
(i) Chitta (ii) Manas (iii) Intelligence (iv) Knowledge. A teacher should develop all these four levels harmoniously. This will promote the development of conscience.
7. Harmony of the individual and collectivity: Most of the socio-political thinkers have either laid emphasis upon the individual or collectivity. But Aurobindo aims at realization of harmony between individuals and also between nations. His scheme of education therefore is truly international. Explaining this ideal of Sri Aurobindo's scheme, The Mother said, For all world organizations, to be real and to be able to live, must be based on mutual respect and understanding between nation and nation as well as between individual and individual. It is only in the collective order and organization, in a collaboration based upon mutual goodwill that lies the possibility of man being lifted of the painful chaos where he is now. It is with this aim and in this spirit that all human problems will be studied at the university center, and their solution will be given in the light of the supra-mental knowledge which Aurobindo has revealed.
8. Cultivation of values: The present crisis of man is due to the chaos of values. Old values have been challenged while new values have not firmly taken their place. Character formation very much depends on value. The supreme value in Sri Aurobindo's thought is harmony. Other values are spirituality, divinity, evolution, ascent, transformation etc. the most important value for required for all growth is sincerity. Once that is developed, the rest follows.

INTEGRAL CURRICULUM

- Sri Aurobindo Ghosh prescribed a free environment for the children to develop all the latent faculties to the full and suggested all those subjects and activities of child's interest to be included in the principles of curriculum.
 1. All life is education. So the curriculum is not confined to a limited syllabus and a few text books.
 2. It should include all those subjects which promote mental and spiritual development.
 3. It is a means towards an end, not an end in itself, the end being the development of integral personality.
 4. It should provide for leisure pursuits.
 5. There should be flexibility to meet individual needs.
 6. Subjects of curriculum should be able to motivate children.
 7. Curriculum should involve creativity of life and constructive activities
- On the basis of the above principles, Aurobindo has prescribed the following subjects in the curriculum
 1. For primary stage: Mother Tongue, English, National History, Art, Painting, General Science, Social Studies, and Arithmetic.
 2. Secondary stage: Mother tongue, English, French, Arithmetic, Art, Chemistry, Physics, Botany, Social Studies, Physiology, Health Education.
 3. University Stage: Indian and western philosophy, History of Civilization, English, Literature, French, Sociology, Psychology, History of Science, Chemistry, Physics, Botany, International relations and integration.
 4. Vocational Education: Arts, painting, photography, sewing, sculptural, drawing, type, shorthand, collage industries, carpentry, nursing, mechanical and electrical engineering, Indian and European music, and dramatization.

METHODS OF TEACHING

The following principles of methods of teaching have been stressed by Sri. Aurobindo.

1. Love and sympathy for the child
2. Education through mother tongue
3. Education according to the interests of the child

4. Education through self experience
5. Emphasis on learning by doing
6. Education through co-operation of teacher and students in the education process
7. Education according to the nature of child- considering the divinity in the child and latent gifts of mind and spirit
8. Freedom of child- free environment to gain more knowledge through his own efforts.

PRINCIPLES OF TEACHING AND LEARNING

1. The first principle is that– nothing can be taught, but everything can be earned. The teacher is a helper and guide, not an instructor or task master. He doesn't impart knowledge but shows him the way to acquire Knowledge which is already within him.
2. The second principle is that the mind has to be consulted in its growth. It is wrong to mold the child into the shape desired by the parent or teacher ignoring and destroying the divine in the child. To face the nature of the child to abandon its own dharma is to do permanent harm says Aurobindo.
3. The third principle of teaching is to work from near to far, from the known to unknown. Education should be according to the nature of the child. He says man's nature is molded by his souls past, his heredity and his environment. The past is the foundation, the present is the material and the future is the aim and each should find its due place in any national system of education.

Main Principles of Learning

- (i) Concentration is the first principle of learning,
- (ii) 'Abhyasa' or steady natural practice is the second principle of learning.

THE TEACHER

- Sri Aurobindo has assigned a very important place to the teacher.
- However, he has not made him central as in the ancient Indian scheme. The teacher remains the philosopher and the guide.
- The Guru does not have absolute authority. He aims at turning the disciple's eye towards the beacon light of his own Godhead.
- In fact the real teacher is within the education system. He is God.
- He is the ultimate guide and yet the teacher plays an important role in arousing the education towards God within.
- He has not to impose his opinions or demand passive surrender from the educated.
- Sri Aurobindo compared the teacher to a gardener.
- Sri Aurobindo emphasizes an inner relationship between the educator and the educator.
- Describing as to who is a teacher,
 - One must be a saint and a hero to become a good teacher.
 - One must be a good yogi to become a good teacher.
 - He should be absolutely disciplined and have an integrated personality.
 - He should be absolutely disciplined and have an integrated personality.
 - One must have the perfect attitude in order to be able to exact a perfect attitude from one's pupils.
 - A teacher who does not possess a perfect calm, an unflinching endurance and who are full of self-deceit will reach nowhere.

- He should be able to eliminate his ego, master his mind and develop an insight into human nature.
- The most important thing in a teacher is not knowledge but the attitude.
- The teacher also should grow along with the pupils.
- The Mother says,— If a teacher is to be respected, he must be respectable.

NATIONAL SYSTEM OF EDUCATION.

- Aurobindo strongly argued for national system of education because he found the defects in the prevailing system of education i.e. denationalizing, degrading & impoverish the mind, soul and character.
- Main Characteristics of the National System of Education: Aurobindo pointed out the following elements:
 - (i) Human and spiritual values are complementary and supplementary,
 - (ii) Education does not become national by tagging the word 'national' to the system,
 - (iii) Education should pay due attention to modern knowledge and scientific progress,
 - (iv) Mere knowledge of Science does not make us educated in the true sense. This must be related to powers of the human mind and spirit.
 - (v) There should be a balanced understanding of the national and international relationships of universal humanity.

Moral Education: This should be on the following methods:

- (i) Personal examples of the teachers and elders.
- (ii) Study of books having lofty examples.
- (iii) 'Satsanga' i.e., good company.
- (iv) Suggesting and not commanding and imposing.

Discipline - Chitta Shuddhi i.e. purification of the mental and moral habits should be the basis of discipline. This means to discriminate between right and wrong impressions and to absorb right ones in the mind. Sri Aurobindo advises teachers not to be arbitrary, despotic, impatient and ill tempered.

Physical Education: Perfection is the true aim of education and physical development is an integral part of perfection. Moreover without physical development, 'Dharma' cannot be performed. Only a healthy body can contain a healthy mind. As the Sanskrit goes, 'Shariram khalu dharma sadhanam' (the body is the means of fulfillment of dharma).

CONTRIBUTIONS OF SRI AUROBINDO TO EDUCATION

- The Ashram School: The school was originally started in 1943 for the children of Sri Aurobindo's disciples. It expanded gradually from a Primary School to full-fledged High School. There are residents as well as day-students.
- The International Centre of Education: The objectives underlying the center are:
 1. To evolve a system of education to make it dynamic, ideal for society.
 2. To organize an environment which may provide inspiration and facilities for the exercise and development of the five aspects of personality-the physical, the vital, the mental, the psychic and the spiritual.
 3. To emphasize the unity of all knowledge.
 4. To develop the sense of oneness of mankind.
 5. To discover and prepare for the role India has to play in the formation of the new international harmony.

Prepared by V. BAL REDDY, Lecturer in Pedagogy of English at O. G. A. & E. S. COLLEGE OF EDUCATION, yPARGI, VIKARABAD DISTRICT, TELANGANA -501501

CONTRIBUTIONS OF R. K NARAYAN TO THE EDUCATION



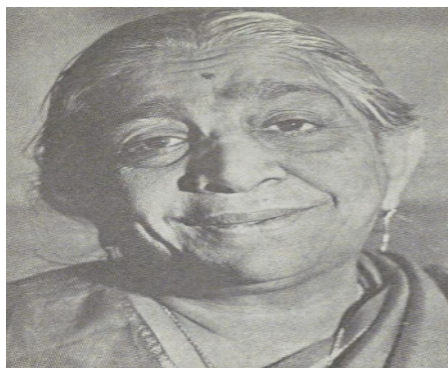
R. K. NARAYAN

R. K. Narayan, a renowned Indian author, is best known for his contributions to literature, particularly in the field of English-language fiction. While his focus was primarily on writing, his works indirectly contributed to education in several ways:

1. **Promotion of Reading Culture:** Narayan's novels and short stories, set in the fictional town of Malgudi, captivated readers worldwide. By creating engaging narratives that reflected Indian culture, traditions, and societal issues, Narayan encouraged reading among students and the general public, fostering a love for literature and learning.
2. **Exploration of Human Values:** Many of Narayan's works explore timeless themes such as morality, ethics, human relationships, and the pursuit of knowledge. Through his characters and their experiences, Narayan subtly imparted valuable life lessons and insights into human nature, which can serve as educational tools for readers, educators, and students alike.
3. **Cultural Representation:** Narayan's portrayal of Indian society, customs, and traditions provided readers, including students, with a glimpse into the rich tapestry of Indian culture. His works helped bridge cultural divides and promote cross-cultural understanding and appreciation, thereby contributing to a more inclusive and globally aware educational environment.
4. **Literary Analysis and Critical Thinking:** Narayan's literary style, characterized by simplicity, wit, and subtle humor, offers ample opportunities for literary analysis and critical thinking. Students studying his works can delve into themes, characters, narrative techniques, and social commentary, honing their analytical and interpretive skills while deepening their understanding of literature and society.
5. **Inspiration for Creativity:** Narayan's success as a writer serves as an inspiration for aspiring writers, educators, and students, encouraging them to pursue their creative passions and express themselves through writing and storytelling. His journey from a small South Indian town to international literary acclaim exemplifies the transformative power of education, perseverance, and creativity.

Overall, while R. K. Narayan's direct contributions to formal education may be limited, his literary legacy continues to enrich educational experiences by promoting reading, fostering cultural understanding, nurturing critical thinking, and inspiring creativity among students and educators worldwide.

CONTRIBUTIONS OF SAROJINI NAIDU TO THE EDUCATION



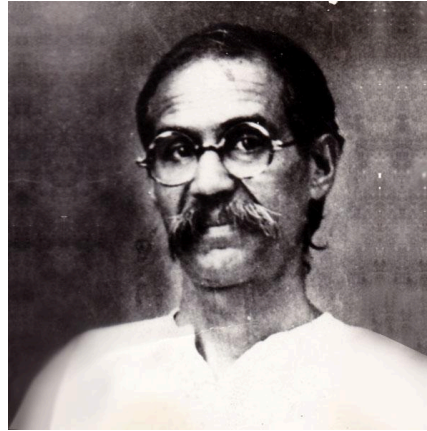
SAROJINI NAIDU

Sarojini Naidu, often referred to as the Nightingale of India, was a prominent Indian independence activist, poet, and politician. While her primary contributions were in the realms of literature, politics, and social reform, she also made significant indirect contributions to education through her advocacy, leadership, and promotion of women's rights and empowerment. Here are some ways Sarojini Naidu contributed to education:

1. ****Advocacy for Women's Education:**** Sarojini Naidu was a staunch advocate for women's education and empowerment. She believed that education was the key to women's emancipation and played a crucial role in challenging societal norms that restricted women's access to education. Through her speeches, writings, and activism, she promoted the importance of educating girls and women, emphasizing their right to equal opportunities in education.
2. ****Establishment of Educational Institutions:**** While Sarojini Naidu herself did not directly establish educational institutions, her influence and advocacy contributed to the establishment of schools, colleges, and universities for girls and women across India. Her efforts inspired philanthropists, educators, and government officials to invest in women's education and create more opportunities for female students.
3. ****Leadership in Women's Organizations:**** Sarojini Naidu played a leadership role in various women's organizations and movements, such as the Women's Indian Association and the All India Women's Conference. Through these platforms, she advocated for women's rights, including the right to education, and worked towards the advancement of women in all spheres of life, including education.
4. ****Inspiration for Female Education Activists:**** Sarojini Naidu's achievements as a poet, activist, and political leader served as an inspiration for generations of female education activists in India and beyond. Her success in breaking barriers and challenging gender stereotypes encouraged other women to pursue education, activism, and leadership roles, contributing to the broader movement for women's empowerment and education.
5. ****Promotion of Cultural and Literary Education:**** As a renowned poet and literary figure, Sarojini Naidu's works were often included in educational curricula, exposing students to Indian literature, culture, and language. Her poetry and writings continue to inspire students and educators, fostering appreciation for literature and promoting cultural education.

Overall, Sarojini Naidu's advocacy for women's education, leadership in women's movements, and cultural contributions have had a lasting impact on education in India, particularly in advancing the cause of women's education and empowerment. Her legacy continues to inspire efforts to promote inclusive, equitable, and quality education for all.

CONTRIBUTIONS OF GIJUBHAI BADHEKA TO THE EDUCATION



GIJUBHAI BADHEKA

Gijubhai Badheka, also known as Gijubhai Badeka, was an Indian educator, reformer, and author who made significant contributions to the field of education, particularly in the realm of early childhood education and primary education. Here are some of his notable contributions:

1. ****Balmandir Education System:**** Gijubhai Badheka pioneered the Balmandir education system, which emphasized child-centered and activity-based learning methods for young children. Bal Mandirs, or children's villages, were designed as informal learning spaces where children could learn through play, exploration, and hands-on activities rather than traditional rote learning.
2. ****Innovative Teaching Methods:**** Gijubhai introduced innovative teaching methods such as storytelling, nature walks, arts and crafts, and games to engage young children and stimulate their curiosity and creativity. He believed in the importance of providing a nurturing and stimulating environment that encouraged holistic development and self-expression.
3. ****Focus on Mother Tongue:**** Gijubhai advocated for the use of the mother tongue as the medium of instruction in early childhood education, recognizing its importance in facilitating communication, cognitive development, and cultural identity. He emphasized the need to create learning materials and resources in local languages to make education more accessible and relevant to children.
4. ****Promotion of Play-Based Learning:**** Gijubhai emphasized the importance of play in children's learning and development. He believed that play was a natural and essential activity for children to explore the world, develop social skills, and learn fundamental concepts. He encouraged teachers to incorporate play-based learning activities into the curriculum to make learning joyful and meaningful for children.
5. ****Advocacy for Child-Centered Education:**** Gijubhai was a strong advocate for child-centered education, which prioritized the needs, interests, and abilities of individual children. He believed in creating a supportive and inclusive learning environment that respected children's autonomy, creativity, and diversity. His approach to education emphasized the importance of fostering a love for learning and nurturing the whole child – intellectually, emotionally, and socially.

6. ****Authorship and Publications:**** Gijubhai wrote several books and educational materials for children, teachers, and parents, including "Divaswapna," "Bal Varta," and "Gujarati Balbodh." His writings reflected his philosophy of child-centered education and provided practical guidance for educators and parents on how to create enriching learning experiences for children.

Overall, Gijubhai Badheka's contributions to education have had a lasting impact on early childhood education in India and beyond. His pioneering work in promoting child-centered learning, play-based education, and the use of the mother tongue continues to influence educational practices and policies, particularly in the field of early childhood education.

UNIT - IV

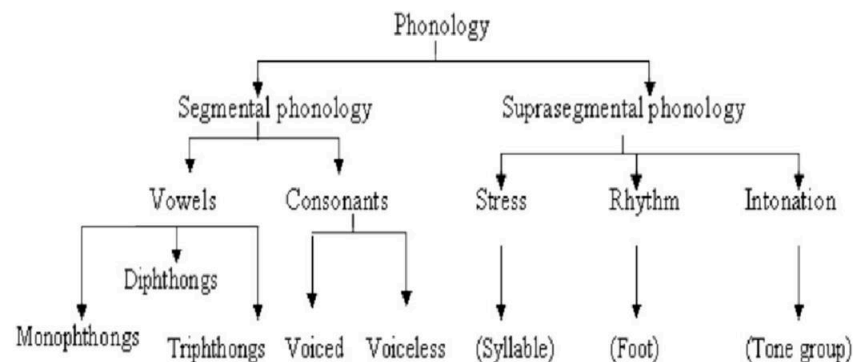
PHONETICS OF ENGLISH

INTRODUCTION:

- Languages can basically be thought of as systems - highly complicated ones - which enable us to express our thoughts by means of “vocal noises”, and to extract meaning from the “noises” (speech sounds from now on!) that are made by other people.
- Linguistics is the study of the nature and properties of these systems, and its various branches focus on different aspects of the communication process closely associated with Phonetics is another branch of linguistics known as Phonology.
- This focuses on the way languages use differences between sounds in order to convey differences of meaning between words, and how each language has its own unique sound pattern. Phonology is really the link between Phonetics and the rest of Linguistics.
- Phonetics and phonology are worth studying for several reasons. One is that as all study of language, the study of phonology gives us insight into how the human mind works. Two more reasons are that the study of the phonetics of a foreign language gives us a much better ability both to hear and to correct mistakes that we make, and also to teach pronunciation of the foreign language (in this case English) to others.
- As phonetics and phonology both deal with sounds, and as English spelling and English pronunciation are two very different things, it is important that you keep in mind that we are not interested in letters here, but in sounds.
- Phonetics is concerned with how sounds are produced, transmitted and perceived (we will only look at the production of sounds).
- Phonology is concerned with how sounds function in relation to each other in a language. In other words, phonetics is about sounds of language, phonology is about sound systems of language.
- Phonetics is a descriptive tool necessary to the study of the phonological aspects of a language.
- Phonetics and phonology are worth studying for several reasons. One is that as all study of language, the study of phonology gives us insight into how the human mind works.
- Two more reasons are that the study of the phonetics of a foreign language gives us a much better ability both to hear and to correct mistakes that we make, and also to teach pronunciation of the foreign language (in this case English) to others.
- Phonetics is that branch of linguistic science, which deals with the study of speech sounds, and their pronunciation and script.
- There are three sub-disciplines of phonetics:
 - **Articulatory Phonetics:** the production of speech sounds.
 - **Acoustic Phonetics:** the study of the physical production and transmission of speech sounds.
 - **Auditory Phonetics:** the study of the perception of speech sounds.

PHONOLOGY

- Phonology is the study of the sound pattern of language. It is concerned with how sounds are organized in a language. Phonology examines what occurs to speech sounds when they are combined to form a word and how these speech sounds interact with each other. It endeavors to explain what these phonology processes are in terms of formal rules.
- A diagrammatic representation of the phonological levels and classes is presented as follows.

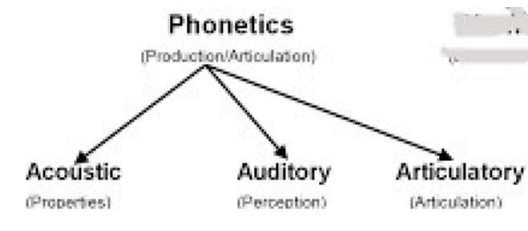


ELEMENTS OF PHONETICS

- Speech plays an important role in communication.
- The main purpose of communication is to make ourselves clear. So that the listener responds suitably.
- The first basic element of pronunciation is clarity.
 - Articulation of sounds clearly.
 - Breaking the words properly into syllables and putting stress on the right syllable.
- The second basic element in spoken English is fluency.
 - Pause at the right place while speaking.
 - Adoption of correct intonation.
 - Speak at a right pace such that the listener has no difficulty in understanding.
 - Each language has its own sound system.

BRANCHES OF PHONETICS

- Phonetics is the branch concerned with human speech sounds, and itself has three different aspects:



- **Articulatory Phonetics** (the most anatomical and physiological division) describes how vowels and consonants are produced or “articulated” in various parts of the mouth and throat.
- **Acoustic Phonetics** (the branch that has the closest affinities with physics) studies the sound waves that transmit the vowels and consonants through the air from the speaker to the hearer
- **Auditory Phonetics** (the branch of most interest to psychologists) looks at the way in which the hearer’s brain decodes the sound waves back into the vowels and consonants originally intended by the speaker.

OBJECTIVES OF TEACHING PHONETICS

- The learners will be able to
- To improve your pronunciation of foreign languages
- Understand and produce the distinctive sounds of English.
- Establish a correlation between sounds and symbols.
- Understand the features of syllabification, stress, rhythm and intonation.
- Attempt to speak English intelligible with the help of the above.

THE SYLLABLE

The syllable is a unit of spoken language consisting of a single uninterrupted sound formed by a vowel, Diphthongs or syllabic Consonant alone or any of these sounds preceded, followed, or surrounded by one or more consonants.

A syllable can be said to be a convenient "breath group "within the word.

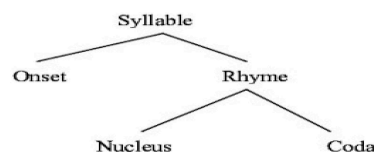
Breaking the word into syllables is called syllabification.

Words can be cut up into units called syllables.

A word consists of at least one syllable.

STRUCTURE OF SYLLABLE

- Syllables have internal structure. It can be divided into two parts. They are.
 - Onset and
 - Rhyme (rhyme).



- **Rhyme** again classified into two parts. They are. a) nucleus. b) code
- Not all syllables have all parts.
- the smallest possible syllable consists only of nucleus.
- A syllable may or may not have an onset and code.
- Not all syllables have all parts.
- the smallest possible syllable consists only of nucleus.
- A syllable may or may not have an onset and code.
- Not all syllables have all parts.
- the smallest possible syllable consists only of nucleus.
- A syllable may or may not have an onset and code.
- **Onset**: It is the sound or sounds occurring before the nucleus. It presents the beginning sounds of the syllable, the onset proceeds the nucleus.
- **Rhyme** (rime) : It is the portion of syllable from the first vowel to the end. The combination of nucleus and code is called Rhyme.
- Rhyme again classified into two parts. They are. a) nucleus. b) code
- **Nucleus** : It is a vowel sound, sometimes the Diphthong and consonants like l, m, n and the velar nasal n (in) sound can also be the nucleus of the syllable.
- **Code** : It is the tail part of the syllable after the vowel sound. It comprises Consonant sounds of the syllable that follow the nucleus which is usually vowel.
- **Phoneme**: A unit of sound significant in a specific language (E.g., /s/ is a phoneme in English while the German ch sound /x/ is not). Each language has its own set of phonemes.
- **Grapheme** - The symbols (letters) used in a writing system such as our alphabet.
- **Digraph** - A single sound represented by two letters (e.g., th, sh, ea) Phonetic Alphabet - A collection of symbols used for writing words phonetically
- **Allophone** - A variant of a phoneme; often not noticed by native speakers (e.g, spin, pin)
- **Minimal Pair** - Two words that are pronounced the same except for one sound (e.g., Sue, zoo)
- **Voiced Sound** - A sound produced with the vocal folds (cords) vibrating (e.g. voiced /z/ as opposed to voiceless /s/)
- **Diphthong** - diphthong is “a double vowel sound” - two vowels appearing together as the nucleus of a syllable.

- A diphthong is a vowel-guide (i.e. the tongue moves from one vowel position to another vowel position) in the same syllable.
- The description of each diphthong will include information about:
 - the starting point and the direction in which the vowel-glide takes place. and
 - the distribution of each diphthong in terms of its occurrence (i.e. initial, medial and final)

SPEECH SOUNDS IN ENGLISH

- The International Phonetic Association (IPA; French: Association phonétique internationale, API) is an organization that promotes the scientific study of phonetics and the various practical applications of that science.
- The IPA's major contribution to phonetics is the International Phonetic Alphabet—a notational standard for the phonetic representation of all languages.
- The International Phonetic Alphabet (IPA) is a system where each symbol is associated with a particular English sound.
- The English alphabet has 26 letters out of which 5 are Vowels and the rest are 21 consonants.
- These letter and letter combinations produce 44 sounds. These sounds are called Phonemes.

CLASSIFICATION OF ENGLISH SOUNDS (PHONEMES)

- 44 Phonemes are divided into 20 Vowel sounds and 24 Consonant sounds
- 20 vowel sounds are again classified into 12 pure vowel sounds (Monophonic) and 8 are Diphthongs.
- Diphthongs are a combination of two pure vowel sounds.

Pure Vowel Sounds (12)			
Sl.No.	Symbol	Example	Phonetic
1	i:	feel, beat, see	fi:l , bi:t , si:
2	i	sit, pit, pin	sɪt , pɪt , pɪn
3	e	bet, set, met	bet , set , met
4	æ	have, bad, mar	hæv , bæd , mɑ:
5	a:	class, half, master	klɑ:s , hɑ:f , mɑ:stə
6	ɒ	was, what, hot	wɒz , wɒt , hɒt
7	ɔ:	all, taught, nor	ɔ:l , tɔ:t , nɔ:

8	ʊ	wolf, would, put	wʊlf , wʊd , 'pʊt
9	ʊ:	lose, two, too, rule	lu:z , tu: , tu: , ru:l

10	ʌ	son, love, up	sʌn , lʌv , ʌp
11	ɜ:	work, heard, bird	wɜ:k , hɜ:d , bɜ:d
12	ð	about, alight, alike	ðəʊt , ðlaɪt , ðlaɪk
Diphthongs (08)			
13	eɪ	cake, came, day	keɪk , keɪm , deɪ
14	əʊ	hope, no, boat	həʊp , nəʊ , bəʊt
15	aɪ	eye, cry, five	aɪ , kraɪ , faɪv
16	aʊ	house, hour, how	haʊs , aʊə , haʊ
17	ɔɪ	toy, voice, boy	tɔɪ , vɔɪs , bɔɪ
18	iə	here, clear, dear	hɪə , klɪə , dɪə
19	eə	There, care, mare	ðeə , keə , meə
20	uə	tour, poor	tuə , puə

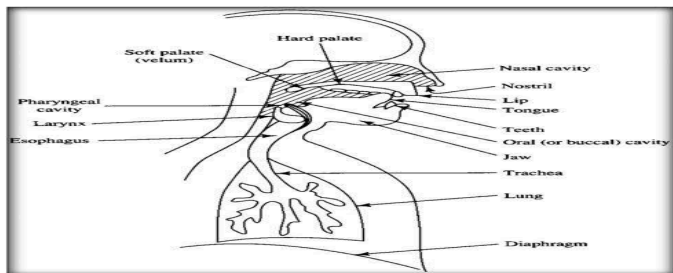
CONSONANT SOUNDS			
Sl.No.	Symbol	Example	Phonetic
1	P	pen, pocket, park	pen , pɒkɪt , pɑ:k
2	t	tea, top, term	ti: , tɒp , tɜ:m

3	b	bee, bag, bar	bi: , bæg , bɑ:
4	d	did, stayed, dark	dɪd , steɪd , dɑ:k
5	k	come, cat, corn	kʌm , kæt , kɔ:n
6	g	go, get, got	gəʊ , get , gɒt
7	m	man, may, mark	mæn , meɪ , mɑ:k
8	n	now, nut, nor	naʊ , nʌt , nɔ:
9	ŋ	sing, king, young	sɪŋ , kɪŋ , jʌŋ

10	i	live, lamp, like	laɪv , læmp , laɪk
11	f	foot, fan, fight	fʊt , fæn , faɪt
12	v	very, vivid, verb	veri , vɪvɪd , vɜ:b
13	θ	Think, Thought	θɪŋk , θɔ:t
14	ð	This, these, then	ðɪs , ði:z , ðen
15	z	is, zeal	red , ræt
16	ʃ	Ship, shoes, shut	ʃɪp , ʃu:z , ʃʌt
17	ʒ	measure, pleasure	meʒə , pleʒə
18	r	red, rat	red , ræt
19	tʃ	match, church	mætʃ , tʃɜ:tʃ
20	dʒ	Jump, June	dʒʌmp , dʒu:n
21	w	one, well. Was	wʌn , wel , wɒz
22	j	Yes, yet	jes , jet

23			
24			

ORGANS OF SPEECH



ORGANS OF SPEECH:

- The organs of speech, also known as articulators, include the lips, tongue, teeth, alveolar ridge, palate (hard and soft), uvula, pharynx, glottis, and vocal cords.
- These organs work together to produce speech sounds by controlling the airflow from the lungs and shaping it into recognizable sounds.

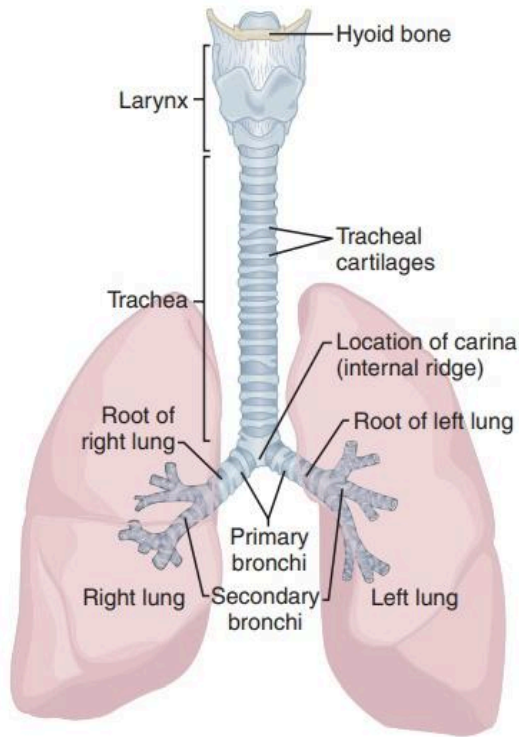


FIGURE 21-5 The structures of the trachea.

LUNGS:

- In phonetics, the lungs play a crucial role in providing the airflow necessary for speech production.
- They supply the air pressure needed to produce sound, which is then modulated by the articulators (such as the vocal cords, tongue, and lips) to create different speech sounds.
- Without adequate airflow from the lungs, speech sounds would be weak or non-existent.

TRACHEA:

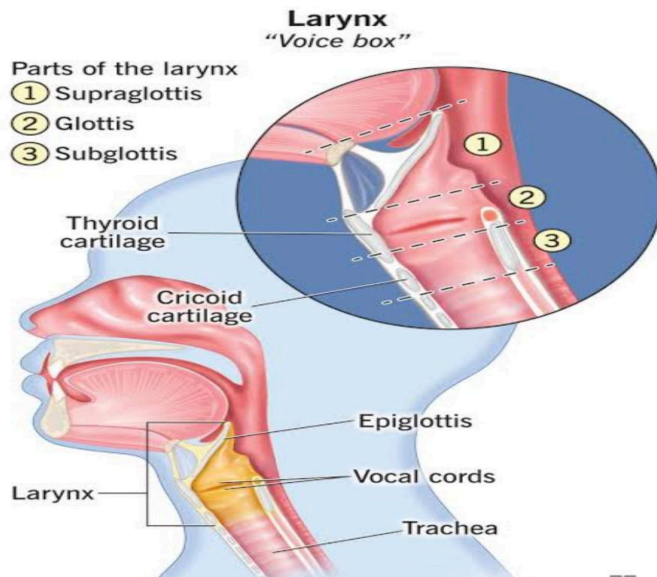
- The trachea, or windpipe, plays a vital role in phonetics by serving as the passageway for airflow between the lungs and the vocal tract.
- It allows air to pass from the lungs through the larynx, where the vocal cords are located, and into the oral and nasal cavities where speech sounds are formed.
- Additionally, the trachea helps regulate the flow of air, ensuring proper vocalization during speech production.

LARYNX:

- The larynx, commonly known as the voice box, plays a crucial role in phonetics by housing the vocal cords, which are essential for producing voiced sounds during speech.
- When air passes through the larynx, the vocal cords vibrate, producing sound.
- The larynx also helps regulate pitch, volume, and quality of the sound by adjusting the tension and position of the vocal cords.
- Additionally, it serves as a protective mechanism during swallowing by closing off the airway to prevent food or liquid from entering the lungs.

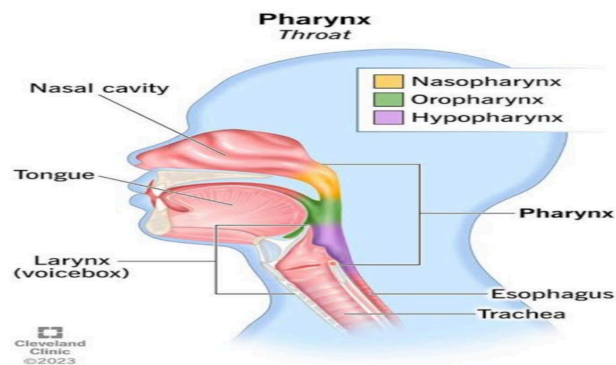
VOCAL CARDS:

- The vocal cords, also known as vocal folds, play a fundamental role in phonetics by creating voiced sounds during speech production.
- When air passes through the larynx, the vocal cords come together and vibrate, producing sound.
- The tension, thickness, and position of the vocal cords can be adjusted to produce different pitches and qualities of sound, contributing to the richness and variety of human speech.
- Additionally, the vocal cords play a protective role by closing tightly to prevent foreign objects from entering the airway during swallowing.



GLOTTIS:

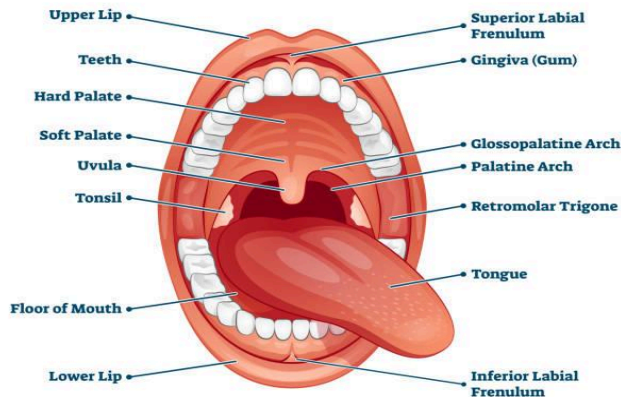
- The glottis, located between the vocal cords in the larynx, plays a crucial role in phonetics by controlling airflow during speech production.
- It serves as the opening between the vocal cords, allowing air to pass through during voiced sounds and closing to stop the airflow during voiceless sounds or during swallowing.
- The manipulation of the glottis helps produce different types of speech sounds, including vowels, consonants, and glottal stops.
- It also contributes to variations in pitch, intensity, and phonation types, such as breathiness or creakiness, in human speech.



PHARYNX:

- The pharynx, a muscular tube located behind the oral and nasal cavities, plays a crucial role in phonetics by serving as a resonating chamber for speech sounds.
- It acts as a conduit for sound waves produced by the vocal cords and shapes them into specific speech sounds by altering its size and shape.
- The pharynx also plays a role in articulating certain sounds, especially those produced in the back of the mouth or throat, such as some vowels and consonants.
- Additionally, the pharynx contributes to the process of swallowing by directing food and liquids from the mouth to the esophagus while protecting the airway.

ANATOMY OF ORAL CAVITY



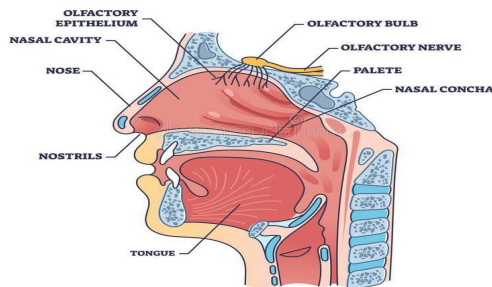
UVULA:

- The uvula, a small fleshy extension hanging down from the soft palate at the back of the throat, plays a minor role in phonetics.
- Its primary function is not directly related to speech production but rather to help with swallowing and preventing food or liquid from entering the nasal cavity during swallowing.
- However, in some languages and speech sounds, the uvula may come into play by influencing the resonance of certain sounds, especially those produced in the back of the mouth or throat.

ORAL CAVITY:

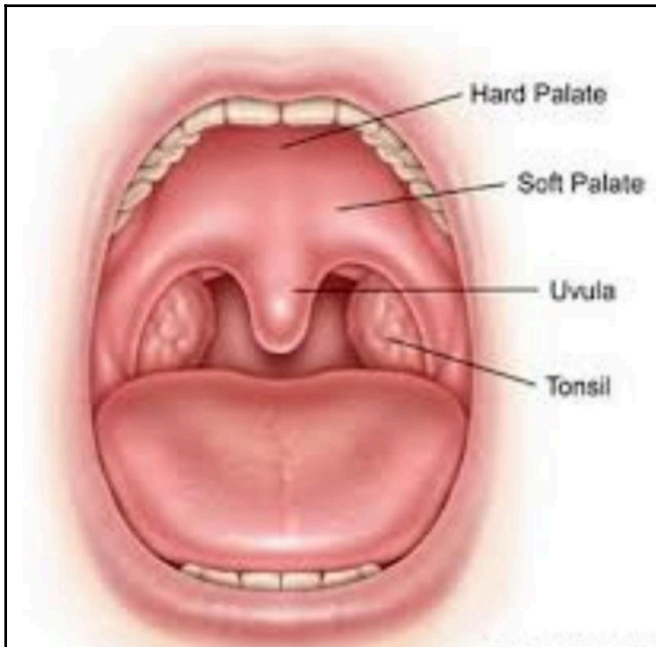
- The oral cavity plays a central role in phonetics as it serves as the primary resonating chamber for speech sounds.
- It shapes and modifies the airflow from the vocal cords into specific sounds through the manipulation of the tongue, lips, teeth, and palate.
- The size and shape of the oral cavity influence the timbre, intensity, and quality of speech sounds.
- Additionally, the oral cavity is essential for articulating consonant and vowel sounds, providing distinct characteristics to each spoken language.

NASAL CAVITY



NASAL CAVITY:

- The nasal cavity also plays a significant role in phonetics, particularly in languages that utilize nasal sounds.
- It acts as a resonating chamber for nasal sounds, allowing air to pass through the nasal passages while simultaneously resonating in the oral cavity.
- Nasal sounds are produced by lowering the velum (soft palate), allowing air to flow through the nasal cavity, while blocking airflow through the oral cavity.
- The size and shape of the nasal cavity can affect the resonance and quality of nasal sounds in speech.
- Additionally, the nasal cavity helps in the articulation of certain sounds, such as nasal consonants like /m/, /n/, and /ŋ/.

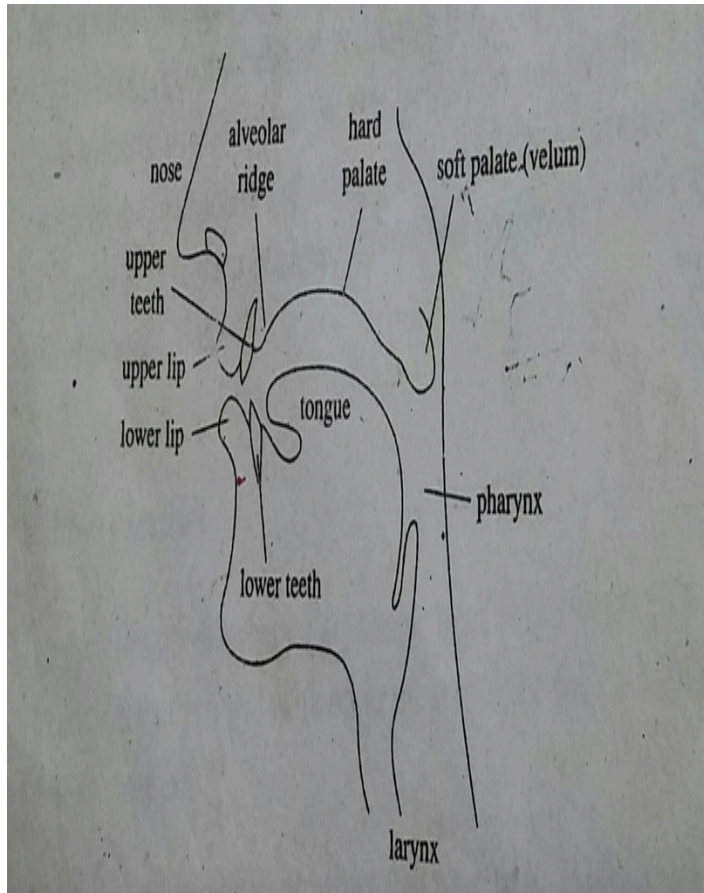


SOFT PALATE:

- The soft palate, also known as the velum, plays a crucial role in phonetics by controlling the airflow between the oral and nasal cavities.
- It can be raised or lowered to regulate whether air passes through the nose or mouth during speech production.
- When the soft palate is raised, it seals off the nasal cavity, directing airflow solely through the mouth, which is necessary for producing most speech sounds.
- However, when the soft palate is lowered, it allows air to pass through the nasal cavity, facilitating the production of nasal sounds.
- Additionally, the soft palate helps in articulating certain sounds by influencing the resonance and airflow within the vocal tract.

HARD PALATE:

- The hard palate, the bony structure located at the roof of the mouth, plays a significant role in phonetics by providing a stable surface for articulating speech sounds.
- It acts as a point of contact for the tongue and helps in shaping and directing airflow during speech production.
- The hard palate contributes to the production of various consonant and vowel sounds by influencing the positioning of the tongue and the shaping of the oral cavity.
- Additionally, it plays a crucial role in speech development, particularly in the acquisition of sounds during infancy and childhood.



TEETH RIDGE:

- The teeth ridge, also known as the alveolar ridge, is the bony ridge located just behind the upper front teeth.
- It plays a significant role in phonetics, particularly in the production of many consonant sounds known as alveolar consonants.
- These sounds are produced by making contact or close approximation between the tongue and the alveolar ridge.
- Examples of alveolar consonants include /t/, /d/, /n/, /s/, /z/, and /l/. The precise placement and contact between the tongue and the teeth ridge are crucial for clear articulation and understanding of these sounds in speech.

TEETH:

- Teeth play a minor but important role in phonetics, primarily in the production of certain speech sounds involving the interaction of the tongue with the upper or lower teeth. For example:
 - a. Dental sounds: Some speech sounds, known as dental sounds, involve the tongue making contact with the teeth. Examples include the /θ/ (voiceless "th" as in "think") and /ð/ (voiced "th" as in "this") in English.
 - b. Articulation support: Teeth provide support and stability for the tongue and lips during speech production, aiding in precise articulation of sounds.
- While the teeth themselves do not produce sounds directly, their position and interaction with the tongue are essential for clear articulation of certain speech sounds.

LIPS:

- Lips play a crucial role in phonetics by contributing to the articulation of speech sounds, particularly in the production of consonants and vowels.
- Overall, the lips play a crucial role in shaping and modulating airflow during speech production, allowing for the clear and distinct articulation of speech sounds.

Short Vowels

IPA Symbol	Word examples
e	Went, intend, send, letter.
æ	Cat, hand, nap, flat, have.

ʌ	Fun, love, money, one, London, come.
ʊ	Put, look, should, cook, book, look.
ɒ	Rob, top, watch, squat, sausage.
ə	Alive, again, mother.

Long Vowels

IPA Symbol	Word examples
i:	Need, beat, team.
ɜ:	Nurse, heard, third, turn.
ɔ:	Talk, law, bored, yawn, jaw.
u:	Few, boot, lose, gloomy, fruit, chew.
ɑ:	Fast, car, hard, bath.

Diphthong Vowels

IPA Symbol	Word examples
ɪə	Near, ear, clear, tear, beer, fear
eə	Hair, there, care, stairs, pear
eɪ	Face, space, rain , case, eight
ɔɪ	Joy, employ, toy, coil, oyster.
aɪ	My, sight, pride, kind, flight
əʊ	No, don't, stones, alone, hole
aʊ	Mouth, house, brown, cow, out

Consonants Sounds: Fricatives

IPA Symbol	Word examples
f	Full, Friday, fish, knife.
v	Vest, village, view, cave.
θ	Thought, think, Bath.
ð	There, those, brothers, others.
z	Zoo, crazy, lazy, zigzag, nose.
ʃ	Shirt, rush, shop, cash.
ʒ	Television, delusion, casual
h	High, help, hello.

Consonants Sounds: Plosives

IPA Symbol	Word examples
p	Pin, cap, purpose, pause.
b	Bag, bubble, build, robe.
t	Time, train, tow, late.
d	Door, day, drive, down, feed.
k	Cash, quick, cricket, sock.
g	Girl, green, grass, flag.

Consonants Sounds: Nasals

IPA Symbol	Word examples
m	Room, mother, mad, more.
n	Now, nobody knew, turn.
ŋ	King, thing, song, swimming.

CLASSIFICATION OF ENGLISH SOUNDS BASED ON CONTRACTION OF ORGANS

1. **Bilabial sounds** : Bilabial sounds are produced when the lips are brought together. Examples are [p], which is voiceless, as in pay or [b] and [m] which are voiced, as in bay, may.
2. **Labiodental sounds**: Labiodental sounds are made when the lower lip is raised towards the upper front teeth. Examples are [f] safe (voiceless) and [v] save (voiced).
3. **Dental sounds**: Dental sounds are produced by touching the upper front teeth with the tip of the tongue. Examples are [θ] oath (voiceless) and [ð] clothe (voiced).
4. **Alveolar sounds**: Alveolar sounds are made by raising the tip of the tongue towards the ridge that is right behind the upper front teeth, called the alveolar ridge. Examples are [t] too, sue, both voiceless, and [d,z,n,l,r] do, zoo, nook, look, rook, all voiced.
5. **Palatoalveolar sounds**: Palato Alveolar sounds are made by raising the blade of the tongue towards the part of the palate just behind the alveolar ridge. Examples [ʃ,ʒ] pressure, batch (voiceless) and [ʒ,dʒ] pleasure, badge (voiced).
6. **Palatal sounds**: Palatal sounds are very similar to palate alveolar ones, they are just produced further back towards the velum. The only palatal sound in English is [j] as in yes, yellow, beauty, new and it is voiced.
7. **Velar sounds** : Velar sounds are made by raising the back of the tongue towards the soft palate, called the velum. Examples [k] back, voiceless, and [g, ŋ] both voiced bag, bang. [w] is a velar which is accompanied with lip rounding.
8. **Glottal sounds**: Glottal sounds are produced when the air passes through the glottis as it is narrowed: [h] as in high.

The manner of articulation has to do with the kind of obstruction the air meets on its way out, after it has passed the vocal folds. It may meet a complete closure (plosives), an almost complete closure (fricatives), or a smaller degree of closure (approximants), or the air might escape in more exceptional ways, around the sides of the tongue (laterals), or through the nasal cavity (nasals).

1. **Plosives**: Plosives are sounds in which there is a complete closure in the mouth, so that the air is blocked for a fraction of a second and then released with a small burst of sound, called a plosion (it sounds like a very small explosion).
2. **Fricatives**: Fricatives have a closure which is not quite complete. This means that the air is not blocked at any point, and therefore there is no plosion. On the other hand the obstruction

is big enough for the air to make a noise when it passes through it, because of the friction. This effect is similar to the wind whistling around the corner of a house. A distinction may be made between sibilant and non-sibilant fricatives. Sibilant sounds are the fricatives with a clear "hissing" noise, and the two affricates [tʃ, dʒ] choke, joke.

3. **Affricates:** Affricates are a combination of a plosive and a fricative (sometimes they are called "affricates plosives"). They begin like a plosive, with a complete closure, but instead of a plosion, they have a very slow release, moving backwards to a place where a friction can be heard (palato alveolar).
4. **Nasals:** Nasals resemble plosives, except that there is a complete closure in the mouth, but as the velum is lowered the air can escape through the nasal cavity. Though most sounds are produced with the velum raised, the normal position for the velum is lowered, as this is the position for breathing (your volume is probably lowered right now when you are reading this).
5. **Laterals:** Laterals are sounds where the air escapes around the sides of the tongue. There is only one lateral in English, [l], a voiced alveolar lateral. It occurs in two versions, the so-called "clear l" before vowels, light, long, and the "dark l" in other cases, milk, ball. Words like little, lateral have one of each type. "Dark l" may be written with the symbol [ɫ]. "Clear l" is pronounced with the top of the tongue raised, whereas for "dark l" it is the back of the tongue which is raised. Here again, as with aspirated and unaspirated voiceless plosives, even though "clear l" and "dark l" are phonetically different, they cannot be said to be different sounds from the point of view of how they function in the sound system. If you produce a "dark l" where usually you have a "clear l", for example at the beginning of the word long, your pronunciation will sound odd but nobody will understand a different word.
6. **Approximants :** Approximants are sounds where the tongue only approaches the roof of the mouth, so that there is not enough obstruction to create any friction. English has three approximations, which are all voiced. [r] is alveolar, right, brown, sometimes called post-alveolar, because it is slightly further back than the other alveolar sounds [t,d,s,l]. [j] is a palatal approximant, use, youth, and [w] is a velar approximant, why, twin, square. [w] always has lip-rounding as well, and therefore it is sometimes called labio-velar.

The manners of articulation can be put into two major groups, obstruents and sonorants.

1. **Obstruents:** The Obstruents are plosives, fricatives and affricates, all sounds with a high degree of obstruction. Obstruents usually come in pairs, one voiceless, one voiced, e.g. [p/b, t/d].
2. **Sonorants:** Sonorants have much less obstruction and are all voiced and therefore more sonorous. They include nasals, the lateral, and approximants.

STRESS

In English some syllables are spoken with a greater degree of force than the others are. Syllables that are pronounced more forcibly than the others are said to be stressed. Syllables that are pronounced without much force are called unstressed.

- Stress is the force with which we utter a sound or syllable.
- It is a process of giving prominence to a word or. Word in a sentence.
- Air ejected from the lungs with a particular effort which determined the prominence of a syllable or a word. We come to know whether it is strongly or weakly stressed.
- A strongly stressed syllable is uttered more loudly with the same force than others.

LEVELS OF STRESS

There are two kinds of stress: primary stress & secondary stress.

Classification of stress

In phonetics, stress refers to the emphasis placed on certain syllables within words or phrases. There are different types of stress patterns observed in languages around the world. Here are some of the main types:

1. **Word Stress**: This is the most common type of stress and refers to the emphasis placed on one syllable within a word. In many languages, including English, words have one primary stressed syllable. For example, in the word "banana," the stress falls on the second syllable: ba-NA-na.
2. **Sentence Stress**: In addition to word stress, sentences can also have stress patterns where certain words or syllables are emphasized for clarity, emphasis, or contrast. Sentence stress helps convey meaning and structure within a sentence, often highlighting important information.
3. **Secondary Stress**: Some languages, such as Russian and Arabic, exhibit patterns of secondary stress, where more than one syllable in a word is stressed to varying degrees. These secondary stresses are typically weaker than the primary stress but still contribute to the overall rhythm and pronunciation of the word.
4. **Contrastive Stress**: Contrastive stress occurs when a particular word or syllable is emphasized to distinguish it from other words or to convey a specific meaning or intention. This type of stress is often used for clarification or to emphasize contrast or emphasis in communication.
5. **Rhythmical Stress**: Some languages, like English and German, exhibit rhythmical stress patterns where stressed syllables occur at regular intervals, creating a rhythmic flow to speech. This type of stress contributes to the overall cadence and musicality of the language.

Understanding the different types of stress patterns in phonetics is essential for accurately transcribing and analyzing spoken language and for effective communication in both spoken and written forms.

INTONATION:

- In phonetics, intonation refers to the variation in pitch or melody of speech.
- It involves changes in pitch patterns across phrases, sentences, or discourse units.
- Intonation can convey information about the speaker's attitude, emotion, emphasis, or grammatical structure.
- It plays a crucial role in distinguishing between different types of sentences (such as questions, statements, or exclamations) and in conveying nuances of meaning in spoken language.
- There are several types of intonation patterns in phonetics, including:
 1. **Falling intonation**: Pitch starts high and falls throughout the utterance. It's often used for declarative statements in English, indicating completion or finality.
 2. **Rising intonation**: Pitch rises towards the end of the utterance. It's commonly used for yes-no questions in English.
 3. **Rising-falling intonation**: Pitch rises and then falls, often used for wh-questions in English, where the pitch rises on the question word and falls towards the end of the sentence.
 4. **Falling-rising intonation**: Pitch falls and then rises, indicating uncertainty, surprise, or hesitation.
- These patterns can vary across languages and can convey different meanings or functions depending on the context.

RHYTHM:

- In phonetics, rhythm refers to the pattern of stressed and unstressed syllables in spoken language. It plays a crucial role in determining the natural flow and musicality of speech. Here are some key points about rhythm in phonetics:
- 1. **Stress**: In many languages, including English, rhythm is characterized by the alternation of stressed and unstressed syllables. Stressed syllables are

pronounced with greater emphasis or prominence, while unstressed syllables are pronounced more quickly and with less emphasis.

- 2. **Meter**: Rhythmic patterns in speech can be analyzed in terms of meter, which involves grouping syllables into units called feet. Common types of feet include the iamb (unstressed-stressed), trochee (stressed-unstressed), anapest (unstressed-unstressed-stressed), and dactyl (stressed-unstressed-unstressed).
- 3. **Phrase-level Rhythm**: Rhythm is not only present within individual words but also at the phrase or sentence level. The arrangement of stressed and unstressed syllables within phrases contributes to the overall rhythm and musicality of spoken language.
- 4. **Intonation**: Intonation patterns, including rises and falls in pitch, also contribute to the rhythmic quality of speech. Intonation contours help convey meaning, emotion, and emphasis, adding another layer of complexity to the rhythm of spoken language.
- 5. **Cross-linguistic Variation**: Different languages exhibit variations in rhythmic patterns. For example, languages like English and German tend to have stress-timed rhythm, where stressed syllables occur at relatively regular intervals, while languages like French and Italian tend to have syllable-timed rhythm, where syllables are pronounced with more equal duration.
- Understanding rhythm in phonetics is essential for analyzing and describing the rhythmic patterns of spoken language and how they contribute to linguistic communication and expression.

UNIT - IV

VOCABULARY AND GRAMMAR IN CONTEXT

WORD FORMATION

- The word-formation process is the process by which new words are produced either by modification of existing words or by complete innovation, which in turn become a part of the language.
- We can very quickly understand a new word in our language and accept the use of different forms of that new word.
- The study of the origin and history of a word is known as its etymology.
- Here, we will explore some of the basic processes by which new words are created.

Acronyms

- Acronyms are new words formed from the initial letters of a set of other words.
- Names for organizations are often designed to have their acronym represent an appropriate term.
- acronyms are pronounced as new single words, as in NATO, NASA or UNESCO. These examples have kept their capital letters, but many acronyms simply become everyday terms .

Blending

- The combination of two separate forms to produce a single new term is also present in the process called blending.
- Blending is typically accomplished by taking only the beginning of one word and joining it to the end of the other word.
- Ex: Smoke+Fog=Smog. Binary+digit=bit Television+broadcast= telecast.

Backformation

- A very specialized type of reduction process is known as backformation.
- Typically, a word of one type (usually a noun) is reduced to form a word of another type (usually a verb).
- Ex: Opt from “option”
- Lab from “laboratory”

Coinage

- Coinage is one of the least common processes of word formation in English..
- Simply, it means the invention of totally new terms.
- The most typical sources are invented trade names for commercial products that become general terms (usually without capital letters) for any version of that

product.

- The (older) examples are as follows: aspirin, nylon, vaseline and zipper; more recent examples are granola, kleenex, teflon and xerox.
- The most salient contemporary example of coinage is the word google. Originally a misspelling for the word googol (= the number 1 followed by 100 zeros), in the creation of the word Googleplex, which later became the name of a company (Google), the term google (without a capital letter) has become a widely used expression meaning “to use the internet to find information.”
- One of its important types is known as eponym. Eponyms: New words based on the name of a person or a place are called eponyms.

Borrowing

- Borrowing One of the most common sources of new words in English is the process simply labeled borrowing.
- It is the process where we take over words from other languages or simply we borrow words from other languages.
- English language has adopted a vast number of words from other languages, Ex: Croissant- French
- Dope- Dutch Lilac- Persian
- Other languages, of course, borrow terms from English.
- Loan-translation or calque: A special type of borrowing is described as loan-translation or calque (/kælɪk/). In this process, there is a direct translation of the elements of a word into the borrowing language.
- Interesting examples are the French term gratte-ciel, which literally translates as “scrape-sky,” the Dutch wolken krabber (“cloud scratcher”) or the German Wolkenkratzer (“cloud scraper”), all of which were calques for the English skyscraper.

Compounding

- When we conjoin or join two separate words to produce a single form, it is called compounding.
- Fingers and prints are combined to produce fingerprints. Ex: Finger+print= fingerprint
- Text+book= textbook Wall+paper=wallpaper

Reduplication:

- It is a special kind of compounding.
- Reduplication is a morphological process in which the root or stem of a word or part of it is repeated exactly or with a minor change.
- It is used to show plurality, distribution, repetition, customary activity, increase of size, added intensity, continuance etc.
- It is found in many languages, though its level of linguistic productivity varies from language to language.
- This is a process of repeating a syllable or the word as a whole (sometimes with a vowel change) and putting it together to form a new word.
- For example: byebye (exact reduplication), super-duper (rhyming reduplication) or chitchat, pitter-patter, zigzag, tick-tock ,flipflop.
- Clipping
- The element of reduction that is noticeable in blending is even more apparent in the process described as clipping.
- This occurs when a word of more than one syllable (facsimile) is reduced to a shorter form (fax), usually beginning in casual speech.
- ex: Ad- advertisement Bra- brassiere Cab- cabriolet
- Ondo- condominium Fan- fanatic
- Flu- influenza
- Pub- public house, etc

Conversion

- A change in the function of a word, as for example when a noun comes to be used as a verb (without any reduction), is generally known as conversion.
- A number of nouns such as bottle, butter, chair and vacation have come to be used, through conversion, as verbs:
- We bottled the home-brew last night.
- Have you buttered the toast?

- Someone has to chair the meeting.
- They're vacationing in Florida.

Derivation

- In our list so far, we have not dealt with what is by far the most common word formation process to be found in the production of new English words.
- This process is called derivation and it is accomplished by means of a large number of small “bits” of the English language which are not usually given separate listings in dictionaries.
- These small “bits” are generally described as affixes.
- Some familiar examples are the elements un-, mis-, pre-, -ful, -less, -ish, -ism and -ness

Affixation:

- Attaching prefix or suffix or both into the Root Word is called Affixation.
- For example, Un (prefix)- Unbound
- Ly (Suffix)- Lovely
- So, it is divided mainly into Prefix, Suffix and Infix.

Prefix

- A prefix is a word part added to the beginning of a word that changes the word's meaning.
- A prefix is a group of letters placed before the root of a word. For example, the word “unhappy” consists of the prefix “un-” [which means “not”] combined with the root (or stem) word “happy”; the word “unhappy” means “not happy.”

de-	decode, decrease
dis-	disagree, disappear
ex-	exhale, explosion
il-	illegal, illogical
im-	impossible, improper
in-	inaction, invisible
mis-	mislead, misplace
non-	nonfiction, nonsense
pre-	prefix, prehistory
pro-	proactive, profess, program

re-	react, reappear
un-	undo, unequal, unusual

Suffix:

- A suffix is a word part added to the end of a word that changes the word's meaning.
- A suffix is a group of letters placed after the root of a word. For example, the word flavorless consists of the root word “flavor” combined with the suffix “-less” [which means “without”]; the word “flavorless” means “having no flavor.”

-able	comfortable, portable
-al	annual comical
-er	bigger, stronger
-est	strongest, tiniest
-ful	beautiful, grateful
-ible	reversible, terrible
-ily	eerily, happily, lazily
-ing	acting, showing
-less	friendless, tireless
-ly	clearly, hourly
-ness	clearly, hourly
-y	glory, messy, victory

Infixes:

- There is a third type of affix, not normally used in English, but found in some other languages.
- This is called an infix and, as the term suggests, it is an affix that is incorporated inside another word.
- An infix is a type of affix, a morpheme or a group of morphemes (the smallest linguistic units of meaning) that are inserted within a root word or stem to alter its meaning or create a new word.

SYNONYMES

- A synonym is a word/phrase, the meaning of which is the same or nearly the same as another word or phrase. Words that are synonyms are described as synonymous.
- Synonym examples:
 - Artful – Crafty
 - Ballot – Poll Chorus – Refrain
 - Deceptive – Misleading Enormous – Immense

ANTONYMS

- An antonym is a word/phrase that means the opposite of another word or phrase. Check the examples.
 - Antonym examples:
 - Admire – Detest
 - Bravery – Cowardice
 - Crooked – Straight
 - Dainty – Clumsy
 - Economize – Waste

Words	Synonyms – Same Meaning	Antonyms – Opposites
Abate	Moderate, decrease	Aggravate
Adhere	Comply, observe	Condemn, disjoin
Abolish	Abrogate, annul	Setup, establish
Acumen	Awareness, brilliance	Stupidity, ignorance

Abash	Disconcert, rattle	Uphold, Discompose
Absolve	Pardon, forgive	Compel, Accuse
Abjure	Forsake, renounce	Approve, Sanction
Abject	Despicable, servile	Commendable, Praiseworthy
Abound	Flourish, proliferate	Deficient, Destitute
Abortive	Vain, unproductive	Productive
Acrimony	Harshness, bitterness	Courtesy, Benevolence

HOMOPHONES

- Homophones sound the same but have different meanings and have different spellings too. Homophones Examples:
- Altar/ Alter Berth/ Birth Cast/ Caste Days/ Daze Earn/ Urn

HOMONYMS

- In English, homonym is a word that sounds the same as another word but differs in meaning.
- Homonyms can refer to both homophones and homographs.
- A homophone is a word that is pronounced the same as another word but differs in meaning and is spelled differently.
- Homographs are words with the same spelling but having more than one meaning.
- Homonyms examples: Words that sound the same but have different meaning and are spelled differently (homophones)
 - Weak — Week
 - Sun — Son
 - See — Sea
 - Plane — Plain
 - Meet — Meat
- Words that sound the same but have different meaning and are spelled the same (homographs)
 - Address – Address
 - Band – Band
 - Bat – Bat
 - Match – Match
 - Mean – Mean
 - Right – Right
 - Ring – Ring

Distinction between Homophones and Homonyms,

Homophones	Homonyms
Words that have the same pronunciation but different meanings and spellings.	Words that have the same spelling or pronunciation but different meanings.
Examples: "knight" and "night," "there," and "they're."	Example :Bat (an animal) and bat (an object used in sports).
Homophones may or may not have the same spelling.	Homonyms can be spelled the same or different.
The meanings of homophones can be completely unrelated or somewhat related.	The meanings of homonyms are usually somewhat related.

PHRASAL VERBS

- Phrasal verbs can be said to be formed by the combination of a verb and an adverb or a preposition. In some cases, it is a combination of all the three parts of speech – verb, adverb and preposition.
- The Oxford Learner's Dictionary defines a phrasal verb as "a verb combined with an adverb or a preposition, or sometimes both, to give a new meaning, for example, 'go in for', 'win over' and 'see to'"
- According to the Merriam-Webster Dictionary, a phrasal verb is defined as "a phrase (such as take off or look down on) that combines a verb with a preposition or adverb or both, and that functions as a verb whose meaning is different from the combined meanings of the individual words.
- The Cambridge Dictionary defines a phrasal verb as "a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts."

TYPES OF PHRASAL VERBS:

- Phrasal verbs can be divided into four main types or rather two main categories based on how they behave when used in sentences. They are:
 - Transitive Phrasal Verbs
 - Intransitive Phrasal Verbs
 - Separable Phrasal Verbs
 - Inseparable Phrasal Verbs

Transitive Phrasal Verbs

- Just like normal transitive verbs, a transitive phrasal verb can be identified by its demand for an object. For example :
- It was not possible for Veena to do away with all of it as they brought back so many memories of the past.
- Can you fill in the required details so that we can move forward with the screening process.

Intransitive Phrasal Verbs

- Intransitive phrasal verbs behave exactly like intransitive verbs.
- They do not require an object to complete the sentence they are used in or make sense of the context. For example:
- My car broke down all of a sudden while driving through the ghat section.
- It has been years since we met, we should definitely catch up.

Separable Phrasal Verbs

- Separable phrasal verbs include transitive phrasal verbs which have the characteristic property of separating the phrasal verb with the object in between.
- There is, however, a word order which should be taken into account when separating the phrasal verb. For example:
- I am not the kind of person who holds all of this against you.
- Dhiraj is the one who is taking care of the applications for gold loan. Can you please hand it over to him?

Inseparable Phrasal Verbs

- Inseparable phrasal verbs, as the name suggests, cannot be separated from each other and have to be used together, no matter what. For example:
- You will have to account for all the losses that have been incurred.
- Harish was asked to check out of the hotel before 9 p.m. on Tuesday.

Phrasal Verb	Meaning	Example
Account for	To explain.	They had to ACCOUNT FOR all the money that had gone missing.
Ask for	To provoke a negative reaction.	You're ASKING FOR trouble.
Bail out	Jump out of a plane because it is going to crash.	The pilot BAILED OUT when he saw that the engines had failed.

IDIOMS

- Idioms and Phrases are a poetic part of the English language.
- A set expression of two or many words that mean something together, instead of the literal meanings of its words individually.
- An Idiom is an expression or way of speaking that is used in common parlance.
- They are the amalgamation of words that convey a separate meaning altogether.

Most Commonly Used Idioms

- A Blessing in Disguise
Meaning: A good thing that initially seemed bad
- A Dime a Dozen
Meaning: Something that is very common, not unique
- Adding Insult to Injury
Meaning: To make a bad situation even worse

- Beat Around the Bush

Meaning: Avoid sharing your true viewpoint or feelings because it is uncomfortable.

GRAMMAR

PRESCRIPTIVE GRAMMAR

- It is the traditional approach of grammar that tells people how to use the English language, what forms they should utilize, and what functions they should serve.
- Prescriptive grammar is essential as it helps people use formal English speech and writing.
- In addition, "those who follow it (or those who endorse others to follow it) claim that doing so will help to streamline one's words and make one's prose more elegant"
- Schools aim to teach prescriptive grammar to provide people a common standard of usage. Examples:
- In English, less goes with mass nouns (e.g. "less money"), and "fewer" goes with count nouns (e.g., "fewer items.")
- In English, speakers should not split infinitives (e.g., "to boldly go;") instead, write or say ("to go boldly.")
- In English, speakers should not use passive voice (e.g., "The meeting was held by the university;") instead, write or say ("The university held the meeting.")
- In English, speakers should avoid phrasal verbs (e.g., "come over to have some tea;") instead, write or say (e.g., "visit me to have some tea.")

DESCRIPTIVE GRAMMAR

- This is how native English speakers actually talk and write, and it has no concrete idea of the way it should be structured .
- It is not saying how it should be used; however, it focuses on describing the English language as it is used.
- It is also not saying that there is a right or wrong way to use language. Examples: English Adjective order: (opinion, size, physical quality, shape, age, color, origin, material, type, and purpose (e.g., "This is a beautiful, small, green, American island.")
- Some native speakers say:
- "I am younger than him" instead of "I am younger than he."
- "He graduated from an American university" instead of "He graduated from anAmerican university."
- "I ain't going nowhere." instead of "I am not going anywhere."

PEDAGOGICAL GRAMMAR

- Pedagogical grammar is a conception of grammar that specifically takes into account the needs of learners of a second language.
- Distinguished from prescriptive and descriptive (or linguistic) grammars, pedagogical grammars include basic and frequently used structures, chosen for their maximum relevance to students who plan to use the language for ordinary purposes, especially academic study.
- The grammar material is presented in small portions, is graded by difficulty or complexity, and is presented with what is considered to be an appropriate amount of metalinguistic terminology for the intended user.
- Pedagogical grammar occupies a middle ground between the areas of prescriptive and descriptive grammar.
- prescriptive grammar sets forth rules about how language should be used correctly.
- It prescribes language the way a doctor prescribes medicine by saying what ought to be done.
- Descriptive grammar, on the other hand, describes how speakers actually use language without consideration for whether it conforms to "proper" rules. Since the goal of pedagogical grammar is to help non-native speakers achieve fluency,
- Some of both approaches are necessary. In order for a language learner to speak well, most of his or her utterances will need to conform to the

grammatical rules set forth in prescriptive grammar. On the other hand, it helps to understand the way native speakers actually use language; through descriptive grammar.

- This is necessary for the learner to make sense of slang or other non-standard ways of speaking, such as ending sentences with prepositions.

Formal Grammar	Functional Grammar
It is known as traditional, theoretical or prescriptive grammar.	It is known as descriptive or incidental grammar
It is not based on its day to day functional ability.	It is not based on its day to day functional ability.
It is taught with the help of a grammar book.	It is taught with the help of a grammar book.
It lays emphasis on drilling its rules and definitions.	It lays emphasis on drilling its rules and definitions.
Rules of grammar are consciously drilled by the learners.	Rules of grammar are consciously drilled by the learners.
Formal Grammar is taught deductively. i.e. rules and definitions are told first then examples.	Formal Grammar is taught deductively. i.e. rules and definitions are told first then examples.
The learner is required to learn everything	The learner is required to learn everything

METHODS OF TEACHING GRAMMAR

Inductive Method :

- This method is considered to be the best method as it follows certain educational principles, from known to unknown, from general to particular, from concrete to abstract etc.
- Inductive means to proceed from observation to law and rules.
- Inductive Process :
- Presentation of Examples in a Systematic way In the first step, the teacher gives the examples of the grammatical items to be taught in a systematic way.
- Observation and Analysis of Examples the teacher asks the students to observe the examples and analyze them with the help of students.
- Generalization/ Generation of Rule or Definition After analysis of the examples, they come to a certain conclusion or generalization to draw a certain rule or definition.

Deductive Method :

- Deductive means to proceed from the laws and rules to observation and examples.
- Deductive Process
- Presentation of Rules or Definitions In this step, the teacher points out the rule or the definition.
- Verification and Application of the Rules The teacher gives several other examples to verify the rules or definition. The teacher motivates the students to observe and analyze the examples and apply the rule of definition.

- Practice for the Application of Rules.

ELEMENTS OF SENTENCE

- A sentence is a group of words that tells a complete thought.
- A sentence is a collection of words that work together to express a complete thought.
- A sentence is the basic unit of written English communication.
- Sentences form the most basic building blocks of the English language.
- There are **four** types of sentences: simple, compound, complex, and compound-complex. Each sentence is defined by the use of independent and dependent clauses, conjunctions, and subordinators.
 1. **Simple sentences:** A simple sentence is an independent clause with no conjunction or dependent clause.
 2. **Compound sentences:** A compound sentence is two independent clauses joined by a conjunction (e.g., and, but, or, for, nor, yet, so).
 3. **Complex sentences:** A complex sentence contains one independent clause and at least one dependent clause. The clauses in a complex sentence are combined with conjunctions and subordinators, terms that help the dependent clauses relate to the independent clause. Subordinators can refer to the subject (who, which), the sequence/time (since, while), or the causal elements (because, if) of the independent clause.
 4. **Compound-complex sentences:** A compound-complex sentence contains multiple independent clauses and at least one dependent clause. These sentences will contain both conjunctions and subordinators.
- Each of these sentences is composed of all or most of the following basic elements:
 1. Subject (S)
 2. Verb (V)
 3. Object (O)
 4. Complement (C)
 5. Adverbial (A)

1. **Subject (S)** : A person, animal, place, thing, or concept that does an action. Determine the subject in a sentence by asking the question “Who or what?”
2. **Verb (V)**: Expresses what the person, animal, place, thing, or concept does. Determine the verb in a sentence by asking the “What was the action or what happened?”
3. **Object (O)** : A person, animal, place, thing, or concept that receives the action. Determine the object in a sentence by asking the question “The subject did what?” or “To whom?/For whom?”
4. **Complement (C)**: In linguistic terms, a "complement" (often spelled "complement" rather than "compliment" in this context) is a linguistic element that completes the meaning of a verb, adjective, or noun in a sentence. It provides additional information or specifies the relationship between the main element and the rest of the sentence. Complements can take various forms, such as noun phrases, prepositional phrases, adjectives, or clauses, depending on the verb or other element they complement. For example:
 - In the sentence "She considers him a friend," the noun phrase "a friend" complements the verb "considers" by specifying what she considers him.
 - In the sentence "They painted the house red," the adjective "red" complements the direct object "house" by specifying its color.
- **Complements play a crucial role in adding depth and detail to sentences, helping to convey more precise meanings.**
5. **Adverbial (A)** :
 - An adverbial is a linguistic element that modifies or provides additional information about a verb, an adjective, another adverb, or an entire clause.
 - Adverbials typically answer questions such as how, when, where, why, or to what extent an action takes place.
 - They can take various forms, including single adverbs, adverb phrases, or adverb clauses.
 - Adverbials add important details to sentences, providing information about the circumstances in which an action occurs or the manner in which it is performed.

Classification of phrases and clauses based on structure and functions

- A phrase is a part of a sentence which consists of a group of words that give more information about the subject, action or event in a sentence.
- A phrase cannot stand on its own and will not convey meaning if separated from the sentence.
- According to the kind of function it does, it can be classified into various types and they include the following.

Noun Phrase :

- A noun phrase, as the term suggests, is a group of two or more words that functions like a noun when put together.
- Like a noun, a noun phrase can also take the place of a subject or an object.
- According to the Oxford Learner's Dictionary, a noun phrase is defined as “a word or group of words in a sentence that behaves in the same way as a noun, that is, as a subject, an object, a complement, or as the object of a preposition.”

Components of a Noun Phrase

A noun phrase can consist of,

- A noun, a conjunction and a noun
- A gerund and a noun

- An article, an adjective and a noun
- An article, a noun and a prepositional phrase
- A determiner and a noun

The above mentioned components are not necessarily the only elements that can make up a noun phrase. An adverb used with an adjective and a noun and many other combinations can also constitute a noun phrase.

Let us see what each of these components are, in short.

- A noun is a naming word that is used to represent a person, place, animal, thing or idea.
- A conjunction is a short word that is used to combine two or more words, phrases or clauses.
- An article, such as 'a', 'an' and 'the' play the role of a modifier.
- An adjective is a word that provides extra information about the noun or pronoun.
- The term 'gerund' refers to words that are formed by the addition of an 'ing' to the root verb.
- A prepositional phrase is a group of words that has a preposition followed by an object.
- A determiner describes a noun and includes demonstrative adjectives such as this, that, these and those

Examples of Noun Phrases Containing a Noun, a Conjunction and a Noun

- **Rakesh and Seeta** are from Chhattisgarh.
- **Music and dance** interests me more than anything else does.
- **Schools and offices** have been shut down due to the heavy rains.

Examples of Noun Phrases Containing a Gerund and a Noun

- **Reading books** is my favorite pastime. (Noun phrase used as subject)
- **Listening to music** is her hobby. (Noun phrase used as subject)
- The only thing my brother does not like to do is **solving trigonometric equations**. (Noun phrase used as object)

Examples of Noun Phrases Containing an Article, an Adjective and a Noun

- **The new girl** became known to the whole school in just a day. (Noun phrase used as subject)
- **A three-legged puppy** was found at the corner of the street last week. (Noun phrase used as subject)
- My father bought my brother **a smart watch** for his birthday. (Noun phrase used as object)
- We finally visited **the well-known museum of arts** today. (Noun phrase used as object)

Examples of Noun Phrases Containing an Article, a Noun and a Prepositional Phrase

- **The building near the bus stand** was taken down in order to expand the roads. (Noun phrase used as subject)
- **The hypermarket at the end of the street** is being renovated. (Noun phrase used as subject)
- Did you meet **the boy from London**? (Noun phrase used as object)
- Nobody seemed to know **the way to the passport office**. (Noun phrase used as object)

Examples of Noun Phrases Containing a Determiner and a Noun

- **These books** belong to Suman. (Noun phrase used as subject)
- **That building** is where I live. (Noun phrase used as subject)
- What are you going to do with **those oranges**? (Noun phrase used as object)
- Are you thinking of buying **this dress**? (Noun phrase used as object)
- Verb Phrase
- Adverb/Adverbial Phrase

Two or more words that perform the role of an adverb, when put together, can be identified as an adverbial phrase. Like an adverb, an adverbial phrase will also answer questions such as 'when', 'where', 'why', 'how' and 'how often'. An adverbial phrase modifies or provides extra information about a verb, a phrase, an adjective or another adverb in the sentence.

An adverbial phrase, according to the Oxford Learner's Dictionary, is defined as a phrase that can be used for "adding more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or another adverb." "An adverb phrase or adverbial phrase is a group of words based on an adverb, such as 'very slowly' or 'fortunately for us.' An adverb phrase can also consist simply of an adverb", according to the Collins Dictionary.

Components of an Adverbial Phrase

There is no particular rule that an adverbial phrase should definitely contain at least one adverb. Adverbs can be a part of the adverbial phrase; however, there are some other components that constitute an adverbial phrase. They include,

- Nouns – words used to classify a person, place, animal, thing or idea
- Pronouns – words that substitute a noun
- Adjectives – words used to describe a noun
- Prepositions – words that describe the position of a particular noun or pronoun
- Articles – words such as 'a', 'an', 'the' used to determine the noun
- Prepositional Phrase
- Adjective/Adjectival Phrase

Auxiliary System (Tenses, Modals, Perfective and Progressive aspects)

Auxiliary, in grammar, a helping element, typically a verb, that adds meaning to the basic meaning of the main verb in a clause. Auxiliaries can convey information about tense, mood, person, and number. An auxiliary verb occurs with a main verb that is in the form of an infinitive or a participle.

English has a rich system of auxiliaries. English auxiliary verbs include the modal verbs, which may express such notions as possibility ("may," "might," "can," "could") or necessity ("must").

Auxiliary Verb

An auxiliary verb is a verb that is used as a helping verb along with the main verb in a sentence to make it more meaningful. It is used to alter the tense, mood or voice of the sentence.

Definition of an Auxiliary Verb

An auxiliary verb is "a verb such as *be*, *do*, and *have* used with main verbs to show tense, etc. and to form questions, and negatives", according to the Oxford Learners' Dictionary.

The Macmillan Dictionary defines auxiliary verbs as “the verbs ‘be’, ‘do’, and ‘have’ in English, when they are used with another verb to form tenses, questions, question **tags**, and the passive. For example, in the sentences ‘I am listening’, ‘Are you working?’, ‘You don’t like her, do you?’ and ‘The bill has been paid’, ‘am’, ‘are’, ‘do’, and ‘has been’ are all auxiliaries.”

According to the Cambridge Dictionary, an auxiliary verb is “a verb that is used with another verb to form tenses, negatives, and questions. In English, the auxiliary verbs are ‘be’, ‘have’, and ‘do’.”

Examples of Auxiliary Verbs

Here is a list of auxiliary verbs that you can use along with the other main verbs to perform the different functions of an auxiliary.

- | | | |
|--------|---------|------------|
| ○ Am | ○ Had | ○ Shall |
| ○ Is | ○ Will | ○ Should |
| ○ Are | ○ Would | ○ Must |
| ○ Was | ○ May | ○ Ought to |
| ○ Were | ○ Might | ○ Need |
| ○ Have | ○ Can | ○ Do |
| ○ Has | ○ Could | ○ Did |

Auxiliary Verbs used to Express the Mood

The verb forms of the auxiliary verb 'do' are used to express the mood of a sentence. It is mostly used in imperative and interrogative sentences. Let us look at some examples.

- **Do** your children enjoy watching educational films?
- **Did** she complete the work that was assigned to her?
- **Do** not forget to bring the Bluetooth speaker when you come home tonight.

Modal Auxiliary Verbs

Modal auxiliary verbs can be used as helping verbs along with other main verbs to emphasize on the possibility, ability, necessity or probability of some action taking place. Have a look at the examples given below to have a clear idea of how it works

Modal Auxiliary Verb	Examples
Can	Can you do it?
Could	I could find some time to finish it by tomorrow.
May	She may have liked your style.
Might	Suresh might be able to help you with it.
Will	Anu will solve the puzzle.
Would	Would you like to have some pizza?
Should	The children should keep themselves active.
Must	You must try the Dragon Chicken from China Valley.
Ought to	You ought to abide by the rules set by the organization you are a part of.
Shall	I shall be obliged to you for all your help.

Syntactic devices (coordination, subordination, complementation, relativisation, passivation, agreement)

Syntactic devices (Coordination):

- In linguistics, coordination is a syntactic device used to connect words, phrases, or clauses of equal syntactic importance.
- It involves joining elements using coordinating conjunctions like "and," "but," "or," etc.
- Coordination helps create compound structures, adding complexity and variety to sentences while maintaining grammatical correctness.

Syntactic devices (subordination):

- Subordination is another syntactic device used in language.
- It involves joining clauses of unequal syntactic importance, where one clause (the subordinate clause) depends on the other (the main clause).
- Subordinating conjunctions like "although," "because," "while," etc., are used to introduce subordinate clauses.
- Subordination adds depth and complexity to sentences by expressing relationships such as cause and effect, contrast, time sequence, etc.

Syntactic devices (Complementation):

- Complementation in syntax refers to the completion of the meaning of a verb, adjective, or noun by adding a complement.
- Complements are words or phrases that complete the meaning of the main element in a sentence.
- For example, in the sentence "She ate an apple," "an apple" is the complement of the verb "ate." Complements can be noun phrases, prepositional phrases, adjectives, or clauses, depending on the verb or other element they complement.

Syntactic devices (Relativization):

- Relativization is a syntactic process where a relative clause is formed to provide more information about a noun or noun phrase in a sentence.
- Relative clauses are introduced by relative pronouns such as "who," "which," "that," etc., and they modify nouns or noun phrases by providing additional details or specifying which entity is being referred to.
- For example, in the sentence "The book that I borrowed is on the table," "that I borrowed" is a relative clause that specifies which book is being referred to.
- Relativization allows for the creation of more complex and informative sentences by embedding additional information within them.

Syntactic devices (Passivation):

- Passivization is a syntactic process where the object of an active sentence becomes the subject of a passive sentence.
- This transformation often involves changing the verb form and introducing a form of the verb "to be" followed by the past participle of the main verb.
- For example, the active sentence "The cat chased the mouse" can be passivized to "The mouse was chased by the cat."
- Passivization allows for a change in focus or emphasis in a sentence, typically placing more importance on the action or the recipient of the action rather than the doer.

Syntactic devices (Agreement):

- Agreement in syntax refers to the grammatical relationship between different elements of a sentence, such as subjects and verbs or nouns and adjectives.
- It ensures that these elements match in features like number, person, gender, or case.
- For example, in the sentence "She walks," there is agreement between the singular subject "She" and the singular verb "walks."
- Similarly, in the phrase "the red apples," there is agreement between the plural noun "apples" and the plural adjective "red."
- Agreement helps maintain clarity and grammatical correctness in sentences.

TENSES

- In English, there are three primary tenses: past, present, and future.
- Each tense can be further subdivided into four aspects: simple, continuous (also called progressive), perfect, and perfect continuous.
- Here's an overview of each tense and its aspects:

1.Simple Tenses:**Past Simple:**

- Used to describe completed actions or events that occurred in the past.
- Example: "She danced at the party."

Present Simple:

- Used to describe habitual actions, general truths, or facts.
- Example: "He plays tennis every Sunday."

Future Simple:

- Used to describe actions or events that will happen in the future.
- Example: "They will arrive tomorrow."

2. Continuous (Progressive) Tenses:**Past Continuous:**

- Used to describe ongoing actions or events that were happening at a specific time in the past.
- Example: "I was studying when you called."

Present Continuous:

- Used to describe actions or events that are happening at the moment of speaking or around the current time.
- Example: "She is reading a book right now."

Future Continuous:

- Used to describe actions or events that will be ongoing at a specific time in the future.
- Example: "They will be working on the project all night."

3. Perfect Tenses:**Past Perfect:**

- Used to describe actions or events that were completed before another past action or a specific point in the past.
- Example: "He had finished his homework before dinner."

Present Perfect:

- Used to describe actions or events that occurred at an unspecified time before now, or actions with relevance to the present.
- Example: "They have seen that movie before."

Future Perfect:

- Used to describe actions or events that will be completed before a specific time or another future action.
- Example: "By next year, he will have lived here for ten years."

4. Perfect Continuous Tenses:**Past Perfect Continuous:**

- Used to describe actions or events that were ongoing for a period of time before another past action or a specific point in the past.
- Example: "She had been working for five hours before she took a break."

Present Perfect Continuous:

- Used to describe actions or events that started in the past and are still ongoing, or actions with duration up to the present moment.
- Example: "I have been studying all day."

Future Perfect Continuous:

- Used to describe actions or events that will be ongoing for a period of time before a specific time or another future action.
- Example: "By tomorrow evening, they will have been traveling for twelve hours."

These tenses and aspects allow for precise expression of time and duration in English sentences.

REPORTED SPEECH

- Reported speech is how we represent the speech of other people or what we ourselves say. There are two main types of reported speech: direct

speech and indirect speech.

- Direct speech repeats the exact words the person used, or how we remember their words:
- Barbara said, “I didn’t realize it was midnight.”
- In indirect speech, the original speaker’s words are changed.
- Barbara said she hadn’t realized it was midnight.
- Speech reports consist of two parts: the reporting clause and the reported clause.
- The reporting clause includes a verb such as *say, tell, ask, reply, shout*, usually in the past simple, and the reported clause includes what the original

reporting clause	reported clause
William said,	“I need your help.”
Then a man shouted,	“Get out of there, fast!”
The postman said	He had a package for us.
Clarissa told me	She’s thinking of moving to Canada.

DEGREES OF COMPARISON

- There are three degrees or types of degrees of comparison used in various sentences representing the comparability of the adjective used in the sentence.
- The three degrees are: 1. Positive or first degree 2. Comparative or second degree and 3. Superlative or third-degree

1. Positive degree:

- Denotes the unaltered or the simple version of a property eg. delicious, small, and easy
- This is used to refer to the smallest degree of comparison being stated in a sentence.
- It can be used as an adjective of 1st degree in a sentence or is used with “as” before and after the word to be compared.
For eg: Josh is not as smart as Tommy.

2. Comparative degree:

- Denotes the bigger version than the 1st degree eg. more delicious, smaller, and easier.
- This is used for the next highest degree of comparison or can be used for comparing two quantities or items, mostly by using the word “than”
For eg: Forests are scarier than lakes.

3. Superlative degree:

- Denotes the biggest version of property and implies the highest quality, quantity, or degree—that is, in comparison to all other degrees.
Eg. most delicious, smallest, and easiest.
- This degree of comparison is the highest degree and refers to the extreme of an adjective. It is expressed using -est in the ending usually eg; smartest, fastest, smoothest, etc.
For eg: Rahul is the smartest kid in his class.

All three degrees of comparison are used according to the sentence to be used and are decided along with sentence formation.

Rules of changing degrees of comparison with examples:

Sweet	sweeter	sweetest
Rich	richer	richest
Clever	cleverer	clevererest.

For most adjectives with one syllable and for some with more than one syllable are changed by adding “-er” for comparative and “-est” for the superlative degree. For eg; When the adjective in positive degree ends with an “e”, “-r” in comparative and “-st” in the superlative degree are added at the end of the word. For eg;

brave	braver	bravest
wise	wiser	wisest
large	larger	largest

- When the positive degree ends with a “y” which is preceded by a consonant, the “y” is changed into “i” and then “-er” is added in comparative and “-est” in the superlative degree of comparison. For eg;

happy	happier	happiest
merry	merrier	merriest
wealthy	wealthier	wealthiest

- When the positive degree is a one-syllable word ending in a single consonant which is preceded by a vowel; then this consonant is doubled and then “-er” in comparative and “-est” in superlative degree is added at the end of the word. For eg;

red	redder	reddest
sad	sadder	saddes
thin	thinner	thinnest

- In case of two-syllable words “more” is used in comparative and “most” in superlative degree preceding the adjective. For eg;

beautiful	More beautiful	Most beautiful
difficult	More difficult	Most difficult
courageous	More courageous	Most courageous

- In the case of two-syllable words with “-ful”, “-less”, “-ing”, and “-ed” in the end, we can use either “-er” and “-est” or “more” and “most”. It is also applied to other words like modern, foolish, famous, certain, recent, etc. For eg;

merciful	More merciful	Most merciful
polite	politer	politest
stupid	More stupid	Most stupid
cruel	crueler	cruellest

- When using a comparative degree for comparing two qualities in the same person or thing, we use “more” instead of adding -er; for eg;

- Josh is braver than Stefan.
- Nick is more tall than fat.

In the first sentence, Josh is compared to Stefan while in the second, two qualities of Stefan are compared.

FIGURES OF SPEECH

- Figures of speech are words or phrases that depart from straight-forward, literal language.
- Figures of speech are often used and crafted for emphasis, freshness, expression, or clarity.

KINDS OF FIGURES OF SPEECH

1. SIMILE

- A simile is the comparison of two Unlike things using Like, As or So. Examples :-
 - Her words are sweet like honey
 - You are as pretty as a picture.
 - Life is like a dream.
 - I wandered as a cloud.

2. METAPHOR

- A Metaphor is an implied Simile Or A Metaphor is a condensed form of Simile in which comparison between two different objects is shown without the use of such words as –like, as or so.

Examples : –

- He is the vulture of the state.
- He is the star of the family.
- Life is not a bed of roses.
- Gandhi Ji was the guiding star of the destiny of India.

3. **HYPERBOLE**

- Hyperbole is a figure of speech in which things are represented as greater or smaller, better or worse than they really are.

Examples :-

- Ten thousand I saw at a glance.
- Floods of tears flowed from her eyes.
- The clouds broke when he sneezed.
- Rivers of blood flowed on the battlefield.

4. **PERSONIFICATION**

- In personification in inanimate objects and abstract notions are spoken of as having life and intelligence.

EXAMPLE:-

- Experience is the best teacher.
- Opportunity knocks at the door but once.
- A lie has no legs. Time and tide wait for none.

5. **ONOMATOPOEIA**

- Onomatopoeia is a figure of speech in which words are used to imitate sound. Eg. Buzz, honk, Ding Dong, zip, fizz.

Examples :-

- I just heard the meow of a cat. She heard the humming of bees.
- The beetle wheels his droning flight.
- The snakes are hissing and bees are buzzing.

6. **APOSTROPHE**

- An Apostrophe is a direct address to the dead, to the absent or to a personified object or idea. Examples :-

- O death! Where is thy sting?
- O World!
- O Life!
- O Time!.
- O Solitude! Where are thy charms?

7. OXYMORON

- Oxymoron is a figure of speech in which two opposite ideas are joined to create an effect.
- The common oxymoron phrase is a combination of an adjective preceded by a noun with contrasting meanings, such as “cruel kindness,” or “living death”.

Examples:-

- There was a love-hate relationship between the two neighboring states.
- The professor was giving a lecture on virtual reality. All the politicians agree to disagree.
- There was an employee in the office who was regularly irregular.

8. ALLITERATION

- It is a figure of speech in which the same sound, syllable, letter or word is repeated at the beginning of two or more words.

Examples:-

- "She sells seashells by the shells by the sea-shore."
- "Peter Piper picked a peck of pickled peppers."
- Water, water everywhere, Not any drop to drink.
- Day after day, day after day, We struck, neither breath nor motion

UNIT - V

UNDERSTANDING THE LANGUAGE SKILLS AND THEIR PEDAGOGICAL ANALYSIS

LANGUAGE SKILLS

- A skill can be acquired through practice which makes it a habit.
- Language learning is also a skill
- Speaking and Writing Skills which involve some kind of production on the part of the language user. so they are called Productive Skills.
- Listening and Reading and reading skills are receptive skills in that the language user is receiving written and spoken language.
- A language user is involved in using a combination of skills.
- The English teachers are expected to pay special attention to the teaching of the language skills.

LISTENING SKILL

- Listening is the ability to identify and understand what others say or speak.
- Listening is an active process by which we make sense of, assess, and respond to what we hear.
- Listening is the process of receiving, constructing meaning from, and responding to spoken.
- Listening involves the understanding of a speaker's acceptance or pronunciation, grammar, vocabulary and grasping the meaning.
- "Listening ability lies at the very heart of all growth, from birth through the years of formal education. The better learning skills are developed, the more productive our learning efforts." – Brown.
- According to Frank Tyger "Hearing is one of the body's five senses, but listening is an art."
- Listening is the process of making sense out of what we hear. Listening is an active process of receiving, processing, and interpreting the hearing stimuli.
- The International Listening Association defines —Listening as the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. Listening can also be defined as —Receiving message in a thoughtful manner and understanding meaning in the message.

OBJECTIVES OF LISTENING

- Learners are able to
- Recognizes that listening involves active participation.
- Establishes the importance of listening in learning language.
- Become familiar with different types of listening.
- Understand the process of listening.
- Recognize the sub – skills of listening.
- ELEMENTS OF LISTENING
- There are four elements of good listening:
- Attention--the focused perception of both visual and verbal stimuli
- Hearing--the physiological act of 'opening the gates to your ears'
- Understanding--assigning meaning to the messages received
- Remembering--the storing of meaningful information

PROCESS OF LISTENING

- For listening to be effective and meaningful, the process of listening should involve the following steps.

Hearing

- Hearing is the first essential step in the listening process and relates to the sensory perception of sound.

- The listener further processes the perceived sound.
- For learning to be effective, hearing needs to be done with attention and concentration.

Filtering

- The next step involves sensing and filtering of heard sounds.
- The heard message is categorized as wanted or unwanted, useful or useless.
- The unwanted message is discarded. In this step, the sense of judgment of the individual comes into play, that is, the filtering process is subjective and a person chooses to retain what makes sense to him.

Comprehending

- The next level of listening consists of comprehending or understanding.
- The listener understands or interprets what the speaker has tried to convey.
- This activity can be described as absorbing, grasping or assimilating.
- In order to grasp the meaning of the message, the listener uses his knowledge, experience, perception and cognitive power.
- The verbal and auditory message is coupled with non-verbal communication to understand it.

Remembering

- Remembering relates to a process whereby the assimilated message is stored in memory to facilitate future recall.
- Remembering assumes significance because many times messages received are meant not for immediate consideration but for future use.

Responding

- For listening to be complete, a response is important.
- Responding to a message may take place at the end of the communication, immediately after or later.
- When it is stored for future use, the response may take place later.
- However, if there is a need to seek clarification or to empathize with the listener, it may take place earlier.
- Responding may also take the form of prodding or prompting in order to show that the message is being received and comprehended.

TYPES OF LISTENING

1. Casual Listening:

- This type of listening refers to listening without any specific purpose.
- In this the listeners are engaged in some kind of work, without showing much interest or attention.
- For example we listen to songs on the radio or T.V.

2. Focused Listening :

- In this type of listening, listeners will listen with concentration.
- Listener will have a purpose and hence listens attentively and actively.
- The listener attempts to understand and evaluate what the speaker says.
- Sometimes the listener will raise questions for clarification to ensure what he has understood is right.
- For example questions in an interview, lectures in a class, business transaction etc.

3. Appreciative Listening:

This type of listening refers to the enjoyment and pleasure we derive from listening.

This will be done when we listen to music, poetry, drama and speeches of good orators etc.

4. Discriminative Listening.

- Discriminative listening makes the listener sensitive to argument.
- It makes the listener sensitive through arguments on language.
- The listener distinguishes fact from opinion.

5. Critical Listening:

- The listener evaluates what is listened to, So that he can accept or reject the information easily.

6. Therapeutic Listening:

- The listener serves as a sounding board without evaluating or judging the message.
- The listener can accept simply without making any evaluation or comments.

7. LISTENING COMPREHENSION

- Listening comprehension is the precursor to reading comprehension,
- so it's an important skill to develop. Listening comprehension isn't just hearing what is said—it is the ability to understand the words and relate to them in some way.
- For example, when you hear a story read aloud, good listening comprehension skills enable you to understand the story, remember it, discuss it, and even retell it in your own words. You use these same comprehension skills when you read.

SUB - SKILLS OF LISTENING

- Decoding Sound
- Comprehension of Structure
- Guessing the meanings of unknown Words or Phrases.
- Recognizing Discourse marker
- Skim or Scan for Specific information
- Predicting what speakers are going to talk.
- Retaining relevant information,
- Rejecting irrelevant information

ACTIVITIES TO ENRICH LISTENING SKILL

Teachers must ensure the following factors before organizing various activities in the classroom.

- **Motivation:** Teacher will provide reinforcement, change the class room seating, provide a variety of activities and set the mind of the pupil to receive the task.
- **Context:** Teacher makes the pupil understand the task by describing the task clearly, eliciting, and providing a variety of stimuli.
- **Duration of Time:** Teacher will provide the time to the pupil to think and stick to it.
- **Application:** Teacher makes the pupil follow – up realistic and related to their own life, provide constructivist feedback to them, and helps them with essential vocabulary if they are needed.
- **Adaptation:** Teacher will manipulate or change the task according to the environment, age and level of the pupil for easy understanding of the task.

Analyzing suprasegmental features of listening

Analyzing suprasegmental features of listening involves paying attention to aspects of speech that go beyond individual sounds or segments. These features include intonation, stress, rhythm, and tempo. Here's how each of these suprasegmental features can be analyzed in listening:

1. ****Intonation**:** Intonation refers to the variation in pitch or tone of voice when speaking. It can convey emotions, attitudes, and grammatical structure. Analyzing intonation involves listening for patterns of rising and falling pitch, as well as changes in pitch contour that signal questions, statements, or emphasis.
2. ****Stress**:** Stress refers to the emphasis placed on certain syllables or words within a sentence. Analyzing stress involves identifying which syllables or words are pronounced with greater force or prominence. Stress patterns can vary depending on the language and regional accent.
3. ****Rhythm**:** Rhythm refers to the pattern of stressed and unstressed syllables in speech. Analyzing rhythm involves listening for the regularity or irregularity of syllable patterns, as well as the overall tempo or pace of speech. Rhythmic patterns can contribute to the fluency and naturalness of spoken language.
4. ****Tempo**:** Tempo refers to the speed or rate of speech. Analyzing tempo involves listening for variations in speaking speed, such as pauses, hesitations, or rapid speech. Tempo can affect comprehension and listener engagement, with slower tempos often being easier to understand for non-native speakers or learners.

- When analyzing suprasegmental features of listening, it's important to consider how these features interact with one another and contribute to overall comprehension and communication. Effective listening involves not only understanding individual words or segments but also interpreting the nuanced patterns of intonation, stress, rhythm, and tempo that shape the meaning and interpretation of spoken language.

Tasks at Elementary level:

- | | | |
|---|---------------------|------------------------------|
| • Teacher Talk: | • Coloring objects: | • Filling up grids: |
| • Listen to a text on some one's Childhood: | • Making objects | • Using Dialogues: |
| | • Flow charts: | • Finding things in commons: |

Tasks at Secondary level:

- | | | |
|------------------------------------|------------------------|-------------------------------|
| • Narration: | • Explaining a Doodle: | • Problem Solving: |
| • Telephone conversation: | • Predictions: | • Listening to Radio or T.V.: |
| • Drill and Exercises | • Jigsaw listening: | |
| • Listening to recorded Cassettes: | • Group work: | • Making Short responses |
| • Gap filling Exercises: | • Role play: | |

SPEAKING SKILL

- Speech is human vocal communication using language.
- Each language uses phonetic combinations of vowel and consonant sounds that form the sound of its words and uses those words in their semantic character as words in the lexicon of a language according to the syntactic constraints that govern lexical words' function in a sentence.
- In speaking, speakers perform many different intentional speech acts, e.g., informing, declaring, asking, persuading, directing, and can use enunciation, intonation, degrees of loudness, tempo, and other non-representational or paralinguistic aspects of vocalization to convey meaning.
- In their speech speakers also unintentionally communicate many aspects of their social position such as sex, age, place of origin (through accent), physical states (alertness and sleepiness, vigor or weakness, health or illness), psychic states (emotions or moods), physico -psychic states (sobriety or drunkenness, normal consciousness and trance states), education or experience, and the like.

OBJECTIVES OF SPEAKING SKILL

The learners able to

- Aware of the importance of speaking skill.
- Appreciate the needs to express their ideas easily orally.
- Aware of the language activities which help to enrich speaking.

FACTORS AFFECTING ON LISTENING SKILL

There are several organic and psychological factors that can affect speech. Among these are:

- Diseases and disorders of the lungs or the vocal cords, including paralysis, respiratory infections (bronchitis), vocal fold nodules and cancers of the lungs and throat.
- Diseases and disorders of the brain, including alogia, aphasias, dysarthria, dystonia and speech processing disorders, where impaired motor planning, nerve transmission, phonological processing or perception of the message (as opposed to the actual sound) leads to poor speech production.
- Hearing problems, such as otitis media with effusion, and listening problems, auditory processing disorders, can lead to phonological problems.
- Articulatory problems, such as slurred speech, stuttering, lisping, cleft palate, ataxia, or nerve damage leading to problems in articulation.

Tourette syndrome and tics can also affect speech. Various congenital and acquired tongue diseases can affect speech as can motor neuron disease.

- In addition to dysphasia, anomia and auditory processing disorder can impede the quality of auditory perception, and therefore, expression. Those who are Hard of Hearing or deaf may be considered to fall into this category.

Important aspects bear in mind while teaching speaking

- Learners should speak the language in meaningful situations.
- There should be sufficient repetition and variety to facilitate habit formation.
- Correction should be selective and should be based on drilling in the correct form.
- Speaking activities should be properly graded to suit the levels of the learners.
- The aim of the oral drills is to enable the learners to make a free choice in an actual communication situation.

SUB - SKILLS OF SPEAKING

The following are the sub – skills of Speaking

- Articulate the sounds in isolation.
- Articulate the sounds in connected speech.
- Articulate the stress patterns within the words.
- Manipulating the use of stress in connected speech.
- Producing intonation patterns and expressing attitudinal meaning through variation in pitch, pitch range and pause.
- Use appropriate words and structures to express the intended meaning.
- Recall words and structures quickly.
- Organize the thoughts and ideas in logical sequence.
- Adjust his speech according to the audience, situation, and subject matter.
- Convey ideas effectively and convincingly.
- Speak relevantly and clearly.
- Must be able to make conversation using basic courtesy formulas, conventional greetings, and other expressions.
- Should ask as well as answer questions and maintain conversation/ dialogues with his class mates and teachers.
- Should have a stock of vocabulary and acquire fluency and accuracy of speech.
- Should speak by applying the basic rules of grammar without being conscious of doing so.

ACTIVITIES TO ENRICH SPEAKING SKILL

- | | | |
|-----------------------|-------------------------------|---------------------|
| • Dialogue: | • Information Collection: | • Group Discussion: |
| • Action chains: | • The Shopping Game: | • Use of Songs: |
| • Guessing Games: | • Newspaper Reporter Game: | • Oral composition: |
| • Expanding: | • Scale drawings: | • Interview: |
| • Communication Game: | • Drawing on the Black Board: | |
| • Role – Play: | • Group Work: | |

The distinction between American, British, and Indian pronunciation encompasses variations in vowel and consonant sounds, intonation patterns, stress placement, and rhythm. Here are some key differences:

1. **Vowel Sounds:**

- American English tends to have more relaxed vowel sounds compared to British English. For example, the vowel in "hot" is pronounced as /ɑ/ in

American English and /b/ in British English.

- Indian English may exhibit further variations, with vowel sounds influenced by regional accents and phonetic influences from native languages. For instance, the vowel in "cup" may be pronounced with a slightly different quality in Indian English.

2. ****Consonant Sounds****:

- Certain consonant sounds may vary between American, British, and Indian English. For example, the "r" sound is typically pronounced as a retroflex approximant in many Indian accents, while it is often non-rhotic in British accents.

- American English may have different allophones for certain consonants compared to British English, such as the /t/ sound in words like "water" (/r/ in American English and /t/ or /r/ in British English).

3. ****Intonation and Stress****:

- Intonation patterns and stress placement can vary significantly between these varieties. For example, American English tends to have more intonation variation and flatter stress patterns compared to British English, which often exhibits more rising and falling intonation patterns and varied stress placement.

- Indian English intonation patterns may be influenced by regional languages and cultural norms, resulting in variations in pitch and stress patterns.

4. ****Rhythm****:

- The rhythm of speech may differ among these varieties. American English tends to be more stress-timed, with relatively equal durations between stressed syllables, while British English may be more syllable-timed, with more consistent durations between syllables.

- Indian English rhythm may vary depending on the speaker's regional accent and language background, with some accents exhibiting more syllable-timed characteristics.

Overall, while there are general differences in pronunciation among American, British, and Indian English, it's important to recognize that these distinctions are not absolute and can vary widely within each variety due to factors such as regional accents, individual speech patterns, and sociocultural influences.

READING SKILL

- Reading is the complex cognitive process of decoding symbols to derive meaning. It is a form of language processing.
- Reading is a means for language acquisition, communication, and sharing information and ideas.
- The symbols are typically visual (written or printed) but may be tactile (Braille). Like all languages, it is a complex interaction between text and reader, shaped by prior knowledge, experiences, attitude, and the language community—which is culturally and socially situated.
- Readers use a variety of reading strategies to decode (to translate symbols into sounds or visual representations of speech) and comprehend.
- Readers may use context clues to identify the meaning of unknown words.
- Readers integrate the words they have read into their existing framework of knowledge or schema.

OBJECTIVES OF READING SKILL

- Read to activate and reinforce other skills (grammar, vocabulary, pronunciation, and writing).
- In the same way that oral dialogues, short compositions, and listening activities do, reading can put into practice grammatical structures, new lexical items, and elements of pronunciation.
- Reading can also offer good writing models.
- Reading to become a better reader.
- Reading is a skill in itself, and the advantage of working with adult language learners is that they are usually literate in their native language.
- This means that they are able to transfer advanced reading skills to the second language classroom.
- Reading in English can activate and develop these skills, making the students better readers in both languages.
- Reading skills include: skimming, scanning, predicting, and reading for detailed comprehension.

- Read to develop critical thinking skills.
- This is important to address because when teaching English for general purposes, it can be easy to dismiss reading as an activity more suited for an academic environment.
- In all situations, critical thinking skills aid communication. From having a phone conversation to writing a business plan, people need to prioritize, make conclusions, draw comparisons, make inferences, etc.
- Reading can provide opportunities to utilize and sharpen such skills.
- Read for enjoyment.
- Students should ideally discover not only the usefulness but also the pleasure of being able to read in a second language.

TYPES OF READING

1. Silent Reading

- It means reading silently without moving their lips, without murmuring.
- Eyes run through the lines mentally recognizing the words.
- Silent reading makes the learner aware that reading is a personal activity and does not disturb others.
- Silent reading promotes faster reading for eyes that can see more words at a time and helps to improve the eye span.
- Silent reading promotes better understanding of the text because focus only on the content.
- It is less tiring than the loud reading.
- It is a natural process of reading.

2. Loud Reading:

- This reading is a useful means of mastering the language code
- It motivates the children to learn structures and their practice and pronunciation.
- It is an effective device to test the pupil's reading comprehension.
- It develops awareness of punctuation marks.
- It is also pay attention to the pronunciation of words.

3. Reading aloud:

- A read-aloud is when teachers, parents, and caregivers read texts aloud to children. Mostly, it is in the context of storybooks, but it can be other things as well.
- The reader adds variation in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery.
- Reading aloud can be helpful for kids of any age.
- They make them knowledgeable and also curious about topics and texts, from novels to news reports.
- smaller kids, storytime gets more exciting when done through innovative reading aloud.
- They also learn faster and are motivated to read on their own as well.

4. Intensive Reading:

- Intensive reading or reading for accuracy involves approaching a text under the close guidance of a teacher or through a task that forces the student to pay attention to the text.
- It involves a profound understanding of the text not only in terms of 'what' it says but also in terms of 'how' it says it. An intensive reading lesson is primarily concerned with developing reading strategies, judgment, reasoning, interpretation and appreciation of the learners.
- Extensive Reading:

5. Extensive reading

- Extensive reading or reading for fluency involves reading of longer texts for pleasure and, not necessarily, for minute details. It is a fluency activity in which the students can read on their own.

- Class time is short and the amount of reading normally is very great in our school curriculums.
- Extensive reading can lessen the teacher's burden if he encourages his students to read without his help
- A good school library would be an ideal place for students to enjoy reading.
- Unfortunately, most of our schools are ill equipped in terms of libraries and the school timings are such that they give very little chance to students to have some free time for reading.
- However, wherever such library facilities are available ,students should be encouraged to read on their own and where no libraries are available , the teacher should refer to a list of books that students could be asked to read in their home.
- Extensive reading can play a vital role in the learning of a second / foreign language . In this regard, the following characteristics are very important.
- Students read as much as possible both in the class and outside it.
- Different text- types are available for reading, for different purposes and indifferent ways.
- Students have a choice and freedom to select whatever they want to read. They can stop reading the texts, which do not interest them.
- Reading has its own reward. There are no follow up activities or tasks.
- The reading texts are within the linguistic competence of the reader. During reading, the use of a dictionary is very rare, as one does not stop to look for the meaning of an unfamiliar/ difficult word.
- Reading is individual and silent. Students read at their own pace. They choose when to read and where to read. This helps them develop fluency as they learn to read faster and without disturbance.

6. Gist Reading:

- Read to understand the main ideas, and don't look up new words. You'll be surprised that you can usually understand the general idea of the story
- Reading for Information:

7. Reading for Information

- Reading for Information “ . . . reading to learn about a trade, or politics, or how to accomplish something.
- We read a newspaper this way, or most textbooks, or directions on how to assemble a bicycle.
- With most of this sort of material, the reader can learn to scan the page quickly, coming up with what he needs and ignoring what is irrelevant to him, like the rhythm of the sentence, or the play of metaphor.
- Courses in speed reading can help us read for this purpose, training the eye to jump quickly across the page Quick eye-reading is a necessity to anyone who wants to keep up with what's happening, or
- learn much of what has happened in the past.”

8. Reading for Ideas:

- Reading for Ideas “With a philosopher one reads slowly, as if it were literature, but much time must be spent with the eyes turned away from the pages, reflecting on the text. . . . [I]ntellectual writing . . . requires intellectual reading, which is slow because it is reflective and because the reader must pause to evaluate concepts.”

9. Reading to Escape:

- Reading to Escape “This reading is the automated daydream, the mild trip of the housewife and the tired businessman, interested not in experience and feeling but in turning off the possibilities of experience and feeling. . . .
- The reader is in control: once the characters reach into the reader's feelings, he is able to stop reading, or glance away, or superimpose his own daydreams.”

10. Reading to Engage

- “If we read a work of literature properly, we read slowly, and we hear all the words. If our lips do not actually move, it's only laziness.
- The muscles in our throats move, and come together when we see the word "squeeze.”

- We hear the sounds so accurately that if a syllable is missing in a line of poetry we hear the lack, though we may not know what we are lacking.
- In prose we accept the rhythms, and hear the adjacent sounds.
- We also register a track of feeling through the metaphors and associations of words
- The great writers reward this attention.
- Only by the full exercise of our powers to receive language can we absorb their intelligence and their imagination.
- This kind of reading goes through the ear--though the eye takes in the print, and decodes it into sound--to the throat and the understanding, and it can never be quick. It is slow and sensual, a deep pleasure that begins with touch and ends with the sort of comprehension that we associate with dreams. . . .
- To read literature is to be intimately involved with the words on the page, and never to think of them as the embodiments of ideas which can be expressed in other terms. Great literature, if we read it well, opens us up to the world, and makes us more sensitive to it, as if we acquired eyes that could see through things and ears that could hear smaller sounds."

STRATEGIES OR TECHNIQUES OF READING

1. Skimming:

- Skimming is reading rapidly in order to get a general overview of the material.
- While skimming tells you what general information is within a section,
- Skimming is like snorkeling,
- **Use skimming to overview your textbook chapters or to review for a test. Use skimming to decide if you need to read something at all,**

2. Scanning:

- Scanning is reading rapidly in order to find specific facts.
- Scanning helps you locate a particular fact.
- Scanning is more like pearl diving.
- Scanning, too, uses keywords and organizational cues. But while the goal of skimming is a bird's-eye view of the material, the goal of scanning is to locate and swoop down on particular facts.

3. Skipping:

- It is the kind of reading in which we focus on the main point while we skip the reading of the full paragraph. we don't read the whole content by skipping reading.
- We read only important points which are necessary to us from the whole concept.

READING COMPREHENSION

- Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows.
- Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for asseorganizeduestioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer (discourse-semantics).

SUB - SKILLS OF READING

The following are the sub-skills of Reading

- Recognizing the words and phrases in English script.
- Using one's knowledge of the outside world to make predictions about how to interpret a text.

- Retrieving information stated in the passage.
- Distinguishing between the main ideas from subsidiary information.
- Deducting meaning and use of unknown words / phrases that are redundant .
- Understanding the meaning and implementations of grammatical structures.
- Recognizing discourse markers.
- Understanding the relations within the sentence and the text.
- Extracting the specific information from summary or note taking.
- Skimming to obtain the gist and recognize the organization of ideas within the text.
- Understanding the implied information and attitudes.
- Knowing how to use an index, a table of contents.
- Reconstructing the meaning of sentences, even if they are not introduced discourse markers.
- Consult a Dictionary to find out the meaning of an unfamiliar word.
- Reading silently without moving the lips.
- Locate the 'topic sentence' of the paragraph.
- Infer the mood of the writer.
- Recognizing the graphic signals, punctuation marks, capitalization etc.

EYE SPAN:

- The most important concept to grasp is eye span.
- Also known as 'fixation', eye span is the number of words that you take in as you look at words. ... Increasing your eye span makes greater use of your natural peripheral vision, treating each group of words as a 'unit' helps your reading move along faster.
- Eye-span "refers to the amount of text someone takes in with the eyes for each stopping, or "fixation" of the eyes.
- By stating "eye-span," someone has already been doing some investigating about speed reading .
- There is much mis-information about the topic.
- It is true that part of the goal of speed reading is to allow the eyes to take in more for each stop of the eyes (fixation).
- A traditional linear reader typically takes in one to three words per fixation.
- That is inefficient when you consider the total area of clear focus the eyes have at normal reading distance.
- This normal area of sight measures between one to three inches in diameter.
- Sight is always dimensional - that means there is both a horizontal and vertical field.

ACTIVITIES TO ENRICH READING

At Elementary level:

- The teacher should take steps to improve pupils' ability to read quickly and accurately from the elementary level.
- Passages from discarded textbooks can be edited to suitable lengths of a few pages, with questions to test the comprehension typed and pasted for the pupil.
- Whenever the teacher has time to spare, a set can be distributed to the class and a time limit set for reading and for answering the questions, as writing is not being tested, the questions should only require yes or No answers or ticking of correct statements or the writing of numbers.
- Set the class to read for a minute to mark the point reached with a dot in pencil.
- Set the class to consult passages in books, to find the answers to the questions and stand up when they have found them.
- The teacher writes a passage from the book on the blackboard with some words missing, the class has to find the passage in the book and write down the missing words.
- Actions in mime in obedience to flashcards can be a fruitful occasion for friendly competition in the last five minutes of every class.

- Cards with exact instructions on them to be carried out quickly can be distributed, for instance, “ go out into the garden and collect a narrow pointed leaf and a round smooth stone.” Or a much more complicated list of instructions involving observation in the town can be given.

At secondary level:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Flash cards. • Black board work. • Matching the word with a picture. • Using newspapers. | <ul style="list-style-type: none"> • Making connections. • Visualizing. • Inferring. • Word families. | <ul style="list-style-type: none"> • Matching the pictures to pictures or wall charts. |
|---|---|---|

WRITING SKILL

- Writing is a medium of human communication that represents language with signs and symbols.
- For languages that utilize a writing system, inscriptions can complement spoken language by creating a durable version of speech that can be stored for future reference or transmitted across distance.
- Writing, in other words, is not a language, but a tool used to make languages readable.
- Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols.
- The result of the activity of writing is called a text, and the interpreter or activator of this text is called a reader

OBJECTIVE OF WRITING SKILL

- Demonstrate the capacity to use various writing forms, to achieve the specific purposes of the course.
- Exemplify ethical writing practices in all forms of written communication.
- Demonstrate the capacity to effectively integrate multiple sources into the writing assignments of the course.
- Demonstrate improvements in written expression of thought by utilizing various techniques.

ELEMENTS OF GOOD WRITING

There are major components of the writing process:

1. Prewriting:

- Prewriting is the first stage of the writing process, typically followed by drafting, revision, editing and publishing.
- Prewriting can consist of a combination of outlining, diagramming, storyboarding, and clustering (for a technique similar to clustering)

2. Writing:

- In the context of written composition, drafting refers to any process of generating preliminary versions of a written work.
- Drafting happens at any stage of the writing process as writers generate trial versions of the text they're developing.
- At the phrasal level, these versions may last less than a second, as writers compose and then delete trial sentences; as fully developed attempts that have reached the end of a stage of usefulness, draft documents may last for perpetuity as saved "versions" or as paper files in archives.

3. Revising:

- Revision is a process in writing of rearranging, adding, or removing paragraphs, sentences, or words.
- Writers may revise their writing after a draft is complete or during the composing process.
- Revision involves many of the strategies known generally as editing but also can entail larger conceptual shifts of purpose and audience as well as content.

Within the writing process, revision comes once one has written a draft to work with, so that one can re-see and improve it, iteratively.

- Working at both deeper and more surface levels a writer can increase the power of the text

4. Editing:

- Editing is the process of selecting and preparing written, photographic, visual, audible, or cinematic material used by a person or an entity to convey a message or information.
- The editing process can involve correction, condensation, organization, and many other modifications performed with an intention of producing a correct, consistent, accurate and complete piece of work

5. **Grammar:**

- Without grammar, spoken and written communication would be incomprehensible. In formal writing contexts, grammatical errors are considered unprofessional because they cause ambiguity, confusion—and the loss of a reader. In business contexts, this translates into lost revenue.

Because audiences expect writers to follow the rules of standard written English in formal situations, failure to do so may suggest a lack of effort—or a lack of literacy, a failure to understand the rules and conventions that govern standard written or spoken English.

- 6. Spelling.** spelling plays a vital role in effective writing by promoting clarity, communication, professionalism, and literacy. Writers should strive for accuracy in spelling to enhance the quality and impact of their written communication.
- 7. Punctuation.** Punctuation marks play a crucial role in writing by clarifying meaning, indicating grammatical structure, and guiding the reader's interpretation of the text. Here's a brief overview of the common punctuation marks and their places in writing:
- 8. Word choice:** word choice plays a central role in writing by influencing clarity, tone, style, and impact. By selecting words thoughtfully and purposefully, writers can enhance the quality and effectiveness of their communication, engaging readers and conveying their message with precision and power.

9. **CENTRAL IDEA**

- This element of good writing involves focusing on a clear, manageable idea, argument, or thesis around which to organize your material. It includes
- selecting subordinate ideas that support and reinforce your central idea
- Purpose or central idea is sufficiently limited for meaningful discussion.
- Central idea is clearly stated, normally in the opening.
- All subordinate ideas relate clearly to the central idea.

10. **ORGANIZATION**

- This element of writing has to do with coherent arrangement of material. It involves keeping the reader oriented to the central and subordinate ideas.
- Good organization is logical and sequential. It guides the reader between divisions of the material.
- Introduction orients the reader to the central idea and the line of reasoning.
- Material is arranged in a logical and coherent sequence; subordinate ideas are effectively identified.
- Transitions are clear and helpful.
- Conclusion or closing summarizes the argument, emphasizes the central idea, and leaves the reader with a sense of completion.

11. **SUPPORTING MATERIAL**

- Explanations, examples, statistics, and quotations make the ideas and information presented meaningful and memorable for the reader.
- In exposition, the role of supporting material is to clarify; in argument, to persuade.
- Examples are relevant, specific, detailed, sufficient, and persuasive.
- Quotations support the argument.

12. **EXPRESSION, WORD CHOICE, AND POINT OF VIEW**

Language is clear, specific, accurate, and appropriate to the audience, purpose, and material. Variety in sentence structure and length creates emphasis.

Word choice is clear, specific, accurate, unassuming, and free of clichés and misused jargon.

PROCESS OF WRITING;

- A writing process describes the series of physical and mental actions that people take in the course of producing any kind of text.

- The writing process has typically been divided into phases of prewriting, writing, and revising.

MECHANICS OF WRITING OR CHARACTERISTICS OF GOOD HAND WRITING

1. Clarity and focus:

- In good writing, everything makes sense and readers don't get lost or have to reread passages to figure out what's going on.
- Focused writing sticks with the plot or core idea without running off on too many tangents.

2. Organization:

- A well organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing.
- You can tell non-linear stories or place your thesis at the end of an essay and get away with it as long as your scenes or ideas are well ordered.

3. Ideas and themes:

- Is the topic of your paper relevant? Does your story come complete with themes? Can the reader visualize your poem?
- For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.

4. Voice:

- This is what sets you apart from all other writers.
- It's your unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.

5. Language (word choice):

- We writers can never underestimate or fail to appreciate our most valuable tools: words.
- Good writing includes precise and accurate word choices and well crafted sentences.

6. Grammar and style:

- Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there's a good reason).
- Style is also important in ensuring that a piece of writing is clear and consistent.
- Make sure you keep a grammar book and style guide handy.

7. Credibility or believability:

- Nothing says bad writing like getting the facts wrong or misrepresenting oneself.
- In fiction, the story must be believable (even if it's impossible), and in nonfiction, accurate research can make or break a writer.

8. Thought-provoking or emotionally inspiring:

- Perhaps the most important quality of good writing is how the reader responds to it.
- Does she come away with a fresh perspective and new ideas?
- Does he close the cover with tears in his eyes or a sense of victory?
- How readers react to your work will fully determine your success as a writer.

9. Simplicity

- Good writing usually aligns with the saying 'the simple, the better'.
- Many people think that good writing means using flowery language and uncommon words and expressions; however, that is not true at all.
- A good composition will always express things in the most direct and simple way.
- In the case of languages like English, the same idea can be expressed in multiple different ways and as a good writer; you should always aim for the simplest way to express your ideas.

10. Unity:

- For your writing to be considered as good, you are required to state your ideas in a meaningful and logical manner so that they seem connected.
- This trait is referred to as the unity or flow of your text. The flow of a good piece of writing is a smooth sail, rather than a road full of bumps.

11. Focus :

- Another important quality for good writing is focus.
- Not only is focus important for your overall writing, it is absolutely crucial to maintain a sense of flow and unity in your writing.
- A good piece of writing does not bombard its readers with unnecessary information and ideas, and is entirely focused on the central idea/plot of the writing.
- It makes sure that the readers follow along with ease; and does not have to reread a portion or get lost in the details.

12. Authority:

- A good piece of writing always incorporates a sense of authority, ensuring the reader knows exactly what he's talking about.
- A composition is good if the writer seems to be well-informed and credible about the subject that he's discussing.
- On the other hand, presenting weak or wrong information can not only make your writing look bad, but can also have adverse effects on your reputation as a writer.

13. Grammar:

- It is needless to say that you need good grammar skills in order to craft a good piece of writing.
- As a writer, you are supposed to follow the grammatical rules of Standard English precisely.
- Grammatical mistakes, spelling errors, and weak proofreading are very likely to have a negative impact on your readers.
- Pay due attention to the grammatical correctness of your text.

14. Word Choice:

- As a writer, you are supposed to know your way with words.
- English happens to be one of the languages where there are multiple words for the same idea.
- A good piece of writing will always incorporate the most suitable and accurate words.
- Good word choice greatly contributes to the clarity and readability of your text.

15. Conciseness:

- This is an important quality that distinguishes good writing from bad writing.
- To be concise means to avoid unnecessary words and fillers because they distract your readers.
- Sometimes people may deliberately use unnecessary words.

16. Style:

- Your writing style is what makes your writing unique and sets it apart from all the other writers out there.
- Your writing style plays a great role in determining whether your writing is good or bad.
- Writing style basically means the way that you present your text to the reader; your word choice, voice, and fluency all contribute to your writing style.
- There are no precise rules to mark a writing style as good or bad; however, as a general guideline, a good writing style is always in line with the writer's opinion, the reader's expectations, and the topic's context.

17. Writing Form:

- All writing is not the same and there are different forms of writing to which the writer needs to adapt his style and content.
- A good academic writer is not necessarily a good short story writer; similarly, someone great at blog writing might not do well with technical writing.

SUB - SKILLS OF WRITING

The following are the Sub skills of Writing:

- Mastering spelling, punctuation, sentence construction and referential words.
- Linking the sentences, using the connecting words, relative pronouns, connecting paragraphs using proper conjunctions.
- Being aware of different demands of written English in contrast with spoken English.

- Organizing information logically and clearly with a specific type of reader in mind.
- Using discourse markers appropriately to indicate main points, developments in a theme, change of topic, examples, conclusions, emphasizing a point, anticipating an objection etc.
- Using variation in normal sentence patterns and word order to develop a theme clearly and emphasize the main points at each stage.
- Hand writing, forming and joining letters, shapes of letters.
- Selecting vocabulary to convey attitude and implied meaning.
- Expressing information explicitly.
- Expressing implicitly through 1) Inference and 2) Figurative language.
- Writing with a reasonable speed.
- Linking the sentences with appropriate sentence connectors and sequence signals.
- Evaluating the significance of a word or a sentence in the overall context of the written passage.
- Expressing the conceptual meaning, especially quantity, amount, definiteness, comparison, location etc.
- Expressing the relations between parts of a text through lexical cohesion devices of repetition , synonymy, hyponymy, antithesis etc.
- Expressing the relations between parts of a text through grammatical cohesion devices of grammatical cohesion devices of reference, comparison, substitution, logical connectors etc.
- Summarizing the whole text or specific idea.
- Writing in different formats like essays, letters, paragraphs etc.

TYPES OF WRITING

1. Narrative Writing:

- Narrative writing is a piece of writing that tells a story, and it is one of four classical rhetorical modes or ways that writers use to present information. The others include an exposition, which explains and analyzes an idea or set of ideas; an argument, which attempts to persuade the reader to a particular point of view; and a description, a written form of a visual experience.
- A narrative is a form of writing that tells a story.
- Narratives can be essays, fairy tales, movies, and jokes.
- Narratives have five elements: plot, setting, character, conflict, and theme.
- Writers use narrator style, chronological order, a point of view, and other strategies to tell a story
- Narrative Elements
 - Every narrative has five elements that define and shape the narrative: plot, setting, character, conflict, and theme.
 - These elements are rarely stated in a story; they are revealed to the readers in the story in subtle or not-so-subtle ways, but the a writer needs to understand the elements to assemble her story.
 - Here's an example from "The Martian," a novel by Andy Weir that was made into a film:
 - The plot is the thread of events that occur in a story. Weir's plot is about a man who gets accidentally abandoned on the surface of Mars.
 - The setting is the location of the events in time and place.
 - "The Martian" is set on Mars in the not-too-distant future.
 - The characters are the people in the story who drive the plot, are impacted by the plot, or may even be bystanders to the plot.
 - The characters in "The Martian" include Mark Watney, his shipmates, the people at NASA resolving the issue, and even his parents who are only mentioned in the story but still are impacted by the situation and in turn impact Mark's decisions.
 - The conflict is the problem that is being resolved.
 - Plots need a moment of tension, which involves some difficulty that requires resolution.
 - The conflict in "The Martian" is that Watney needs to figure out how to survive and eventually leave the planet's surface.

- Most important and least explicit is the theme.
- What is the moral of the story? What does the writer intend the reader to understand?
- There are arguably several themes in "The Martian": the ability of humans to overcome problems, the stodginess of bureaucrats, the willingness of scientists to overcome political differences, the dangers of space travel, and the power of flexibility as a scientific method.

2. Descriptive Writing:

- The primary purpose of descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves paying close attention to the details by using all of your five senses. Teaching students to write more descriptively will improve their writing by making it more interesting and engaging to read.
- It will help your students' writing be more interesting and full of details
- It encourages students to use new vocabulary words
- It can help students clarify their understanding of new subject matter material
- Characteristics of descriptive writing
 - Good descriptive writing includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate.
 - Descriptive writing may also paint pictures of the feelings the person, place or thing invokes in the writer. In the video section below, watch a teacher use a Five Senses Graphic Organizer as a planning strategy for descriptive writing.
 - Good descriptive writing often makes use of figurative language such as analogies, similes and metaphors to help paint the picture in the reader's mind.
 - Good descriptive writing uses precise language.
 - General adjectives, nouns, and passive verbs do not have a place in good descriptive writing.
 - Use specific adjectives and nouns and strong action verbs to give life to the picture you are painting in the reader's mind.
 - Good descriptive writing is organized.
 - Some ways to organize descriptive writing include: chronological (time), spatial (location), and order of importance.
 - When describing a person, you might begin with a physical description, followed by how that person thinks, feels and acts.

3. Persuasive Writing:

- Persuasive writing intends to convince readers to believe in an idea or opinion and to do an action. Many writings such as criticisms, reviews, reaction papers, editorials, proposals, advertisements, and brochures use different ways of persuasion to influence readers. Persuasive writing can also be used in indoctrination.
- It is a form of non-fiction writing the writer uses to develop logical arguments, making use of carefully chosen words and phrases. But, it's believed that fiction writing should also be persuasive.
- Common techniques in persuasive writing
- Presenting strong evidence, such as facts and statistics, statements of expert authorities, and research findings, establishes credibility and authenticity.
- Readers will more likely be convinced to side with the writer's position or agree with their opinion if it is backed up by verifiable evidence.
- Concrete, relevant, and reasonable examples of anecdotes can enhance the writer's idea or opinion.
- They can be based on observations or from the writer's personal experience.
- Accurate, current, and balanced information adds to the credibility of persuasive writing.
- The writer does not only present evidence that favors their ideas, but they also acknowledge some evidence that opposes their own.
- In the writing, though, their ideas would be sounder.

4. Expository Writing:

- Expository writing is a type of writing where the purpose is to explain, inform, or even describe. It is considered to be one of the four most common rhetorical modes.
- The purpose of expository writing is to explain and analyze information by presenting an idea, relevant evidence, and appropriate discussion.
- In narrative contexts (such as history and fiction), exposition provides background information to teach or entertain. In other nonfiction contexts (such as technical communication), the purpose is to teach and inform.
- The four basic elements of expository writing are the subject being examined; the thesis, or statement of the point the author is trying to prove; the argument, or backing, for the thesis, which consists of data and facts to serve as proof for the thesis; and the conclusion, or restatement of the proved thesis.

5. Collaborative writing:

- Collaborative writing refers to a distributed process of labor involving writing, resulting in the co-authorship of a text by one or more writers.
- Collaborative writing includes three necessary components to make the writing process work, which include:
- Interaction between participants throughout the entire writing process. Whether it be brainstorming, writing a draft of the project, or reviewing.
- Shared power among participants. Everyone included in the project has the power to make decisions and no group member is in charge of all the text produced.
- The collaborative production of one single and specific text.
- Collaborative writing is a regular feature of many academic and workplace settings. Some theories of collaborative writing suggest that in the writing process,
- all participants are to have equal responsibilities.
- In this view, all sections of the text should be split up to ensure the workload is evenly displaced, all participants work together and interact throughout the writing process, everyone contributes to planning, making of ideas, making structure of text, editing, and the revision process.
- Other theories of collaborative writing propose a more flexible understanding of the workflow that accounts for varying contributions levels depending on the expertise, interest, and role of participants.

Creative writing :

Creative writing is any writing that goes outside the bounds of normal professional, journalistic, academic, or technical forms of literature, typically identified by an emphasis on narrative craft, character development, and the use of literary tropes or with various traditions of poetry and poetics.

ACTIVITIES TO ENRICH WRITING SKILL

- Transcription:
- Substitution Table:
- Dictation:
- Match the following:
- Organizing sentences:
- Pictures:
- Narratives:
- Paragraph writing:
- Description:
- Essay writing:
- Letter writing: